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**Attitudes toward Using Audiovisual Aids among EFL  
High Basic School Teachers in Hebron**

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**Attitudes toward Using Audiovisual Aids among EFL  
High Basic School Teachers in Hebron**

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**Thesis Approval**

**Attitudes toward Using Audiovisual Aids among EFL High Basic School  
Teachers in Hebron**

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## **Dedication**

To those who paved the way for me, eased the bathes of science and knowledge, and planted in me the love of challenge and progress

To my lover, my fabulous father for his generous and endless support and love through my journey.

To the one who deserves all the love and respect, my gorgeous mother

To the rested souls of my beloved ones, who are always in my heart and mind

To my brothers and sisters, my long life companions

To my lovely and kind family, friends and Colleagues

To my heart and my beloved daughter, my inspiration to be stronger and better.

I dedicate this work...

## **Declaration**

I certify that this thesis submitted for the degree of Master, is the result of my own research, except where otherwise acknowledged, and that this study (or any part of the same) has not been submitted for a higher degree to any other university or institution.

Signature: \_\_\_\_\_

Name: Abeer Mohammad Jawabreh

Date: 21 / 12 / 2019

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## **Abstract**

This study aimed to investigate teachers' attitude toward using audiovisual aids while teaching EFL classes to high basic school students in Hebron. The researcher used descriptive method because it is appropriate to achieve this aim. Population of the study consists of (501) male and female EFL teachers in high primary schools in Hebron (southern and northern and middle of Hebron). The study was conducted on a random sample consists of (140) teachers with a percentage of (28%).

Two instruments were conducted for the study purposes, a 35-item questionnaire, and an interview of six questions was exposed on 15 teachers from the study sample, validity of the instruments were checked by exposing them to a group of qualified educational arbitrators. Reliability of the questionnaire was calculated using reliability co-efficient equation Cronbach alpha.

Results of the study showed that the attitudes toward using audiovisual aids among EFL high basic school teachers in Hebron are High, with a mean score of (4.13) and a standard deviation of (0.441). Results showed that EFL teachers in Hebron use Audiovisual aids while teaching and that they like to use them.

The results clarified that teachers are aware of the importance of using audiovisual aids and its effect on students and English class in general, and that appeared on their answers on the questionnaire items.

They also showed that there are no apparent significance differences for EFL teachers' attitudes toward using audiovisual aids while teaching due to Gender and years of experience, while there are apparent significance differences due to qualification

In addition, results showed that teachers use mostly pictures and audio records for listening exercises and audiovisual aids like LCD projector that allows improving more than one skill at the same time.

Depends on the results, the researcher recommends the curriculum designers to insert audiovisual aids in English book activities, and to train teachers to use them effectively.

# Chapter one

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## Introduction

### 1.1 Background of the Study

Education in 21st century is considered to be one of the most important fields, and the basic aspect for development and growth of societies because of its direct reflection on individuals and their production. One can find a huge amount of researches and studies that discussed strategies, methods, aids and means of learning. Increasing technological development year after year has greatly influenced these methods and aids.

Most recent researches have aimed to investigate the extent of this development in the class, and measure the degree of applying technology as a mean of communication in a way that keeps up with the global development. The main purpose is to figure out the kind of knowledge we are about to give to students and the aids used for this function. Between the unlimited resources and a bounded environment a space has been created which does not simply allow for imagination, it requires it. And where imaginations play, learning happens... old ways of teaching are unable to keep up with our rapidly changing world (Thomas & Brown, 2011).

In this regard, what matters most in a child's development, for instance, is not how much information we can stuff into her or his brain in the first few years. What

matters, instead, is whether we are able to help them develop a very different set of qualities; a list that includes persistence, self-control, curiosity, conscientiousness, grit and self-confidence (Tough, 2012).

One of the most powerful ways that technology facilitates the use of such strategies is that it gives teachers a way to expand recognition beyond giving a student an A+ on and assigning or posting it on the classroom bulletin board. With technology, teachers can easily make exemplary work available for the appreciations of peers, parents and professionals across the world (Pitler & Others, 2007).

Different teaching methods develop different skills for the learner. Worksheets require students to develop carefully the skills of reading and of attending to details. Design work develops their creative flair. Teacher talk develops the skill of listening attentively, and group work develops the skill of discussion and working with others. These process skills may not be a formal part of the teacher's course content, but they are crucial (Petty, 2009).

According to Shibber & others (2005), one of the essential skills every successful teacher should practice is the skill of choosing and using technological teaching aids. He ought to select the appropriate teaching aid according to the nature, goals and concept of the lesson in the planning stage in a way that could help the learner achieve these goals. Teaching aids should be strongly related to the goals and concepts of the lesson, and integrated with the teaching methods to fit the students' academic level. Teachers should know the appropriate way of using them and employ them with the students' participation.

Brinton & others (2014) clarified that any EFL teacher should take in consideration the individual differences in learners. He pointed out that teachers should adopt flexible teaching methods that involve a variety of learning activities, the most flexible method of which is using efficient modern technical teaching aids.

For Alttobaji (2000), it is very crucial to use teaching aids because they involve the learners more into the educational positions, stimulate their brains to think and use their senses, and reduce time and effort during learning. They also diverse experiences that learners go through, which leads to a complete development for the learner in all aspects. This of course can occur while applying the five human senses in the learning process to emphasize information perfectly.

Nowadays it has become very necessary to use educational aids especially Audio Visuals, for its importance in making the process of teaching and learning successful. These aids have gained a huge interest from educators, educational supervisors and curriculum designers who trust their effectiveness in achieving curriculum goals and students' needs, and direct their interest toward the class, especially in English language (Pun, 2013).

Researchers examined for many years the benefit of focusing on students' tendency and attitudes to increase their motivation towards learning. By using Audio Visual aids, the teacher can provide a live, rich, exiting multiple experiences, which meet with students' various needs and interests. These kinds of unconventional and modern aids attract students' attention and stimulate their senses (Kathem & Jaber, 1970).

In his perspective, Sharaf-Aldeen (2000) maintained that Audio Visuals are used in regular curriculums as an additional aiding factor that accomplishes the learning process, enriches given information, and improves it in a limited form. They are also considered to play a complementary expensive extinction for the ordinary aids, and it is left to the teacher to whether use them or not in his own way, especially in regular circumstances.

The Data Show Projector or (LCD), for example, is seen as one of the modern electronic inventions. It works by connecting data to a computer or a TV to show the content on a display screen. This device is now available in most of the schools and it is distinctive for its small size, which makes it easy to use it in a presentation (Abd-Alraheem, 2009).



Audio Visual aids provide direct experiences for the learner. Edgar Dale's classification of experiences depends on the direct learners' experiences as a base for learning and the best teaching aid because, in this case, the learner is dealing with a situation that requires activating all his senses or at least most of them. In contrast, we can find verbal signs, which activate only the hearing sense (Jabali, 2006).

One of the most appreciated aids applied to language learning and teaching is the video. A recent large-scale survey by Canning-Wilson (2000) revealed that students like to learn language through using videos, which are often used to mean quite different things in language teaching.

For some, it means no more than replaying television programs on a video recorder for views in class or private study. For others, it implies the use of a video camera in class to record and play back to the learners their activities and achievements in a foreign language teaching. However, our concern here should to present the use of a video in language teaching most effectively as an Audio Visual aid that presents the target language naturally (Jabali, 2006).

It is a fact that most students who have taken English courses formally remain insufficient in the ability to use the language and to understand its use, in normal communication, whether in the spoken or the written mode. For Petty (2009) The problem arises not from the methodology itself but from the misuse or incomplete use of the aid. Teachers have to take into consideration students' performances in terms of communicative acts, but this doesn't necessarily indicate that teachers should pay full attention to only communicative acts in the preparation and presentation of language teaching materials.

It has been proven that audio-visual information improves the level of learners' comprehension compared with learning with audio-only materials (Swaffar & Vlatten, 1997). In addition, audio-visual materials enable learners to recognize the particular behaviors, facial expressions and gestures, which might be different according to the gender, age, character, and role of the actors.

In his research, Pun (2013) concluded that the main purpose of using multimedia technology in language teaching is to promote students' motivation and learning interest in the English language. To the non-native English speaking context, this can be a practical way to get them involved in the language learning.

Audio-visual aids assume more diverse presentations by combining pictures, animations, videos, words, sounds and instant interactions (Mishra & Yadav, 2004). Spratt & Iajbcygier (2009) explained that "the E- learning educational environment is changing the basic system structure. In sociotechnical terms, the transaction between the student and the information system has qualitatively changed with the student being offered the opportunity to become a self-directed and life-long learner."

Pun (2013) also confirms that teachers should bring live experiences to the class when using technology and multimedia, because that stimulate learners' thinking. Using audio and visual aids at the same time helps the students to understand the teachers' instructions and information, but only displaying the content of texts through the PowerPoint presentation cannot stimulate students' thinking.

This study intends to investigate EFL high primary school teachers' attitudes toward using audiovisual aids in the area of Hebron-Palestine.

## **1.2 Statement of the Problem:**

The problem addressed in this investigation is that modern technology is still absent from many of our schools. Observing teachers while training or working in schools, the researcher noticed lessening degrees in using modern methods that motivate students' thinking and attract their attention, especially Audio Visual aids. There is disparity and random use of these aids despite the fact that they are an essential learning tool, so it is important to figure out teachers' perspective toward Audiovisual aids in classrooms because it directly affects their using of these aids.

### **1.3 Purpose of the Study:**

The purposes of the study are:

- 1- To investigate the attitudes toward using Audiovisual aids among EFL high basic school teachers in Hebron.
- 2- To recognize the importance of employing the diverse forms of teaching aids, especially modern aids that improve students' performance.
- 3- To shed light on the degree of disparity of attitudes toward using Audiovisual aids among EFL teachers due to gender, qualification and years of experience.

### **1.4 Questions of the study**

This study will attempt to answer the following questions:

The first question: What is the arithmetic mean for the attitudes toward using Audiovisual aids do EFL high basic school teachers in Hebron?

The second question: Are there any differences in the arithmetic means for the attitudes toward using Audiovisual aids among EFL high basic school teachers in Hebron due to gender?

The third question: Are there any differences in the arithmetic means for the attitudes toward using Audiovisual aids among EFL high basic school teachers in Hebron due to qualification?

The fourth question: Are there any differences in the arithmetic means for the attitudes toward using Audiovisual aids among EFL high basic school teachers in Hebron due to years of experience?

## **1.5 Hypotheses of the Study**

The researcher convert second, third and fourth questions into null hypotheses:

First null hypothesis "There are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the arithmetic means for the attitudes toward using Audiovisual aids among EFL high basic school teachers in Hebron due to gender."

Second null hypothesis "There are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the arithmetic means for the attitudes toward using Audiovisual aids among EFL high basic school teachers in Hebron due to qualification."

Third null hypothesis "There are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the arithmetic means for the attitudes toward using Audiovisual aids among EFL high basic school teachers in Hebron due to years of experience."

## **1.6 Significance of the Study:**

The significance of the study stemmed from the significance of using technology and Multimedia resources in general, and from many considerations that the researcher noticed.

**On the practical field:** it is important to shed light on the importance of Audiovisual aids as a modern method of communication between the teacher and his students in the class, and a way to exchange information and knowledge away from the traditional boring methods.

The study can contribute to increasing teachers' awareness towards the importance of using different aids in teaching, and to concentrate more on Audiovisual aids for their benefits on students' progress and achievement. It can also help the teachers to teach within an environment of excitement and joy and better interaction within the students. Audiovisuals help in developing English language skills' acquisition, and help students to understand new information effectively.

**On the theoretical field:** the present study gives a theoretical background about educational aids in general and Audiovisual aids in particular for teachers, learners, researchers and even educators. It also can help curriculum designers to focus more on applying several teaching aids and integrate them within the curriculum activities, which can make a difference in teaching EFL Arab classes.

### **1.7 Limitations of the Study**

This study is applied within the following limitations:

**Human limitations:** the sample of the study contain 200 male and female EFL teachers of high basic schools in Hebron.

**Temporal limitations:** the study is carried out in the first semester of the academic year 2019/2020.

**Locative limitations:** the study takes place in high basic schools of Hebron.

**Purpose limitations:** the study aims to investigate the attitudes toward using Audiovisual aids among EFL high basic school teachers in Hebron.

### **1.8 Definition of Terms**

**EFL:** English as a Foreign Language. According to Collins Dictionary, EFL is the teaching of English to people whose first language is not English.

**Audio aid:** any instructional device that can be heard but not seen.

**Visual aid:** any instructional device that can be seen but not heard.

**Audio Visual aid:** any instructional device that can be heard and seen at the same time.

**Attitude:** a psychological term referring to a set of emotions, beliefs, and behaviors toward a particular object, person or thing.

## **Chapter Two**

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### **Literature Review and Related Studies**

#### **2.1 Introduction**

This chapter presents the literature review and previous studies related to dissertation topic "Attitudes toward Using Audiovisual Aids among EFL Teachers for High Primary Schools in Hebron." The chapter consists of two sections; the first one sheds light on the means of communication, and teaching aids and audiovisual aids in particular as well as attitudes. The other section includes overview of results of some related previous studies.

#### **2.2 Literature Review**

##### **2.2.1 Means of Communication**

Means of communication have evolved for many years reaching our present time. They started with fire and sending vocal signals until using verbal language in our present time, which have become the basis of communication along with nonverbal means. Nowadays we cannot rely only on verbal means of communication, especially in our complex educational fields.

What is Communication? According to the Concise Oxford Dictionary, the word 'communication' means 'the act of imparting, especially news', or 'the science and practice of transmitting information'.

"The study of communication is important, because every administrative function and activity involves some form of direct or indirect communication"

(Lunenburg, 2010).

Communication is widely known as the process in which we send and receive information which can be thoughts, opinions, feelings, or even multimedia like photos and videos, and that all this information exchange is between sender and recipient. Al Ta'ei and Alallaq (2009) defined communication as a tool that transfers information, data, meanings from some place to other or between people to achieve specific goals like persuasion, effect and report.

Means of communication are devices that people use to communicate using language, which does not necessarily mean just words and phrases, but also signs, music, drawing and photography, which reflect and express human's thoughts. Therefore, it can be verbal or nonverbal language.

According to Velentzas and Broni (2017), the act of communicating draws on several interpersonal and intrapersonal skills, and these include speaking, listening, observing, questioning, processing, analyzing and evaluating. Recipients of a message must be able to identify the sender's intent, take into account the message's context, resolve any misunderstandings, accurately decode the information and decide how to act on it. These skills are essential to learning, forming healthy relationships, creating a sense of community and achieving success in the work or study place.

### **2.2.2 Elements of Communication Process:**

Shibber and others (2005) outlined the elements of the communication process as the following:

- 1- The Sender; the person who sends the message (concept) for a specific purpose.

- 2- The Message; the concept in which the sender wants to transfer to others. It may be addressed to one or a group of people.
- 3- The Receiver: the person to whom a message is directed. He is the one who is responsible for comprehending the received information.
- 4- The Medium: the means by which a message is transmitted to the receiver. It is necessary to choose the appropriate channel for each message. The communication means could be audible, visual or even both, or any other mean could achieve our goal, and it strongly affects the efficiency of communication process
- 5- Feedback: when the receiver receives the message and understands it in the same sense as sender meant it. We may consider that feedback happens when the receiver responds to the message.

Communication has been defined as the act of giving, receiving or exchanging information, ideas and opinions, so in a communication process, there must be a sender who speaks or sends a message, and a receiver who listens or receives the message (Lunenburg, 2010).

### **2.2.3 Teaching Aids as a Mean of Communication**

Teachers nowadays have to be aware of the best and most effective ways to better communication with their students in classes. There are variety of direct, nondirective, verbal, and nonverbal shapes of communication, one of which is the teaching aids.

According to the Community Eye Health Journal (2000), an important element of communication in teaching is the use of teaching aids. We have all heard the saying: ‘What I hear, I forget; what I see, I remember; what I do, I know’, pictures, written posters and practical demonstrations improve communication and we should use them as much as possible. Most of us have access to paper, posters, a chalkboard, or an Overhead projector. We can use these to prepare aids for our lessons: summaries of important facts, or pictures and diagrams. The overhead



projector is particularly useful, because it allows us to face our students while using it.

## **2.3 Defining Teaching Aids:**

Teaching aids are aids and tools used inside the classroom to improve and facilitate the process of teaching and learning and achieve educational goals. Al Heela (2012) defined them as devices and tools that teachers use to help them improve the teaching and learning process, clarify meanings, explain thoughts, skill acquisition, teaching good habits and develop trends without reliance on words, symbols or numbers to arrive at correct facts and knowledge.

Also Sahal, (2016) defines teaching aids as tools that facilitate teaching process and help in achieving teaching goals, by considering the appropriate way to use them in order to succeed in teaching goals, because misusing these aids leads to failure.

Teaching aids has made our life easier and more comfortable, especially in the field of technology and the new global revolution. Teachers nowadays are using different methods that make a difference and an effect in their classes, especially when they use technology in language learning due to the effectiveness of technology in the class (Mamun, 2014).

### **2.3.1 Terms of Using Teaching Aids:**

Teaching aids should be used properly to make teaching more effective. When using teaching aids, we should consider some principles and rules including:

- 1- Determining the educational goals accurately so that the teaching aid can achieve these goals (Aljabali, 2006).
- 2- Recognizing the students' characteristics. (Ghaleb, 2011) clarified the importance of choosing the appropriate teaching aid for the student's level, education and previous experiences.

- 3- The previous preparation: teachers should be aware of the contents and properties of the aid, and practice using it to know its advantages and disadvantages.
- 4- The possibility of implementation: teachers should practice using the aid by themselves to avoid any obstacles during using it, and to be able to overcome any problem (Aldeilej, 2011).
- 5- Evaluation: teachers should evaluate an aid to know where it has achieved goals been set before the lesson. Evaluation can be for the student to figure out what he/she has learned while using the teaching aid. It can also be for the teaching aid itself to identify strengths and weaknesses in these technical educational aids with the achieved goals (Aldeilej, 2011).

### **2.3.2 Importance of Using Teaching Aids:**

Looking into the previous definitions of teaching aids, one can conclude their importance in the educational process, for both teaching and learning. The importance of teaching aids can be summarized in the following:

- 1- Teaching aids satisfy students' needs and tendencies.
- 2- They also interest the students and attract their attention. Students tend to explore and seek knowledge and satisfy their needs, which teaching aids can provide (Ghaleb, 2001).
- 3- They help to engage all the senses in the learning process (Aldeilej, 2011).
- 4- They can save a lot of time and energy because they explain the idea easily and precisely (Ben sola, 2012).
- 5- They can give students variety of skills that can't be acquired with only teacher's verbal communication.
- 6- Using teaching aids provide direct experiences to the students more than old traditional methods.
- 7- Also students develop and increase personal understanding of the areas of learning when they experience a successful and pleasant learning in the classroom (Mathew & Alidmat, 2013).

8- Teaching aids encourage students to interact and participate with different classroom situations (Abdullah, 2016).

### **2.3.4 Types of Teaching Aids:**

There are many aids used these days inside and outside the classrooms in schools.

They can be classified into three main groups:

- Auditory aids: all the aids that only involve the sense of hearing, such as school broadcasting, radio, cassettes and tape recorder.
- Visual aids: the aids that use the sense of vision, like pictures, posters, magazines, maps, blackboard and bulletin boards (Hamdan, 2001).
- Audiovisual aids: the aids that involve the sense of hearing and vision at the same time, such as film projectors, virtual classroom, multimedia, educational TV and computer, video records and LCD Projector or OHP/ Overhead Projector (Abd-Alraheem, 2009).

The Over Head Projector (OHP) (see figure 1) is such a great device which can be used to display pictures and movies on a big screen which excite the pupils and attracts their attention to the lesson. In addition, it can be connected to the computer to view its programs while teaching the lesson or even in using power point to make typical lessons (Abd-Alraheem, 2009).



## **2.4 Audiovisual Aids**

Psychologists agree that learning based on sensory experiences based is productive, and that in order to have this, students need to experience direct realistic situations. However, they can't sometimes practice or try these situations for their complexity, danger or even far distance. In this case, teachers tend to bring some sensory experiences that as important as direct experiences like exposing models, doing illustration, educational trips, viewing films and other aids that facilitate learning and teaching process. Singh (2005) defined Audiovisual aids as "any device which by sight and sound, increase the individuals' practice, outside that attained through read labeled as an audio visual aids".

According to Harmer (2007), there are four ways to show or present information in the class; the board, the OHP / overhead projector, the flip chart and the computer-based presentation technology, in the last few years has appeared the interactive white board (IWB), which allows the students to write on using special pens or just using their fingers.

### **2.4.1 Advantages of Audiovisual Aids:**

Audio visual aids can be very helpful tools in the language classroom as Mannan (2005) pointed out. They help the teacher to clarify, establish, correlate and

coordinate accurate concepts, interpretations and appreciations, and enable him to make learning more concrete, effective, interesting, inspirational and meaningful. They also provide realistic approaches and experiences to the students.

Audio-Visual Aids make learning English easy and interesting (Daniel, 2013), also using multimedia audio-visual aids stimulates thinking and improves learning environment in a classroom (Mathew & Alidmat, 2013). Gordon (2007) discussed the benefits of technological teaching aids. She pointed out that these materials build learners' motivation, and construct their interest in learning. They also play a vital role in developing an excited communicative context. For Daniel (2013), English is a difficult language and Audio-Visual aids make learning English easy.

#### **2.4.2 Audiovisual Aids and English language Skills:**

Reading, speaking, writing and listening are stated as important skills in any language learning and teaching. Teachers can make reading more interesting when using modern effective methods such as Audiovisual aids. According to Yonus & others (2013), using Audiovisual aids create interest among the learners in reading. As for the speaking skill, it's important to give priority for it because you can't learn a foreign language if you were not able to communicate. Al Mamun (2014) clarified that students are usually afraid and uncomfortable to speak while learning a new language, so it is the teacher's task to motivate learners in speaking; using Audiovisual aids is one of the best solutions for this problem.

Moreover, EFL learners usually find it difficult to write and express their feelings and thoughts because writing reveals language mistakes and weaknesses. It is not easy to be a creative writer; you always need something that motivates your thoughts and ideas to come out, and this mission will be easier if there were a picture or video that activates the brain and encourages students to write (Allou, 2013).

Regarding the good educational pictures or videos, many educators agreed that it should have both beauty and clarity, and that we can define these pictures or

videos as non-educational aids when they lack excitement. As such, they don't push us to think, ask and wonder about things; they don't make us curious to read and write more (Brinton, 2014).

It's widely known is a hard or challenging skill. Students can understand a written context more than a heard one. In his research, Palmer (2019) proved that listening comprehension could be improved through the use of Audiovisual aids, which leads to effective listening and improved performance in a foreign language. Listening to the words and accent from a native speaker is considered to be a professional method to master a language (Palmer, 2019).

## **2.5 Attitudes**

Gardner (1980) defined attitudes as "the sum total of a man's instincts and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified topic" (p. 267). Attitudes are seen as the manner one behaves or thinks. They compose a sophisticated cognitive state involving feelings, beliefs, dispositions, and values, to take action in particular ways. Attitude has an immense effect on a learner's capacity to learn (Bader, 2015). Attitudes can be positive or negative; they comprise views toward a person, a thing, or an event; which very often can be very conflicting.

Learners' attitudes are a whole set of beliefs about learning a language, the target culture, the learning tasks themselves, the school, the teacher, etc. These attitudes have an impact on learning in various ways (Bader, 2011), and affect, consequently, their success. To illustrate, a learner who doesn't use audiovisual aids might have negative feelings towards participating in course that uses them. Therefore, attitudes influence a learner's motivation in learning. Gardner and Lambert (1972, p.7) have pointed out that "individual motivation to learn L2 is controlled by his attitudes toward the other group in particular or by his orientation to learning itself".

From another aspect, Mohammed & Waheed (2011), reviewed three groups of factors that play vital role in influencing student attitudes, the first one is a factors associated with students themselves including; achievement, anxiety , self-efficacy , self -concept, motivation and school experiences. Factors associated with the school including the teacher and teaching – teaching materials, classroom management, and teachers’ knowledge, attitude towards subjects, beliefs and motivation. Finally factors from home environment and society including educational background, parental expectations and occupation of the parents.

Jaber & Shaath (2012) explained that attitudes are comprised of "cognitive", "affective", and "behavioral" components. The cognitive aspect points at beliefs, and opinions; the affective refers to emotions and dispositions; and the behavioral directs our intended actions toward different objects.

## **2.6 Previous Studies**

The researcher in this section will review some studies and researches related to this paper. The following are some Arabic and foreign studies, a few of which were conducted in Palestine.

The study of Yoshida (2013) aimed at exploring the effect of Audiovisual materials in EFL classroom. This research employed a questionnaire to examine the perception of 85 university students in their first year who attend English classes at university. The results showed that majority of students found it effective to learn foreign languages using DVDs/ videos, and that their motivation for learning the target language increased.

In their study, Shabiralyani and others (2015) tried to figure out the teachers' opinion on the use of visual aids (pictures, animation videos, projectors and films) as a motivational tool in enhancing the learning process. To collect the acquired data, a closed ended questionnaire was used. The population of the study consisted of teachers and students of District Dera Ghazi Khan. The SPSS package was used to analyze data. The results showed positive perceptions by both of students and teachers about the use of visual aids.

Another study has been conducted by Mathew and Alidmat (2013). They discussed the usefulness of Audio-visual aids in the EFL classroom. The study aimed to investigate the student's attitudes toward the usefulness of Audiovisual aids. Their sample were 15 students in their third year specializing in English at college. An open ended and closed ended questionnaire was used in order to collect required data. Most of the students responded positively on the usefulness of Audiovisual aids. Also, most of the students noted that teachers have to be trained and become aware of the use and importance of Audiovisual aids.

A study by Al Mamun (2014) aimed to investigate the benefits of using Audiovisual aids for English teachers and learners. A qualitative method has been followed to collect the data of the research. The researcher used an interview for both teachers and students. Some classes were observed to collect practical data. It



has been found that the use of Audio visual aids assists the learner and the teacher in the English language skills. After observing the chosen classes, the audio and visual clips were used mostly in listening and speaking classes to check students' pronunciation and understanding or at the beginning of any task.

Similar to the previous study, another research by Thaseem and Kareema (2017) aimed to illustrate the importance of using multimedia audiovisual aids in the English language learning classrooms at South Eastern University of Sri Lanka. Descriptive methods was used for this study. The sample of the study comprised 80 students who were interviewed and observed; the researchers built a questionnaire to collect the data, and the collected data were analyzed qualitatively. The results of the study showed that most of the teachers still use old traditional ways of teaching away from multimedia and audiovisual aids. Moreover, nearly all the students pointed out that Audiovisual aids is a motivational tool and made them active and encouraged. It also increased participation and enhanced their experiences.

In their study, Yunus & others (2013) tried to investigate the teachers' perceptions on the use of visual aids (animation videos, films, pictures and projectors) as a motivational tool in enhancing students' interest in reading literary texts. They used both a questionnaire and an interview for collecting data. The sample of the study consisted of 52 English teachers and five of them were selected for the interview. The findings of the study showed that the majority of the teachers had positive perceptions toward the use of visual aids. They agreed that the use of visual aids is relevant and enjoyable; these results were supported by the interview data.

A study conducted by Tahboub (2018) tried to prove that using films in the class has a positive effect on the process of learning a foreign language. The study was conducted on two groups of English students at Hebron University in Palestine. The researcher found a positive difference in listening and speaking skills for the students who watched the movie more than the group who just read the movie

script. She, therefore, recommended using films in learning and teaching a foreign language.

Moreover, Palmer (2019) conducted a study to investigate the role of using Audiovisual materials in improving eighth grade students' listening skill in French as a foreign language. He used a sample group of 10 students from eighth grade using listening activities that include Audiovisual aids. The researcher found that using listening activities taught by using Audiovisual materials were effective in improving French language skills more than activities without Audiovisual materials.

A study by Mossaab (2013) was conducted to discuss the impact of using Audiovisual aids on improving listening to EFL learners. For this purpose, the researcher conducted a questionnaire composed of nineteen questions for the students, and a questionnaire consisting of eleven questions for the teachers. The results of the research showed that achieving competency in listening through Audiovisual aids lead to a better achievement in comprehension ability.

In Al Kayyat (2016) study, the aim was to investigate the impact of Audio-visual aids and computerized materials on university ESP students' progress in English language. The sample of the study consisted of 24 first year students who were studying Petro-chemical Engineering/Department of Faculty of Engineering at University of Anbar. They were assigned to an experimental and control group. The findings of the study revealed that the use of audiovisual aids and computerized materials had positive effects on the experimental group students' achievement, and that it helped them to develop their proficiency in the four language skills.

Intai and Kuok Ho (2017) conducted a study to investigate the effectiveness of teaching the topic of reproduction, a lower secondary science topic, in a rural secondary school in Miri, Sarawak in Malaysia. They used the experimental method. 30 students participated to this experiment; 15 were taught using chalk and talk method while the other 15 students were taught using Audiovisual aids. SPSS was used for the statistical analysis. The results showed that audiovisual aids

were effective in increasing students' understanding. As for the students, they showed positive attitudes toward audiovisual aids.

Ramirez's (2012) study aimed to clarify the reasons why teachers use multimedia audiovisual aids frequently, and to prove that audiovisual aids should be integrated in the language classroom due to their effects. The researcher used a questionnaire to collect data for a group of students and teachers in Margarita Salas Secondary School. Results were measured by qualitative and quantitative methods. The results showed that teachers didn't use audiovisual aids in everyday lessons due to timing issues, which students were not satisfied with. Also, they showed that using multimedia audiovisual aids was beneficial to students in the language classrooms.

Furthermore, Abu Fasha (2008) aimed to identify the science teachers' attitudes toward the use of instructional aids, and the degree of their usage in addition to the obstacles they face during usage. His sample consisted of 290 science teachers in Ramallah and Al-Bireh district, who were chosen randomly; a questionnaire was used to collect the data. The results of the study showed a positive attitude toward using instructional aids while the degree of using them was moderate. For the obstacles that teachers may face during using audiovisual aids, the teachers mentioned some such as: the high cost of equipment, and the unavailability of display screens in classroom.

In addition, a study was conducted by Kausar (2013) which addressed the students' perspectives toward using audiovisual aids at schools in Pakistan. The researcher aimed to shed light on the importance of using these aids in learning English. For this purpose, 100 university students were randomly selected as a sample, and a questionnaire was developed to collect qualitative and quantitative data. The findings of the study declared that the students did agree that they were facing many problems in learning English as a second language; they feel it was difficult to learn it without the use of any audio or visual aids.

Moreover, Kakar and Naureen (2017) conducted a study which aimed to investigate the female teachers' perceptions toward the effectiveness and usage of Audio Visual aids at secondary schools level in Quetta District in Pakistan. The

sample consists of 75 teachers from girls' high schools. A questionnaire was conducted to collect required data, and the results revealed that using Audiovisual aids is effective in teaching, it also enhances and stimulates students toward learning and help in retention. Results also showed that teachers need more training about the usage of Audiovisual aids.

In their research, Fish and others (2016) tried to figure out whether using video lectures in the class as a visual aids is effective or not. An experimental study conducted to compare students' evaluation before and after using visual aids such as video lectures. The participant sample are a group of college students, for the pre-condition group consisted of 257 pupils who were enrolled during Fall, Winter, or Spring quarters of the 2013/14 academic year, and the participant sample for the post-condition group was 404 enrolled during Fall, Winter, and Spring of 2014/2015 academic year.

Results showed that using audiovisuals can be helpful in the class, but too many visuals can affect learning negatively, it could be distractive or even meaningless.

Ben Sola, (2012) in her study about the influence of using Audio-Visual aids in teaching English vocabulary, she tried to investigate if Audiovisual aids really affect vocabulary acquisition at third year middle school level. To achieve this aim, she conducted a questionnaire for the teachers and a classroom observation. The results showed that pupils can learn and remember new vocabulary when they encounter them with Audiovisual aids, and they are also useful in attracting and motivating pupils for learning vocabulary and foreign language.

Finally, Allou, (2013) investigated about EFL teachers' points of view about the use of Audio-visual aids in teaching speaking skill, and to figure out if using audiovisual aids is effective in teaching this skill. Sample of the study consisted of second year English students and teaches at Biskra. Two questionnaires were developed, one for teachers and the other one for students, results of this study show that both students and teachers are aware of the importance of Audiovisual aids in EFL classes and in speaking skill in particular. It also show that teachers

rarely use Audiovisual aids in speaking activities for many reasons such as time issue and large number of students in the class.

## **2.5 Summary**

This chapter presented review of the theoretical framework of the study including means of communication, teaching aids, audiovisual aids, and attitudes. It concluded by researches relevant to the theme of this study.

The researcher has presented many studies and researches which are directly related to the research subject from many countries around the world. They all discussed the importance and effect of using Audiovisual aids whether in English language or other subjects like French or science, besides teachers' attitudes toward using these aids. They all agreed that using teaching aids especially Audiovisuals is efficient and useful, but teachers' perceptions and usage differed between the studies.

## **Chapter Three**

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### **Methodology and Procedures**

#### **3.1 Introduction**

In this chapter, the researcher explains the methodology of the study, the population and the sample, instruments of the study, their validity and reliability, the dependent and independent variables of the study, procedures, and data analysis.

#### **3.2 Methodology of the Study**

In this study, the researcher used descriptive methods by using both quantitative and qualitative research instruments (teacher's questionnaire and interview) in order to combine detailed descriptions and numerical explanations of the collected data. The researcher adopted this method due to its relevance and suitability to the purpose of the study.

#### **3.3 Population of the Study**

The population of the study is represented by EFL high basic school teachers in governmental schools in Hebron District (middle, north and south) which are 501

male and female EFL teachers according to the statistics of 2019-2020 academic year.

### 3.4 Sample of the Study

The sample of the study consisted of 140 EFL male and female teachers from the governmental high basic schools of southern, northern and middle Hebron with a percentage of 28% from the overall community. The sample distributed according to the independent variables: Gender, qualification and years of experience as shown in table (3.1).

**Table (3.1): Teachers' sample distribution according to gender, qualification and years of experience**

Teachers' sample			
Variables	Level	Number	Percentage
Gender	Male	49	35%
	Female	91	65%
Total		140	100%
Qualification	Diploma	12	8.6%
	Bachelor	116	82.9%
	Master	12	8.6%
Total		140	100%
Years of experience	Less than five	32	22.9%
	5-10 years	34	24.3%
	More than 10	74	52.9%
Total		140	100%

### **3.5 Instruments of the Study**

The researcher developed the following instruments in order to achieve the purpose of the study:

#### **3.5.1 Teachers' Questionnaire**

The researcher developed a questionnaire in a primary form, which was prepared to measure EFL teachers' attitudes toward using Audiovisual Aids in English language classes. The questionnaire was divided into two main sections. The first one contained the teacher's demographic information while the other one consisted of 35 items for the teacher to answer (See Appendix 1).

#### **3.5.2 Teachers' Interview**

The researcher developed a six-question interview in a primary form, which were derived from the previous questionnaire. The interview aimed to investigate teachers' opinions and ideas individually (See Appendix 2).

### **3.6 Validity of Instruments**

The researcher checked the instruments' validity by discussing it firstly with her supervisor, and then they were handed to a group of qualified educational arbitrators who kindly cooperated and evaluated the content of both instruments (questionnaire and interview) in terms of relevance and appropriateness to the research purposes. Their comments and opinions have been taken into consideration.



### 3.7 Reliability of the Instruments

The reliability of the total degree for the questionnaire was calculated according to the reliability co-efficient equation Cronbach alpha for the domains of the study, as shown in in table (3.2) below:

**Table (3.2): The results of reliability of the questionnaire on the total degree**

Domain	Items	Reliability
Total score	35	0.921

It can be noticed from Table (3.2) that there is a good and acceptable statistical percentage of the total items related to the attitudes toward using Audiovisual aids among EFL high basic school teachers in Hebron where the reliability total degree is (0.921).

### 3.8 Variables of the study

The study consisted of the following variables:

#### 3.8.1 Independent Variables

- a) Gender: which has two levels: (male, female)
- b) Qualification: which has three levels: (diploma, bachelor and master)
- c) Years of experience: which has three levels: (less than 5, from 5-10 years, more than 10).

#### 3.8.2 Dependent Variables

The dependent variables of the study are the attitudes toward using Audiovisual aids among EFL high basic school teachers in Hebron.

### **3.9 Procedures of the study**

The researcher implemented the following procedures to carry out this study:

1. After determining the statement of the problem, the population and the sample of the study, the researcher prepared the study instruments, which were an interview and a questionnaire to measure attitudes toward using Audiovisual aids among EFL high basic school teachers in Hebron. The researcher did so by referring to many researches, studies and books related to the subject.
2. The study instruments were presented to a group of expert arbitrators in order to take their observations and suggestions in consideration in terms of content and construction of instruments so that the researcher can reach the final forms of both the questionnaire (See Appendix 3) and interview (See Appendix 4).
3. Obtaining a facilitate mission from Al-Quds University (See Appendix 5, 6, 7).
4. Obtaining a facilitate mission from Directorates of Education in Hebron (See Appendix 8, 9, 10).
5. Verifying validity of the two instruments by displaying them to a number of academic staff and experts in the field, (see appendix 11) Moreover, testing the reliability of the questionnaire by using equation Cronbach Alpha.
6. Collecting data by distributing questionnaires on the sample of the study.
7. Interviewing 15 EFL teachers who were chosen randomly from the sample of the study.
8. Discussing and explaining the findings, then, stating recommendations and suggestions.

### **3.10 Statistical Processing**

Collecting the questionnaires of the study, they were coded (giving certain numbers) to prepare them for statistical analysis. In order to analyze the data, the

researcher used the statistical technique Statistical Package for Social Science (SPSS) using descriptive and analytical statistics (means, frequencies, and percentage, Standard Deviation, Independent t-test, one-way ANOVA, Cronbach Alpha and LSD).

### 3.11 Correction Key

To determine the degree of response means of the study participants, the following levels and means have been adopted as shown in table (3.3):

**Table (3.3) the degree of means of the study's participants**

Level	Degree
$X \leq 2.33$	Low
$2.33 < X \leq 3.66$	Moderate
$X > 3.66$	High

## **Chapter Four**

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### **Findings of the Study**

#### **4.1 Introduction**

This chapter presents the findings of the study according to the research questions and title **Attitudes toward using Audiovisual Aids among EFL high basic school Teachers in Hebron**. It also presents the impact of each variable on the participants.

#### **4.2 Section one: Questionnaire Results**

##### **4.2.1 Results Related to the First Question:**

**What is the arithmetic mean for the attitudes toward using Audiovisual aids do EFL high basic school teachers in Hebron?**

To answer this question, means scores and standard deviation for the study sample responses on questionnaire items about EFL teachers' attitude toward using Audiovisual aids were calculated. Appendix (12) shows the means scores and standard deviation for the whole questionnaire items. The following table shows means scores and standard deviation for the attitudes toward using Audiovisual aids among EFL high primary school teachers in Hebron.

**Table (4.1): Means and standard deviations for the attitudes toward using Audiovisual aids among EFL high basic school teachers in Hebron**

<b>Total Items</b>	<b>Mean</b>	<b>standard deviations</b>	<b>Degree</b>
<b>35</b>	<b>4.13</b>	<b>0.41</b>	<b>High</b>

It has been noted from table (4.1) that the means and standard deviations scores of attitudes toward using Audiovisual aids among EFL high basic school teachers in Hebron are **high** with a mean score of (4.13) and a standard deviation of (0.44).

It has also been noted from the previous appendix that (34) items came with a **High** degree and only one item came as **Moderate**.

Results have shown that the item "I like to use audiovisual aids" got the highest mean with (4.49), followed by item "I think Audiovisual aids is an important teaching tool" with a mean of (4.41). Nonetheless, the item "I prefer teaching aids that don't use Audiovisual aids" had the lowest mean with (3.41) followed by "I am trained to use Audiovisual aids" with a mean of (3.69).

#### **4.2.2 Results Related to the Second Question:**

**Are there any differences in the arithmetic means for the attitudes toward using Audiovisual aids among EFL high basic school teachers in Hebron due to gender?**

To answer this question, first, the question has been transferred into a hypothesis "There are no statistically significant differences at the significance level ( $\alpha \leq$

0.05) in the arithmetic means for the attitudes toward using Audiovisual aids among EFL high primary school teachers in Hebron due to gender."

To check this hypothesis, independent T-test was used as shown in table (4.2).

**Table (4.2): The results of independent T-test for the mean scores and standard deviations of responses for the attitudes toward using audiovisual aids among EFL high basic school teachers in Hebron due to gender**

Gender	No.	Mean	Std. deviation	df	t value	Sig.
Male	49	4.14	0.46	138	0.32	0.74
Female	91	4.11	0.37			

Table (4.2) shows that level of significance is (0.74), which is greater than the significant level ( $\alpha \leq 0.05$ ), this means there are no statistically significant differences and the hypothesis is accepted.

#### **4.2.3 Results Related to Third Question:**

**Are there any differences in the arithmetic means for the attitudes toward using Audiovisual aids among EFL high basic school teachers in Hebron due to qualification?**

To answer this question, it has been transferred into a hypothesis "There are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the arithmetic means for the attitudes toward using Audiovisual aids among EFL high basic school teachers in Hebron due to qualification".

To check this hypothesis, independent T-test was used as shown in table (4.3).

**Table (4.3): The results of independent T-test for the mean scores and standard deviations of responses for the attitudes toward using Audiovisual aids among EFL high basic school teachers in Hebron due to qualification**

Qualification	No.	Mean	Std. deviation
Diploma	12	4.07	0.38
Bachelor	116	4.09	0.40
Master	12	4.47	0.38

It is noticed from pervious table (4.3) that there are significant apparent differences in the scores of responses of the attitudes toward using Audiovisual aids among EFL high basic school teachers in Hebron due to qualification. To check these differences, one way ANOVA was applied as shown in the following table (4.4).

**Table (4.4): One-way ANOVA results for the scores of responses of attitudes toward using Audiovisual aids among EFL high basic school teachers in Hebron due to qualification**

Variance source	Sum of squares	df	Mean square	f value	Sig.
Between groups	1.61	2	0.808	5.05	0.008
Within groups	21.91	137	0.160		
Total	23.53	139			

From table (4.4), it can be noticed that the significant level is (0.008). It is less than the significant level ( $\alpha \leq 0.05$ ), which means there are significant differences in the scores of responses of the attitudes toward using Audiovisual aids among

EFL high primary school teachers in Hebron due to qualification. Therefore, the hypothesis is rejected.

Furthermore, results of the (LSD) test were examined to show the direction of the differences as shown in table (4.5)

**Table (4.5): LSD Post-hoc test for qualification.**

Variable	Qualification	Differences in means	Sig.
Diploma	Bachelor	-0.01552	0.898
	Master	-0.39762*	0.016
Bachelor	Diploma	0.01552	0.898
	Master	-0.38210*	0.002
Master	Diploma	0.39762*	0.016
	Bachelor	0.38210*	0.002

Table (4.5) reveals that there are significant differences between the mean values among teachers with Diploma and teachers with Master referring to Master, and among teachers with Bachelor and teachers with Master referring to Master.

#### **4.2.4 Results Related to the Fourth Question:**

**Are there any differences in the arithmetic means for the attitudes toward using Audiovisual aids among EFL high basic school teachers in Hebron due to years of experience?**

The fourth question has been transferred into the null hypothesis "There are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the



arithmetic means for the attitudes toward using Audiovisual aids among EFL high basic school teachers in Hebron due to years of experience"

To check this hypothesis, means and standard deviation scores for the study sample responses on the attitudes toward using Audiovisual aids among EFL high basic school teachers in Hebron due to years of experience were calculated as shown in the following table:

**Table (4.6): Means and standard deviations for the study sample responses to the attitudes toward using Audiovisual aids among EFL high basic teachers in Hebron due to years of experience**

<b>Years of experience</b>	<b>No.</b>	<b>Mean</b>	<b>Std. deviation</b>
Less than 5 years	32	4.12	0.45
From 5-10 years	34	4.10	0.43
More than 10 years	74	4.13	0.38

It can be noticed from table (4.6) that there are apparent differences in attitudes toward using Audiovisual aids among EFL high basic school teachers in Hebron due to years of experience. To check these differences, one way ANOVA was applied using test data, as shown in the table (4.7).

**Table (4.7): One-way ANOVA results for the scores of responses of the attitudes toward using Audiovisual aids among EFL high basic school teachers in Hebron due to years of experience**

Variance source	Sum of squares	df	Mean square	f value	Sig.
Between groups	0.01	2	0.010	0.05	0.94
Within groups	23.51	137	0.172		
Total	23.53	139			

From the table (4.7), it can be noticed that the significant level is (0.94). It is more than the significant level ( $\alpha \leq 0.05$ ). Thus, there are no significant differences in the results for the scores of responses of the attitudes toward using Audiovisual aids among EFL high basic school teachers in Hebron due to years of experience, and hypothesis is accepted.

### **4.3 Section Two: Interview Results**

In this instrument, the researcher aimed to investigate what kind of Audiovisual aids teachers usually use and for what purposes they use them.

Interviews are very beneficial as researchers can find some specific answers for their questions. This study consisted of six questions, which were answered by teachers as the following:

**The first question: do you use audiovisual aids? If yes, what kind of audiovisual aids do you use?**

For the first part of the question, all the teachers said that they use audiovisual aids while teaching everyday lessons. Most of them pointed out that they use them frequently, and the rest use them sometimes, while just one teacher answered that she rarely use them.

For the second part of the question, most of the teachers said they use Audiovisual aids like LSD and Audio aids like the tape recorder. Others said that they use visual aids such as pictures, maps, cards, posters, diagrams and educational videos. One of the teachers said, "In this stage of school, it's more effective to use Audiovisual aids to attract our students attention and increase their participation, and not to depend only on visuals or audios that are suitable for primary schools."

**The second question: what are the most useful Audiovisual aids you use in your teaching?**

The majority of the teachers' answers said that LCD is the most useful teaching aid, followed by recorder or audio scripts, then pictures and card and other visual aids.

**The third question: for what purpose do you mainly use Audiovisual aids?**

Seventy percent of the teachers said that they use Audiovisual aids to enhance students' listening and speaking skills. They pointed out that they make sure that students can hear the correct accent from native speakers in order to speak better English. Another reason is that using Audiovisual aids can add fun and interest to the class and increase participation among students. Some teachers added that using Audiovisual aids facilitates the teaching process, as they are efficient in the class. One teachers said that he uses them to vary his teaching methods and another one uses them to illustrate ideas for the students.

**The fourth question: when do you use audiovisual aids in your teaching?**

The majority of teachers answered that they usually use Audiovisual aids to introduce new topics and for presenting new vocabulary. They also pointed out that they use these aids mostly in listening and speaking activities. Some use audiovisual aids in reading comprehension lessons and at the beginning of units. Two teachers answered that they use them to revise students' knowledge at the end of a lesson or unit. A teacher said, "It is always fun and effective to start your lesson with an interesting teaching aid. It attracts students' attention and expose the lesson in a different way that students will never forget."

**The fifth question: where do you obtain your Audiovisual aids from? (Environment, by yourself, prepared at school, other teachers or students):**

Most of the teachers answered that the main source for obtaining their audiovisual aids is either the school or themselves. Four teachers said that they usually get their aids from their students and three teachers obtain them from other teachers. One teacher said, "Sometimes I ask my students to prepare teaching aids in order to encourage them and involve them in the learning process."

**The sixth question: what difficulties do you face in using Audiovisual aids?**

The teachers mentioned varied factors that makes it difficult for them to use Audiovisual aids in their classes. They all had answers in common including, the absence of the internet in their schools in addition to electricity cut off. Furthermore, another problem they usually face is the students' listening problems; despite using aids that develop listening, students have difficulty understating what they listening to. Some of them said that schools are not prepared with suitable materials and aids. Three teachers added that using Audiovisual aids needs time which they don't have. One teacher said, "When I use any Audiovisual aids, students lose their focus and start to make noise, so I prefer not to waste my time using technology." Finally, some teachers pointed out that the large number of students in the class makes it hard to use Audiovisual aids.

## 4.4 Summary of Results

Findings of the study showed these results:

- 1- Attitudes toward using Audiovisual aids among EFL high basic school teachers in Hebron are high, with a mean score of (4.13) and a standard deviation of (0.441).
- 2- There are no significant differences at the significance level ( $\alpha \leq 0.05$ ) in the arithmetic means for the attitudes toward using Audiovisual aids among EFL high basic school teachers in Hebron due to Gender.
- 3- There are significant differences at the significance level ( $\alpha \leq 0.05$ ) in the arithmetic means for the attitudes toward using Audiovisual aids among EFL high basic school teachers in Hebron due to qualifications for the teachers with a Master degree.
- 4- There are no significant differences at the significance level ( $\alpha \leq 0.05$ ) in the arithmetic means for the attitudes toward using Audiovisual aids among EFL high basic school teachers in Hebron due to years of experience.
- 5- Results of the interview revealed that all teachers use Audiovisual aids. Most of them use it usually; they use LCD and audio visuals most of the time.

## Chapter Five

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### Discussion and Recommendations

#### 5.1 Introduction

This study aimed to determine the attitudes toward using Audiovisual aids among EFL high primary school teachers in Hebron district according to gender, qualification and years of experience. For this purpose, the researcher conducted the current study on a sample, which consisted of male and female EFL teachers from northern, southern and middle Hebron. Two instruments were conducted, a questionnaire and an interview. Discussion of the findings of the study is presented in this chapter according to the questions of the study as follows:

#### 5.2 Discussion of the Findings

##### 5.2.1 Discussion of the Findings Related to the First Question:

**What is the arithmetic mean for the attitudes toward using Audiovisual aids do EFL high basic school teachers in Hebron**

Results of this study showed that the means scores and standard deviations of attitudes toward using Audiovisual aids among EFL high primary school teachers in Hebron are **high**, with a mean score of (4.13) and a standard deviation of

(0.441). Results showed that EFL teachers in Hebron use Audiovisual aids while teaching and that they like to use them.

These results prove that Audiovisual aids are important and essential in EFL classes, which can be seen in the responses on items that discuss the influence and importance of Audiovisual aids on students and English classes.

The study agrees with the results of (Yoshida, 2013), (Mathew & Alidmat, 2013), (Kausar, 2013), (Abu Fasha, 2008), (Yonus & others, 2013), (Ben Sola, 2012), (Kakar & Naureen, 2017), (Palmer, 2019), (Intai & Tang, 2017), (Tahboub, 2018) and (Shabiralyani & others, 2015).

Nevertheless, it disagree with (Ramirez, 2012), (Thaseem and Kareema, 2017), and (Allou, 2013), which all reveal that teachers have negative attitudes toward using Audiovisual aids, or don't use them usually although they are beneficial for students. The researcher justifies that due to the timing issue and the lack of teaching aids in their schools and universities.

### **5.2.2 Discussion of the Findings Related to the Second Question:**

Are there any differences in the arithmetic means for the attitudes toward using Audiovisual aids among EFL high basic school teachers in Hebron due to gender?

The hypothesis of this question is "There are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the arithmetic means for the attitudes toward using Audiovisual aids among EFL high primary school teachers in Hebron due to gender."

The study showed that there are no significant differences at the significant level ( $\alpha \leq 0.05$ ) between the mean scores for the attitudes toward using Audiovisual aids among EFL high primary school teachers in Hebron due to Gender. Thus, the first hypothesis was accepted.

The researcher justified this finding due to teachers' interest from both genders in teaching aids in general and Audiovisual ones specifically. In addition, both

genders are qualified and have been trained to use modern technological Audiovisual aids in the class.

The result agrees with (Shabiralyani & others, 2015), (Yonus & others, 2013), (Mossaab, 2013), (Abu Fasha, 2008).

### **5.2.3 Discussion of the Findings Related to the Third Question:**

Are there any differences in the arithmetic means for the attitudes toward using Audiovisual aids among EFL high basic school teachers in Hebron due to qualification?

The hypothesis of this question is "There are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the arithmetic means for the attitudes toward using Audiovisual aids among EFL high primary school teachers in Hebron due to qualification."

Findings of this study showed that there are significant apparent differences in the scores of responses of the attitudes toward using Audiovisual aids among EFL high primary school teachers in Hebron due to qualification for teachers with Master degree, and the hypothesis was rejected.

The researcher justifies this finding due to the kind of learning and courses that MA teachers take. They usually have courses that focus on modern teaching methods and strategies, and the techniques of efficient teaching that use effective teaching methods and aids, which reflects positively on their attitudes toward using Audiovisual aids and stimulates them to apply them in their classes.

These results don't agree with (Al Mamun, 2014), (Ramirez, 2012), (Mossaab, 2013) and (Abu Fasha, 2008), which reveals that there are no apparent significant differences in the attitudes of the teachers toward using audiovisual aids due to qualification. The reason can be ascribed to the difference of the samples of these studies.



#### **5.2.4 Discussion of the Findings Related to the Fourth Question:**

Are there any differences in the arithmetic means for the attitudes toward using Audiovisual aids among EFL high basic school teachers in Hebron due to years of experience?

The hypothesis of this question is "There are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the arithmetic means for the attitudes toward using Audiovisual aids among EFL high primary school teachers in Hebron due to years of experience."

Findings of this study showed that there are no significant apparent differences in the scores of responses of the attitudes toward using Audiovisual aids among EFL high primary school teachers in Hebron due to years of experience. The researcher justifies this finding to the teachers' assiduousness on using any effective method or aid in order to improve students' results, and their desire to develop their professional performance. In addition, all of them are exposed to an administrative supervision that makes sure they all use teaching aids, especially Audiovisuals.

This finding agrees with (Shabiralyani & others, 2015), (Yunus, 2013), (Mossaab, 2013), (Ben Sola, 2012) and (Kakar & Naureen, 2017).

#### **5.2.5 Discussion of the Findings Related to the Interview**

Teachers' interviews have shown that teachers in general have positive attitudes toward using Audiovisual aids while teaching EFL in high primary schools in Hebron, which reflects positively on the usage of these aids, especially LSD projector. That had been seen through the first and second interview question. These findings agree with (Yunus, 2013) and (Mamun, 2014) who conducted interviews to investigate teachers' attitude, usage and effectiveness of Audiovisual aids.

The third question was about reasons that make teachers use Audiovisual aids. Most of the responses were to enhance students' listening and speaking skills and

to facilitate the teaching process, which emphasizes and highlights the importance and effect of Audiovisual aids. The results agree with (Palmer, 2019), (Tahboub, 2018), (Allou, 2013) (Mossaab, 2013), and (Mamun, 2014) who found that Audiovisual aids are effective in teaching speaking and listening skills in EFL classes.

Furthermore, the fourth question investigated the subjects that teachers use audiovisual aids with, such as presenting new vocabulary and beginning each unit or lesson in reading comprehension lessons and revising students' information. These results agree with (Ben Sola, 2012) and (Yunus, 2013) who found that using Audiovisual aids while teaching EFL is beneficial for teaching vocabulary and for reading.

For the last question, teachers mentioned many obstacles they face while using Audiovisual aids, such as time issues, huge classes, lack of training for teachers, and lack of equipment in schools. This agrees with the following studies: (Abu Fasha, 2008), (Kakar and Naureen, 2017), (Ramirez, 2012) and (Thaseem and Kareema, 2017).

### **5.3 Recommendations**

In the light of the study results, the researcher recommends the following:

- 1- To continue encouraging teachers to complete higher studies, for its significance in applying modern teaching strategies and methods especially when it' comes to audiovisual aids.
- 2- This study was limited to the EFL high primary school teachers in Hebron. Other studies could be applied on more samples and specializations in Hebron and Palestine to investigate the impact of Audiovisual aids on many aspects.
- 3- The Ministry of education should train new teachers on using technology and multimedia in classes to qualify them to use Audiovisual aids because many teachers said they trained themselves to use these aids.
- 4- Curriculum designers in Palestine should insert activities using Audiovisual aids in the curricula for all levels.
- 5- Schools should be provided with required equipment necessary for using Audiovisuals while teaching.

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## **Appendixes**

## Appendix 1: Teachers' Questionnaire (First copy)



### EFL Teachers' Questionnaire on Audiovisual Aids

Dear teachers,

This questionnaire is part of a research project titled "*Attitudes Toward Using Audiovisual Aids Among EFL High primary School Teachers in Hebron*", as a requirement to obtain a master degree in teaching methods from Al-Quds University.

Your participation is highly valued. All the answers you provide in this questionnaire will be confidentially used for research purposes only.

Please fill in the blanks with the appropriate information or put (X) in the appropriate box.

Thank you for your cooperation

**Researcher**

**Abeer Jawabreh**

## Section One: Demographic Information

Please put (X) in the appropriate place:

<b>Gender:</b>	<input type="checkbox"/> Male	<input type="checkbox"/> Female	
<b>Qualification:</b>	<input type="checkbox"/> Diploma	<input type="checkbox"/> Bachelor	<input type="checkbox"/> Master
<b>Years of experience:</b>	<input type="checkbox"/> less than 5	<input type="checkbox"/> 5 – 10 years	<input type="checkbox"/> More than 10 years

## Section 2: Attitudes toward using Audiovisual Aids among EFL teachers:

Item	<i>Extremel y agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagre e</i>	<i>Extremely Disagree</i>
1) In general, I have positive attitudes toward Audiovisual aids.					
2) I like to use Audiovisual aids in teaching.					
3) Audiovisual aids facilitate my process of teaching.					
4) Audiovisual aids is an important teaching tool.					
5) Audiovisual aids have to part of English language teaching.					
6) I prefer teaching methods that don't use Audiovisual aids.					
7) Using Audiovisual aids is efficient in language teaching.					
8) Teaching with Audiovisual aids should be obligatory in E classes.					
9) Classes that use Audiovisual aids are more efficient than those that don't.					
10) Classes that use Audiovisuals develop skill and knowledge more than classes that don't.					
11) Audiovisual aids help me carryout my teaching responsibilities more efficiently.					

12) Using teaching aids advances my professional development as a teacher.					
13) Using Audiovisual aids saves both time and energy.					
14) Using Audiovisual aids improves interactivity in the class.					
15) Using Audiovisual aids enhances English language learning.					
16) I use Audiovisual aids while teaching.					
	<i>Extremel y agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagre e</i>	<i>Extremely disagree</i>
17) Audiovisual aids support my teaching.					
18) I think Audiovisual aids are useful.					
19) Audiovisual aids are available in my class.					
20) Audiovisual aids meet learners' language needs.					
21) Audiovisual aids increase learners' communicative skills.					
22) Audiovisual aids arouse learners' attention in class.					
23) Audiovisual aids increase learners' participation in the class.					
24) Teaching aids help me to achieve teaching goals.					
25) I am trained to use Audiovisual aids.					
26) I use visual aids like picture, slides and posters in the class.					
27) I think the audio materials help to improve students' listening skills.					
28) I believe the class is more interesting when using Audiovisuals.					
29) Audiovisual aids motivate creativity among students.					
30) I prepare my Audiovisual aids.					

31) I use Audiovisual aids only when there is a supervisor.					
32) A good teacher doesn't need to use teaching aids.					
33) I think Audiovisual aids don't have an educational value.					
34) I don't have time to use Audiovisual aids.					
35) Using Audiovisual aids is not encouraging.					

**Appendix 2: Teachers' Interview (First Copy)**

**Interview questions:**

Q.1: Do you use Audio visual aids while teaching?

.....  
.....

Q.2: What are the most useful Audiovisual Aids you use in your teaching?

.....  
.....

Q.3: Why do you mainly use Audiovisual Aids? (for what purpose)?

.....  
.....

Q.4: When do you use Audiovisual Aids in your teaching?

.....  
.....

Q.5: Where do you obtain your Audiovisual Aids from: (environment, by yourself, prepared at school, other teachers/students, etc)?

.....  
.....

Q.6: What difficulties do you face in using Audiovisual Aids?

.....  
.....  
.....

***Researcher***

***Abeer Jawabreh***

### **Appendix 3: Teachers' Questionnaire (Final copy)**



#### **EFL Teachers' Questionnaire on**

#### **Audiovisual Aids**

Dear teachers,

This questionnaire is part of a research project titled "*Attitudes Toward Using Audiovisual Aids Among EFL High basic School Teachers in Hebron*", as a requirement to obtain a master degree in teaching methods from Al-Quds University.

Your participation is highly valued. All the answers you provide in this questionnaire will be confidentially used for research purposes only.

Please fill in the blanks with the appropriate information or put (X) in the appropriate box.

Thank you for your cooperation

**Researcher**

**Abeer Jawabreh**



## Section One: Demographic Information

Please put (X) in the appropriate place:

<b>Gender:</b>	<input type="checkbox"/> Male	<input type="checkbox"/> Female	
<b>Qualification:</b>	<input type="checkbox"/> Diploma	<input type="checkbox"/> Bachelor	<input type="checkbox"/> Master
<b>Years of experience:</b>	<input type="checkbox"/> less than 5	<input type="checkbox"/> 5 – 10 years	<input type="checkbox"/> More than 10 years

## Section 2: Attitudes toward using Audiovisual Aids among EFL teachers:

Item	<i>strongly agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>strongly Disagree</i>
1) I like to use Audiovisual aids in teaching.					
2) Audiovisual aids facilitate my process of teaching.					
3) I think Audiovisual aids is an important teaching tool.					
4) Audiovisual aids have to be part of English language teaching.					
5) I prefer teaching methods that don't use Audiovisual aids.					
6) I believe Using Audiovisual aids is efficient in language teaching.					
7) Teaching with Audiovisual aids should be obligatory in E classes.					
8) Classes that use Audiovisual aids are more efficient than those that don't.					
9) I think classes that use Audiovisuals develop skill more than classes that don't.					
10) Audiovisual aids help me carryout my teaching responsibilities more efficiently.					
11) Using teaching aids advances my professional development as a teacher.					
12) Using Audiovisual aids saves both time and energy.					
13) Using Audiovisual aids improves interactivity in the class.					

14) Using Audiovisual aids enhances English language learning.					
15) I use Audiovisual aids while teaching.					
16) I believe using Audiovisual aids is an effective teaching style.					
	<i>strongly agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>strongly disagree</i>
17) Audiovisual aids support my teaching.					
18) I think Audiovisual aids are useful.					
19) Audiovisual aids are available in my class.					
20) Audiovisual aids meet learners' language needs.					
21) Audiovisual aids increase learners' communicative skills.					
22) Audiovisual aids arouse learners' attention in class.					
23) Audiovisual aids increase learners' participation in the class.					
24) Teaching aids help me to achieve teaching goals.					
25) I am trained to use Audiovisual aids.					
26) I use visual aids like picture, slides and posters in the class.					
27) I think the audio materials help to improve students' listening skills.					
28) I believe the class is more interesting when using Audiovisuals.					
29) Audiovisual aids motivate creativity among students.					
30) I prepare my Audiovisual aids.					
31) I use Audiovisual aids only when there is a supervisor.					
32) I think that a good teacher doesn't need to use teaching aids.					

33) I think Audiovisual aids don't have an educational value.					
34) I don't have time to use Audiovisual aids.					
35) Using Audiovisual aids is not encouraging.					

**Appendix 4: Teachers' Interview (Final copy).**

**Interview questions:**

Q.1: Do you use Audio visual aids while teaching? If yes, what kind of Audio Visual aids do you use?

.....  
.....  
.....

Q.2: What are the most useful Audiovisual Aids you use in your teaching?

.....  
.....

Q.3: for what purpose do you mainly use Audiovisual Aids?

.....  
.....

Q.4: When do you use Audiovisual Aids in your teaching?

.....  
.....

Q.5: Where do you obtain your Audiovisual Aids from: (environment, by yourself, prepared at school, other teachers/students, etc)?

.....  
.....

Q.6: What difficulties do you face in using Audiovisual Aids?

.....  
.....  
.....

*Researcher*

*Abeer Jawabreh*

## Appendix 5, 6, 7 Facilitate mission from Al-Quds University

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**Al-Quds University**  
Faculty of Educational Science  
Graduate Studies Programs



**جامعة القدس**  
كلية العلوم التربوية  
برنامج الدراسات العليا

التاريخ: 2019 / 10/ 8

حضرة مدير التربية والتعليم/ مديرية تربية الخليل المحترم

### الموضوع: تسهيل مهمة

تحية طيبة وبعد،،

تقوم الطالبة عبير محمد جوابرة ورقمها الجامعي (21720081)، بالعمل على انجاز رسالة ماجستير في اساليب التدريس بعنوان " **Attitudes Toward Using Audio Visual Aids Among EFL High Primary School Teachers in Hebron** " ، يرجى من حضرتكم تسهيل مهمة الطالبة المذكورة أعلاه في تطبيق دراستها.

شاكرين لكم حسن تعاونكم

أ.د. عفيف زيدان

منسق ماجستير أساليب التدريس



كلية العلوم التربوية  
Faculty of Educational Sciences



بسم الله الرحمن الرحيم

Al-Quds University  
Faculty of Educational Science  
Graduate Studies Programs



جامعة القدس  
كلية العلوم التربوية  
برنامج الدراسات العليا

التاريخ: 2019 / 10/ 8

حضرة مدير التربية والتعليم/ مديرية تربية شمال الخليل المحترم

الموضوع: تسهيل مهمة

تحية طيبة وبعد،،

تقوم الطالبة عبير محمد جوايرة ورقمها الجامعي (21720081)، بالعمل على انجاز رسالة ماجستير في اساليب التدريس بعنوان " Attitudes Toward Using Audio Visual Aids Among EFL High Primary School Teachers in Hebron"، يرجى من حضرتكم تسهيل مهمة الطالبة المذكورة اعلاه في تطبيق دراستها.

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التاريخ: 2019 / 10 / 8

حضرة مدير التربية والتعليم/ مديرية تربية جنوب الخليل المحترم

الموضوع: تسهيل مهمة

تحية طيبة وبعد،،

تقوم الطالبة عبير محمد جوايرة ورقمها الجامعي (21720081)، بالعمل على انجاز رسالة ماجستير  
في اساليب التدريس بعنوان " Attitudes Toward Using Audio Visual Aids Among  
EFL High Primary School Teachers in Hebron " ، يرجى من حضرتكم تسهيل مهمة  
الطالبة المذكورة أعلاه في تطبيق دراستها.

شاكرين لكم حسن تعاونكم

أ. د. عفيف زيدان  
منسق ماجستير أساليب التدريس

كلية العلوم التربوية  
Faculty of Educational Sciences





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الموافق: الأربعاء، 09 تشرين الأول، 2019



حضرات مديري ومديرات المدارس الحكومية المحترمين

الموضوع: تسهيل مهمة

نهديكم أطيب التحيات ، ويرجى تسهيل مهمة الطالبة/ة " عبير محمد جوايرة" من جامعة القدس من أجل الحصول على معلومات لاستكمال الحصول على درجة الماجستير في أساليب التدريس بعنوان " Attitudes Toward Using Audio Visual Aids Among EFL High Primary School Teachers in Hebron" وذلك بما لا يؤثر على سير العملية التعليمية، علماً بأن البيانات ستستخدم لأغراض البحث العلمي فقط ومع الحفاظ على خصوصية البيانات.

مع الاحترام

أ. عاطف جبرين الجميل

مدير التربية والتعليم



م. ب. و / التعليم العام





الرقم: ت.ش.خ/ ٣٠/ ٢٦٤٤/١

التاريخ: ٢٠١٩/١٠/٠٩ م

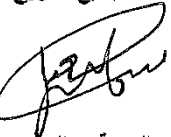
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حضرات مديري ومديرات المدارس المحترمين.

الموضوع: تسهيل مهمة / (توزيع استبيان)

تُهدىكم أطيب التحيات و بخصوص الموضوع أعلاه، أرجو السماح للدارسة: (عبير محمد جوابرة ) من جامعة القدس تخصص/ ماجستير اساليب التدريس بتوزيع استبيان بعنوان " Attitudes toward using audiovisual aids among EFL high teachers in hebron )"، على أن لا يؤثر ذلك على سير العملية التعليمية.

مع الاحترام

أ. محمد جديع الفروخ  
  
مدير التربية والتعليم



أ.ع.م.م (التعليم العام)

التاريخ: 2019/10/09م

الرقم: خ/48/4/2161

حضرات مديري ومديرات المدارس المحترمين

المبحث: الدراسة الميدانية

بعد التحية،،،

لا مانع لدي من تعبئة استبانة الباحثة \* عيبر محمد جوايرة\* من قبل معلمي ومعلمات اللغة الإنجليزية

للمرشد الامانة العليا في المدرسة، والدراسة بعنوان:

" Attitudes Toward Using Audio Visual Aids Among EFL High Primary School Teachers in Hebron".

على ان لا يؤثر ذلك على سير العملية التعليمية، واعادتها الى قسم التعليم العام في موعد اقضاء يوم الخميس

الموافق 2019/10/17.

،،،، مع الاضطلاع،،،،،

مدير التربية والتعليم

أ. خالد أبو شرار



مدير التعليم العام

م. هادي

م. هادي

## Appendix (11)

### List of Validation Committee

No.	Name	Institution
1	Prof. Afif Zidan	Al-Quds University
2	Prof. Mo'en Jaber	Bethlehem University
3	Dr. Inas Nasser	Al-Quds University
4	Dr. Ibrahim Arman	Al-Quds University
5	Dr. Ibrahim Sabateen	Palestine Technical University
6	Dr. Hazem Bader	Hebron University
7	Dr. Ghassan Sarhan	Al-Quds University
8	Dr. Mohsen Adas	Al-Quds University
9	Dr. Manal Abu Monshar	Hebron University
10	Mr. Hasan Karablieh	Directorate of Education
11	Mr. Nidal Katbeh	Directorate of Education
12	Mrs. Shorouq Hassan	Hebron University

## Appendix 12:

Means and standard deviations for the attitudes toward using Audiovisual aids among EFL high basic school teachers in Hebron.

No.	Item	Mean	standard deviations	Degree
1	I like to use Audiovisual aids	4.49	0.617	High
3	I think Audiovisual aids is an important teaching tool	4.41	0.689	High
2	Audiovisual aids facilitate my process of teaching	4.39	0.618	High
26	I use visual aids like pictures, slides and posters in the class	4.37	0.771	High
17	Audiovisual aids support my teaching	4.35	0.599	High
27	I think the audio materials help improve students' listening skill	4.34	0.717	High
28	I believe the class is more interesting when using Audiovisuals	4.34	0.665	High
33	I think Audiovisual aids don't have an educational value	4.34	0.878	High
18	I think Audiovisual aids are useful	4.33	0.605	High
15	I use Audiovisual aids while teaching	4.26	0.650	High
32	I think that a good teacher doesn't need to use teaching aids	4.23	0.947	High
16	I believe using Audiovisual aids is an effective teaching style	4.20	0.670	High
31	I use Audiovisual aids only when there is a supervisor	4.20	0.961	High
9	I think classes that use Audiovisuals develop skills more than classes that don't	4.18	0.722	High
21	Audiovisual aids increase learners' communicative skills	4.18	0.681	High
35	Using Audiovisual aids is not encouraging	4.17	0.913	High

6	I believe using Audiovisual aids is efficient in language teaching	4.16	0.595	High
22	Audiovisual aids arouse learners' attention in class.	4.16	0.745	High
4	Audiovisual aids have to be part of English language teaching.	4.15	0.739	High
24	Teaching aids help me to achieve teaching goals.	4.11	0.721	High
11	Using teaching aids advances my professional development as a teacher.	4.10	0.692	High
13	Using Audiovisual aids improves interactivity in the class.	4.10	0.713	High
8	Classes that use Audiovisual aids are more efficient than those that don't.	4.08	0.814	High
14	Using Audiovisual aids enhances English language learning.	4.08	0.740	High
23	Audiovisual aids increase learners' participation in the class.	4.08	0.700	High
20	Audiovisual aids meet learners' language needs.	4.06	0.717	High
10	Audiovisual aids help me to carry out my teaching responsibilities as a teacher.	4.05	0.723	High
34	I don't have time to use audiovisual aids	4.04	0.970	High
12	Using Audiovisual aids saves both time and energy.	4.01	0.848	High
29	Audiovisual aids motivate creativity among students.	3.96	0.826	High
7	Teaching with Audiovisual aids should be obligatory in English classes.	3.84	0.884	High
30	I prepare my Audiovisual aids.	3.81	0.959	High
19	Audiovisual aids are available in my class.	3.71	0.977	High
25	I am trained to use Audiovisual aids.	3.69	0.966	High
5	I prefer teaching methods that do not use Audiovisual aids.	3.41	1.163	Moderate
<b>Total</b>		<b>4.13</b>	<b>0.411</b>	<b>High</b>

## اتجاهات معلمي اللغة الإنجليزية نحو استخدام الوسائل السمعية البصرية للمرحلة الأساسية العليا في الخليل.

إعداد: عبير محمد عبد الكريم جوابرة

إشراف: د. حازم بدر

### الملخص

هدفت هذه الدراسة الى التعرف على اتجاهات معلمي ومعلمات اللغة الإنجليزية نحو استخدام الوسائل السمعية البصرية في التدريس للمرحلة الأساسية العليا في مدارس الخليل. اتبعت الباحثة المنهج الوصفي، والذي يلائم هذه الدراسة. تكون مجتمع الدراسة من معلمي ومعلمات اللغة الإنجليزية والذين يدرسون المرحلة الأساسية العليا في منطقة الخليل (شمال الخليل، وسط الخليل، جنوب الخليل)، والبالغ عددهم (501) معلما ومعلمة. تم تطبيق الدراسة على عينة عشوائية اشتملت على (140) معلما ومعلمة بنسبة 28% من مجتمع الدراسة.

قامت الباحثة ببناء أداتين للدراسة وهما استبانة مكونة من 35 فقرة، بالإضافة الى مقابلة مكونة من 6 أسئلة عرضت على 15 معلما تم اختيارهم عشوائيا من عينة الدراسة، تم اختبار صدق الأدوات من خلال عرضها على مجموعة من المحكمين الذين أبدوا ملاحظاتهم، كذلك تم التأكد من ثباتهما باستخدام حساب معامل الثبات (كرونباخ ألفا). تم جمع بيانات الدراسة، ومن ثم تحليلها وتفسيرها باستخراج المتوسطات الحسابية والانحرافات المعيارية وعمل اختبارات LSD، ANOVA، t-test .

أظهرت نتائج الدراسة ان اتجاهات معلمي ومعلمات اللغة الإنجليزية للمرحلة الأساسية العليا في محافظة الخليل جاءت بدرجة عالية، حيث تبين ان الأغلبية منهم يميلون الى استخدام الوسائل السمعية البصرية أثناء تدريس اللغة الإنجليزية.

تبين من النتائج أيضا إقرار عينة الدراسة على أهمية استخدام الوسائل السمعية البصرية ومعرفتهم بفوائدها على الطالب من جهة وعلى تدريس مادة اللغة الإنجليزية من جهة أخرى، وقد تبين ذلك من خلال استجابات المعلمين على فقرات الاستبانة.

توصلت الدراسة الى عدم وجود فروق ذات دلالة إحصائية لاتجاهات معلمي اللغة الانجليزية نحو استخدام الوسائل السمعية البصرية في التدريس تعزى لمتغير الجنس، وسنوات الخبرة. مع وجود فروق ذات دلالة إحصائية تعزى لمتغير المؤهل العلمي، لصالح حاملي شهادة الماجستير.

توصلت الدراسة أيضا الى ان أكثر المعلمين يستخدمون الوسائل التعليمية مثل الصور، والمجسمات، والوسائل السمعية للتدريبات التي تركز على مهارة الاستماع، وأيضا الوسائل السمعية البصرية مثل أجهزة العرض وجهاز LCD الذي يتيح للطلبة فرصة التركيز على أكثر من مهارة في آن واحد.

في ضوء هذه النتائج فإن الباحثة توصي بضرورة التركيز على تضمين أنشطة يستخدم فيها الوسائل السمعية البصرية في تمارين كتاب اللغة الإنجليزية من قبل واضعي المنهاج، مع ضرورة تدريب المعلمين على كيفية استخدام هذه الوسائل التقنية. توصي أيضا باحثين آخرين بأهمية استكمال أبحاث مشابهة على عينات ومتغيرات أخرى.