

The Role of Teaching Aids in The Effective Teaching of English Language in Preparatory Schools

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دور الوسائل التعليمية في التدريس الفعال للغة الإنجليزية في المدارس التحضيرية

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Abstract:

This study investigates the role of teaching aids in enhancing the teaching and learning of the English language in preparatory schools in Libya, with a focus on schools in the cities of Al Qubba and Ain Mara. Despite the recognized importance of instructional materials in promoting language development, many classrooms still lack the effective use of teaching aids due to limited awareness, training, and resources. The study employed mixed-methods research design, combining quantitative data from questionnaires and qualitative insights from teacher interviews. A total of 50 English language teachers participated in the research.

Findings revealed that most teachers believe teaching aids positively impact student performance, increase engagement, and simplify complex concepts. However, challenges such as lack of resources, insufficient training, and large class sizes often limit their use. The study concludes that teaching aids are essential tools for modern language instruction and recommends investing in teacher training, providing diverse instructional materials, and developing supportive educational policies. This research contributes valuable insight into the practical use of teaching aids and offers a path forward for improving English language education in Libyan preparatory schools.

Keywords: Teaching aids, English language learning, preparatory schools, educational technology, teacher perceptions, Libya.

المخلص

تبحث هذه الدراسة دور الوسائل التعليمية في تحسين تدريس وتعلم اللغة الإنجليزية في المدارس التحضيرية في ليبيا، مع التركيز على مدارس مدينتي القبا وعين مرة. على الرغم من الأهمية المُسلم بها للمواد التعليمية في تعزيز تنمية اللغة، لا تزال العديد من الفصول الدراسية تفتقر إلى الاستخدام الفعال للوسائل التعليمية بسبب محدودية الوعي والتدريب والموارد. استخدمت الدراسة منهجية بحثية مختلطة، تجمع بين البيانات الكمية من الاستبيانات والرؤى النوعية من مقابلات المعلمين. شارك في البحث 50 معلمًا للغة الإنجليزية.

كشفت النتائج أن معظم المعلمين يعتقدون أن الوسائل التعليمية تؤثر إيجابًا على أداء الطلاب، وتزيد من تفاعلهم، وتبسط المفاهيم المعقدة. ومع ذلك، فإن تحديات مثل نقص الموارد، وعدم كفاية التدريب، وكثافة الفصول الدراسية غالبًا ما تحد من استخدامها. خلصت الدراسة إلى أن الوسائل التعليمية أدوات أساسية لتدريس اللغات الحديثة، وتوصي بالاستثمار في تدريب المعلمين، وتوفير مواد تعليمية متنوعة، ووضع سياسات تعليمية داعمة. يُسهم هذا البحث في تقديم رؤى قيمة حول الاستخدام العملي للوسائل التعليمية، ويُقدّم منهجًا مُفترحًا لتحسين تعليم اللغة الإنجليزية في المدارس الإعدادية الليبية.

Introduction

Background of the Study

English has become a worldwide language for international communication, academic studies and economic opportunities because of global interconnectedness [1]. The widespread presence of English demands that educators develop effective teaching methods to teach English in countries where English is not the native language. Worldwide educational systems have developed English language learning programs that start in early education to teach students essential skills for becoming global citizens [2].

Libya is one of the countries that has developed its English language educational system through curriculum changes that reflect growing recognition of the importance of learning the language. The Ministry of Education has initiated efforts to introduce English instruction at earlier primary levels, aiming to enhance overall language proficiency among students [3]. However, despite these strategic initiatives and the recognized global significance of English, many Libyan educational facilities still struggle to achieving optimal learning outcomes. The existing educational system uses traditional methods which restrict student interactions and limit the engagement they need for developing critical language skills [4].

One of the most impactful yet frequently underutilized components of modern language pedagogy is the integration of teaching aids as a vital yet essential component of contemporary language teaching. The instructional material package includes audios, visuals, audiovisual and digital tools which help students understand difficult ideas while they participate in active learning and experience a more interactive educational setting [5]. The effective deployment of teaching aids has been consistently linked to improved student comprehension, enhanced motivation, and better retention of linguistic knowledge [6]. In Libyan preparatory schools exists a significant gap which shows how schools fail to use educational aids despite their demonstrated potential because of factors like resource shortages, inadequate teacher training and widespread public ignorance about these educational tools.

Problem Statement

Despite established significance of teaching aids in English language acquisition, yet Libyan preparatory schools lack proper systems to execute their organized teaching programs. The study demonstrates how educational materials in Al Qubba and Ain Mara schools show theoretical benefits which remain unimplemented in real teaching environments. Teachers face multiple obstacles which include their limited ability to access different teaching materials, their insufficient knowledge about using these materials, the difficulties that come with teaching large groups of students. The teaching aids which should help students succeed and stay interested in learning complex English materials work because their complete potential remains unexploited. The educational system in Libya requires research to assess how teaching aids are currently used and how they affect learning outcomes and the difficulties that schools face when trying to use these aids.

Research Objectives

This study aims to achieve the following objectives:

- Examine the perceived impact of teaching aids on student performance in English language learning.
- Identify the types of teaching aids currently utilized by English language teachers in preparatory schools.
- Explore the challenges encountered by teachers in the effective implementation of teaching aids in the classroom.

Research Questions

Based on the research objectives, this study seeks to answer the following questions:

- How do teaching aids affect student learning outcomes in English language instruction, as perceived by teachers?
- What types of teaching aids are commonly used by English language teachers in preparatory schools?
- What challenges limit the effective use of teaching aids in English language classrooms?

Hypotheses

This study proposes the following testable hypotheses:

- **H1:** The use of teaching aids is perceived to positively affect student learning outcomes in English language education.
- **H2:** Teacher training is perceived to significantly influence the effective utilization of teaching aids in English language classrooms.

Significance of the Study

This research demonstrates practical value to multiple parties who operate within the Libyan educational system. The study seeks to accomplish its objectives through the following actions:

- **Assist Teachers:** by delivering practical teaching aid strategies together with professional development needs assessment.
 - **Inform Policymakers:** providing policymakers with scientific research results which can be used to determine how to distribute resources, develop curriculums, and implement teacher training programs.
 - **Contribute to Libyan Research:** By addressing a major research gap in English language instruction and educational materials development in Libyan preparatory schools. The study addresses this gap through research of the existing body of literature.
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Literature Review

Theoretical Framework

This study is based on two main educational theories, **Constructivism** and **Multimedia Learning Theory**. These frameworks provide a good theoretical background for the analysis of the role and impact of teaching materials in English language teaching.

Constructivism serves as a learning theory which states that learners build their own understanding of the world through their active experiences and their subsequent reflection about those experiences [7]. The process of learning requires people to create new concepts through acquiring knowledge from their existing understanding and their learned experience. The learning theory of constructivism holds that students in language classes should not passively receive linguistic knowledge but should use their language skills through social and practical experiences. The teaching aids provide students with interactive learning experiences which follow constructivist principles because they enable students to discover and master English language concepts instead of just memorizing them [8].

Multimedia Learning Theory, primarily developed by Richard Mayer, shows how learners process dual modal educational materials which contain both spoken content and visual content. The theory explains that learners build mental models through both spoken words and visual materials and they achieve optimal learning results when these two types of content are used together [9]. The foundation of Mayer's theory consists of three primary principles which include the **dual-channel principle** that states humans have distinct paths for visual and auditory information processing, the **limited capacity principle** which states that each path can only handle a certain amount of information, and the **active processing principle** which shows that meaningful learning occurs when students use their minds to process information through activities that involve selecting and structuring and linking data. Educational resources which include audio-visual materials and digital content represent the practical implementation of multimedia learning principles in educational settings. The use of teaching aids that provide information through both auditory and visual channels allows students to process information more effectively while encountering complex language elements because it decreases their cognitive burden and helps them understand material better [10].

The combination of constructivism with multimedia learning theory establishes a complete teaching aid effectiveness framework. Constructivism explains how students actively build their understanding of academic content while multimedia learning theory shows how students mentally process different types of educational resources.

Concept and Types of Teaching Aids

Teaching aids, also referred to as instructional materials or educational media, exist as tools that help teachers deliver lessons and help students develop their understanding [11]. The teaching aids help students understand abstract concepts through physical demonstrations, which also promote active participation and enable different learning styles to experience various sensory modes. Tiwari [12] defines teaching aids as instructional devices

that present units of knowledge through auditory, visual, or both stimuli, aiming to make the learning process dynamic and essential.

Teaching aids can be broadly categorized into several types:

- **Visual Aids:** These include non-projecting materials like charts, diagrams, pictures, flashcards, maps and real objects (realia). They help students see information through visual aids while their creative thinking abilities get stimulated [2].
- **Audio Aids:** This includes sound materials in the form of audio recordings, podcasts, and language lab activities. The materials serve as essential resources which help students build their listening skills and pronunciation abilities, while they interact with real-life language scenarios [13].
- **Audio-Visual Aids:** The system of audio-visual aids uses both visual and audio elements to display content through videos, educational films, television shows, and interactive whiteboards. The system provides an interactive educational environment which makes lessons more interesting and easier for students to remember.
- **Digital Tools and Online Resources:** With the advent of technology, digital teaching aids have become increasingly prevalent. These include online platforms for language learning, educational applications, interactive websites, and multimedia presentations (e.g., PowerPoint), and virtual reality tools. The system provides users with interactive activities and customized learning experiences and extensive access to genuine materials [14].

Importance of Teaching Aids in Language Learning

The integration of teaching aids in English language learning is paramount for several reasons, consistently supported by educational research:

- **Improve Understanding:** Teaching aids enhance understanding through their ability to represent complex linguistic concepts, which they demonstrate through their usage of actual examples and visual materials, which enables them to see grammatical structures through diagrams making abstract ideas more tangible and accessible to learners [15].
- **Increase Engagement and Motivation:** Students respond better to active learning when they use different teaching aids, these teaching aids create active learning environments which make lessons more exciting and enjoyable to experience. The increased student participation leads to better learning outcomes, so they develop a more positive learning attitude and better motivation to study [16].
- **Support Language Skills Development:** Teaching aids help students develop their fundamental language abilities by supporting their listening, speaking, reading and writing skills. Students use audio aids to improve their listening skills and pronunciation abilities while visual aids help them learn new words and understand reading materials and interactive tools enable them to practice speaking and writing [17].
- **Cater to Diverse Learning Styles:** Students possess different learning preferences (visual, auditory, kinesthetic). A diverse range of teaching aids ensures that instruction caters to these varied styles, making learning more inclusive and effective for all students [18].
- **Provide Authentic Context:** The use of audio and video materials in educational settings provides students with real-world language demonstrations which show them how to use language in actual situations. Exposure helps students build their ability to communicate effectively. [19].

Challenges in Using Teaching Aids

Despite the recognized benefits, the effective implementation of teaching aids in English language classrooms, particularly in contexts like Libya, faces several significant challenges:

- **Lack of Resources:** Schools in developing regions face funding and infrastructure challenges which prevent them from acquiring modern teaching aids. This situation results in schools having no access to computers, projectors, internet connectivity and even essential visual materials [20].
- **Insufficient Teacher Training:** Teachers often lack the necessary training and professional development to effectively integrate new technologies and diverse teaching aids into their pedagogy. This can result in users failing to use resources properly or not using them at all [21].

- **Large Class Sizes:** Overcrowded classrooms create a major obstacle which prevents effective interactive teaching aid implementation. Educators face difficulties in large environments when they need to manage group work and offer personal support and use practical teaching resources [22].
- **Time Constraints:** Teachers need extra time to prepare teaching aids which conflict with their existing time limits because of their demanding responsibilities and curriculum requirements.
- **Resistance to New Methods:** Some educators may prefer traditional teaching methods due to familiarity or a lack of confidence in adopting innovative approaches which restricts their ability to use new teaching aids.

Previous Studies and Research Gap

The impact of teaching aids on language learning has been studied in different educational environments through numerous research studies. Okebukola [5] and Ogbologo, George & Olukanyi [23] conducted research which shows that when students use instructional materials their academic performance increases. Studies demonstrate that multimedia functions as a motivational tool which helps EFL learners according to [6].

However, the research gap still exists because the researcher needs to study Libyan preparatory schools as their specific research target. The research on English language teaching in Libya [1, 3, 4] is a limited body of research that comprehensively examines the use, impact, and challenges of teaching aids in this specific educational setting, especially utilizing a mixed-methods approach. The existing studies investigate either broader EFL teaching matters or textbook content, but they do not demonstrate how teaching aids function in educational settings. The study will close this research gap through empirical evidence and detailed understanding of the practical challenges English language teachers encounter in preparatory schools within Al Qubba and Ain Mara Libya while building localized knowledge that helps design specific solutions.

Material and methods

Research Design

This study employed a **mixed-methods research design** which combined quantitative and qualitative research methods to study how teaching aids function in English language teaching within Libyan preparatory schools. This design was chosen to leverage the strengths of both methodologies: quantitative data provided measurable insights into teachers' perceptions and practices, while qualitative data offered in-depth contextual understanding and nuanced perspectives. The combination allowed for triangulation of findings, enhancing the validity and reliability of the study's conclusions [24].

Population and Sample

The study target population consisted of English language teachers who worked at preparatory schools located in Al Qubba and Ain Mara cities of Libya. The research involved 50 English language teachers who were selected through a convenience sampling method. The selected teachers represent eight public schools which are in the mentioned cities, specifically: Al-Karama, Al-Majd, Al-Shuala, 17 February, Asma, Ibrahim Bakkar, Cordoba, and Ain Mara Primary School. The selection criteria focused on teachers with experience in teaching English and using educational tools in the classroom.

Data Collection Tools

Two primary data collection tools were utilized:

- **Quantitative Method: Structured Questionnaire.** All teachers involved in the study were given a structured questionnaire to complete. The questionnaire consisted of some closed questions, using a Likert scale to assess teachers' views of the effectiveness of using educational tools and the impact it had on student performance, as well as some open questions to collect some initial qualitative data. The questionnaire was used to collect data on the range of educational tools used and whether they impacted upon the students' performance.
- **Qualitative Method: Semi-structured Interviews.** A series of semi-structured interviews were conducted with a handful of teachers. These qualitative interviews sought to elicit more candid, intimate responses about their experiences with the use of teaching aids. The semi-structured format provided flexibility for the interviewers to probe into interesting new areas raised by the interviewees, delivering handsomely varied, nuanced and detailed responses.

Validity and Reliability

To establish the **validity** and **reliability** of data collection tools, a comprehensive check was carried out on a structured questionnaire. The questionnaire was checked by experienced teacher colleagues and a subject specialist in education and the items were both scrutinized for relevance, appropriacy and clarity with respect to the population of study.

Data Analysis

The data collected was analyzed using both quantitative and qualitative methods:

- **Quantitative Data Analysis:** Data collected through the Likert scale questions in the questionnaire were analyzed using statistical techniques. Teacher responses were expressed as **percentages** and **mean scores** to highlight any trends and inconsistencies in teachers' perceptions of the usefulness, application and problems encountered in the use of teaching aids.
- **Qualitative Data Analysis:** The answers to the open questions in the questionnaire, and the semi-structured interviews were analyzed **thematically**. It is a method for identifying, analyzing and reporting patterns (themes) within data. Categorization for the responses to the semi-structured interviews was made according to repeated ideas and sentiments articulated by the teachers.

Ethical Considerations

Throughout the research process, the following ethical issues were taken into consideration:

- **Informed Consent:** all subjects were fully informed about the study 's purpose, procedures and any risks or benefits involved, with consent given in writing.
- **Confidentiality:** The participants' identity, and their responses were kept confidential. The data was anonymous and the researcher could not identify the teacher's response. The data collected was solely for the research.
- **Voluntary Participation:** Participants received assurance that their involvement was entirely voluntary and that they could leave the study at any time without facing any consequences.
- **Data Security:** The researcher maintained exclusive access to all collected data. Security measures were established to prevent unauthorized access. The protected data will be destroyed after the study ends according to ethical protocols.

Results and discussion

Demographic Information

The demographic profile of the 50 English language teachers who participated in the study is summarized below, focusing on gender, age, and teaching experience.

Gender Distribution:

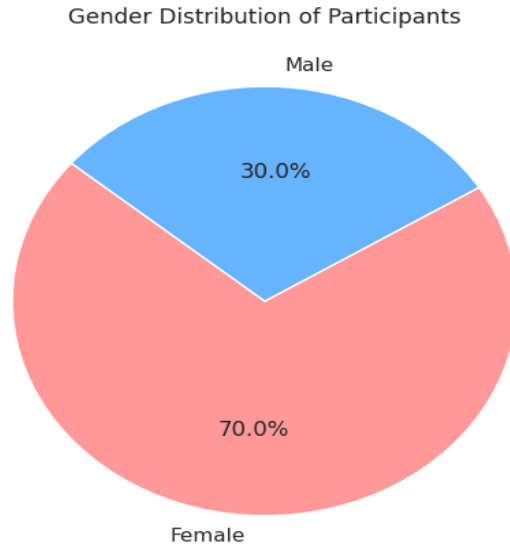


Figure 1: Gender Distribution of Participants

Figure 1 depicts the gender breakdown of the participant sample group. The demographics show that there are a greater proportion of females that responded, with 70% (n=35). Male participants constituted a lower percentage, accounting for 30% (n=15). It is evident that there are more female teachers teaching in this area.

Age Distribution:

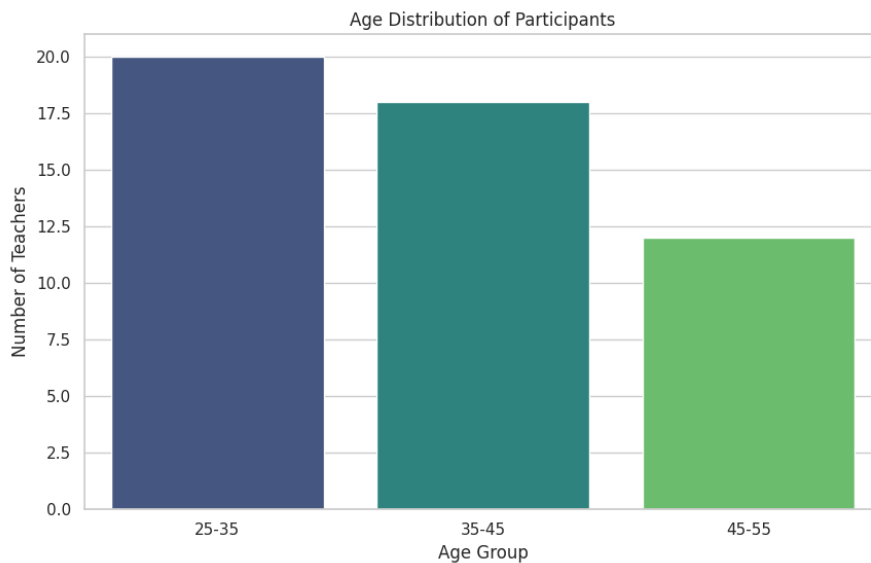


Figure 2: Age Distribution of Participants.

As shown in **Figure 2**, there was an even spread of ages of participants. The most numerous were the 20 teachers (40%) aged between 25 and 35 and the next most represented age group in the sample were the 18 teachers (36%) aged between 35 and 45. The variance in age suggests, as may be expected, the sample is of predominantly younger, middle-aged teachers.

Teaching Experience:

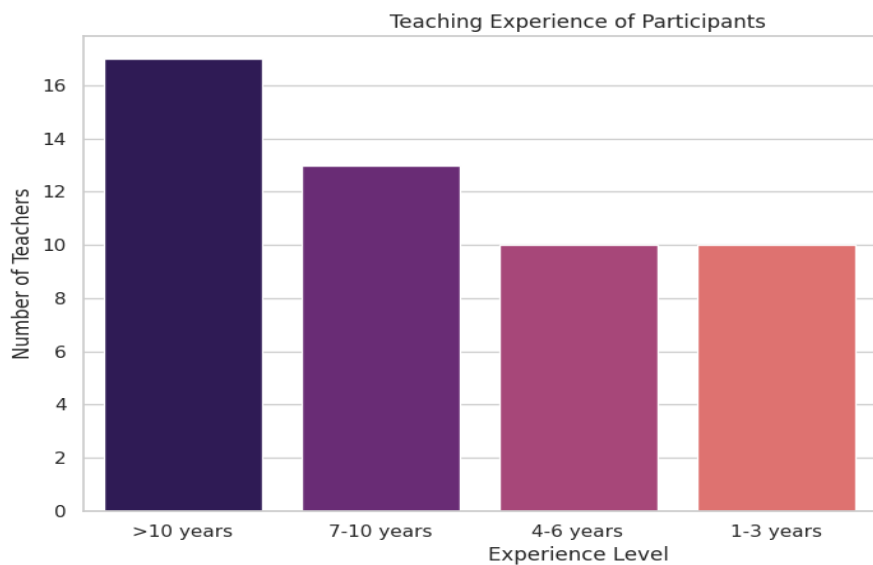


Figure 3: Teaching Experience of Participants

Figure 3 displays the teaching experience of the participants. The highest proportion of teachers (17 out of 50, or 34%) reported having more than 10 years of teaching experience. Additionally, 13 participants (26%) had 7 to 10 years of experience, while 10 (20%) had between 4 to 6 years. Another 10 respondents (20%) had experience ranging from 1 to 3 years. This indicates that a substantial portion of the sample consists of experienced teachers, which could influence their perceptions of teaching aids.

Results Based on Research Questions

This section presents the findings related to the research questions, primarily drawing from the quantitative data collected via the questionnaire.

RQ1: How do teaching aids affect student learning outcomes in English language instruction, as perceived by teachers?

The questionnaire included several items designed to assess teachers' perceptions of the effectiveness of teaching aids on student learning. Key findings are summarized in **Table 1**:

Table 1 Teachers' Perceptions of the Effectiveness of Teaching Aids on Student Learning

Item No.	Statement	Strongly Agree (%)	Agree (%)	Uncertain (%)	Disagree (%)	Strongly Disagree (%)	Mean
1	Students understand more effectively with the use of teaching aids.	48	52	0	0	0	4.48
2	Students take interest when teachers use teaching aids.	48	40	12	0	0	4.36
9	Use of teaching aids provides an easy way to teach difficult concepts.	38	48	10	4	0	4.20
10	Teaching aids provide depth and variety of teaching methods.	24	46	18	12	0	3.82

13	Teaching aids make the teaching process more meaningful.	28	54	12	6	0	4.04
16	Teaching aids provide first-hand knowledge to students.	32	36	32	0	0	4.00
20	Students participate actively as compared to simple teaching.	24	52	12	12	0	3.88

As shown in **Table 1**, between 90-100% of the teachers agreed or strongly agreed that teaching aids enhance the understanding of students (100%), motivate them to learn (88%) and facilitate learning of difficult concepts (86%). Nearly 82% of the teachers also believed that use of teaching aids enhanced the meaningfulness of teaching, while 76% of the teachers expressed the opinion that the aids facilitate participation of students. All this appears to support the hypothesis regarding the impact of teaching aids on students learning.

RQ2: What types of teaching aids are commonly used by English language teachers in preparatory schools?

Based on the interview data and questionnaire responses, teachers claimed to utilize many didactic devices. The popular ones were:

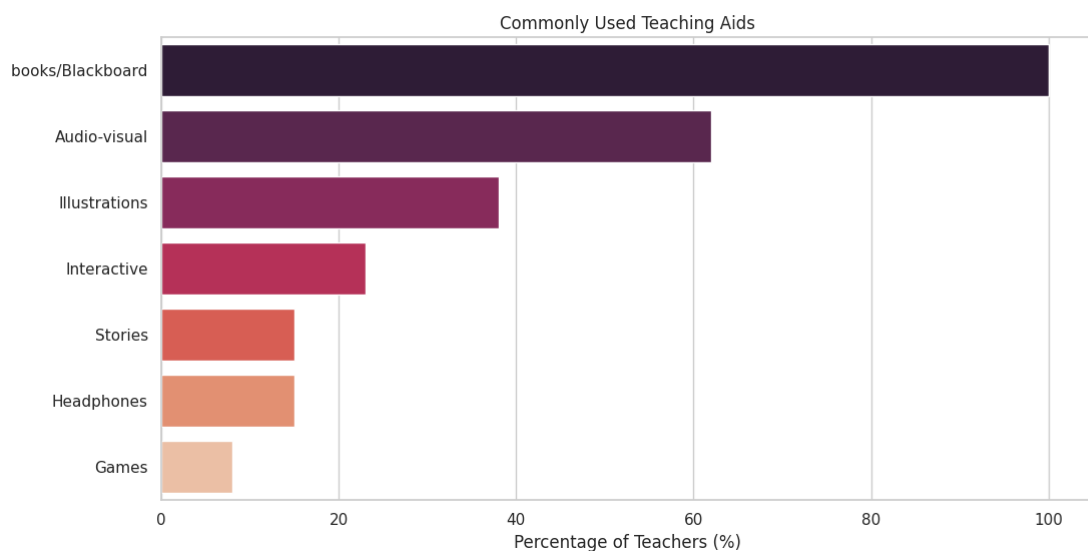


Figure 4: Commonly Used Teaching Aids

As illustrated in **Figure 4**, the most commonly reported aids were:

- **Textbooks and Blackboards:** Used in every lesson by 100% of teachers; emphasizes the importance of conventional skills.
- **Audio-visual devices:** 62% of teachers employ audio-visual devices but usage can be judged as average.
- **Illustrations and Drawings:** Utilized by 38% of teachers.
- **Interactive Activities:** Employed by 23% of teachers.
- **Stories and other audio-visual materials:** Used by 15% of teachers.
- **Headphones:** Used by 15% of teachers.
- **Educational Games:** Utilized by 8% of teachers.

This indicates a continued reliance on traditional aids, with a moderate but not widespread adoption of more modern audio-visual and interactive tools.

RQ3: What challenges limit the effective use of teaching aids in English language classrooms?

Challenges faced by teachers in using teaching aids were explored through both the questionnaire and interviews. **Table 2** summarizes perceptions related to teacher training and skills, which is a significant challenge area.

Table 2 Teacher Training and Skills Perceptions

Item No.	Statement	Strongly Agree (%)	Agree (%)	Uncertain (%)	Disagree (%)	Strongly Disagree (%)	Mean
3	Lack of training for proper use of aids.	10	40	34	16	0	3.44
5	Modern techniques are required to be used in the classroom.	36	48	16	0	0	4.20
6	Special training for using teaching aids is necessary.	26	48	16	8	2	3.88
7	Teachers are trained to use teaching aids.	26	36	28	10	0	3.78

Table 2 shows that 50% of teachers strongly agree/agreed that there is a lack of training for the proper use of aids, and 74% of teachers believed special training is necessary. However, 62% of teachers said they had been trained to use teaching aids, 28% were uncertain, suggesting a potential gap in perceived versus actual training effectiveness.

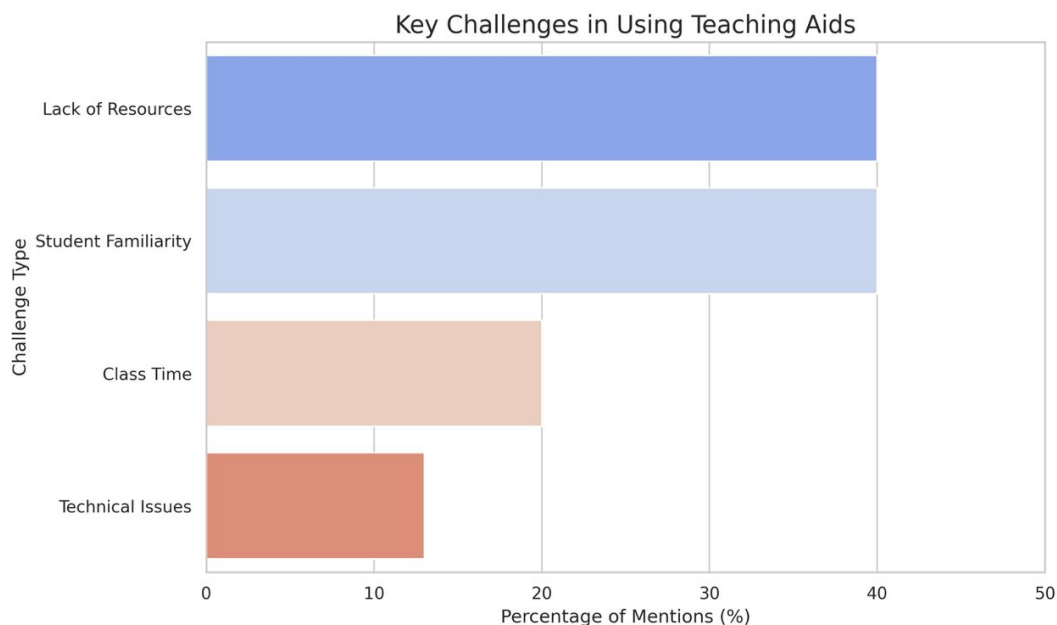


Figure 5: Key Challenges in Using Teaching Aids

Figure 5 highlights the main barriers identified during the study. Lack of Resources and Student Familiarity were identified as the main challenges as mentioned by 40% of teachers. Clearly, a lack of material and pedagogical aid might mean that the goal of aiding learning would, at best, be partially achieved at this stage. Class Time was identified by 20% of teachers as a concern, indicating that the preparation and integration of teaching aids can be time-consuming. Technical Issues, though less frequently cited at 13%, still represent a barrier, particularly with the adoption of digital tools. This includes unreliable internet access, malfunctioning equipment, and a lack of technical support. These findings collectively underscore the multifaceted nature of challenges faced by teachers, ranging from systemic resource deficiencies to practical classroom management issues and the need for continuous professional development. Addressing these challenges will require a multi-pronged approach involving policy changes, infrastructure development, and targeted professional development programs.

Interview Results (Thematic)

The qualitative data from the semi-structured interviews provided deeper insights into teachers' experiences and challenges, which were organized into the following themes:

- **Theme 1: Perceived Positive Impact on Student Engagement and Learning.** Many EFL teachers reported that they found teaching aids interesting because they made classrooms more enjoyable, increased student engagement and improved their language proficiency. They admitted that graphic and audio features facilitated the understanding of concepts and stimulated students' engagement class.
- **Theme 2: Lack of Resources and Facilities.** Challenge of resources was identified as a commonly cited challenge by teachers. Teachers repeatedly complained about not having access to up-to-date teaching aids, inadequate infrastructural facilities (such as projectors, internet) and lack of funding, which almost always pushed them towards using traditional approaches.
- **Theme 3: Training Challenges and Need for Professional Development.** Teachers acknowledged a need for more specialized training in effectively integrating diverse teaching aids. Some felt unprepared to utilize newer technologies, while others expressed a desire for workshops that would enhance their skills in creating and adapting instructional materials. This theme directly supports the second hypothesis regarding the influence of teacher training.

Theme 4: Overcrowded Classrooms and Time Constraints. Teachers repeatedly mentioned the problem of large class sizes as a barrier to the use of interactive activities and the efficient use of teaching aids and that the amount of time needed for making and using aids was often unacceptable considering teachers' daily burdens.

The interview findings from this study verify and expand upon the quantitative results, showing how English teachers in Libyan preparatory school's work and deal with their daily challenges.

Perceived Impact of Teaching Aids

The research results show that English language instructors in Libyan preparatory schools think that teaching aids provide their students with better learning results. The high percentages of agreement among teachers regarding improved understanding, increased engagement, and simplified complex concepts (Table 1) align with existing research that underscores the effectiveness of instructional materials in language acquisition [5, 6]. The use of teaching aids results in better learning outcomes because students who actively engage with educational materials achieve higher comprehension levels according to the constructivist learning theory which states that students need to work with learning materials to reach full understanding [7]. The results support Mayer's Multimedia Learning Theory because teachers found that visual and auditory aids helped students understand and remember information better which shows that using different ways to present information helps people process information more effectively [9, 10].

Teacher Training and Professional Development

The study demonstrates an essential requirement for improving teacher training programs which should teach instructors how to use teaching aids effectively. The data in Table 2 shows that most teachers believe they need modern methods and special training, yet many teachers reported they received insufficient training to use these resources effectively. The finding shows that teaching aids need complete professional development for successful implementation which matches existing research which shows that teaching aids need complete professional development for successful implementation [20, 21]. The second hypothesis demonstrates that teacher training has a major effect on teaching aid implementation which shows both quantitative and qualitative support for the hypothesis. Teachers who reported positive experiences with teaching aids often linked it to their confidence and skill in using them, while those with limited experience often cited a lack of training as a barrier.

Challenges in Implementation

The research identified several persistent challenges that limit the effective implementation of teaching aids in Libyan preparatory schools. The most pronounced obstacles for the research study which received funding from educational institutions include three main issues which research shows to be vital for successful implementation. The findings of this research study confirm previous studies which identified resource shortages and limited professional development as primary factors that obstruct educational progress in similar contexts [4, 20, 22]. The qualitative data further elucidated these challenges, with teachers expressing frustration over limited access to modern tools and the practical difficulties of managing interactive activities in overcrowded classrooms. Systemic problems beyond teacher motivation create significant obstacles which prevent teachers from using teaching aids in their work.

Conclusion

The study confirms that teaching aids play a crucial role in improving English language teaching at Libyan preparatory schools according to the opinions of the teachers who participated in the research. The study successfully addressed its research questions:

- **RQ1: How do teaching aids affect student learning outcomes in English language instruction, as perceived by teachers?** The findings indicate that teachers perceive teaching aids to positively affect student learning outcomes by improving understanding, increasing engagement, and simplifying complex concepts.
- **RQ2: What types of teaching aids are commonly used by English language teachers in preparatory schools?** The study found reliance on traditional tools such as textbooks and blackboards, with moderate adoption of audio-visual and interactive resources.
- **RQ3: What challenges limit the effective use of teaching aids in English language classrooms?** The primary challenges identified include a lack of resources, insufficient teacher training, and large class sizes.

These findings underscore the need for strategic interventions to bridge the gap between the recognized potential of teaching aids and their actual implementation.

Recommendations

The study results lead to the following recommendations which should be implemented:

- **Provide Adequate Resources:** Educational authorities and policymakers need to invest in various modern teaching materials which should be accessible to all preparatory schools in Al Qubba and Ain Mara. The requirements include both standard visual and audio materials and digital equipment together with internet access.
- **Enhance Teacher Training:** Develop and implement comprehensive professional development programs focused on the effective integration and innovative use of teaching aids. These programs should address both pedagogical strategies and practical skills for utilizing various instructional materials.
- **Encourage Varied Use of Teaching Aids:** Teachers should receive both encouragement and support to test different teaching materials which include interactive tools and digital content that meets the needs of different student learning patterns.

Limitations

The study has several restrictions which limit its findings. The research used a sample of 50 teachers which provided useful information but did not represent the entire population of English language teachers working in Libyan preparatory schools. The study only examined preparatory schools located in Al Qubba and Ain Mara which restricted its findings to that specific area without extending to other regions or educational levels.

Future Research

Upcoming research can build upon this study through the following methods:

- Researchers should examine how different teaching materials such as digital games and traditional flashcards affect student learning results.
- Longitudinal studies will evaluate how teacher training programs impact both teaching aid usage and student learning results over an extended period.
- Exploring student attitudes and preferences towards different teaching aids to gain a more holistic understanding of their effectiveness.

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