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فاعلية استخدام الوسائل البصرية كأدوات تعليمية في تدريس اللغة لإنجليزية في المدارس الابتدائية الليبية

The Impact Of Using Visual Aids as Instructional Techniques In Teaching English Language At Libyan Primary Schools

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ملخص الدراسة :

يهدف هذا البحث إلي اختبار تأثير الوسائل البصرية كأدوات تعليمية على تدريس اللغة الإنجليزية في المدارس الابتدائية في ليبيا .

حيث تلعب هذه الوسائل دور أساسي في تعزيز فهم الطلاب والمشاركة والاحتفاظ بمفاهيم اللغة ، ومع ذلك فإن العديد من المعلمين لا يستخدمون هذه الوسائل البصرية بشكل فعال مما يؤدي إلى وجود عوائق وصعوبات في عملية التدريس والتا ثير على نتائج التعليم . حيث يكشف هذا البحث أهمية استخدام المعلمين لهذه الوسائل البصرية ويقيم مدى فاعليتها في تحسين اكتساب اللغة الإنجليزية .واستخدمت هذه الدراسة البحث الوصفي وتصميم استبيان لجمع البيانات الكمية من 20 معلما في مدرستين حكوميتين في مدينة تيجي، وأشارت هذه النتائج إلى أن الوسائل البصرية تعزز بشكل ملحوظ دافعية الطلاب ، ومشاركتهم، وفهمهم لمحتوى الدرس ، وتؤكد هذه النتائج على التأثير الإيجابي لهذه الوسائل البصرية في عملية التدريس وتفاعل الطلاب. حيث يتفق المعلمين على أن هذه الوسائل البصرية تبسط المفاهيم المعقدة وتحسن التفاعل داخل الفصل الدراسي وتدعم الاحتفاظ بالمعلومات على المدى الطويل .وبناء على هذه النتائج توصي الدراسة بالدمج المنظم للوسائل البصرية وبرامج تدريب المعلمين وتنويع المواد لتتناسب أنماط التعليم المختلفة

الكلمات الدالة :

الوسائل البصرية ، أدوات تعليمية ، اللغة المكتسبة ، العملية التعليمية.

The Impact Of Using Visual Aids as Instructional Techniques In Teaching English Language At Libyan Primary Schools

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ABSTRACT

 This paper aims to examine the impact of visual aids on English language teaching in primary schools in Libya. Visual aids play an essential role in enhancing students' comprehension, engagement, and retention of language concepts. However, many teachers do not utilize them effectively, leading to barriers in the teaching process and affecting learning outcomes. This research explores teachers' perceptions of visual aids and evaluates their effectiveness in improving English language acquisition. The study employs a descriptive research design, using a questionnaire to collect quantitative data from 20 teachers in two public schools in Tiji city. Findings indicate that visual aids significantly enhance students' motivation, participation, and understanding . The results confirm that visual aids positively influence the teaching process and student engagement. Teachers agree that visual tools simplify complex concepts, improve classroom interaction, and support long-term retention of information. Based on these findings, the study recommends regular integration of visual aids, teacher training programs, diversification of materials to suit different learning styles, and the adoption of modern technology such as smart boards and augmented reality applications.
Key Words: Visual aids , teache's perception ,target language , instructional techniques.

The Impact Of Using Visual Aids as Instructional Techniques In Teaching English Language At Libyan Primary Schools

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1.1 Introduction

 Visual aids are important in Education system ,they are used in classroom to encourage student's learning process and make it easier and interesting . They are   the best tool's for making teaching effective and the best dissemination's of knowledge. Visual aids are instructional tools that enhance comprehension by making concepts or lessons clearer and more accessible. These include pictures, models, charts, maps, videos, slides, and tangible objects. With the wide availability of visual aids, they can be categorized based on their reliance on visual perception.   Visual aids are those instructional aids which are used in the classroom to encourage students learning process. According to Singh (2016) indicated that "Visual aids are those sensory objects or images which initiate or stimulate and support learning". Vishnupriya & Bharathi (2022). Visual aids are tools that help to make an issue or lesson clearer or easier to understand and know (pictures, models, charts, maps, videos, slides, real objects etc.). There are many visual aids available these days. We may classify these aids as follows, visual aids are which use sense of vision are called Visual aids. For example :- models, actual objects, charts, pictures, maps, flannel board, flash cards, bulletin board, chalkboard, slides, overhead projector etc

According to Cuban (2014), the psychology of visual aids highlights the varying impact of sensory perception on learning:
  - **1%** of knowledge acquisition is attributed to the sense of taste,
  - **1.5%** to touch,
  - **3.5%** to smell,
  - **11%** to hearing,
  - **83%** to sight.

This study examined the role of visual aids in English language classrooms, emphasizing the effectiveness of commonly used visual materials in enhancing primary school language instruction.

The Impact Of Using Visual Aids as Instructional Techniques In Teaching English Language At Libyan Primary Schools

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Cuban(2001) indicate that teaching English to young learners is different from teaching English to adults. Young learners are unique ,they are different from adults young learners have different needs interest and abilities from adults and more enthusiastic than adults in class activities.

Visual aids are anything by means of which learning process may be encouraged or carried on through the sense of sight and they help to clarify, establish and correlate concepts, interpretation and appreciations. They can be used to make the learning experience more concrete more realistic and more dynamic. Furthermore, they help in completing the triangular process of learning that is, motivation, classification and stimulation. Domin, (2007).

1.2 The Problem Statement of the study

As it is known that visual aids are one of the important teaching facilities and they are essential during teaching, they facilitate and make calm to study, teach and extant a theme easily. Visual ideas may provide the chance to learn visually and are more effective and easy for human beings. However, most of the teachers do not use adequate visual aids as teaching materials. This may cause barriers during teaching process and directly affects the learning outcomes in primary stages.

Regarding this issue and as an attempt to discover the Libyan teaching context, the researcher of this study intended, to identify the effect of using visual aids as a means in teaching English in young learners classrooms at some primary schools in Tiji city ,Libya .The current study mainly aimed at responding to the following questions:

1. What is the impact of using visual aids in teaching English for students in Libyan primary schools?

2. What are the teachers' perceptions about using visual aids?

1.4 Hypothesis of the study

1.   The use of visual aids has an effective and positive role during teaching process.

2.   The Libyan teachers believe that visual aids motivate students and help them to learn English, particularly at primary stages .

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1.5 Significance of the study

Visual aids are instructional tools that assist teachers in clarifying, establishing, and connecting precise concepts, fostering understanding and appreciation. They enhance the learning process by making it more engaging, interactive, and motivating.

This study aims to provide a comprehensive understanding of Libyan teachers' attitudes toward the use of visual aids, recognizing that individuals naturally tend to forget information over time. Effective utilization of visual aids supports long-term retention of concepts. Furthermore, students learn more efficiently when they are properly engaged through various visual tools, which help them develop accurate mental representations by integrating both visual and auditory stimuli. Ultimately, visual aids serve as essential components for conceptual thinking, offering complete and structured examples that reinforce learning

Scope and delimitations :

 The study was delimited to 20 Libyan   teachers in primary schools at Tiji City , The study comprised two schools (Sana AL-Muheidly and AL-Riyadah School)
It was further restricted on use of Visual aids in English language teaching in these primary schools in 2025.

1.8 Terms of the study

1. **Visual Aids**: according to Merriam-Webster's (2023) that visual aids are tools that are used to convey information visually. They enhance understanding, retention, and communication by providing visual representation of information. Visual aids can include images, diagrams, charts, graphs, videos, and physical objects. They are often used in presentations, educational settings, and other contexts where visual communication can enhance the message.

2.**Teachers' perception**: according to IGI (publishing house) Global scientific (2021) published that teacher perceptions refer to the cognitive,

emotional, and attitudinal perspectives and beliefs held by educators regarding various aspects of their professional roles, the teaching and learning process, and the educational environment. These perceptions are subjective and can influence teaching practices, decision-making, and interactions with students, colleagues, and administrators.

3. Teaching: it can be defined as the concerted sharing of knowledge and experience, which is usually organized within a discipline and the provision of stimulus to the psychological and intellectual growth of a person by another person. IGI (2023).

4.Instructional techniques: They are tools and strategies educators employ to engage student convey knowledge , and help them to develop skills

Literature Review

Domin (2007) explains that students expect English lessons to incorporate visual elements, as language exposure outside the classroom is often intertwined with images, colors, and sounds. Young children, who may have limited proficiency in reading and writing, rely on multiple sensory stimuli to understand the world around them. Their learning is facilitated through hands-on experiences, visual observation, and auditory input. As students grow, their need for perceptual stimulation increases, aiding both comprehension and retention of new information.

Lituyush (2022) focused on the application of visual aids in the instruction of English as a foreign language within secondary schools in Sebha city. Data were collected through a questionnaire administered to a sample of 40 secondary school teachers. The results indicated that, although the majority of teachers are familiar with and occasionally utilize pictures as visual aids, their consistent application in the classroom remains infrequent. In numerous instances, pictures are primarily employed to supplement textual information, with a particular emphasis on vocabulary instruction.

Shabiralyani et al. (2015) investigated teachers' perspectives on the use of visual aids—such as pictures, animated videos, projectors, and films—as

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motivational tools to enhance students' attention while engaging with literary texts. A closed-ended questionnaire was utilized to gather data from both staff and students across public and private educational institutions in the Dera Ghazi Khan district. The study relied on primary data, which was analyzed using SPSS software and represented through various graphical formats, including pie, line, and bar charts. Overall, the findings revealed that both teachers and students held a positive perception of the use of visual aids in the literature classroom.

While visual aids are widely regarded as effective tools for reinforcing learning and making lessons more engaging, skepticism remains regarding their transformative impact on education. Libyan university instructors hold mixed views on this matter. Although they acknowledge that modern language learning increasingly relies on innovative electronic devices and creative pedagogical approaches, many educators struggle to adopt new techniques due to resource constraints.

Fidanboylu (2014) presents a compelling argument, stating that the lack of training is a key factor preventing some teachers from embracing the use of visual aids. He emphasizes that educators must receive continuous training to stay updated with technological advancements and argues that financial support for such programs is crucial. Without adequate funding, underdeveloped countries will continue to face challenges in integrating modern educational tools. To address this issue, Fidanboylu suggests that professional teacher training should be made available alongside peer support from colleagues who are not only proficient in technology but also knowledgeable about its practical application in the classroom.

Omar (2014) argues that Libyan English teachers are generally not wellqualified or adequately trained, attributing this issue to the continued reliance on traditional teaching methods such as the Grammar Translation Method, the Audio-Lingual Method, and the Direct Method. He contends that these outdated approaches have significantly contributed to the challenges of English language acquisition in Libya.

The Impact Of Using Visual Aids as Instructional Techniques In Teaching English Language At Libyan Primary Schools
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Dolati and Richards (2011) highlight that many language teachers show limited awareness or interest in incorporating visual learning aids into their classrooms. They suggest that this lack of motivation stems from the predominant focus on written and spoken language, which remains central to language teaching pedagogy and curriculum design.

Kinds of Visual Aids Used in ELT Materials

According to Domin (2007) There are a large number of visual aids, but his focus was on (1) single and composite pictures, (2) stick figures, (3) color or black-white photographs, and (4) graphs because they are commonly either manually or electronically used in ELT materials.

1. **Pictures**, Both single and composite pictures are widely used in ELT materials. A single picture—such as an image of a beach, downtown area, river, or school—serves as an effective medium for teaching vocabulary as well as enhancing listening and speaking skills through the identification and description of objects, places, or events. Composite pictures, on the other hand, are well suited for presenting a sequence of events, whether for storytelling, recounting historical incidents, describing habits, outlining procedures, or narrating activities. These pictures may be in color or black and white, depending on the intended purpose, but clarity in printing or drawing is essential.

2. **Stick figures Stick figures offer an engaging and flexible form of visual** media. They can illustrate objects, actions, emotions, and personalities with simplicity and are easy for teachers to create using basic lines and circles (Rodriguez 2009). Their simplicity makes them particularly useful for clarifying concepts or explaining word meanings. For instance, when teaching comparative sentences, a teacher might draw stick figures depicting two persons of different heights on a paper, handout, poster, or board to demonstrate the comparative structure and illustrate how such sentences are constructed.

3.   **photographs** In ELT materials, photographs present real-world imagery that resonates with learners. High-quality photographs capture attention, enhance interactive warm-up activities, and introduce topics through authentic visuals— be they of people, places, or objects. A series of photographs can be employed to narrate a pictorial story or to facilitate tasks such as visual essay writing, where learners develop ideas and narratives based on the images provided.

4.   **Graphs** Graphs, charts, and tables are used to illustrate comparisons— whether in frequency, value, or proportion—as well as to depict processes and hierarchical relationships. These aids generally cater to older learners who possess the necessary visual literacy skills to interpret such data. However, with careful design tailored to learners' levels, simplified versions of graphs, charts, and tables can also be effectively employed in classrooms with younger student .

Visual aids play a major role in teaching process , they are something that you are shown, suchas picture , film, or map to help you understand or remember information.

Impact and benefits of visual aids:-

1.**Enhanced comprehension:**

visual aids , such as pictures, vidros, and diagrams , can help students better understand complex concepts.

2.Improved retention :-

Visual aids can make learning more memorableby creating astrongerconnection between the language and its meaning.

3.Catering to different learning style :

Visual aids can cater to visual learners and provide a more engaging learning experience for all students.

4. **Creating a more realistic learning environment** :

Audio – visual aids can bring real – life situation in to the classroom , making the learning experience more relevant and engaging .

5.Overall:-

-Improved language skills:

Visual aide can contribute to the development of all four language skills: listening , speaking , reading and writing .

-Reduced anxiety and increased confidence the use of visuals can create a more relaxed and sportive learning environment reducing anxiety and boostingB students confidence in their English a abilities.

2.9 Steps for designing visual aids for ELT materials

Nova man (2010) indicated some steps for designing visual aids for ELT materials that teachers may follow.

1. **Planning:**   This initial phase consists of three main activities:
    - **Envisioning the Content:** Teachers imagine what they will teach, which helps in identifying the ideal features of the visual aids they intend to create.
    - **Analyzing the Teaching Context:** By examining the current classroom environment, educators collect important information
    - about the students, available materials, and potential aids.
      Conceptualizing the Approach: This step involves setting clear goals and considering different strategies for developing the visual aids.

 Pinter (2009) adds that such envisioning clarifies what "effective visual aids" mean. He emphasizes that while visual aids serve as supportive tools to enhance learning, they should not replace the primary teaching materials. Instead, they make the core content more accessible and easier to understand by clearly defining what effectiveness entails during the planning stage.

2. **Developing** : In the development phase, **Pinter (2009)** identifies three critical factors for ensuring the efficacy of visual aids:
    - **A. Media Selection:** this pertains to choosing the right tools or equipment that facilitate English instruction. Examples of such media include whiteboards/blackboards, posters, transparency sheets, slides, computers, handouts, cards, videotapes, and even interactive class activities like roleplays or games.

- **B. Physical Appearance:** Although the visual design may not be the core educational element, it plays an essential role in reinforcing the delivery of content. Effective visual aids should capture and sustain students' attention by carefully managing factors like size, density, and color coordination.

  C. Content Management: Since the essence of any teaching material is its content, how this content is organized within the visual aid is crucial. Before creating the aid, educators must ensure they fully understand the scope of the lesson unit. The overall quality of the instructional design heavily influences the clarity and organization of the content in the visual aid

3. **Evaluating Visual Aids**: Once the visual aids are implemented, evaluation is conducted to determine their effectiveness. The central question here is: "Were the visual aids effective in supporting the teaching and learning process?". Teachers can assess this by collecting feedback—either through questionnaires administered to students and fellow educators or via direct observations. The insights gained from such evaluations are vital for refining and improving visual aids for future use.

In conclusion, language teachers should continuously reflect on questions such as:

- "Do we really need to use visual aids?"
- "Why are visual aids important?"
  Beyond these, educators must consider deeper questions including:
- "Which visual aids will best suit the specific needs and backgrounds of our students?"
  "How can we effectively design these aids to complement our teaching materials?"

 By critically addressing these questions, teachers can ensure that visual aids are appropriately aligned with the instructional content and tailored to their local educational context. It is essential to recognize that the most effective

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visual aids are those designed for a particular teaching-learning environment—what works well in one setting may not suit another.

The research methodology:

This study was designed as a descriptive study with an aim to explore the beliefs, attitudes, and thoughts of Libyan EFL teachers toward visual aids in their contexts, as well as to find out the impact of using visual aids in teaching English for students in Libyans primary school. It was suggested in this study that teachers provided visual aids to use them in their classes. The researcher used the quantitative data that would be analyzed manually. The data was collected by a questionnaire which was valid to use in the Libyan context in primary stage

Participants Background

The research took place in Tiji City, a small city located on the west of Aljabal AL-gharby around 230 km west of Tripoli city with a population about 12.000. The study took place in two public Schools(SANAA AL-MUHEIDLY and AL-RIYADAH for 4th, 5th and 6th year ., 20 teachers participated in this study academic year 2025

Instruments

The researchers believed that using questionnaire is the most suitable approach to achieve the goals of this study in order to collect quantitative data.

The questionnaire items :

The questionnaire designed explore the following points : The effect of using visual aids in improving English language for Libyan students at primary stage, the teacher's beliefs about the pedagogical value of using visual aids in teaching

English and the teachers' opinions toward using

them in teaching English.

⬜ The Impact Of Using Visual Aids as Instructional Techniques In Teaching English Language At Libyan Primary Schools

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Table 1 shows the questionnaire items(1)

No	Items	Yes	No
1	**Do you believe that using visual aids inside class increase students' vocabulary?**		
2	**Do you agree that visual aids help teachers through motivating students in primary stages ?**		
3	**Do visual aids help you in clarification the content of the Libyan curriculum ?**		
4	**Does the use of visual aids help teachers in saving time during lesson ?**		
5	**Do visual aids attract pupils in the class and help teachers to engage them**		
6	**Can visual aids keep pupils focused and improve their attention in class activities?**		
7	**Does the use of visual aids make the lessons more interesting and enjoyable ?**		
8	**Do visual aids encourage pupils' participation in the lessons?**		
9	**Do you believe that visual aids develop better understanding of grammar ?**		
10	**Do visual aids enhance pupils' interest in speaking ?**		
11	**Do visual aids help teachers in reducing the level of explanation in Arabic language ?**		
12	**Do visual aids take a lot of time in preparing ?**		
13	**Does the use of visual aids increases class' noise ?**		
14	**Do visual aids distract students from the main content of the class?**		

Data analysis :

The statistical analysis of the questionnaire:

1- Do you believe that using visual aids inside class increase students' vocabulary?

Table (2)

Answer	teachers	Percentages
Agree	17	85%
Disagree	3	15%
total	20	100%

The table above illustrates the percentage of the respondents who agree with the statement "**Do you believe that using visual aids inside class increase students' vocabulary?",** is estimated by (85%) and the percentage of those who disagree with the statement reached (15%). According to what is mentioned above, the statement confirmed the second hypothesis.

2- Do you agree that visual aids help teachers through motivating students in primary stages ?

Table (3)

Answer	teachers	Percentages
Agree	12	60%
Disagree	8	40%
Total	20	100%

The table above illustrates the percentage of the respondents who agree with the statement **Do you agree that visual aids help teachers through motivating students in primary stages ?** "is estimated by (60%)and percentage of those with the statement reached)%40(%).According to what is mentioned above, the statement in turn confirmed the first hypothesis .

3-Do visual aids help you in clarification the content of the Libyan curriculum ?

Table (4)

Answer	teachers	Percentages
Agree	17	85%
Disagree	3	15%
Total	20	100%

The above table illustrates the percentage of the respondents who agree with the statement that" **Do visual aids help you in clarification the content of the Libyan curriculum ? "**is estimated by (85%)and percentage of those   who disagree with the statement reached (15%).According to what is mentioned above, the statement in turn confirmed the first hypothesis.

4-Does the use of visual aids help teachers in saving time during lesson ? Table (5)

Answer	teachers	Percentages
Agree	16	80%
Disagree	4	20%
Total	20	100%

The above table illustrates the percentage of the respondents who agree with the statement that" Does the use of visual aids help teachers in saving time during lesson ? " is estimated by (80%)and percentage of those who disagree   with the statement reached (20%).According that is mentioned above, the statement in turn confirmed the first hypothesis.

5-   Do visual aids attract pupils in the class and help teachers to engage them?

Table (6)

Answer	teachers	Percentages
Agree	7	35%
Disagree	13	65%
Total	20	100%

The table above illustrates the percentage of the respondents who agree with the statement " **Do visual aids attract pupils in the class and help teachers to engage them ? ",**is estimated by (35%) and the percentage of those who disagree with the statement reached (65%). According to what is mentioned above the statement confirmed the second hypothesis.

6-   Can visual aids keep pupils focused and improve their attention in class activities?

Table (7)

Answer	teachers	Percentages
Agree	15	75%
Disagree	5	25%
Total	20	100%

The table and figure above illustrate the percentage of the respondents who agree with the statement " **Can visual aids keep pupils focused and improve their attention in class activities?",** is estimated by (75%) and the percentage of those who disagree with the statement reached (25%). According to what is mentioned above the statement confirmed the second hypothesis.

7-Does the use of visual aids make the lessons more interesting and enjoyable ?

Table (8)

Answer	teachers	Percentages
Agree	12	60%
Disagree	8	40%
Total	20	100%

The above table and figure illustrate the percentage of the respondents who agree with the statement that **"   Does the use of visual aids make**

the lessons more interesting and enjoyable ?"is estimated by (60%) and the percentage of those who disagree with the statement reached .)%40(According to what is mentioned above,. the statement in turn confirmed the first hypothesis .

8-Do visual aids encourage pupils' participation in the lessons?

Table (9)

Answer	teachers	Percentages
Agree	18	90%
Disagree	2	10%
Total	20	100%

The above table illustrates the percentage of the respondents who agree with the statement that" **Do visual aids encourage pupils' participation in the lessons? "**is estimated by (90%) and percentage of those who disagree with the statement reached (10%).According to what is mentioned above, the statement in turn confirmed the first hypothesis.

9- Do you believe that visual aids develop better understanding of grammar?

Table (10)

Answer	teachers	Percentages
Agree	12	60%
Disagree	8	40%
Total	20	100%

The above table and figure illustrate the percentage of the respondents who agree with the statement that " **Do you believe that visual aids develop better understanding of grammar** ? is estimated by (60%) and the percentage of those who disagree with the statement reach)%40(, according to what is

mentioned above, the statement in turn confirmed the first hypothesis.

10- Do visual aids enhance pupils' interest in speaking ?

Table (11)

Answer	teachers	Percentages

Agree	8	40
Disagree	12	60
Total	20	100

The table above illustrates the percentage of the respondents who agree with the statement "**Do visual aids enhance pupils' interest in speaking ? ",**is estimated by (40%) and the percentage of those who disagree with the statement reached (60%). According to what is mentioned above, the statement confirmed the second hypothesis.

Do visual aids help teachers in reducing the level of explanation in Arabic language ?

Table (12)

Answer	teachers	Percentages
Agree	7	35
Disagree	13	65
Total	20	100

The table above illustrates the percentage of the respondents who agree with the statement " **Do visual aids help teachers in reducing the level of explanation in Arabic language ?** is estimated by (35%) and the percentage of those who disagree with the statement reached (65%). According to what is mentioned above, the statement confirmed the second hypothesis.

11- Do visual aids take a lot of time in preparing ?

Table (13)

Answer	teachers	Percentages
Agree	18	90%
Disagree	2	10%
Total	20	100%

The above table illustrate the percentage of the respondents who agree with the statement that" **Do visual aids take a lot of time in preparing ?**

"is estimated by (90%)and percentage of those disagree with the statement reached (10%). and the statement confirmed the three hypothesis.

13-Does the use of visual aids increases class' noise ?

Table (14)

Answer	teachers	Percentages
Agree	8	40%
Disagree	12	60%
Total	20	100%

The table and figure above illustrate the percentage of the respondents who agree with the statement "**Does the use of visual aids increases class' noise ??**",is estimated by (40%) and the percentage of those who disagree with the statement reached (60%). According to what is mentioned above and the statement confirmed the second hypothesis.

14- Do visual aids distract students from the main content of the class? Table (15)

Answer	teachers	Percentages
Agree	8	40%
Disagree	12	%60
Total	20	100%

The table above illustrates the percentage of the respondents who agree with the statement "**- Do visual aids distract students from the main content of the class? **",is estimated by (40%) and the percentage of those who disagree with the statement reached (60%), the statement confirmed the first

Results Analysis in Table 16

Question No.	Statement	Agreement (%)	Disagreement (%)	Confirmed Hypothesis
1	The use of visual aids in the classroom increases students' vocabulary.	85%	15%	Second
2	Visual aids help teachers motivate primary school students.	60%	40%	First
3	Visual aids help clarify the content of the Libyan curriculum.	85%	15%	First
4	The use of visual aids helps teachers save time during class.	80%	20%	First
5	Visual aids attract students and help teachers engage them.	35%	65%	Second
6	Visual aids help students focus and improve their attention during classroom activities.	75%	25%	Second
7	Visual aids make lessons more enjoyable and interesting.	60%	40%	First
8	Visual aids encourage students to participate in lessons.	90%	10%	First
9	Visual aids develop a better understanding of grammar rules.	60%	40%	First
10	Visual aids enhance students' interest in speaking.	40%	60%	Second

11	Visual aids help teachers reduce the level of explanation in Arabic.	35%	65%	Second
12	Visual aids require a long preparation time.	90%	10%	second
13	The use of visual aids leads to more noise in the classroom.	40%	60%	Second
14	Visual aids distract students from the main content of the lesson.	40%	60%	first

4.4 Reliability of the questionnaire items :

The researcher directed her attention to the questions of reliability, specifically focusing on the test-retest criteria for reliability responses, which pertains to the consistency of responses over time when addressing similar questions. This reliability is assessed by examining the degree of association between responses at two distinct time points, a method employed by the researchers with the participants. Initially, a subset of participants was queried, followed by a subsequent administration of the questionnaire. When respondents are posed with the same question at different time.

intervals and provide identical answers, this indicates stability and suggests that the study possesses commendable test-retest reliability. The reliability of the study was quantified using Cronbach's alpha coefficient, alongside the repetition of responses from all 20 participating teachers, yielding values deemed appropriate for the objectives of this study. The results are presented in Table 17, which illustrates the consistency of responses across the two instances of questionnaire administration..

<div align="center">table (17)</div>

Rank	Repetition reliability	Internal consistency

The effect of training performance	0.39	0.088

4.5 Findings and Results

This section analyzes the responses of 20 teachers to 14 questions related to the use of visual aids in Libyan primary school classrooms. The analysis focuses on students' perceptions regarding the impactor visual aids in enhancing learning and teaching experiences.

Conclusion and Recommendations

This study aimed to explore teachers' perceptions regarding the effectiveness of visual aids in the teaching and learning process within Libyan primary schools. Based on the analysis of data collected from 20 teachers, it is evident that visual aids play a crucial role in enhancing students' understanding, motivation, participation, and attention during lessons. In conclusion, the study confirms both research hypotheses:

1. Visual aids help teachers improve the teaching process.
2. Visual aids assist students in achieving better understanding and engagement.

Recommendations

Based on the study results and the analysis of teachers' responses to the use of visual aids in primary school, the study reached a set of recommendations that would enhance the effectiveness of these aids in the educational process:

1. Encourage teachers to use visual aids regularly in classrooms, given their effective role in simplifying concepts and increasing interaction between students and teachers.
2. Provide training courses for teachers on how to design and use modern visual aids effectively, with a focus on integrating them into the teaching of various curricula.
3. Diversify the visual aids used to accommodate individual differences among students in terms of learning styles (visual, auditory, kinesthetic).

4. Integrate modern technology such as smart boards, interactive presentations, and augmented reality (AR) applications to improve the quality of visual aids and make them more attractive to students.

5. Involve students in preparing some visual aids as part of educational activities, which enhances their spirit of participation and deeper understanding of the curriculum.

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