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**TEACHING GRAMMAR THROUGH
VISUAL AIDS IN BEGINNER CLASSES**

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Presented by

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FIA

DEDICATIONS

To my lovely late father Ibrahima whom I cherish

To my affectionate mother whose advice and support have been my main motivation

To aunt Bineta Dieng, his late father and his brother Abdoulaye DIENG for their support

To my brothers, sisters and cousins

To my lovely wife Fatou and our daughter

To my family in Kaolack

To all friends and acquaintances.

ACKNOWLEDGMENTS

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I'm not forgetting all trainers and trainees at ENS for their material and moral support during my training

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I also thank Mr NDIAYE (OMVS) ,Awa NDIAYE and her typist Mrs FALL for having typed this document.

PLAN

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INTRODUCTION

Teaching grammar is the cornerstone of any language teaching in the world because of the importance of grammar itself.

Grammar can be defined as the way a language manipulates and combines words or bits of words in order to form longer units of meaning. There is no doubt then that teaching grammatical rules constitutes an essential aspect in the mastering of a given language.

But teaching grammar through visual Aids seems to be important in the sense that it arouses interest, motivation in the pupils in beginner classes.

As the saying goes "Interest begets effort", this is true in the sense that for undertaking any work, we must be first and foremost motivated and interested in that work. Because if a pupil is motivated, the process of learning grammar will become easier and he will understand quicker without time consuming. But if the teaching is verbal, the teaching may appear as something boring for the pupils. Then the teacher should bear all these factors in mind not to use abstract things which may result in not conveyed messages.

A visual aid is, as STEVICK defined it, "anything visible which helps your student master the language more quickly or more accurately"...!

Then a visual aid is nothing but an eternal support which is visible and that helps the teacher to convey his messages to the students by appealing to their visual sense.

But it is up to the teacher to know how to use visual aids in order to get his messages through accurately.

All along our work, we will see how grammar can be taught through visual aids and what are the obstacles that may occur.

CHAPTER ONE : DESCRIPTION OF THE CONTEXT

1.1 The teacher, the classroom, the pupils and the environment can provide visual aids when teaching grammar in the first cycle.

In his class, the teacher can use visual aids to teach preposition by drawing different objects placed in different places. The teacher can hang pictures on the board and teach different rules of grammar..

1.2 Therefore, there are many drawbacks that may occur in teaching grammar through visual aids. A single picture may, occasionally, be used to teach the meaning of a word or phrase new to the students.

However, pictures are usually ambiguous; people can interpret them differently. The other problem that occur is that some teachers cannot draw pictures.

1.3 The purpose of teaching grammar through visual aids is to develop listening, reading, speaking and writing at the same time. Pictures are used to arouse interest in pupils and they help them to "translate" the meaning of the text or of individual items of language. The pictures also give the pupils a context for the language and for their activity – Pictures can contribute to the search for specific information in the text and to help the students demonstrate verbally that he or she has found that information and understood it and has a personal response to offer about it.

Moreover, the purpose of visual aids is to motivate, to stimulate and guide the student.

CHAPTER TWO : LITERARY REVIEW

In this chapter of literary review, most of the writers who wrote about that topic have focussed on teaching english through visual aids and have given a little part for the teaching of grammar. This means that they include grammar in teaching english as a whole – so that's why my topic will be limited only to the field of grammar.

Penny Ur wrote in his book entitled "Grammar Practice Activities. A practical guide for teachers" that : "the two objectives essential characteristics of a good language –practice task are : a clear objective accompanied by the necessity for active language use"

a) The task of using visual techniques

- clear objective :

For Penny Ur, the task objective may be language – based, in which case it may be generally defined as "getting the language right". However, the objective "getting the language right" on its own often leads to the composition of rather boring, meaningless language – manipulation task, such as putting a series of sentences into the past. This objective may be, for example, to get someone do something, to get to know one another. But we should bear in mind that the objective should be a simple one that can be defined in a few words, so that students are clear in their minds at all stages where they are going, and what the point of what they are doing is.

It is much easier to define an objective if there is a tangible result to be achieved : a list to be written out, a solution to be found and displayed, a story to be narrated, a picture to be drawn or marked.

In fact this task may be a successful thing but sometimes it may not.

For example, in beginners' classes, if we want to get to know one another, the teacher can introduce himself to the students and ask the students to do the same in english. The teacher can also show the students some pictures and ask them the place them where the pictures were taken.

However, in some cases, it may be hard for the teacher to succeed in conveying this message. For example, if the teacher uses pictures which are stranger to the students or if the teacher and the students do not have a commune speaking language. If so, communicative activity becomes difficult.

- Active language use

An active language use should provide for repeated exposure to or production of the structures being practised. In other words, our task must provide for volume and repetition while looking at pictures or mimes.

First, we should make sure that the activity is in fact based mainly on using language and does not waste too much time. It is tempting to think that if students in beginner classes are happily absorbed in doing a task in an English lesson they are therefore learning English, but it is not always so. But in any case, we need to be away of what is really going on : to keep a careful eye on how much they are actually engaging with the language related to pictures.

Second, for example, if you ask students to fill in information on a empty puzzle by referring to drawings, students will find the same answers by pair work through interchanged questions. It's only by doing that kind of activity that a good grammar basis activity will come into birth.

b) The interest in using visual aids

In this part, we can ask : what kinds of features within the activity itself arouse learner's interest and attention and make them want to take part in it ?

Penny Ur says that "it is very much easier to concentrate on thinking about something if you can see that something, or at least see some depicted or symbolic representation of it".

If you don't provide your students with something to look at, they seek and find it elsewhere, in objects that have nothing to do with the learning task and that may indeed distract them. An exercise that uses both aural and visual cues is likely, therefore, to be more interesting than one that is only speech based.

A written text may provide sufficient visual focus in itself; but accompanying graphic material often improves comprehension and performance if it helps to elucidate difficult content, adds meaning to a very short or boring text, or is used to compare and contrast : Ex : "(the text says she's dancing but in the picture she's sitting down". Such material is usually in the form of a picture : a poster, a magazine cut-out, a slide etc but it may of course be a representation of the information being talked about in brief notes or a diagram. You yourself are often an excellent visual aid, when using your own facial expressions and physical movement to illustrate something, so are the students and the classroom environment.

CHAPTER THREE :

1. Exemplification/proposals/practical applications

In this chapter we will focus on, theory and practice and we will try to bridge the gap between them.

But before dealing with the classroom observation data, I would like to put the emphasis on the way teachers are using visual aids. There are numerous ways of using visual aids when teaching grammar in a 6ème class.

So, we must consider that visual aids are always pictures and objects.

The classroom is important because it gives the teacher the tools in order to teach through visual aids.

He can use the blackboard which is useful when sticking posters, pictures, drawings etc...

When teaching tenses, the teachers can use for example the top of the Blackboard which may represent the past, the middle may represent the present simple and the bottom the future. He can draw a diagram like this on the board to represent time

<u>Past</u>	<u>Présent</u>	<u>Future</u>
Yesterday	Now	Tomorrow

The blackboard is indeed of paramount importance but it presents some drawbacks because it does not move from its place like a feltboard.

Now, in order to have broader view of this topic, we are going to elaborate two questionnaires, one from the teachers' answers and the other from the students' answers. This will be put in the following chapter.

But we are going to use these data in order to trial a lesson in a 6ème class. That lesson is entitled :

The different prepositions :

As a warm-up activity, the teacher will first revise the previous lesson. For example he can use the calendar as a visual aid to see again the different days in a week. The day when the grammar structure is being taught can be used as

present (today), the day before as past (yesterday) and the day after as future (tomorrow).

The time table can also be a visual aid to explain tenses in this sense :

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	French	English	Arabic		
	②	①	③		

Student 1 : Today is Wednesday, I have English (present simple)

Student 2 : Yesterday was Tuesday, I had French (past simple)

Student 3 : Tomorrow is Thursday, I will have Arabic (Future)

When teaching prepositions through visual aids, the teacher can use these drawings from Andrew Wright's book "Pictures for teachers to copy" in order to help the students visualize the images on by on.

For another grammar lesson in 6eme, the teacher can also use pictures.

For example when teaching comparative forms, pictures can be helpful for students to master quickly some forms of comparison. The pictures are going to illustrate that.

Saliou



Ibou



Saliou is taller than Ibou

Ibou is shorter than Saliou

Ali



Saliou



Ali is as tall as Sidi

The teacher can also teach demonstrative pronouns in these ways.



this boy

that boy



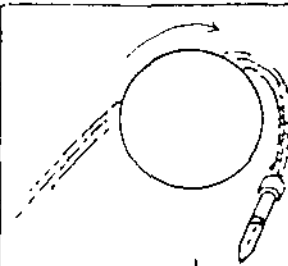
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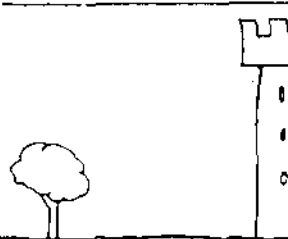
Those trees



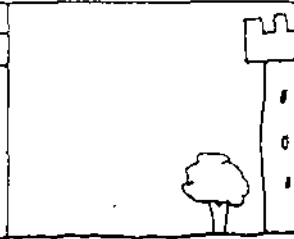
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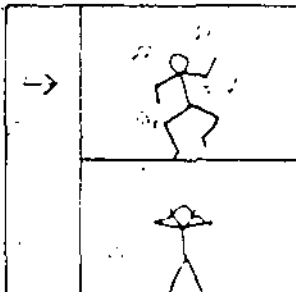
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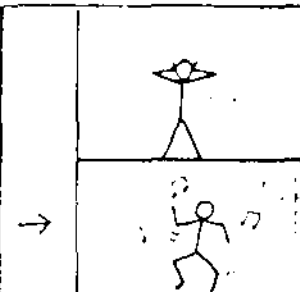
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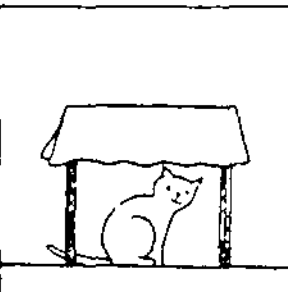
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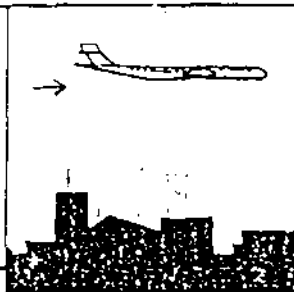
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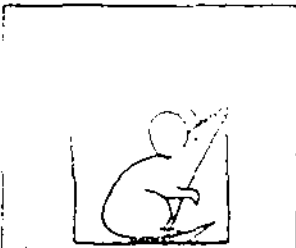
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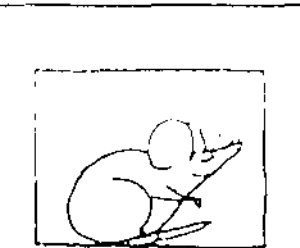
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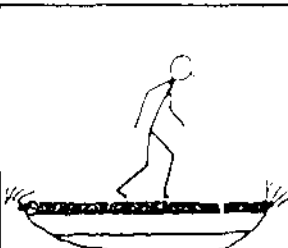
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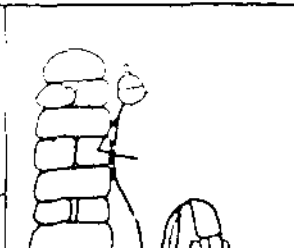
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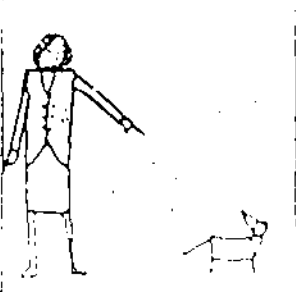
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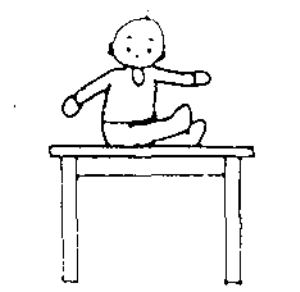
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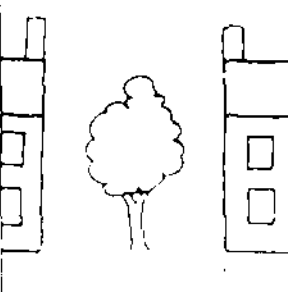
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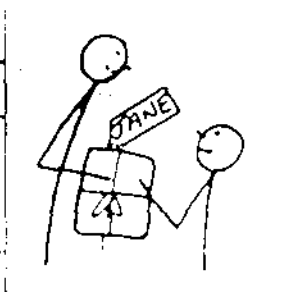
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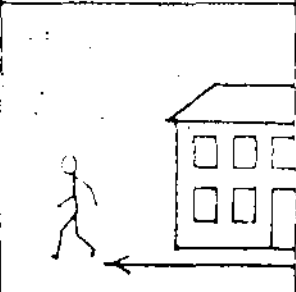
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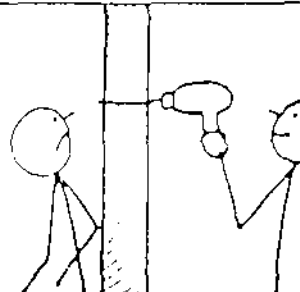
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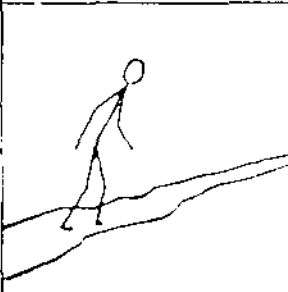
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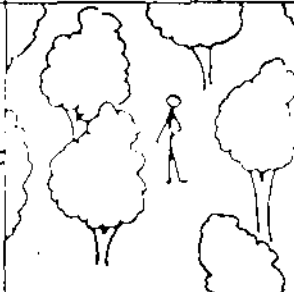
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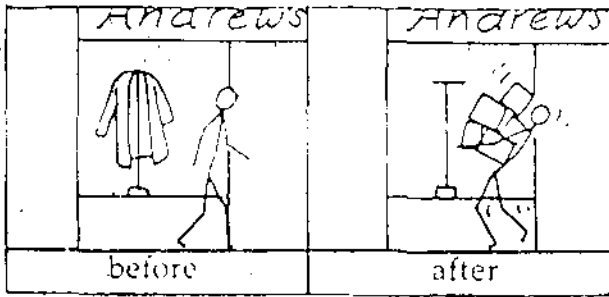
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along

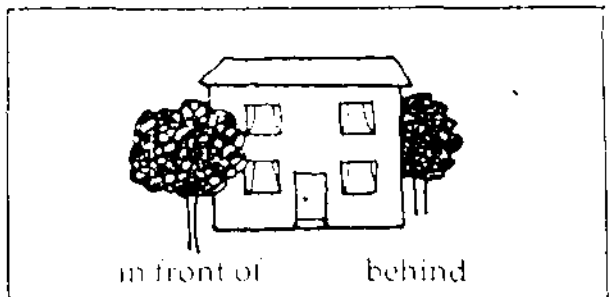


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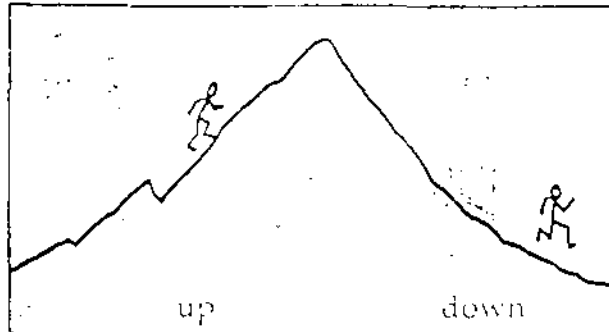
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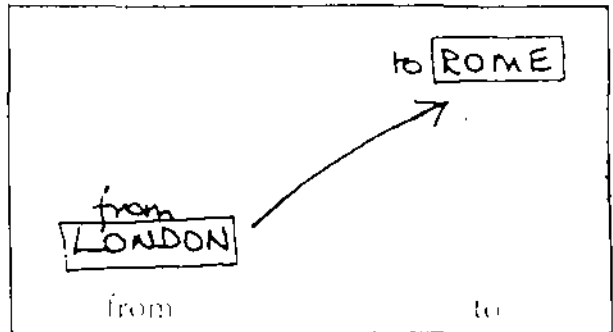
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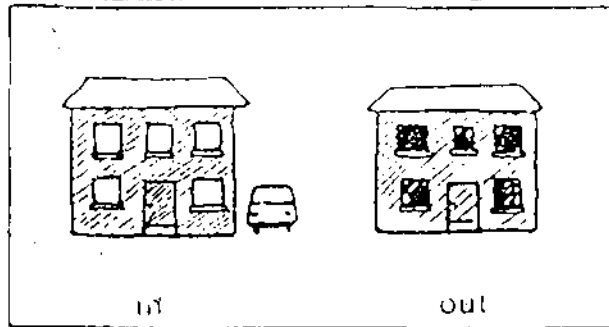
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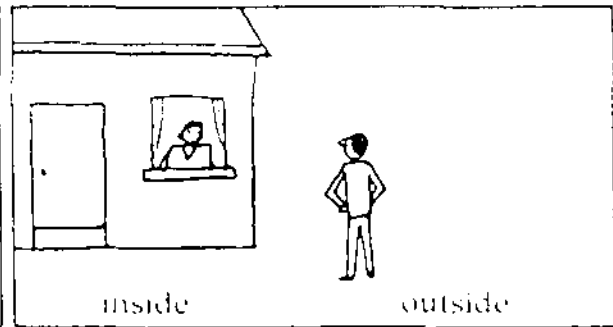
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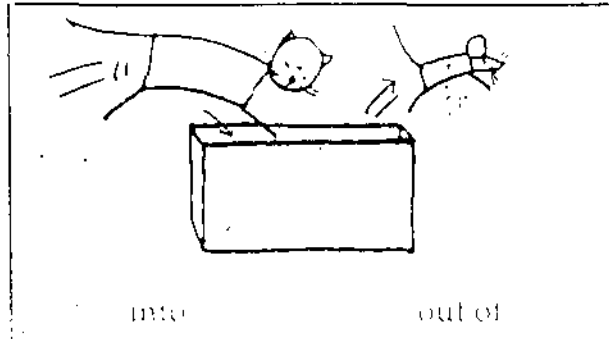
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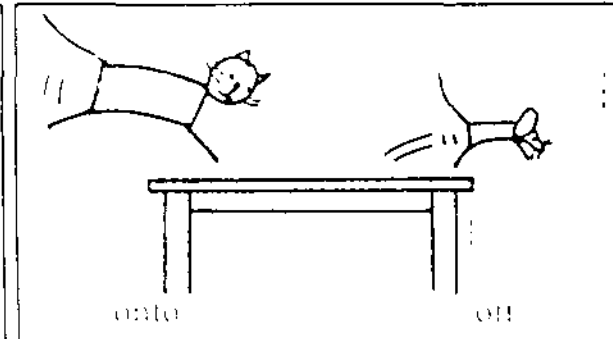
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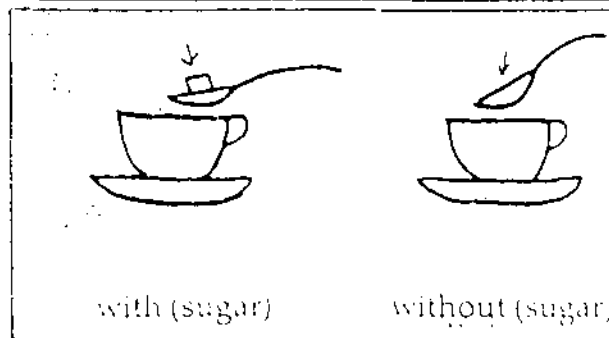
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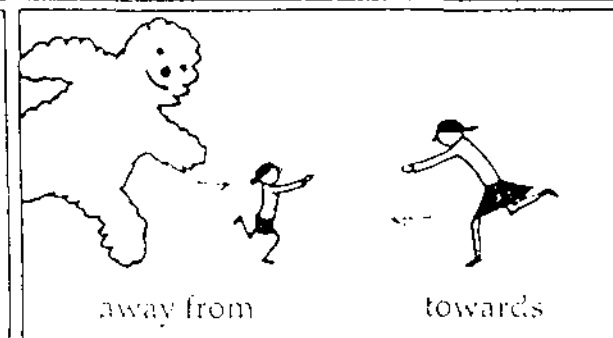
onto

off



with (sugar)

without (sugar)



away from

towards

CHAPTER FOUR : Data presentation and analysis

In this chapter, we will relate the observation data that I talked about in chapter three, we will also put inside all the questionnaires from the teachers and as well as from.

X/ Questionnaires to teachers and students

A°) Questionnaire to teachers

we are doing a research project on teaching grammar through visual aids in beginner's classes (6eme). You will be of a great help if you would like to complete this questionnaire.

Please tick as appropriate

1°) What is grammar teaching to you ?

- Rules accululation
- Guiding pupils to identify pictures
- Others (please specify)

2°) How do you teach grammar ?

- Through gestures
- Through pictures
- Others (please specify)

3°) What materials do you use ?

- visual aids
- text books
- others (specify please)

4°) Why do you teach grammar through visual aids ?

- for a good classroom activity
- for all the students' communication
- Others (specify please)

5°) How often do you use visual aids when teaching grammar?

- weekly
- monthly
- others (specify please)

B/ Questionnaire to students

We are doing a research project about teaching grammar through visual aids in beginners' classes ,you will be of a great help if you would like to complete this questionnaire.

(NB:These answers are translated from French to English because of the level of the students)

1°)How do you like grammar?

- | | |
|---|--|
| <input type="checkbox"/> I Like it | <input type="checkbox"/> I dislike it |
| <input type="checkbox"/> I strongly like it | <input type="checkbox"/> I strongly dislike it |

2°)What difficulties do you have when learning grammar?

- I do not have appropriate materials
- I have no textbooks
- Rules are difficult to grasp
- Teachers do not explain clearly

3°)How are you taught grammar?

- Through drawings
- Through pictures
- Others(please specify)

4°)Are you taught grammar through french?

- Yes
- No

5°)Which of these following activities do you prefer to learn grammar through?

- | | |
|------------------------------------|--------------------------------------|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Listening | <input type="checkbox"/> Visual aids |

6°)How ofren do you practce grammar with your teacher ?

5 Times a week _ 4 times aweek _ 3 times a week _
2 times aweek _ 1 time a week

7°)Which of these activities does your teacher use when teaching grammar?

- Pair work
- Group work
- Others(please specify)

8°)How are you tested in grammar?

- Through listening
- Through gap filling
- Through speaking

9°)How often would you like to have grammar?

5 times a week _ 4 times a week _ 3 times a week

3 times a week _ 1 time a week

10°)How do you find teaching grammar through visual aids?

- | | |
|------------------------------------|-----------|
| <input type="checkbox"/> Good | Excellent |
| <input type="checkbox"/> Very good | Boring |

Thank you for your understanding.

Y°)Data interpretation and analysis:

A°)Questionnaire to teachers:

1)°Grammar usage:

Questions&Answers	Numbers	Percentages
1-what is grammar teaching to you?		
-rules accumulation	3	6%
-guiding pupils to identify pictures	45	90%
-others(specify please)	2	4%

The figures in this table show that most of the teachers in lower classes use pictures in order to teach grammar .Only 6% of them teach grammar through rules accumulations which consists of taking grammar from the teacher and learn them by heart 90%of them teach through pictures and just 2% teach grammar by using other methods .For example for these 2% of teachers, they are conservative because they use old methods of teaching grammar such as giving rules to pupils and let them learn them by heart.

As a whole we can say that pictures play a great role in the teaching of grammar

Questions&Answers	Numbers	Percentages
2-How do you teach grammar ?		
-through gestures	3	6%
-through pictures	40	80%
-others(specify please)	7	14%

In this table, 80% of the teachers use pictures to teach grammar, but a small number uses gestures. This means that now teaching grammar is rather based on inductive methods then in deductive methods. But there are still 14% of them who use other methods (for example they teach the grammar rules deductively)

2- Teaching materials

Questions&Answers	Numbers	Percentages
3- What materials do you use ?		
- usual aids	43	86%
- text books	5	10%
-others(specify please)	2	4%

In this table we notice that visual aids are mostly use when teaching grammar because it is the most communicative way of teaching .

Questions & Answers	Numbers	Percentages
4 Why do you teach grammar through visual aids?		
- for a good classroom activity	25	50%
-for everybody communication	20	40%
- others(specify please)	5	10%

In this table, we can see that 50% of teachers now use visuals aids because for them visual aids give a good classroom activity. But 40% of them said that they use them because they facilitate communication in a classroom. Just 10% of the teachers use other reasons, for example they said that visual aids are to arouse the visual sense of the pupils.

We can say here that visuals aids are of paramount importance.

Questions & Answers	Numbers	Percentages
5) How often do you use visual aids when teaching grammar ?		
- Weekly	48	96%
- Monthly	0	0%
- Others (Please specify)	2	4%

This table reveals that teachers like more teaching grammar every week than monthly. For them teaching grammar weekly will enable the student not forget rapidly the rules. But we can see that 4% of the them use other ways, meaning they teach grammar every other week because for them it is a good one.

3) Learners' attitude

Questions & Answers	Numbers	Percentages
6- What is your learners' response to visual aids ?		
- Like it	15	30%
-Dislike it	00	0%
- Strongly like it	35	70%
- Strongly dislike it	00	0%

In this table, the percentages reveal that learners' response to visual aids is really positive. They all appreciate using visual aids when learning grammar.

4) Difficulties when teaching through visual aids

Questions & Answers	Numbers	Percentages
7- What difficulties do you come across teaching grammar through visual aids ?		
- Language problems	22	44%
- Lack of materials	28	56%
Learners are not interested		
- Others (Specify please)	00	00%

This table shows that even though teaching through visual aids is a good method but there are many problems. 56% of the teachers insist on the fact that there is a lack of materials and 44% insist on language problems because in lower classes the level is not that good.

Questions & Answers	Numbers	Percentages
8- Do you use local languages to explain grammar?		
- Yes	11	22%
- No	39	78%

This table shows that there are some difficulties when teaching grammar in English. Because 11% said that they use local languages and 78% said that they do not. So what I can say about this is that teachers do not use local languages because they want their students to learn and live the English language, and those who answered yes want to get their explanation across.

5- Teachers appreciations and test

Questions & Answers	Numbers	Percentages
9- How do you rate teaching through visual aids?		
-Easy	3	6%
-Difficult	1	2%
-Simple	10	20%
-Very demanding	36	72%
-Others(please specify)	0	0%

In this table, we can see that the figures reveal that 72% of the teachers said that teaching grammar through visual aids is very demanding just because you have to choose the right visual aid for the right grammar rule. And most of the time it is very difficult to find the visual aid that we need for a given grammar rule.

Just 2% judged the difficulty of teaching through visual aids because they cannot draw pictures. 20% of the pictures qualify that simple because for them visual aids enable the students to understand rapidly and fixedly.

Questions & Answers	Numbers	Percentages
10- How do you grammar test grammar through visual aids ?		
- Gap filling	21	42%
- Through listening	8	16%
- Through questioning/ answering	21	42%

These percentages show that we can test grammar in different ways. 42% of teacher do it through gap filling meaning they draw pictures and ask the students to identify them and fill the gap. 42% of them also use the way which an oral one. That is asking questions while showing a picture to the pupils and let them react to the pictures. But 16% use the listening way of testing.

B- Questionnaire to students

Questions & Answers	Numbers	Percentages
1-How do you like grammar ?		
- like it	26	37%
-strongly like it	44	63%
-dislike it	00	00%
-strongly dislike it	00	00%

The table reveals that no student dislike learning grammar. 37% of them simply like grammar because it enables them to use words in a sentence in a good manner. 63% of them strongly like it because they said that grammar is the cornerstone of any language in the world, it combines words and bits of words in order to make sense in a given sentence. Almost, all the students like grammar(100%). Teachers should then show a lot of tactfulness when teaching grammar.

Questions & Answers	Numbers	Percentages
2_What difficulties do you have when learning grammar ?		
- I do not have appropriate materials	46	66%
- I have no textbook	9	13%
- Rules are difficult to grasp	13	19%
- Teachers do not explain clearly	2	2%

Despite the fact that students like English grammar, there are still some problems. 66% of the respondents do not have the appropriate materials to support the grammar lessons. Hence, 19% of them have difficulties to grasp the grammar rules.

Teaching grammar through visual aids would do in this field. 13% of them said that they do not have textbooks and 2% blame the teachers for not explaining clearly. So, it is up to teachers and the government to provide the students with materials.

Questions & Answers	Numbers	Percentages
3- How are you taught grammar?		
-Through drawing/pictures	5	7%
-Through rules	65	93%
-Others(please specify)	0	0%

These figures show that students are taught grammar through most of the time. So , just 7% of them are taught grammar through visual aids. Teachers should now resort to the teaching of grammar through visual aid.

Questions & Answers	Numbers	Percentages
4- Are you taught grammar through French?		
-Yes	32	46%
-No	38	54%

46% of the students are taught grammar through French but 54% are not. Here, the difference is slight because it is dependant to the level of the students and lower classes. Teachers only use French when needed

Questions & Answers	Numbers	Percentages
5- Which of the following activities do you prefer to learn grammar through?		
-Reading	4	5%
-Listening and speaking	6	9%
-Writing	5	7%
-Visual aids	55	79%

This table reveals that 79% of the students prefer to learn grammar through visual aids because in lower classes, students are not good at English. That is the reason why only 5% prefer reading, 9% listening and speaking and 7% prefer writing. So, teachers should use visual aids at any time.

Questions & Answers	Numbers	Percentages
6- How often do you practice grammar with your teacher?		
- 5 times a week	0	0%
-4 times a week	0	0%
-3 times a week	37	53%
-2 times a week	33	32%
-1 time a week	10	5%

Here in this table, 53% of the students practice grammar 3 times a week because in a 6eme class, we have five hours for the English lessons. But 32% of them practice grammar 2 times a week and 5% one time. This is not bad but teachers should increase the percentage of teaching grammar because of its importance.

Questions & Answers	Numbers	Percentages
7- Which of these activities does your teacher use when teaching grammar?		
- Pair work	30	43%
-Group work	40	57
-Others(please specify)	0	0%

These figures show that group work and pair work are important in the teaching process.

57% said that their teacher use group work and 43% said that their teacher use pair work.

This shows that, students have noticed only two activities through which they are taught grammar. Teachers should promote these activities because they are very communicative.

Questions & Answers	Numbers	Percentages
8- How are you tested in grammar?		
-Through listening	2	3%
-Through gap filling	63	90%
-Through speaking	5	7%

With its figures, this table shows that 90% of the students are taught grammar through gap filling because it enables them to fix images in their mind with the grammar rules they accompany. The percentages through listening and speaking are very low because of the level of the students in lower classes.

Questions & Answers	Numbers	Percentages
9- How often would you like to have grammar?		
- 5 times a week	0	0%
- 4 times a week	31	44%
- 3 times a week	10	14%
- 2 times a week	24	35%
- 1 time a week	5	7%

44% of the students do like to be taught grammar for times a week because it gives them the opportunity to see many visual aids.

14% like it to be taught 3 times, 35% 2 times and 7% like it to be taught one time. But none of the students wanted grammar to be taught to them 5 times.

Questions & Answers	Numbers	Percentages
10- How do you find teaching grammar through visual aids?		
- Good	4	6%
- Very good	5	7%
- Excellent	61	87%
- Boring	0	0%

87% of the students strongly like being taught grammar through visual aids. None of them find it boring. This shows that they do appreciate using visual aids because they enable them to grasp the rules easily and accurately. 6% said it is good, 7% very good, just to reinforce the idea that teachers should use lot of visual aids in order to meet the needs of the students for a better learning of grammar.

CHAPTER FIVE : Results and recommendations

5.1 We can say that there are many visual aids. All along our research, we have found that teaching grammar through visual aids is of paramount important. All the teachers I met have acknowledged that in beginner classes, a teacher cannot get rid of picture, drawings and actions.

Visual aids are important in the first cycle in the sense that it is a level in which pupils are biginners. It's the first time for them in the learning of the language, so it's normal that the teacher uses many visual aids.

So we can summerise all these by saying that visual aids are tool which are valuable in the fact of teaching grammar and using the fact of using them helps the teacher give some realistic lessons.

5.2 The recommendations that I would like to launch are numerous : first of all I invite all the teachers in beginners classes to use visual more than verbal teaching.

Eventhough there are some of them who can't draw but I think hat this has not to prevent the teacher from drawing because he can resort to some interesting books from where he can photocopy pages and distribute them to students.

There books are : "1000 + pictures for teachers to copy", "five minutes Activities" by Andrew Wright and many other books.

I also want the teachers take time for drawings and to useless verbal teaching instead he should use frequent visual aids.

For the authorities, I ask these to do all their best in order to provide all the tools such as teachers, classroom, board, and other things that intervene int the teaching of grammar through visual aids in a good way. They should also laborate an appropriate syllabus in which teaching visual aids in beginner classes will occupy a great part. They should at the same time promote visual aids by organizing seminars with teachers and increase the set of book which are available and which are dealing with visual aids.

For the school administration, they should also put the teachers and his students in good conditions and ready to teach through pictures. They should control the management of all the materials if any in order to preserve them carefully.

For parents, they should participate in the development of the teaching of grammar through visual aids by working hand in hand with the government. They should participate in the providing of tools of teaching if they can. They should not cross their arms and wait everything from the government.

CONCLUSION

In the first pages, we have seen a great use of visual aids. Teaching grammar through visual aids in beginner's classes seems to be the best medium of teaching nowadays.

Communicative activities can make the students care about what they are saying. It is not just the content but how the student feels, thinks and what he or she is expected to do which makes the activity engaging or not.

The communicative approach is of paramount importance because the teacher wants activities which engage the student as a whole person in such a way that the students can take part with their language of English. In this way, the new language is experienced, not merely studied.

Visual aids are very important and their advantages are broad particularly in beginners classes. They help the teacher get his class lively and beget interest from the students.

When a teacher uses visual aids, he does not have to explain at length a grammar point, the very act of making visual illustration brings out quickly the meaning and valuable classtime is then saved. Visual aids allow participation in a classroom, more, they can bring cultural enrichment to students.

In beginners classes visual aids are important because it is in the first cycle in which the students learn for the first time the language.

So, the fact of using visual aids is something that is advisable.

Last but not least, teachers should use judiciously the visual aids that are reachable in their teaching and they should know when, why and where they use them and how they use them also.

When all advice are applied by every teacher, the teaching of grammar through grammar in beginners' classes will get its improvement and development too.

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