

## **Influence of Visual Communication on Semantic Communication Among Students and Teachers in Aljamea-tus-saifiyah, Culture Generale (secondary) Nairobi, Kenya**

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### **ABSTRACT**

The purpose of the study was to investigate the influence of visual communication on semantic communication among students and teachers in Aljamea-tus-saifiyah, culture Generale (Secondary), Nairobi. The study was guided by the following research questions: What is the frequency of visual communication among students and teachers in Aljamea-tus-Saifiyah, Culture Generale (Secondary) Nairobi, Kenya? The study was anchored in Constructivism theories. The study was guided by Quasi-experimental research design. The target population comprised of all teachers and students in Culture Generale (secondary) in Nairobi, Kenya. Stratified Sampling Technique was used to select a sample size of 42 students to participate in the study. Questionnaires and direct observation guides were used as data collection instruments. The research instruments were subjected to both content and face validity. Quantitative data was collected, coded and presented. Key findings showed that visual aids were used in both Arabic and English Subjects.

**KEYWORDS:** Kenya, semantic communication barrier, Aljamea –tus - Saifiyah Culture Generale (Secondary) Nairobi, constructivism theory

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### **I. INTRODUCTION**

In the 21<sup>st</sup> century every aspect of our activity especially teaching, is connected to technology. A case study was conducted on Culture and classroom communication: A case study of Asian students in New Zealand language schools by (Li, 2003). Semi-structured interviews (individual interviews, focus group interviews) were the main data collecting instruments and were conducted in 2 months to 2 years' time frame to evaluate the English learning. Furthermore, a study was conducted on Student barriers to online learning: A factor analytic study by (Mullenburg & Berge, 2005). Both studies illustrated the barriers students face in learning.

According to a research: The alignment of digital pedagogy to current teacher beliefs was conducted by (Prestridge, 2010). It sought teacher beliefs and practices to gain conceptual understanding of the requirements for implementation of virtual ICT professional development. Enhancing classrooms interactions to improve learning: Examples from New Zealand research was conducted by (Cowie, Moreland, Cooper & Jones, 2011). Both researches explain the importance teacher's competency and importance of using learning aids.

Moreover, a research was conducted in Iran by (Zamani, 2010) in Iranian Secondary Schools: Challenges for Using ICT in 21<sup>st</sup> Century. Although the introducing and using computers in schools, had strength points and created, new opportunities for improving teaching and learning for teachers and students, there were some weaknesses and threats that schools were confronted for using these new technologies. Such weaknesses and threats were challenges in this area is related to contextual factors such as software, hardware accessibility and teachers' reluctance to integrate computers in the curriculum. Having ICT is essential in overcoming communication barriers (Zamani, 2010).

According to a report of Information and Communications Technologies and Secondary Education in Sub-Saharan Africa: Policies, Practices, Trends and Recommendations discussed the use of Information Communications Technologies (ICTs) to improve access to, quality of, and delivery of secondary education within sub-Saharan Africa. The report sought to generally answer the question of how sub-Saharan African (SSA) governments can best use technology to improve access to secondary education, improve learning, strengthen management of schools and the education system, and foster innovation (Burns et al., 2019). Similarly, the author in Technological Infrastructure and Use of ICT in Education in Africa: an overview stated about major transformations occurring in the formal education sector:

“These changes are partly due to the development of ICTs, as well as the forms of networking, knowledge sharing, and interactive learning that ICTs facilitate (Heppell, 2000)”. (Butcher, 2003, p.74).

Aljamea-tus-Saifiyah is a university enhanced with ICT and modern technology. With this high provision comes the responsibility to pursue the maximum effort in reaching the goals provided. Even with the most high-tech apparatus provided, teachers do not fully utilise means of teaching which concludes towards diminution in imparting knowledge in order to produce graduates that could thrive in the complex. This research is essential and highlights videos as a tool to overcome communication barrier. Therefore, this research enhances videos as one wonders of modern technology to make use in the classroom setting to attract the student attention thus improving communication barrier in Aljamea-tus-Saifiyah, Culture Generale (Secondary) Nairobi, Kenya.

### **Statement of the problem**

Classrooms today have evolved from the olden blackboard and chalk into modern era of whiteboard and marker with technological advancement providing classrooms with LCD projectors (Meador, 2011). Some classrooms have even evolved into having full computers for each student to provide better communication in classroom thus improving the studies quality. Sadly, classroom semantic communication barrier persists and impairs the study flow of the teacher and student making the lesson unproductive. In Aljamea-tus-Saifiyah with the most high-tech apparatus provided, teachers do not fully utilise means of teaching which concludes towards attenuation in teaching and learning. One such barrier is semantic communication barrier.

### **Theoretical Framework**

According to Messaris (2003) visual communication can be described on a theoretical level towards understanding of the distinctions among the major modes of communication; image, word, music, body display, and a clearer appreciation of the specific role that each play in social processes. There is a need for more sophisticated ways of exploring visual meanings and investigating viewers' responses to images. According to Salem (2012), there are 2 types of theories regarding visual communication, sensual theories and perceptual theories. Sensual Theories is the concern for what the eyes sees; not so much what mind makes of it. This theory includes Gestalt and Constructivism, which means that direct or mediated images are composed of light objects that attract or repel. Perceptual Theories is for the meaning associate with things; what mind interprets. Perceptual theories include Semiotics and Cognitive. It associates with the images seen. These theories are content driven and see the human mind as complex.

This study was based on constructivism theory. According to Mcleod, (2019), “constructivism is ‘an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner’ (Elliott et al., 2000:256)”. John Dewey (1933/1998) is often cited as the philosophical founder of this approach. Bruner (1990) and Piaget (1972) are considered the chief theorists among the cognitive constructivists, while Vygotsky (1978) is the major theorist among the social constructivists (Jennings, 2013).

Typically, this field is divided into three broad categories: Cognitive constructivism based on the work of Jean Piaget, social constructivism based on the work of Lev Vygotsky, and radical constructivism (Mcleod, 2019). Bruner's constructivist theory suggests it is effective when faced with new material to follow a progression from enactive to iconic to symbolic representation; this holds true even for adult learners. Piaget's (1936) theory of cognitive development explains how a child constructs a mental model of the world. Vygotsky's theories stress the fundamental role of social interaction in the development of cognition (Vygotsky, 1978), as he believed strongly that community plays a central role in the process of "making meaning" (Mcleod, 2019).

According to (Caddell, 2019), Constructivism is a theory that posits that humans are meaning makers in their lives and essentially construct their own realities. In various psychotherapeutic approaches that fall under the umbrella of constructivism, the client is viewed as an active participant creating and determining his or her own life path. Constructive thinking differs from other forms of modern theory that views reality as fixed and to be discovered by clients. On the contrary, in constructivism, the reality is something that is created.

According to (Mcleod, 2019), Constructivist learning theory underpins a variety of student-centered teaching methods and techniques which contrast with traditional education, whereby knowledge is simply passively transmitted by teachers to students. The primary responsibility of the teacher is to create a collaborative problem-solving environment where students become active participants in their own learning. Therefore, from this perspective, a teacher acts as a facilitator of learning rather than an instructor. The teacher makes sure he/she understands the students' preexisting conceptions and guides the activity to address them and then build on them.

The biggest disadvantage can be considered is its lack of structure (not adhering to a specific guideline or textbook). Some students require highly structured learning environments to be able to reach their potential. It also removes grading in the traditional way and instead places more value on students evaluating their own

progress, which may lead to students falling behind, as without standardized grading teachers may not know which students are struggling (Mcleod, 2019).

Nevertheless, to justify this, visual communication is one of the answers for overcoming semantic communication barrier (according to A Case Study of Githurai Location, Kiambu County (Vikiru, 2013) was conducted for effective communication between the artist and the audience). This method even though would not be in few areas, it has a resolution towards effective learning. Visual has a greater impact in teaching. Therefore, the use of videos helps teaching and learning in overcoming semantic communication barrier.

### **Conceptual Framework**

The conceptual framework for this research includes independent, dependent and intervenient variable. Concurrently, the independent variable would be visual communication. The dependent variable would be semantic communication barrier. The operational definition of visual communication would be to use videos. Furthermore, the operational definition of improvement in semantic communication barrier would be scores from the test conducted on control group and experimental group.

## **II. REVIEW OF RELATED LITERATURE**

Available literature shows that studies have been done on Visual communication. For instance, Prestridge (2010), conducted study on the alignment of digital pedagogy to current teacher beliefs in Australia. A survey was distributed to 49 teachers from four Catholic Schools in Brisbane, Australia, using a 7-point likert scale to measure “teacher beliefs and practices to gain conceptual understanding of the requirements for implementation of virtual ICT professional development” by (Prestridge, 2010). The results showed that the teacher’s beliefs in ICT practice in studies were high. Based just on survey alone rather than live implementation of the said practice would have yielded much more conclusive result. Present research took into attention frequency of visual communication among students and teachers for achieving proper semantic communication to conduct an experiment rather than a survey to yield result that is more conclusive.

In another study, Li (2003), investigated on Culture and classroom communication: A case study of Asian students in New Zealand language schools. About 40 Asian students from a private school and a tertiary institution participated. Semi-structured interviews (individual interviews, focus group interviews) were the main data collecting instruments and were conducted in 2 months to 2 years’ time frame to evaluate the English learning. The recurring themes that reflect Asian students’ negative perceptions and experiences relate to issues of teacher competence, teacher quality, teaching approaches, course content and learning materials. Results showed that Asians students were dissatisfied with their teacher’s performance, teaching style, classroom materials such as textbook not used, spontaneous teaching, and interactive teaching. As shown above, not having a competent teacher that knows what the student needs may have played an important role in producing unsatisfactory result. To overcome such problem in the current research, a competent teacher was asked to become as a confederate to facilitate a classroom environment and conduct a proper classroom lesson.

Accordingly, in IranZamani, (2010) conducted research in Iranian Secondary Schools: Challenges for Using ICT in 21<sup>st</sup> Century. The challenges stated in this area is related to contextual factors such as software, hardware accessibility and teachers’ reluctance to integrate computers in the curriculum. Introducing these challenges in routine high schools and technology-based schools such as Smart Schools is the main purpose of this paper. The researcher argues that certain characteristics of the Iranian situation that strongly affected the implementation process such as socio- cultural factors are not emphasized or are left out of the theoretical assumptions of the more common models of implementation derived from experience in western industrialized countries. Zamani observes further that although the introducing and using computers in schools, had strong points and created, new opportunities for improving teaching and learning for teachers and students, there were some weaknesses and threats that schools were confronted for using these new technologies. Based on this examination, the researcher formulates suggestions both for by national authorities such as those in Iran for coping with technological change in schools. It was written based on many researches works that have been done during 1995 -2010 by the researcher and many other researchers about using new technologies in many other developing countries. This explains the usage of ICT among students and teachers. The frequency of visual communication is essential in overcoming communication barriers.

According to a report of Information and Communications Technologies and Secondary Education in Sub-Saharan Africa: Policies, Practices, Trends and Recommendations (Burns et al., 2019), it discussed the use of Information Communications Technologies (ICTs) to improve access to, quality of, and delivery of secondary education within sub-Saharan Africa. The report sought to describe how sub-Saharan African (SSA) governments can best use technology to improve access to secondary education, improve learning, and strengthen management of schools and the education system, and foster innovation (Burns et al., 2019). The research described landscape review of technology use in sub-Saharan Africa at the secondary level—where this exists in the sub-Saharan African context. MCF asked researchers to examine 17 questions, including sub

questions that focused on topics ranging from government investments in technology to the role of teacher unions to the types of technology used in secondary education for the research team to examine. The focus was all countries in sub-Saharan Africa with a specific focus on four unique case study sites. The landscape review was not an analytical study, though many sections did involve some degree of analysis (Burns et al., 2019). However, this research tends to limit using only visual communication (videos) in Aljamea-tus-Saifiyah, Culture Generale (Secondary) Nairobi, Kenya. Therefore, as the campus is already equipped with LCD projectors, the research and experiment can be conducted.

Concurrently, Investigation of Information Communication Technology in Kenyan Primary Education Sector (Mutong'wa et al., 2014). ICT in place offers primary education a good child initiative, the opportunity to attract world-class educationist hence provides a very effective and efficient learning environment. The objective was to analyze and answer the following: Why should ICT be implemented in Lower Primary?, what major challenges does ICT implementation face in lower primary schools and how is ICT significant to the Boy/Girl Child?, what is the role of 'Teacher' and 'Pupil'? , How does its implementation influence lower primary education standards? The focus of this research was to investigate the information communication technology in Kenyan primary education sector - its indicators in terms of achievements and service delivery - challenges facing the implementation of ICT tools and programmes in Primary schools was discussed. Neglect in educational development, specifically using best tools has added to the inequalities that the youth face in society, due to inadequate educational facilities, resources and manpower. The research utilized multiple case study method-scopes of ten (10) different countries across the world in comparison with Kenya, the ICT policies, infrastructure and their role in Education promotion was analyzed to obtain an understanding of ICT implementation in Primary Education.

The researcher recommended that resources should be mobilized to purchase ICT equipment and educational materials. The impact and effectiveness of using ICTs to support education sector and the delivery of pro-poor services should be continually assessed – rapid changes in ICTs can offer new ways of Teacher – pupil and working Modalities (Mutong'wa et al., 2014). Hence, this research aims to conduct the application of visual communication in order to overcome semantic communication barrier with the benefit of campus already equipped with LCD projectors.

### **III. METHODOLOGY**

The research location of this research was Aljamea-tus-Saifiyah, Nairobi, Kenya. The study was guided by Quasi-experimental research design which is used for testing the hypotheses of causal relationship among variables. Quasi experimental research design in education involves the manipulation of the independent variable without random assignment of the participants to condition or order of conditions. There are three types of quasi experimental research design; None –equivalent groups designs, Pre-test-Posttest designs and interrupted time series designs.

This study used None-equivalent research design whereby, the researcher chooses the existing groups that appear similar but only one is given the experiment treatment. In this study the researcher made use of the videos in addition to slides for the experimental group of students. The Control group of students learnt using slides only. Then both groups were given a test and their test scores compared. Quasi experimental design was considered appropriate for the study because it maximizes internal and external validity (Scott, 2012), that is, the truth about inferences regarding the causal effect relationship. In terms of external validity, quasi experimental design deals with real world situations (classroom) rather than artificial laboratory settings of true experimental design. In terms of internal validity, the researcher controls confounding variables than others do

A target population is a group of elements or cases whether individuals, objects or events that conform to a specific criterion and to which we intend to generalize the result to the research (McMillan & Schumacher, 2010). In this study, therefore the target population comprised of all students of Culture Generale (Secondary) in Aljamea-tus-Saifiyah, Nairobi, Kenya. The students were selected on a random basis and were provided classroom equipped with LCD for presentation of videos. Experiment was limited to experimental and controlled group of each consisting of 21 students.

Sample refers to any group on which particular information is obtained (Frankel & Wallen, 2000). Sampling refers to the process of selecting a number (sample) of individuals from a defined population (Gall & Borg, 2006). The study used both probability and non-probability sampling techniques for quantitative and qualitative approaches respectively under convergent parallel mixed methods design. Probability sampling included stratified random sampling technique to select students of different classes from Culture Generale department. The study sampled participants from sciences according to the subjects that make using simple random sampling technique. Non-probability sampling techniques included purposive sampling for class teachers.

Stratified sampling technique was used to select student participants of the study. The strata were based on gender. The technique was appropriate because it enabled the researcher to obtain a representative group

from each gender stratum. The researcher obtained a list of Al Darajah Al Thania and Al Darajah Al Rabea classes currently studying in Aljamea-tus-Saifiyah Culture Generale (Secondary). He divided the class into two strata; boys and girls. The researcher then used a simple random procedure to select 30 % of a representative sample from the two gender strata. The sample size is proposed by Kothari (2013), who argued that a 30% sample size is adequate for a survey research and representative enough to allow generalization of the findings to the target population. In total an approximate of 21 students each were chosen randomly to participate in the study. Randomization gave each student a chance of being selected participate in the study.

The study used two data collection instruments and a questionnaire for students. The questionnaire was appropriate because it enabled the researcher to collect data from students. The instruments are explained in the sections that follow.

In this study the researcher used a multiple-choice question to assess the students learning outcomes of both the experimental and control group. Multiple choice questions were preferred because when probably constructed they are less susceptible to guessing than True/False items guessing thus making them more reliable means of assessments.

The multiple-choice test had 10 question items that consisted of two parts. Part one had a stem that identifies the question or problem that focuses the students learning outcome. The second part contained a set of alternatives or possible answers. Question one required learners to identify the person who created an ordinary life, question 2 the person who won the price. Other questions sought information on who created many audio programs From the power points, students were also asked to state who created many audio programs, determined the ratio of years of the given 2 people, the cash flow game as well as the main idea of Dr. John Demartini's research. The questionnaires examined the types of visual aids and their frequent use.

According to Creswell (2014) data collection procedures refer to the protocol that must be followed to ensure that data collection tools are applied correctly and efficiently. The research began with the researcher approaching the Culture Generale (Secondary) department to conduct the research and was given verbal permission to conduct the experiment. Two classes were randomly chosen by the staff of the Culture Generale department. A confederate, a teacher, was chosen by the researcher and letter of permission was prepared. Mr. Mustafa, who has experience in the teaching and is highly qualified in the academic field, was chosen as the confederate and was consented. The confederate was then briefed on what the criterion of the research is, hence, to conduct the classroom as normal and without feedback from the students to measure the effect of the visual communication. Then, the classroom in which the students were already attending for their subject was chosen as the experiment room. Permission was acquired to use the classroom in which the students were already attending for their subject.

The classroom was pre-equipped with LCD projector. The confederate was asked to prepare a class material to conduct a class session, the PowerPoint presentation. The researcher on the other hand prepared 5 videos clips to be included in the slides to provide the visual communication. The power point presentation was divided into two presentation. First part of presentation was without the videos for the control group (group 1) and the other presentation was with the videos included in the slides for the experimental group (group 2). After preparation of the slides, the target class lecturer was approached, and permission was received verbally to conduct the experiment in the classroom with the students. The research started with the control group first. The research started after the target participant's current class has completed and the researcher acquired permission to conduct the experiment. The students were approached by the researcher to acquire their informed consent to conduct the experiment and the researcher gave a brief description of the research being conducted on them. After acquiring the informed consent, the confederate was given the green light to start the classroom session. The classroom session lasted for approximate of 25 minute and test question was distributed to the students and were given 5 minutes to answer it. Test question was recollected after 5 minutes and students were dismissed from the classroom. The following week, after a few days, the second class as the experimental group was approached and permission was acquired verbally from the lecturer. On the day of the experiment, after the current class session has ended, the students were approached by the researcher to acquire the participant informed consent and the confederate was given the go ahead to start the experiment. The experimental group was given slides with the 5 videos strategically placed in the slide show. The confederate started a classroom session which lasted approximately 40 minutes. The students then were given test question from the slides with answering time of 5 minutes. After completing the test, the students were dismissed. The data collected into table 1 was tabulated into the result for data analysis.

**Table 1:** Data collected from both tests

Groups	Scores
Group 1: Control Group	3, 3, 3, 3, 4, 4, 4, 4, 5, 5, 5, 6, 6, 6, 6, 6, 6, 6, 7, 7, 8
Group 2: Experimental Group	3, 3, 4, 4, 4, 5, 5, 5, 5, 6, 6, 6, 7, 7, 7, 7, 8, 8, 8, 8,

According to Glesne (2006) data analysis is the process of organizing and storing data in light of increasingly sophisticated judgments that is, of the meaning finding interpretations that are learning to make about the shape of the study. In other words, data analysis is the breaking down large components of research data on information to simpler easily synthesized and understood part. The raw data collected were systematically categorized. The quantitative data was effectively analysed using the statistical package for social science (SPSS) version 20. Descriptive statistical analysis was used to analyse the quantitative data, which was summarized in form of frequencies and percentages.

As explained by Mugenda and Mugenda (2012), an ethical study is one that allows for freedom of purpose from the participant as well as protects their rights. There are several ethical principles all studies should follow such as: Official permission to conduct the research, informed consent of the participants and voluntary participation among others. The researcher adhered to these principles by asking for permission from Culture Generale department of Aljamea-tus-Saifiyah, Nairobi Kenya to conduct research. Verbal permission was given to conduct the experiment. A confederate, a teacher, was chosen by the researcher and letter of permission was prepared. Mr. Mustafa was consented before performing the research. Permission was acquired to use the classroom. In this study, the researcher avoided all kind of psychological harm to the participants. According to Urombo (2000) harm to participants may include: embarrassment, irritation, anger, emotional, stress, loss of self-esteem, invasion of privacy and damage to personal dignity. The group was not personally identified therefore; the research was not harm physical and psychological aspect of the respondents.

#### IV. FINDINGS AND DISCUSSIONS

This section presents the findings of the study, all related to the research questions. The research came to an end; the scores were keyed into the SPSS for data analysis and interpretation. As the subjects for this research are 42 participants, less than 50 participants, Saphiro-Wilks normal data distribution was considered to analyze the data's normal distribution. The data collected, according to table 2, states that the significant value is .009 thus ascertaining that the data is not normally distributed. Convening to Skewness, the normality test states that the value is between  $-2 < \text{value} < 2$ , the data is normally distributed, according to table 3, because the value is -.025 that within the range of -2 to 2.

**Table 2:** Shapiro-Wilks test of normality.

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Total score by participant	.159	42	.009	.926	42	.009

a. Lilliefors Significance Correction

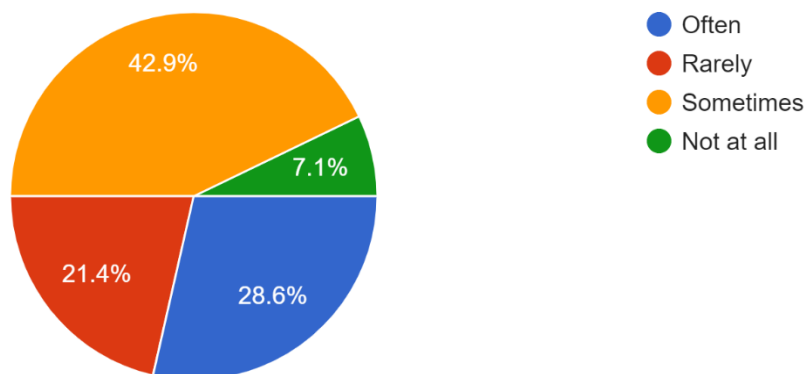
Table 3: Skewness test of normality

Descriptives		Statistic	Std. Error
Total score by participant	Mean	5.45	.244
	95% Confidence Interval for Lower Bound	4.96	
	Mean Upper Bound	5.94	
	5% Trimmed Mean	5.45	
	Median	6.00	
	Variance	2.498	
	Std. Deviation	1.580	
	Minimum	3	
	Maximum	8	
	Range	5	
	Interquartile Range	3	
	Skewness	-.025	.365
	Kurtosis	-.994	.717

The research question sought to find out the type and frequency in which visual aid were used in class. Visual aids in teaching refers to the instructional materials used by the teacher in a classroom to encourage student learning process. Visual aids help to make the lesson clearer or easier to understand. There are three types of instructional materials Visual, Audio visual and audio materials. Examples of visual aids consist of

models, slides, posters, photographs, maps, chalk boards and overhead projectors. The subjects in Aljamea-tus-Saifiyah Nairobi, Kenya consist of 2 parts which are Arabic and English. The result of survey conducted on frequency of visual communication in Arabic subjects in classroom is as reflected in Figure 1:

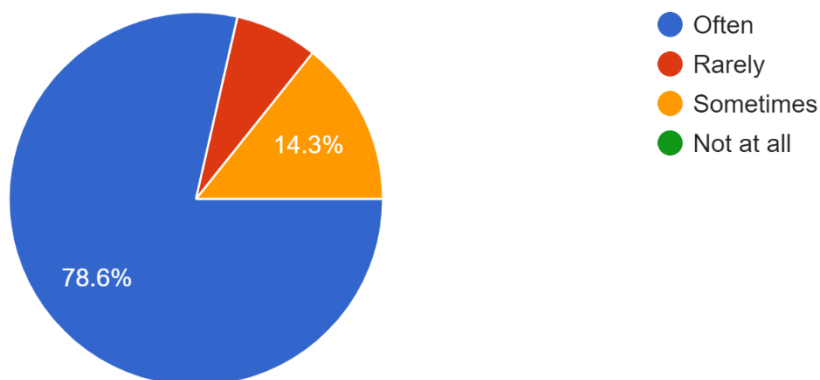
Figure1: Frequency of visual communication in Arabic subjects in classroom



The response for frequency of visual communication in Arabic subjects in classroom consist of 28.6% often, 21.4% rarely, 42.9% sometimes and 7.1% not at all.

The result of survey conducted on frequency of visual communication in English subjects in classroom is as reflected in Figure 2:

Figure2: Frequency of visual communication in English subjects in classroom



The response for frequency of visual communication in English subjects in classroom consist of 78.6% often, 7.1% rarely, 14.3% sometimes and 0% not at all.

Moving on, dissimilarities were also found from previous researches. First contrast with past research was that current research was conducted live but (Prestridge, 2010), research was based on surveys alone. Current research was conducted with real life teacher (Mr. Mustafa), real college students, and real classroom was used.

Second difference noted in past research was not having a competent teacher that knows what the student needs by (Li, 2003), while the current research was conducted with a competent and experienced teacher. The current research found a confederate that was competent, experienced and knows what the student needs, Mr. Mustafa.

According to the hypothesis, there is a significant difference in means achievement course between visual communication (videos) and improvement in semantic communication barrier (compare scores from the test conducted on control group and experimental group) at significant level 0.05, was proven wrong but there was a slight difference in the mean score, so there was a slight increase from the control group mean score towards experimental group mean score, .71 increase, which does not prove the hypothesis entirely wrong.

## V. SUMMARY

The investigated the influence of visual communication on semantic communication among students and teachers in Aljamea-tus-saifiyah,culture Generale (Secondary), Nairobi. The study was anchored in Constructivism theory. The study was guided bythe following research questions: What is the frequency of visual communication among students and teachers in Aljamea-tus-Saifiyah, Culture Generale (Secondary) Nairobi, Kenya?The study was guided byQuasi-experimental research design. The target population comprised of all teachers and students in Culture Generale (secondary) in Nairobi, Kenya. Stratified Sampling Technique was used to select a sample size of 42 students to participate in the study. Questionnaires and direct observation guides were used as data collection instruments. The research instruments were subjected to both content and face validity. Descriptive statistics involving the use of frequencies and percentages summarized data. Participants were divided equally into control and experimental group. Both groups experienced a normal classroom setting but the experimental group had a video element in it to compare with control group to see if there is any difference. The findings showed that Visual aids are sometimes used in Arabic subjects but often used in English subjects.

## VI. CONCLUSION

Use of visual aids, audio visual aids and audio aids improve the teaching and learning process. That visual aids are used in teaching and learning process in both English and Arabic subjects. Semantic communication barriers affect the teaching and learning process. In order to minimize these barriers, there is need for both teachers and students to listen carefully and seek clarification in areas they have not understood. In an experiment, the students in an experimental group performed slightly higher than those of the control group. Hence we can conclude that visual aids improve the teaching and learning in that the students understand better and retain the information learnt longer.

## VII. RECOMMENDATIONS

Moreover, future recommendation by the researcher would be to that future researcher have the classroom session for both control group and experimental group within same time limit set by the researcher prior to the experiment. Next, future researcher should be having the classroom session at a different time than after the student current class, such as when the student does have classes on a day, to use that day to conduct the experiment. Then, future researcher should also target larger sample size to have a better generalize results.

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