

## ENGLISH LANGUAGE TEACHERS' ATTITUDES TOWARDS THE USE OF MODERN INSTRUCTIONAL AIDS

*(A case study of Sudan and Saudi Arabia)*

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### ABSTRACT

**T**he present study aims at exploring the teachers, supervisors and school administrators attitudes towards the negligence of modern Instructional Aids in the English language teaching/ learning process in Saudi Arabia and Sudan. The study assumed that English Language teachers, administrators and Supervisors in both countries have inconsistent attitudes towards the use of Teaching Aids. The study followed the descriptive method to analyze the data statistically. Significant results have been found: According to Saudi teachers' responses that modern Instructional Aids have an effective role in developing the educational process in general and English Language Teaching in particular. Whereas this attitude moderately happens in Sudan, due to the neglect of the curial rule of teaching Aids. The study recommended that there's a need for the educational institutions to encourage the utilization of Teaching Aids in the teaching and learning process focusing on it has significant pedagogical implications for both the language teachers and the students.

**Keywords:** *Attitudes, Instructional Aids, Learning, Teaching, supervisors*

## **Introduction**

No one denies the importance of the teaching materials or instructional aids and their effective function in instruction. These materials (Aids) help widely in drawing the students' attention and meet their needs. Besides they expand students' experience and prepare their readiness and temper. Actually, the more senses involve in the learning process, the more learning takes places. Thus, by the use of these aids, we avoid committing verbal with mistakes the variety and skillfulness in the choice and adjustment of these materials (Aids) lead to the formation of sound conceptions needed for instruction. Also, they help in the arrangement and sequence of ideas formed by the learners which result in behavior modification, attitude formation and promotion of motivation. The instructional Aids help the students in increasing their abilities, in deep thinking and observation. (Kadok: 2000) The global attention towards English as international language impose upon us the accompaniment of teaching methodologies and modernization to keep the new techniques of teaching to achieve both required educational and social objectives. No doubt, instructional materials like paintings, drawings and other aids create motivation for students by helping them knowing things, illustrating information and restoring them. Some teaching materials (AIDs) have special characteristics that necessitate their utilization. For instance, auditory aids such as tape recorder, radio-set and language laboratory) and visual aids like chalkboard, flash cards and wall charts are sequential.

In recent years, the production of equipment and instructional Aids has increased apparently and also used in a wide range. Most of them are used in social subjects teaching and languages as well. Kingdom of Saudi Arabia exerted lots of efforts in its successful developmental plans to adopt and accommodate for instruction and its aids because of their effective and vital roles both for teachers and learners as well as syllabus designers who are interested in educational process.

### **1.1 Statement of the problem:**

Modern Instructional Aids help to communicate information, and support the teaching/learning process. neglected by many teachers and they neglect their role in enhancing English language teaching. Therefore, this paper investigates the attitudes of English Language teachers towards the use of modern Instructional Aids in the educational process.

### **1.2 Objectives:-**

The paper aims at:

1. investigating the teachers attitudes towards the use of modern Instructional Aids for educational purposes in Saudi Arabia and Sudan
2. assessing the teacher's frequent use of Instructional Aids
3. examining the obstacles confronting the use of modern Instructional Aids at schools.
4. identifying the effective role of the use of modern Instructional Aids in teaching and learning English language at Secondary Schools in Saudi Arabia and Sudan.
5. recognizing the supervisors and school administrators estimation towards the use of modern instructional aids in both Saudi Arabia and Sudan.

### **1.3 Questions of the study**

The paper endeavors to answer the following questions

1. What are the teachers attitudes towards the use of Instructional Aids for educational purposes in Saudi Arabia and Sudan?
2. What are the major obstructions that confront the use of Instructional Aids at schools in both countries.
3. How the teacher's regularly use the Instructional Aids
4. To what extend does the use of Instructional Aids contribute effectively to the process of teaching and learning English language at Secondary Schools in both countries.
5. How do the supervisors and school administrators estimate the utilization of instructional aids in education in both countries.

### **Significance of the Study**

Instructional Aids are the devices that facilitate the instructional environment and help the teacher to explain, simplify the targeted material effectively. Since the role of the Instructional Aids contributes to understanding, facilitating and consolidating the learning process it must be given greater consideration in any institution of learning.

## **1. Reviewing the Literature**

### ***1.1. Instructional Aids***

The traditional conception of instructional Aids is that all the materials, tools and the equipments or the communication channels through which the knowledge is communicated to the learners but, from the modern conceptions the Instructional Aids are defined all the means and equipment that effectively help the teacher to carry out his task as well as helping the learners to easily understand their subjects and saving both time and efforts (Al Hyla: 2000).

Fatima, Sharif (2005) also defines the Instructional Aids as materials and technical devices for the various educational situations used by both the teacher and the learners through, experience and skill to improve learning-teaching process and help to carry the meanings, to explain the ideas and to demonstrate the recognition process in order to increase the students' experiences and skills to develop their attitudes in interesting environment.

The process of teaching - learning depends upon the different type of equipment available in the classroom. Instructional Aids are the equipment, devices and materials which the teacher uses to inspire the instructional process to explain the meanings and ideas, to train students for the skills and to consolidate the good habits in themselves, motivate the students and to develop positive attitudes towards the curriculum. Therefore, the integration of the Instructional Aids begins earlier stages, when the teacher prepare the material in meaningful and relevant ways (Ranasinghe and Leisher: 2009).

## 1.2 Types of Instructional Aids

There are many Instructional Aids available these days and they are very importance in Teaching/ Learning Process. They can be divided into five main types. These are:

1. Visual aids include the blackboard, wall pictures, posters, and wall Charts, drawings, maps ,flashcards, flannel boards, realia, cloth and magnets visuals, filmstrips, opaque projectors, overhead projectors, slides.
2. Aural aids consist of radio programs , taped materials, and the language laboratory.
3. Audio-visual aids include movies, video-tapes, television and micro computers
4. Games include card games, board games and monopoly games Charades.
5. Finally, the hypermedia where the interactive multimedia.

## 2. Classifications of Instructional Aids

In fact, there are many classifications of Instructional Aids which differ according to the difference of their importance in learning process hence; the researchers will discuss briefly some of these classifications which concern with various instructional situations. Instructional Aids are classified according to the sense which the aid addresses to facilitate subject matter and involve the student to use English effectively in authentic communicative conditions. These aids are of various types. Firstly, there are aids that are only visual such as the board, pictures, charts, overhead projector and flash cards. Secondly, there are aids that are only aural e.g. radio, tapes, recoding. Thirdly, there are aids that are simultaneously visual and aural. Among the devices used are still and motion pictures, television, filmstrips, transparencies, audiotapes, videodiscs. Here the researchers shows how and when each aid may be used and get acquainted with the limitations of each aid.

### 2.1. Visual Aids:

It is a universally accepted fact that the eye is the gateway to the Brain: that the sense of sight is far more efficient than the sense of hearing and many things cannot be taught, explained or sold without the aid of demonstration models, diagrams Pictures, Flash cards, charts or real objects. These visual aids can spell the difference between doubt and acceptance, and according to the abstract senses that used by learner to deal with the aid and to grasp its content. These visual aids of highly important as follow:

- (i) Showing visuals focuses attention on meaning.
- (ii) They help to make the language used in the class more real and alive.
- (iii) They help in presenting new language or introducing a topic as part of language practice.
- (iv) Good visual aids can be used for more times and can be shared by different teachers. Here we will talk about some of the visual aids individually.

#### 2.1.1 The Board:

The most versatile piece of teaching equipment is the board it is one focus because it takes the student's attention from the teacher and because anything happens on it so very quickly can become a most satisfactory stimulus to teaching. The board provides motivating focal point during whole-class grouping (Harmer: 2005) for a variety of different purposes (Abu Harrah: 2005).

### **2.1.2 Pictures:**

Pictures are another visual aid which are good at achieving what may be called the collective eye of the class. Students are made to focus their attention on one thing at the same time (AlKhuli: 1980). Language teachers who are not confident about drawing on the board may prefer to use pictures to facilitate learning and teaching English language. Pictures can be in one of the following forms: flash cards, posters, cue cards or projected slides. Pictures of all kinds can be used in a multiplicity of ways in English language teaching.

### **2.1.3 Flash Cards:**

Flash cards are another visual aid used mainly to teach reading. These cards may be of different colors and sizes with words, phrases or sentences written on one side or both sides of each card. These cards are helpful in several ways:

- (i) Flash Cards train students to widen their eye span by urging to catch large reading units at a glance.
- (ii) These cards help students increase their reading speed.
- (iii) Flash Cards bring to the classroom atmosphere some kind of desirable competition which normally speeds up students' Performance rate of reading.
- (iv) Flash cards bring to the class some change, variation and refreshing feelings, all of which are additional sources of motivation, which is necessary for attention that is essential for learning (Al Khuli: 2001: 117-121).

### **2.1.4 Wall-Charts (Posters)**

They are cards of reasonable sizes and may be with or without illustrative pictures. Some textbooks provide ready-made posters or wall-charts. These charts may contain selected words, especial sentences, idioms, the months of the year, the days of the week or any other learning material the teacher used to reinforce in students' memories. Such reinforcement is achieved through fixing those charts on the classroom walls Freeman & Larsen, D (2000). These wall charts are not useful as a reinforcement means only, but they are equally useful in several other ways as well: The language teacher may use the material on the charts for occasional individual reading. The words written on wall charts are suitable as cues in substitution drills. Wall charts are used for lockstep on new functional-grammatical items Wall charts (posters) are used for vocabulary or Conversation work. Charts may be also used as a means to encourage students to improve their handwriting. At last but not least, a good chart must be large enough to be seen by all students in the classroom and it must be clear enough to be Legible and neat to be attractive (Al Khuli: 2001).

## 2.2 Real and imaginary objects

The language teacher sometimes brings a wide variety of real things (realia) into the classroom such as plastic fruit, clock face these objects are really interesting and can provide a good starting point for a variety of language work and communications activity. These realia can be used in the following

- (i) The teacher can use his own and the students' possessions
- (ii) Possessions can also be used for vocabulary revision or extension.
- (iii) Specific realia can be used to illustrate stories especially with children e.g. a story about the jungle is much more attractive for them if they have toy animals to look at. (Davies Paul & Parse: 2007, 158-160).

### 2.2.1 Cue-cards:

These cards are about twenty-five centimeters square and on stiff card, not floppy paper. They need to have clear pictures and writing and they may have words, simple drawings or magazine pictures on them. The teacher can use any o types of Cue-Cards for:

- i. To elicit the response to the negative or formative questions by showing a card to the class and ask the student to answer.
- ii. They also help to remind the students of different questions they asked in pair or group work.

### 2.2.2 Mime and Gesture:

Instead of using realia, students teacher can create objects and events in the imagination of the learners with mime and gesture or he may beckon to invite students to answer by cupping both hands and gesturing towards himself. Mime and gesture reduce the teacher talking time and keep students alert. In addition, they can be used for listening comprehension and vocabulary work.

## 2.3 The Overhead Projectors:

Overhead Projectors (OHPs) are extremely useful pieces of equipment since they let students to prepare visual or demonstration material Hedge, T.(2008). Though they need little technical knowledge, they are so widely used because they are easy to carry around. The major advantages of the Overhead Projector are the follows:

1. We do not have to demonstrate everything on an OHT all at once.
2. By covering some of the transparency with a piece of card.
3. We can blank out what we do not want the student to see .

Overhead projectors are extremely versatile, but they pose some problems such as:

They need electricity of course and bulbs do fail from time to time. Some models are not powerful when they are up against natural light coming in from windows and doors. However, if all these possible problems are taken into account and resolved the OHP is an extremely useful resource and the overhead transparency offers the possibility of attractive well-printed script as well."(Harmer 2005).

## 2.4 Auditory Aids

Auditory aids include all the instructional Aids which depend on sounds to address aural sense in order to enhance English language Teaching. These aural aids are including: Audio tapes, radio, language Laboratories, School broadcasting and educational broadcasting.

### 2.4.1 Audio Tapes:

Audio Tapes are aural aids that may be a part of a language Laboratory or a part of a tape recording brought to the classroom. Audio-tapes can bring realistic or authentic listening material into the classroom. The most obvious source of cassette texts is the course book. Audio tapes can be used in many useful and interesting ways to enhance English language teaching. Therefore, many teachers use taped materials when they want their students to practice listening skills. These Audio-tapes have a number of advantages in improving language teaching as follow:

- Taped material allows students to hear a variety of different voices apart from just their teacher'
  - It gives them an opportunity to "meet" a range of different characters, especially where real people are talking
  - When tapes contain written dialogues or extract from plays, they offer a wide variety of situations and voices
  - Taped material is extremely portable and readily available
  - Tapes are extremely cheap, and machines to play them are relatively inexpensive.

For all these reasons most English Language course books in Saudi Arabia include tapes, and many teachers rely on tapes to provide a significant source of language input and facilitate the subject matters and to achieve the student-teacher communicative skills. In addition of, the previously mentioned Audio-cassettes, there are other ones probably more expensive in the past and therefore, used at a narrow scale but nowadays available and widely used at school in Saudi Arabia such as:

## 2.5 The Language Laboratory:

The modern language laboratory has between ten or twenty Booths, each equipped with a tape deck, headphones, and now computers Stern, H. H, (2003). The technology organized in such a way that students can work on their own, can be paired or grouped or grouped with other students to interact (through their headphones and Microphones). The teacher can broadcast the material to each booth and students can interact with each other, and the written texts can be sent to each computer screen. Language Laboratory gives students opportunities for both extensive and intensive listening and reading and offers the same potential, but also has other special advantages as follow:

- Comparing:

The double track allows students to compare the way they say Things with the correct pronunciation on a source tape.
- Privacy:

Students can talk to each other through their microphones, record onto the tape, wind and rewind tape.
- Individual attention:

When teachers want to speak to individual students in a laboratory they can so from the console. The attention that teachers give to one student does not distract the others.

- Learner training:  
The language laboratory helps to train some students to really listen to what they say and how they say it. When they compare their Pronunciation with the correct version on the tape.
- Learner motivation:  
A worry about learner autonomy in general, and self-access centers In particular, is that some students are better at working on their own than others. The language laboratory offers a good half-way house between teacher control and learner autonomy

### **2.5.1 Slides:**

A slide projector is an opto-mechanical device to view photographic slide. It has four main elements: a fan-cooled electric light bulb or another source, a reflector and condensing "lens to direct the light to the slide a holder for the slide and a focusing lens Slides are pictures projected on a screen by a slides projector.

### **2.5.2 Film strips:**

They are slides on one film Roll.

### **2.5.3 Opaque projector:**

The Opaque projector is an apparatus that can project a picture or written material.

## **2.6 Audiovisual Aids:**

Audiovisual aids are all devices, equipment and tools which depend on its projection on both verbal and visual symbols Richards, J. C & Rodgers, T, S. (2001). They are used by the teacher inside the classroom to address simultaneously both visual and aural senses e.g. talking pictures (motion & still), instructional television and closed Circuit television. The importance of these types of teaching aids increase because they address both auditory and visual senses here are some in details:

### **2.6.1 Motion Pictures:**

They may be the most effective audiovisual aid because they consist of pictures, colors, sound and movement combined together in a realistic and interesting manner.

### **2.6.2 Learning Television:**

Television may offer programmes that help teachers and students such programs supplement the teacher but cannot take his place though television has its own limitations; it introduces change, motivation, entertainment and additional learning opportunities into the classroom Situations. Television also plays great roles in improving English language Teaching such as:

- 1.It gives students opportunity or chance to learn more about various systems.
2. It provides the students with information about the culture of other people and it helps students to acquire communicative competence.

### 2.6.3 Video:

There are three basic types of video (Al Hyla: 2000), which can readily be used in class: "off-air" programs, "real—world" videos, and language Learning videos. Off-air programs are programs recorded from

television channels. They should be engaging for our students and of a sensible length. All television programmes have copyright restrictions which vary from country to country.

## 2.7 Hypermedia and Interactive Multimedia

Hypermedia is recognized as an extension to what is known as hypertext, or the ability to open new Web pages by clicking the hyperlinks on a Web browser to open the embedded links. The Internet is the best example of the use of hypermedia which enable us to create a nonlinear network of information. On the other hand, the Encyclopedia Britannica defines interactive multimedia as "any computer-delivered electronic system that allows the user to control, combine, and manipulate different types of media, such as text, sound, video, computer graphics, and animation."

Interactive multimedia utilize all modern technologies and their applications such as computers, memory storage, smart mobiles, and other information technologies. Their most common applications include training programs, electronic dictionaries, and travel guides. Interactive multimedia revolutionize and shape the relationship of the instructors and learners effectively.

There are many advantages for hypermedia in the educational environment such as:

- increasing motivation
- flexibility for different learning styles
- contribution to creative and critical thinking

but in turn there are many disadvantages of hypermedia such as:

- disorientation,
- distraction,
- cognitive excess

Some learners find difficulty in handling such hypermedia activities due to their low levels of prior knowledge to navigate effectively. Learners who are better able to cope with learning environments with hypermedia, because they have self-regulatory skills, benefit more than those who lack self-regulatory skills (Scheiter & Gerjets, 2007). When a learner is neither self-regulated, nor has prior knowledge will result in a negative attitude towards learning with such educational style. Establishing self-regulation helps to work with the various learning styles and promote positive attitudes towards learning in a hypermedia environment.

### **3. Methodology**

#### **3.1 subjects:**

The subjects of this research are as follow:

- a group of (49) English Language teachers from the secondary stage,
- a group of (17) headmasters and (4) English Language Supervisors in Wadi-el-Dawasir Province, K.S.A. representing one side of the comparison.
- On the other side, a group of (54) English Language teachers from the secondary stage,
- (19) headmasters and (5) English Language Supervisors from Secondary stage in Khartoum state, Karari Locality, Sudan to represent the other side.

#### **3.2 The Study:**

The sample were randomly selected from a community of teachers, headmasters and Supervisors at secondary stage in both countries. The number of English language teachers in Wadi Al Dawaseer Province in K.S.A (according to the Educational Supervision Center) is (69 ) so, the selected sample of teachers, equals (71% ) of them and the number of headmasters in AL Wadi in K.S.A. is (81%) so, the selected sample of the number English Language teachers at secondary stage in Khartoum State, Karari Locality in Sudan is (96) so, the selected sample of (54) teachers, equals (56%) of them. The number of the headmasters in Khartoum State, Karari Locality in secondary stage are (55) headmasters and headmistresses so, the selected sample of (17) headmaster, equals (31%) of them. In addition to the number of English Language Supervisors in secondary stage in Karari Locality is 8 trained Supervisors and the selected sample for the interview is 5 supervisors that are (63%) of them.(According to the director of the educational planning and statistics) in Karari Locality. (Ministry of Education - Khartoum).

#### 4. Data Analysis

#### Total responses of the teachers' attitudes towards the use of modern Instructional Aids. Forms (A1&A2)

Table (1) The use of modern teaching aids effectiveness

Form	No.	Statement	yes	No	Don't Know
A1	1	To develop the learner's language skills	45	2	2
A2	1	" " "	51	1	2
A1	2	To attract the student's attention	47	0	2
A2	2	" " "	54	0	0
A1	3	To create the sense of competition among the students	41	4	3
A2	3	" " "	45	2	2
A1	4	To save more of the teacher's time and effort .	48	2	4
A2	4	" " "	45	2	2
A1	5	To save time for explanation of the subject matter.	52	1	1
A2	5	" " "	39	4	6
A1	6	To solve the individual different problems.	52	0	2
A2	6	" " "	28	9	12
A1	7	To make the teacher skilled in the subject matter .	34	7	8
A2	7	" " "	41	2	11
A1	8	To suggest the solution for the problem of untrained teacher .	30	8	11
A2	8	" " "	3	4	15
A1	9	To solve the problem of overcrowded classroom.	28	14	7
A2	9	" " "	34	7	13
A1	10	To develop the sense of exploration for the learner.	43	3	3
A2	10	" " "	50	0	4
A1	11	To help to complete the syllabus in its specific time.	9	32	8
A2	11	To help to complete the syllabus in its specific time.	34	7	13

Since half of the subjects of Sudanese teachers in the sample has negative ideas about these teaching aids .On the other side more than half of Saudi teachers have positive opinions toward the use of teaching aids. According to these results there is clear statistical difference in favor for teachers in Saudi Arabia. This due to the availability of the most modern Instructional Aids which help the Saudi teacher to communicate his message and improve educational process. An additional positive factor mentioned by the subjects was quick access to information owing to technology (Albirini, 2006), which reduces the teachers' efforts and time, which can be used for the academic course of the lessons..However, more of these modern aids are not commonly used in schools here in Sudan because the teachers may not be inclined to make use of them.

**The total responses of the teachers' attitudes towards the use of Instructional Aids. Form A<sub>1</sub>& A<sub>2</sub> Section (3)**

**(Table2) The problems and difficulties face the use of the Instructional Aids**

Form	No.	Statement	Yes	No	Don't know
A <sub>1</sub>	1	Availability of equipment and devices.	41	3	5
A <sub>2</sub>	1	" " "	25	13	16
A <sub>1</sub>	2	There is special budget for the Instructional Aids.	40	6	3
A <sub>2</sub>	2	" " "	15	12	26
A <sub>1</sub>	3	Administrators are unaware of the importance of the Instructional Aids	20	17	12
A <sub>2</sub>	3	" " "	30	12	12
A <sub>1</sub>	4	Educational administrators don't encourage the use of the Instructional Aids	17	26	6
A <sub>2</sub>	4	" " "	29	11	14
A <sub>1</sub>	5	Availability of learning resources	24	22	4
A <sub>2</sub>	5	" " "	36	6	12
A <sub>1</sub>	6	The curricula design doesn't agree with the use of the Instructional Aids.	20	18	11
A <sub>2</sub>	6	" " "	30	2	22
A <sub>1</sub>	7	Students have negative tendency toward the use of the Instructional Aids.	18	24	7
A <sub>2</sub>	7	" " "	6	2	46
A <sub>1</sub>	8	The language teachers have sufficient training about the use of teaching Aids.	27	12	10
A <sub>2</sub>	8	" " "	13	7	34
A <sub>1</sub>	9	School administration concern with availability of the Instructional Aids.	17	23	9
A <sub>2</sub>	9	" " "	13	7	34
A <sub>1</sub>	10	Deficiency in raw materials which help in the production of the Instructional Aids.	20	18	11
A <sub>2</sub>	10	" " "	25	2	27
A <sub>1</sub>	11	The language teacher is aware of the importance of the use of teaching Aids.	10	34	5
A <sub>2</sub>	11	" " "	48	3	3

**The Percentage of the different responses in A<sub>1</sub>&A<sub>2</sub>section (3)**  
**(Table3) The problems and difficulties face the use of the Instructional Aids**

Section	Form	Yes	No	Don't know
III	A <sub>1</sub>	47%	37%	16%
	A <sub>2</sub>	45%	14%	41%

As we can see 47% of teachers in Saudi Arabia view that the use of teaching aids has some problems and difficulties whereas 37% do not agree to that and 16% do not know if it has problems or not.

In the other group there is %45 of the Sudanese teachers believe that the use of the instructional Aids has difficulties and problems and %14 disagreed with that and 41% do not know if it has problems or not.

The researchers doesn't agree with the Saudi teachers because most of the schools are well equipped with all categories of teaching aids so the teacher can choose whatever he likes and the problems relevant to the teachers themselves. Because most of them are foreigners, who had their own experience and have been adopting traditional techniques in teaching English and they can hardly to be subject to positive change. On the other side the researchers to some extent can agree with the Sudanese teachers that all the secondary schools in Sudan lack of teaching aids as well as the teachers themselves they are unqualified and untrained to do deal with modern teaching aids such as computer, Smart board.

**(Table 4) The total responses of the Headmasters attitudes towards the modern teaching Aids. (The Headmasters' attitudes)**

Forms	Quest No.	Questions	Yes	No	Don't Know
B <sub>1</sub>	1	Do secondary school language teachers concern with the use of Instructional Aids in Language Teaching?	10	3	6
B <sub>2</sub>	1	" " "	8	5	4
B <sub>1</sub>	2	Do the administrations from the Ministry of follow up the Language teachers to use Teaching Aids in their classes?	16	3	0
B <sub>2</sub>	2	" " "	6	9	2
B <sub>1</sub>	3	What are the problems and difficulties face the language Teachers in the use of Instructional Aids in the light of the cotemporary technology?	16	2	1
B <sub>2</sub>	3	" " "	17	0	0
B <sub>1</sub>	4	According to your continuous follow up as Headmaster, what are the most Teaching Aids used in language Teaching at Schools?	14	0	5
B <sub>2</sub>	4	" " "	15	0	2
B <sub>1</sub>	5	What do you expect to the students' academic achievement process in case of perfectly use of the Instructional Aids?	16	0	3
B <sub>2</sub>	5	" " "	14	3	0

**The Percentage of the different responses in the Interview forms B<sub>1</sub> & B<sub>2</sub>:**

**(Table5) The Headmasters' attitudes**

Questions	Forms	Yes	No	Don't know
1 – 5	B <sub>1</sub>	76%	8%	16%
	B <sub>2</sub>	71%	20%	9%

In (Table 5) 76% of the headmasters in Saudi Arabia have positive answers to the interview whereas %8 of them do not agree to the question or have negative answers and only %6 do not know if they have effective role enhancing language teaching or not.

- Whereas %71 of the headmasters in Sudan agreed with the positive role of the instructional aids in improving language teaching and %20 disagreed with role of them and only %9 do not know if they have that role or not.
- Here more than half of the headmasters in both sides have a positive attitude towards the effectiveness of teaching aids as a means to enhance English Language teaching. The researchers thinks these answers depend on the headmaster role in educational process. As in Saudi Arabia the headmaster not only as administrator but also as accommodating educator who helps in providing school with all kinds of equipment and teaching aids. Whereas this task is moderately in the Sudan or sometimes missing.
- According to these above mentioned results there is a difference in favor for Saudi headmasters in all question of interview.

**The total responses of the Supervisors' attitudes toward the effective role of the Instructional Aids. Forms ( C1 & C2) Interview:**

**(Table 6) The Supervisors' attitudes**

Forms	Ques. No.	Questions	Yes	No	Don't know
C <sub>1</sub>	1	Do secondary school language teachers concern with the use of Instructional Aids in Language Teaching?	3	1	0
C <sub>2</sub>	1	" " "	1	3	0
C <sub>1</sub>	2	Do the administrations from the Ministry of follow up the Language teachers to use Teaching Aids in their classes?	4	0	0
C <sub>2</sub>	2	" " "	1	2	1
C <sub>1</sub>	3	What are the problems and difficulties face the language Teachers in the use of Instructional Aids in the light of the cotemporary technology?	4	0	0
C <sub>2</sub>	3	" " "	4	0	0
C <sub>1</sub>	4	According to your continuous follow up as Supervisor, what are the most Teaching Aids used in language Teaching at Schools?	3	1	0
C <sub>2</sub>	4	" " "	3	1	0
C <sub>1</sub>	5	What do you expect to the students' academic achievement process in case of perfectly use of the Instructional Aids?	4	0	0
C <sub>2</sub>	5	" " "	4	0	0

**The Percentage of the different responses of the Supervisors' attitudes of Interview forms C1&C2):**

**(Table7)\_The Supervisors' attitudes**

Questions	Forms	Yes	No	Don't know
1 – 5	C <sub>1</sub>	90%	10%	0%
	C <sub>2</sub>	65%	30%	5%

- As it is shown in (Table 6) the 90% of the Supervisors in Saudi Arabia have a positive attitude towards the role of the instructional aids in enhancing English Language teaching whereas %10 of them disagreed with them.
- In the other group there is 65% of the Sudanese Supervisors who answered positively the questions, while 30% of them answer negatively, and 5% do not know if they have an effective role or not.
- According to the supervisors' responses in interview C1 & C2: they agreed with the questions with a statistical difference in favor of Saudi Arabia.
- The researchers thinks that supervisor is considered as a reference for his supervisees who provide them with general information and in subjects, information resources and the activities associated. He also a mediator to the officials to accommodate all kinds of aids and other materials to the field.(Umbakoul: 2006).
- In Saudi Arabia Supervisor play the important role in all aspects of the educational process. He is very effective in administrative and educational support but this roles are absent in Sudan. Moreover, in Saudi Arabia, all who are involved in the educational process such as pupils, teachers and headmasters do respond positively to the supervisor.

**4. The Findings:**

- Modern Instructional Aids play an essential role in enhancing the whole educational process in school in general, and English Language Teaching at secondary schools in particular specially in Saudi Arabia.
- According to teachers' responses, modern Instructional Aids have effective role in the teachers' teaching performance development in Saudi Arabia. Whereas, this moderately happens in Sudan..
- According to the analysis, modern teaching Aids in Saudi Arabia play the major role in developing the educational process in general and English Language Teaching in particular.
- Teachers who use instructional video argue that their students “retain more information, understand concepts faster and more enthusiastic about what they learn.
- English language teachers, administrators and Supervisors in Saudi Arabia have positive attitudes towards the use of Instructional aids in ELT.
- English Language teachers, administrators and Supervisors in Sudan do not hold positive attitudes towards Instructional Aids (especial the modern ones).
- Some of the English language Teachers at Secondary stage in Sudan are not basically graduated with BA in English as a major subject.
- The study refers that the instructional Aids used by the English Language Teachers in Saudi Arabia are modern such as computer, smart boards, video, transparencies, slides and television as well as the traditional like flashcard, posters, and pictures. Whereas, Language teachers in Sudan depend on the traditional ones such as chalkboard, textbook, and the teacher himself as the oldest teaching aid, who uses no electricity, can be used effectively in light or dark and is available in summer and winter.

## 5. Conclusions

This paper recognized and defined the attitudes of teachers, supervisors and administrators who are involving English language Teaching in Saudi Arabia and Sudan. The research questions were designed to investigate the implementation of Instruction Aids in the educational process of English language in both countries. The findings of the study demonstrated positive attitudes of the Saudi participants toward the use Instructional Aids in their teaching, while it is found that their Sudanese counterpart rely on talk and chalk heavily.

The Saudi expressed their positive views concerning the beneficial influence of technology on both the teaching and the learning processes. In addition, school administration supports the innovative culture and tries to keep pace with different changes in the very field. The findings confirm the logistic support, adequate training for teachers to meet their needs to develop their students education and to achieve the curriculum goals.

### 5.1 Recommendations

1. Employment of the English Language Teachers must be subjected to the evaluation of their academic potentialities and discipline.
2. Greater attention should be given to develop teachers' qualification.
3. Pre-service training for graduates of English departments must be more than a complete semester.
4. Establish a workshop comprising devices and equipment such as a computer, a printer, and a photo copier for manufacturing of the possible Instructional Aids (particular In Sudan).
5. Provide Audio, visual and audiovisual teaching aids like a Radio, a recorder, a television and an overhead projector for every secondary school to facilitate the teaching-learning Language situation, especially in Sudan.

### 5.2 Suggestion for Further Studies

To have deeper insights of the effective roles of the Instructional Aids in Saudi Arabia and Sudan, especially in the field of teaching and learning English language; many aspects should be taken into account in conducting the further research:

- A greater number of schools and participants should be involved in such studies.
- Exploring the teachers' experiences and attitudes toward the different methodological approaches should be implemented, for instance, blend of both qualitative part in the form of interviews, and quantitative part in the form of questionnaires.
- Furthermore observation might provide more details in what way teachers and students response to the use of Instructional Aids.

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