



University of Tripoli

Faculty of Education – Janzour

English Language Department

**The Impact of Using Teaching Aids in Enhancing
and Motivating the Teaching Process in Grade
Eight while Learning Science Subject**

*This Research Project is submitted to English Language
Department in Partial Fulfillment of the Requirements
for the Degree of Licentiate of Arts and Education*

BY

Amani Mustafa Al Toumi

Sabrieen Houcine Moussa

Tasneem Emad Shommakhi

Supervised by

Mr. Kamal Basheer

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Dedication

*" I've always believed that success for anyone is
all about drive, dedication and desire but for me
it's also been about confidence and faith."*

Stephen Curry

*We dedicate this humble work to the ones
whom their endless love and caring push us
to do the impossible without any atom of fear
just to be the best image of us.*

Acknowledgment

First, we would express our infinite thanks to Allah.

We would also acknowledge our sincere gratitude to our precious families and friends whom keep lifting us up whenever the time gets rough, for their constant and deep support, encouragement and patience. All the warm love and tons of appreciations go to them.

Besides, our gratitude to AL-Yarmouk school participants for their kind collaboration and assistance. In addition, we express our endless appreciation and thanks to all the lecturers in the English department in the faculty of education-Janzour for their unconditional guidance, supervision and their precious shared knowledge as well as their commitment to pave the way for us as prospective teachers.

Last but not least, all our genuine love and thankfulness for our remarkable supervisor Mr. Kamal Basheer for his valuable time, effort and knowledge as well as his generous patience and support.

Abstract

As we know every research has its purpose, and the basic purpose of this study is to explore the impact of using teaching aids in enhancing and motivating the teaching process in grade eight while learning science subject, also on how the TAs facilitate the topic to be easily conveyed and taught in a short time. In addition, the appropriate use of TAs will significantly increase the classroom's interaction and participation. The approaches of this study were qualitative and quantitative, so the suitable instruments that were used to collect the required data from three female science teachers of grade eight in AL-Yarmouk school in Janzour are the observation and questionnaire. Furthermore, the observation data was analyzed in paragraphs while the questionnaire data was analyzed in pie charts by using Microsoft Excel. The findings of this study will give a great assistance and support to the teachers to know more about the TAs and how they are important and helpful for enhancing the learning process especially when they are used carefully and precisely inside the science classes.

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List of Abbreviations

TAs: Teaching aids

T: Teacher

Ts: Teachers

Chapter 1

Introduction

1.1. Background of the Study

Teaching aids are of great importance that has been associated with the advanced modern education process where the teaching aids have become an essential part of the curriculum and the teaching-learning components. Using various types of teaching aids is the way of conveying the message and ensuring that the learning process goes effectively. However, ignoring the importance and effectiveness of teaching aids in the learning environment will lead to no achieving of the educational goals. The numerous forms of teaching aids are considered as motivational tools that help the teacher to stimulate the learner's interest and explain the lessons clearly and easily. According to Kinder,S. James in his article title (Visual Aids in Education) (1942)"visual aids are any devices which can be used to make the learning experience more real, more accurate and more active".

Teaching aids are the best tool for making teaching effective and the best way for spreading knowledge. Cuban (2001) indicated that 1% of what is learned is from the sense of taste, 1.5% is from the sense of touch, 3.5% is from smelling, 11% comes from hearing, and 83% is from the sense of sight.

1.2 Objectives of the Research

The main aims of this study are ...

1. to identify the importance and effectiveness of the teaching aids,
2. to explore the way and time that the teacher can include the teaching aids in the learning environment,
3. to find out how much teaching aids can motivate students for better learning .

1.3. The Research Questions of the Study

This research is based on the following questions.

- 1.2.1. Do the teaching aids have any vital importance in the learning-teaching process?
- 1.2.2. How the appropriate use of teaching aids can affect on the learning environment positively?
- 1.2.3. When does the teacher use the teaching aids accurately and correctly in order to motivate students?

1.4. Significance of the Study

The importance of this research is to shed light on the role of teaching aids as an integral part of the learning process system; it also revolves around the description of how to use and deal with the materials from the teacher perspective as well as learners' in the correct and accurate manner.

1.5. Methodology of the Research

The researchers adopted the qualitative and quantitative approaches. The qualitative approach that is used in this study to collect the required data is observation by attending four classes with two female science teachers of grade eight in Al-Yarmouk school in Janzour. In addition to observation, a questionnaire that is designed of nine close-ended questions and one open-ended question was distributed to three science teachers at Al-Yarmouk school. Both tools are aimed to investigate more about the impact of using teaching aids in enhancing and motivating the learning-teaching process in the science classes.

1.6. Organization of the Research

In order to provide clear focus and description of the study, the work is divided into four chapters.

The first chapter introduces the study. The second chapter is about the literature review of teaching aids and their significance in the educational system in general and teaching science in particular. The third chapter shows the research methodology that is used to establish the objectives of the study in which the observation and questionnaire are the appropriate tools that help to obtain the accurate data. The fourth chapter includes the findings, discussion and results of the study and ends the study with the conclusion and some recommendations.

Chapter 2

Literature Review

2.1. Definition of Teaching Aids

Teaching aids (henceforth, TAs) can be defined as any object or tool used by the teacher in the classroom to carry out the learning objectives successfully. Samir Jaloob (2017:7,96) pointed out that teaching aids are a group of objects and materials that are carefully systemized to clarify an idea or to explain an ambiguous concept, and to facilitate the learning process and the way of delivering the knowledge to the learners in an interactive educational environment. Furthermore, TAs provide great assistance and support to the teacher to manage and coordinate the various elements of the classroom effectively. They also enable learners to apply their abilities and knowledge in challenging and critical learning situations to perform and practice successfully.

The TAs vary in many different types, for instance devices such as computers, DVDs and objects like books, chalk boards, pictures, specimen and maps. Some researchers say that a better teaching-learning process is achieved when the teacher arranges and implements different educational aids to meet students' needs and interests; as a result of that, the learners will be more attentive and motivated to learn and participate. In addition,

the learning becomes easier, practical and enjoyable. An old Chinese proverb emphasizes the same point of view: "I hear and forget, I see and remember, I do and I understand."

An old saying written by the German writer Goethe says "knowing is not enough we must apply, willing is not enough we must do.", simply the more stimulating the lesson is, the less likely students are distracted or daydreaming.

2.2. The Difference between Teaching Aids and Instructional Materials

The researcher Al-Musraty (1997:65) stated that there is a slight difference between teaching aids and instructional materials. He explained that teaching aids are used as extra materials and tools that help to make the learning smooth as when the teacher brings a realia while discussing about a lab equipment. On the other hand, the instructional materials are usually part of the curriculum such as a test tube or conical flask, which are suggested in the textbook.

2.3. The Evolution of Teaching Aids

Samir Jaloob (2017:5) discussed that TAs have been used since the old ages, when the old man used to convey his message through drawings and sculpturing on the stones, so he used to use TAs unconsciously and spontaneously. By the time the human's life events around him got developed, he needed to adapt his materials to speak out his thoughts and

as a result of that he aimed to develop and create some authentic tools such as visual aids, maps and many other TAs.

Moreover, the human being accustomed to whatever available possibilities by either sending audio signals or playing on the drums to express his feelings and ideas to others. In contrast, the gradual process of civilizations and inventions obligated him to adapt and enhance his tools and materials instead of sticking only to the visual aids' symbols or the verbal symbols. Al-Musraty (1997:27-28)

Therefore the learning environment was mostly dominated by the teachers' voice, the white board and chalk rather than implementing any other stimulating objects or tools to convey their message to the learners in more effective and understandable way. Consequently, those past times were hard for the teachers because they were consuming their times and efforts to clarify the topics and were not provided with many of opportunities to positively reinforce the classroom interaction.

Nowdays, the situation is totally changed and the learners get exposed to the technology revolution. They become more curious and interested in learning. As a result of this rapid progress in technologies, the teachers are in a situation of responsibility to fulfill their learners' curiosity by equipping the classroom with modern motivating materials and aids in order to build up an active and meaningful learning community.

2.4. Importance and Effectiveness of Teaching Aids

TAs play a significant role in the teaching-learning process.

Mukherjee's research paper (2017) on the site <https://www.researchgate.net>

stated that:

- TAs create an enjoyable and comprehensible learning environment where the learners' conceptual thinking will be increased and their horizons will get expanded.
- TAs are designed to treat all the learners' individual levels so the learning environment will be enriched with purposeful knowledge and equity.
- TAs are powerful tools because they reinforce the information in the learners' mental. Besides, they help learners to retain or recall their previous and relevant knowledge from the long-term memory easily with no difficulties.
- TAs guide the learners to a better understanding of the topic, which every element and component is obvious and well-defined and the learners will be less likely confused or perplexed.
- Implementing various types of TAs inside the classroom will positively accomplish a healthy learning environment.

- TAs impressively succeed in breaking the boring routines because they engage the learners in the captivating atmosphere of learning and experience.
- TAs are undoubtedly effective because they enable and encourage the learners to be productive and responsible, as long as the learners are considerably the main focus in the process.

2.5. Types of Teaching Aids

There are many different types of teaching aids that can be used in the learning environment.

2.5.1. Visual Aids

Visual aids use the sense of vision. They include actual objects, charts, maps, flash cards, pictures, illustration, wall charts, and models. For example the science teacher often brings equipment of an experiment into the class to convey the concept with more clarity and effectiveness; therefore, visual aids are the tools that help the teacher to clarify and establish precise understandings. Moreover, visual aids support the teacher to make learning actual, active, encouraging and capturing.

Visual aids expand the concentration; hence, the learners will be more attentive to the topic and that be absorbed and comprehend the knowledge meaningfully. Moreover, they will gain knowledge with more accuracy and

interest. When talking about the visual aids, the teacher considers all the features of the model's shape, size, type and color that attract learner's desire and interest. Because if any object is unfamiliar or ambiguous the learner will be more curious to discover and know.

2.5.2. Audio Aids

This type uses the sense of hearing. These aids equip the classroom with radio, cassettes, cassette players, CDs, DVDs and recordings.

In his post-graduated paper (2008:122) Munirzzman explained that audio aids enable learners to be fully engaged in the learning atmosphere, plus it assists the teacher to adapt his strategies immediately to capture learners' attention and reduce their exhaustion and distraction. Thus, audio aids help the teacher to build up a communicative and interactive learning community.

2.5.3. Audio-Visual Aids

These aids have a great impact on teaching. They involve the sense of vision as well as hearing. Audio-visual aids are multisensory materials. Audio-visual aids are powerful tools because they provide the learners with realistic, captivating experience. They include television, digital video player, projectors. Since the most essential senses are involved, the learner

will be definitely stimulated. Furthermore, audio-visual aids help the teacher carry out the educational program successfully.

There is a famous Chinese proverb “One seeing is worth a hundred words”. It is a fact that we receive and absorb the knowledge through our senses. Accordingly audio-visual aids give chance to learners and teachers to get constantly involved in a more professional and interactive educational atmosphere.

2.6. Characteristics of Appropriate Teaching Aids

On the website <https://www.indiastudychannel.com> the author Nikky(2010) mentioned some features of appropriate TAs. Here they are:

- TAs should be large and clear enough to be seen by the learners.
- TAs must be meaningful and aiming for purposeful educational objectives that means well-prepared and planned in advance.
- TAs should be modern, up to date in every aspect, and standard.
- TAs must be clear, well-defined and they may be improvised.
- TAs should be realistic, precise and relevant to the content and its goals.
- TAs can be very useful and helpful for supplementing and enriching the educational process, yet they cannot replace or neglects the teacher's role.

2.7. Strategies of Using Teaching Aids

Mukherjee (2008) and Samir Jaloob(2017:82-84)clarified that there some principles which must be followed by the teacher and the learner for they are a significant part of the educational program. They are as followings:

1. The teacher precisely needs to determine the TAs that better go with the educational objectives.
2. The teacher must have enough knowledge about his learners' profile, abilities and needs to guarantee the effective role of using TAs.
3. The teacher should be familiar with the curriculum to be able to decide what are the best TAs that can be involved in the classroom.
4. The learners should have no difficulty in understanding the TAs or handling it.
5. The variety of TAs is necessary to be available inside the classroom. Therefore, two or more TAs will be attractive and grab learners' attention constantly.
6. Learners should be given opportunities to deal and feel the TAs by themselves rather than being always as an observer.
7. The teacher must experiment the TA before using it to avoid any unexpected surprises so he can decide when and where to use it.

8. Learners must be aware enough of the presented TA in order to maintain their interest and attention.
9. The teacher must prepare the proper circumstances and atmosphere to use TAs. If the teacher does not succeed in that, he will surly fail to obtain desirable results.
10. Teacher must be capable of evaluating the TAs after using them to compare the results with the set of objectives that were prepared in advance.

2.8. Importance of Teaching Aids in Science Classes

The results of Shareefa Al-Qarny's (2017:26) study about the impact of using TAs on grade one learners' achievements in the science class, showed that:

- TAs increase the learners' observation ability because of the visual details of TAs that are presented.
- TAs spark the learners' passion so they always feel energetic and excited to learn.
- TAs should meet learners' needs and all the individual levels.
- TAs help learners' to develop themselves as well as reinforce the information or the skill that they acquired.
- TAs facilitate learning without any difficulties in retaining or recalling the previous knowledge.

Chapter 3

Methodology

3.1. Introduction

TAs are one of the most remarkable and effective components of the classroom. Thus, they have some influences on how to make the students more active and energetic about learning and the learning process much easier and consuming less time to transmit and receive information. This chapter provides the methodology that has been chosen to prove the main points of this study. It describes how the participants were selected and the way that data for the research were gathered and conducted. This chapter also shows the implemented procedures during the data collection and analysis.

3.2. Ethical Consideration

To make an obvious and clear procedure for the three subject teachers and to make sure that they understand what the study is about, the researchers explained to them the purpose of this study. The researchers took permission to attend some classes, but because of the circumstances and excuses of one teacher, the researchers were not able to visit her and they had the chance to attend some lessons with only two female science teachers who teach four classes of grade eight in order to apply the

observation method. In addition to the observation, the researchers distributed the questionnaire papers to all the teachers. The researchers explained in Arabic language the questions of the questionnaire to the subject teachers because it was written in English. The researchers confirmed the teachers that their names will be kept confidential in the result of the research paper.

3.3. Sampling Techniques

Every research has its own methodology to collect the suitable data. In this research, the questionnaire and observation were the two methods of gathering the required data for the study. The observation helps the researchers to obtain reliable information. In addition to the observation, the researchers designed a questionnaire which consisted of nine close-ended questions and one open-ended question to know new perspectives from the teachers. The two methods were to obtain the main ideas about the importance and effectiveness of TAs and their positive role when they are used carefully and precisely in teaching science subjects.

3.4. Representative Samples

3.4.1. The Subjects

The main subjects of the present study were three science teachers and four preparatory school classes learning in grade eight.

3.4.1.a The Teachers

The researchers chose three teachers who are engaged in teaching science subject to class eight in Al –Yarmouk school. The researchers attended some science lessons with only two teachers in order to observe the way each of them uses the available TAs.

3.4.1.b The Students

Four classes of grade eight were visited by the researchers in order to see the importance of TAs in motivating the learners. All the students are male. The group of students vary between 16-19 students in each classroom.

3.4.1.c. The Instruments

The main instruments used in this study were the observation of the four classes and a questionnaire which was distributed to the three subject teachers.

3.5. Data collection

3.5.1. The Observation

In a research project prepared in (2017:25) by some students under the supervision of Mrs.Enas Bellou in the department of English faculty of Janzour, Marshall and Rossman (1989) defined observation as “the

systematic description of events, behavior, and artifacts in the social setting chosen for study". The researchers chose the observation method because it is more valid and the observer can live the real situation interaction in the classroom .The observation was used to collect the required data in order to answer the research questions:

- *Do the teaching aids have any vital importance in the learning-teaching process?*
- *How the appropriate use of teaching aids can affect on the learning environment positively?*
- *When does the teacher use the teaching aids accurately and correctly in order to motivate students?*

The main goal of the observation was to see the influence of using TAs during the teaching process of science classes.

3.5.2. Questionnaire

In the same research project mentioned above, Newby (2014) describes "a questionnaire as structured format that generates a response by asking individuals specific questions about a specific topic with the involvement of the researcher". (2017:26)

The questionnaire is another method that the researchers used to collect the data in order to answer the research questions. This method was

conducted because it is useful and can be used with any number of participants and consumes less time to quantify and analyze the results.

Moreover, the obtained data from the questionnaire are more reliable. In this study, the questionnaire consisted of ten questions. It begins with nine close-ended multiple-choice questions. The participant should put a tick (✓) under the suitable choice against the statement which she sees the best. The questionnaire ends with an open-ended question to know new perspectives about the TAs from the teachers.

3.6. Procedures of Data Collection

The researchers started the data collection procedure with the observation method. The focus was on the effect and correct use of TAs by the teachers in science subject at grade eight at Al-Yarmouk school. The researchers attended four different classes while learning the same lesson titled

[Machines as Force Changers الآلات كمغيرات قوة]. Here, the teacher showed the students some tools such as a can opener حلالة علب, scissors مقص, tongs كماشة(ملقط)طعام. While attending those classes, the researchers wrote down some related notes.

The researchers prepared the questionnaire form. The questionnaire was written in English and it was delivered to the teachers on Thursday

March 3, 2022. The researchers translated the questions of the questionnaire to the target teachers, so that they can smoothly answer the questions.

3.7 Data analysis

The observation was analyzed as paragraphs. In addition, Microsoft Office Excel was used for analyzing the questionnaire data, the answers were collected according to the total number of respondents, and the results were presented on pie charts with the analysis underneath.

Chapter 4

Results Discussion Conclusion and Recommendations

4.1. Introduction

This chapter includes the discussion and analysis of the results obtained from the observation and questionnaire. It also includes some recommendations.

4.2. The Results of the Observation

This analysis show the results of using TAs during attending four classes of grade eight (A, B, C and D).

Class A: 19 students

The teacher started her lesson by using pictures as a warming up activity to recall the students' previous knowledge; therefore, the students were participating actively. Later, as an introduction of the new lesson, she brought some related authentic materials such as scissors, tongs and can opener to the class, as a result of that the students were attentive and interested. The presented TAs played the role of making the students more curious and motivated to learn. The teacher precisely varied using TAs to meet the students' levels and to keep energy high.

Class B: 16 students

The teacher started explaining the topic in a traditional way by drawing on the board and using the marker. The students were confused and distracted and they were asking her about more details and information to understand what she was trying to explain. She was hardly trying to put them on the track by using her body language to explain and she asked them to use their imagination; however, the students felt bored and perplexed to absorb and comprehend.

Once she used the TAs, the students' vision became clear and helped them to understand easily and be more energetic. Moreover, the students were wondering more about the topic until the end of class period.

Class C: 16 students

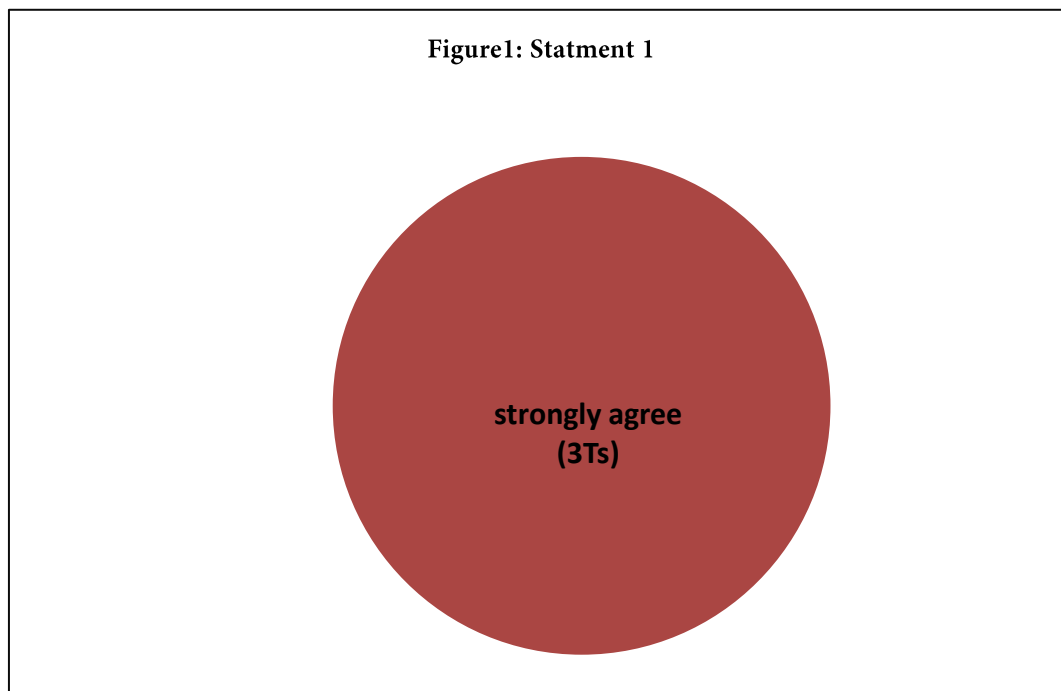
In this class, the teacher mentioned that the lesson does not need any TAs and it was only about some theoretical principles. She started her lesson by writing the principles on the board and she was dominating the class by her long, ambiguous explanation to the students. Consequently, the students were hardly trying to guess what she was doing and the most of them were annoyed, daydreaming and bored until the bell rang.

Class D: 17 students

Since the teacher believed that the lesson she was going to explain did not need TAs, the researchers asked her to use some TAs, and, she politely accepted the suggestion.

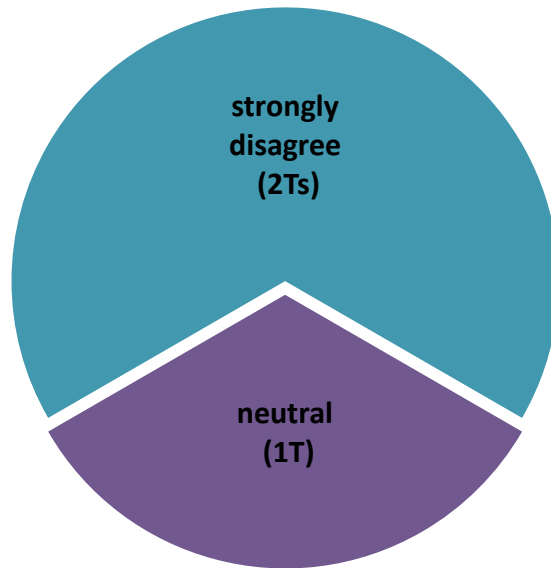
At the beginning, she wrote the principles on the board and she was reinforcing her explanation by using some TAs. As a result the students comprehended the lesson easily and smoothly from the very first moment of using TAs. The students were strongly focused and connected with the teacher's explanation.

4.3. Results of the questionnaire



The figure presents that all the teachers strongly agree that using TAs inspire the students to get more curious about the subject.

Figure 2: Statement 2



The researchers can conclude that two teachers strongly disagree that explaining the lesson in the traditional way consumes less time and effort rather than using TAs, while one teacher is neutral.

Figure 3: Statement 3

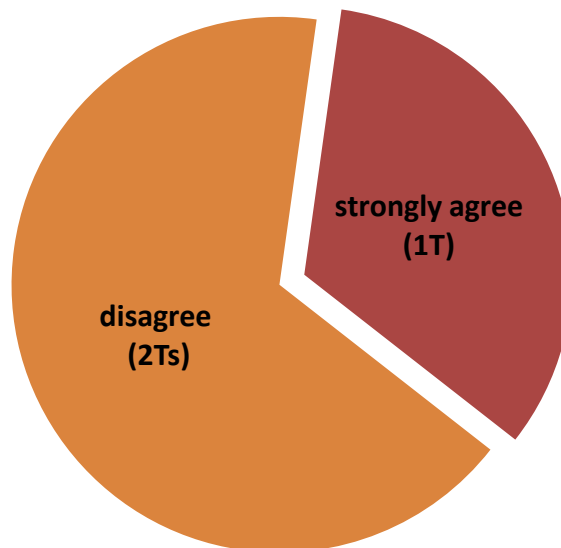
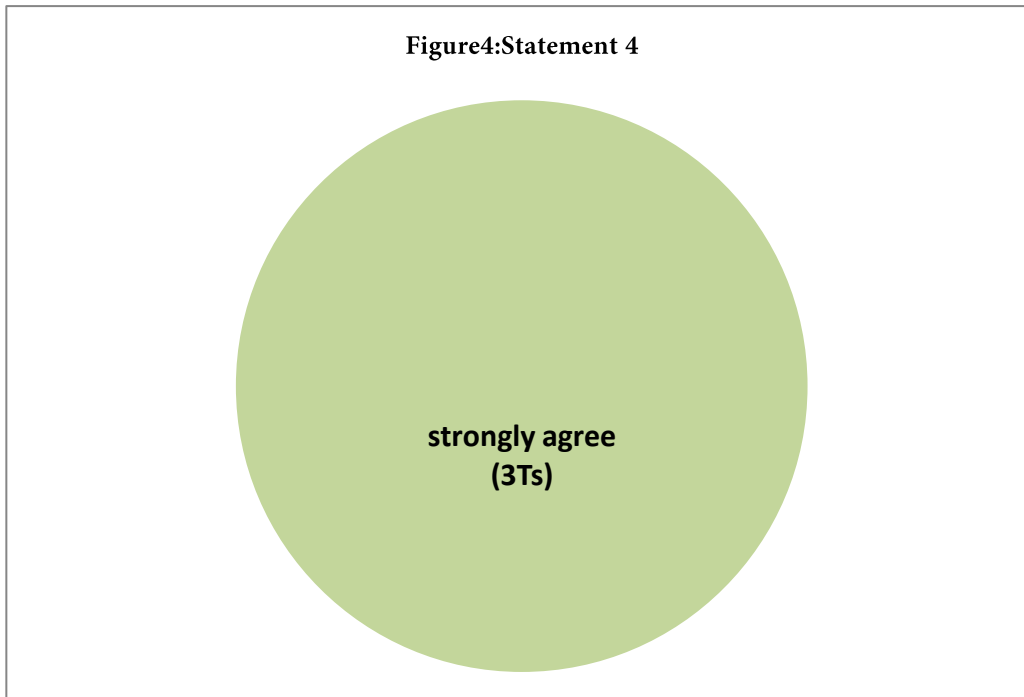


Figure 3 shows that one teacher strongly agrees that TAs should aim to an interesting and motivating environment rather than the educational value of the topic, while two teachers are in contrast with her opinion.



This figure shows that all the three teachers strongly agree that the relevance between using TAs and the topic must be there.

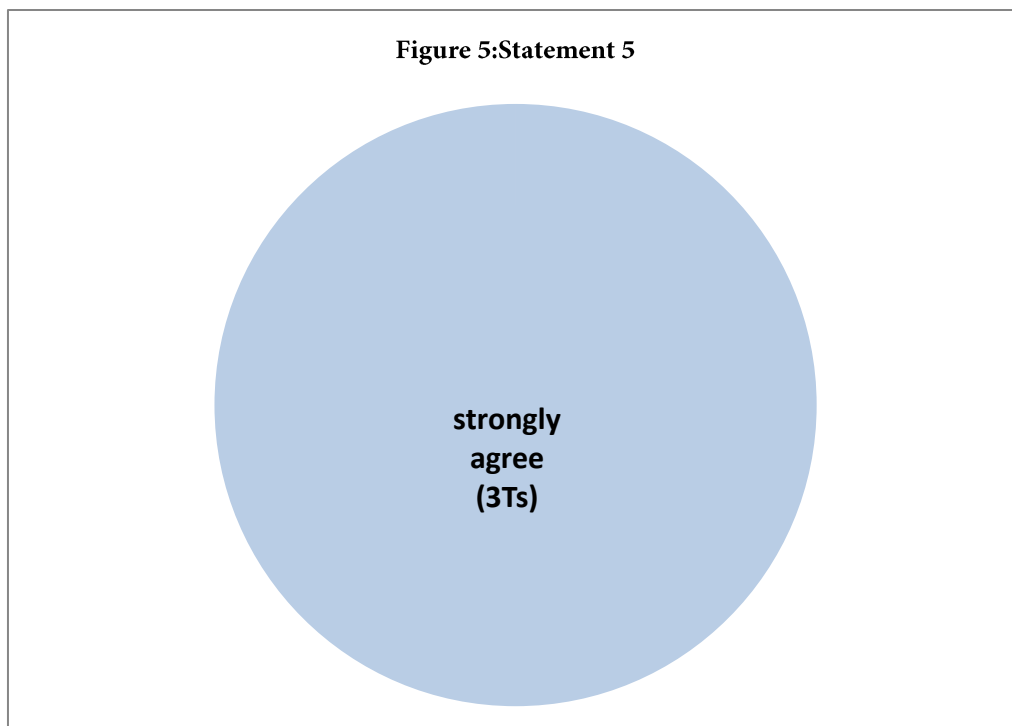


Figure 5 presents that all the three teachers strongly agree that guiding students while using TAs will reflect on the progress of their participation and comprehension.

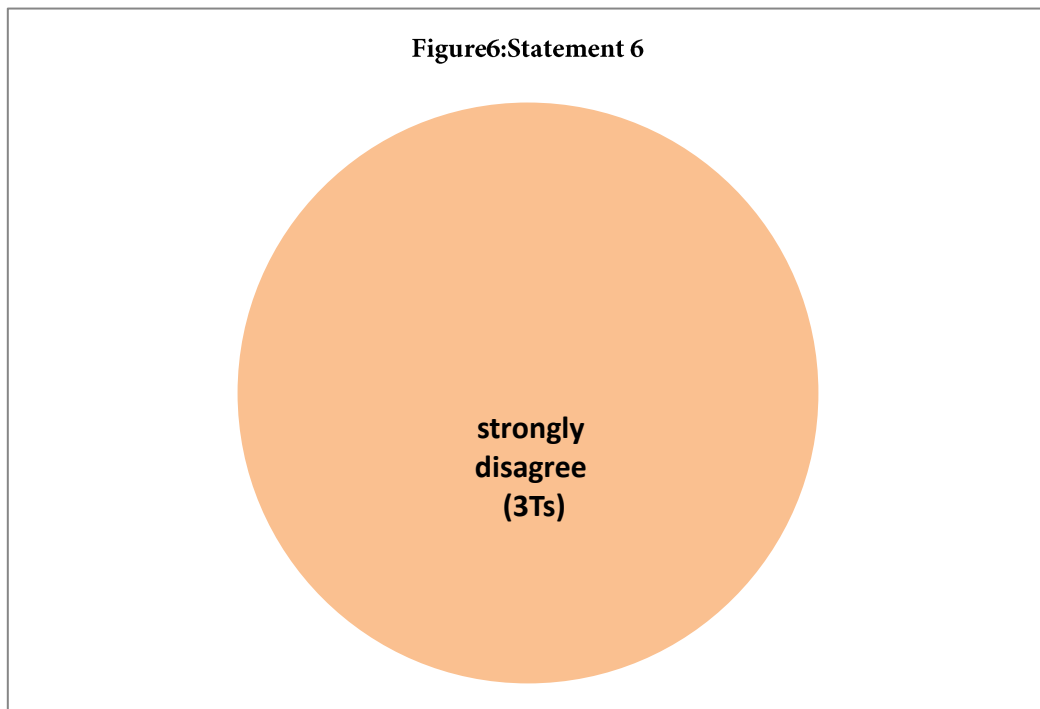


Figure 6 shows that all the three teachers strongly disagree that the students show a strong interest when TAs are only presented rather than being touched.

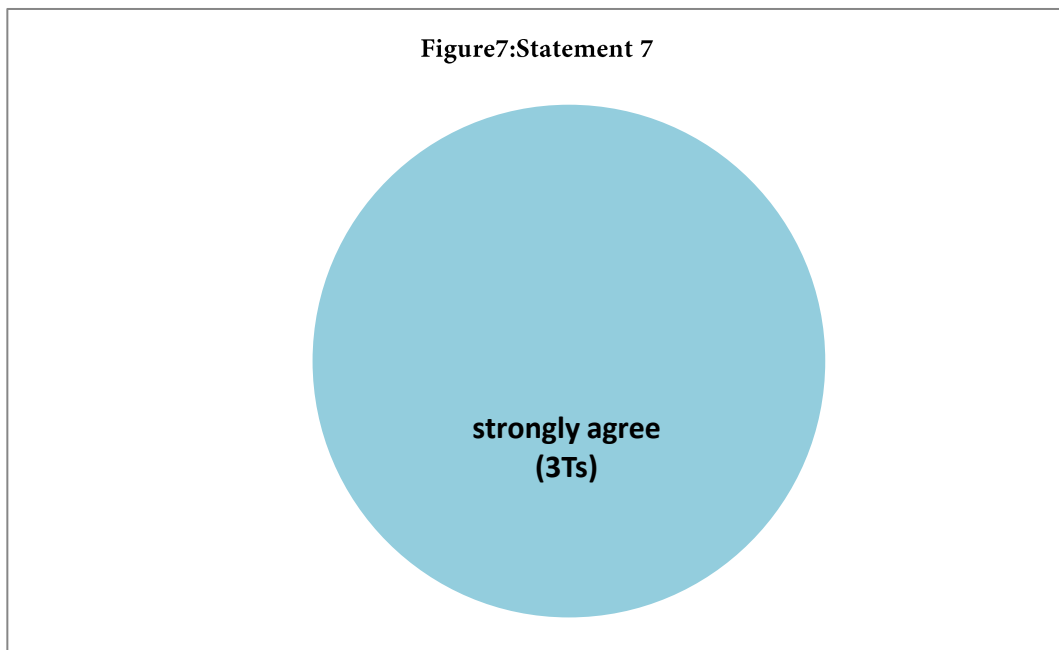


Figure 7 presents that all the teachers strongly agree that the variation of TAs should meet students' needs and interests toward learning.

Figure 8 : Statement 8

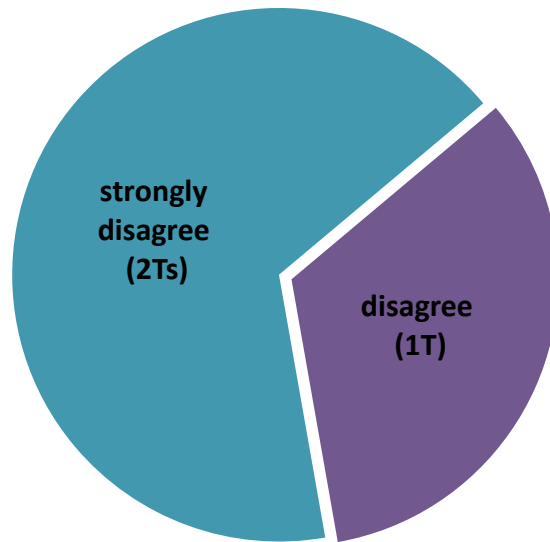
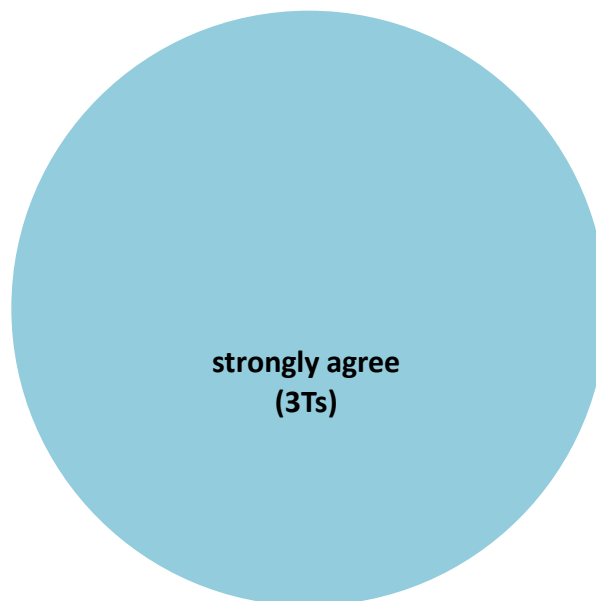


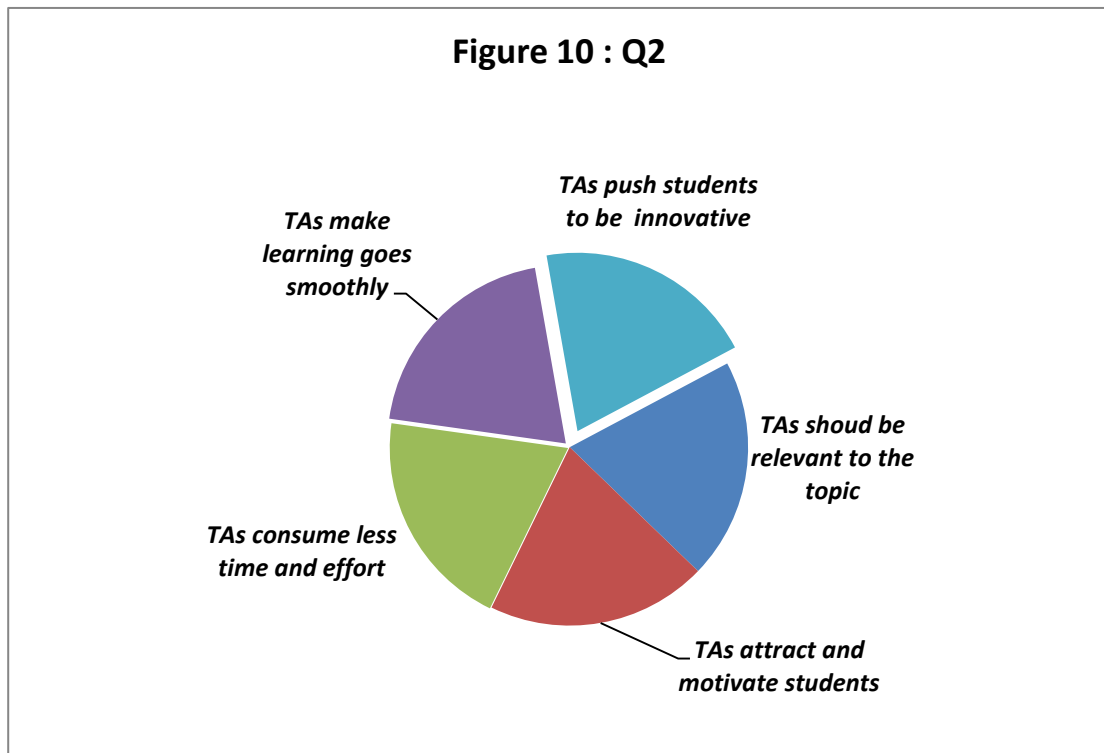
Figure 8 presents that one teacher disagrees that TAs doesn't provide any help in conveying the targeted message, while the other two teachers strongly disagree.

Figure9 :Statement 9



This figure presents that all the three teachers strongly agree that TAs affect students' long-term memory, so there is no difficulty in recalling the information after long time.

Figure 10 : Q2



The figure10 shows the teachers' perspective on the most important reasons that using TAs can help promoting the teaching-learning environment effectively which they are TAs make learning goes smoothly with less time and effort. Besides, TAs enable the students to be more innovative, attracted and motivated especially when the TAs are relevant to the topic's objectives.

4.3. Discussion

In Comparison between the results of the observation and questionnaire and what was presented in chapter two, the researchers inferred the followings:

Firstly, the findings of the observation show that using TAs as a way of warming up activity can make students more attentive and energetic to the topic, so they easily can recall their previous knowledge. TAs, also, encourage students to shout their thoughts out. Moreover, when the teacher

takes in her/his consideration the students' levels, interests and knowing the accurate way and time of using the relevant materials to the lesson's objectives, using TAs will immediately affect on the learners' comprehension and interaction. Consequently, neglecting students' passion and needs would demotivate them, and they will undoubtedly get distracted, bored and impatient for the class to end.

Secondly, the findings of the questionnaire show that all the teachers are on a huge agreement that using TAs inspire the students to get more curious about the subject, and must be relevant to the topic's objectives.

Furthermore, most of the teachers agree that using TAs should not only aim to an interesting and motivating environment, but also to the values of the educational process. In addition, the teachers will be capable of meeting students' interests and needs when they use different types of TAs in the classroom. As a result of varying using TAs, the learning will be smoothly facilitated, absorbed and retained in the students' long-term memory. Besides, the teachers consume less time and effort rather than when they stick to the traditional way (whiteboard and marker).

4.4. Conclusion

In summary, TAs are important tools which the teacher should use in the classroom to facilitate the learning process and the way of conveying

the message to the learners easily, clearly and consuming less time. TAs affect the long-term memory, so recalling the information after long time won't be difficult or hard for the learners. In addition, when the teacher carefully considers the learners' profile and interests, they will know how and when to implement the TAs, which they should not aim only to an entertaining environment, but also to achieve the educational objectives successfully and meaningfully. Therefore, the learners are more attentive and energetic and their curiosity and passion will be always sparked, particularly when the teacher varies the TAs.

Finally, TAs lead to a healthy and purposeful educational atmosphere where the learners are completely motivated and centered as well as being able to develop their skills and practice their abilities in any challenging situation perfectly.

4.5. Limitation of the Study

Since the country goes through the Covid19-pandemic and the schools closed many times, the researchers could not collect more data from a sufficient number of teachers to support the study, because they were apologizing that they did not have enough time to give to the researchers.

Despite this situation, three teachers were highly welcoming to apply the researchers' methods (the observation and questionnaire). In addition, the researchers were inquired to finish the research project in a very short time because the department delayed appointing a supervisor to guide them. Fortunately, the researchers are glad and proud that they could accomplish their goal on time.

4.6. Recommendation

The study's results end with the following recommendations:

1. TAs are considered to be one of the most essential elements inside the classroom which they facilitate the educational process for the teachers and the learners with less time and effort.
2. Teachers should carefully choose the appropriate TAs according to the learners' level and interests.
3. TAs should be purposeful and relevant to the educational objectives.
4. The learners should have enough awareness of the purpose behind the use of TAs which must be well-defined and prepared.
5. Teachers should use various types of TAs to get the learner participated and motivated.
6. Finally, teachers are the most important element inside the classroom. Thus, they have an effect on the use of TAs but not the other way around.

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Appendix

Sample of Questionnaire

Questionnaire

* The researchers are conducting a survey that investigates (**The Impact of Using Teaching Aids in Enhancing and Motivating the Teaching Process in Grade Eight while Learning Science Subject**); therefore, this questionnaire is used to collect the required data for the research project at the English department/Faculty of Education Janzour.

((Your kind cooperation would be highly appreciated if you answered the following questions))

Q1/Instruction: Please tick (✓) where appropriate. Based on what you actually believe or experienced...

		Strongly agree	Agree	Neutral	Strongly disagree	Disagree
1.	using teaching aids inspire your students to get more curious about the subject they are learning.					
2.	When you explain your lesson in the traditional way (whiteboard & marker), it consumes less time and effort rather than when you use teaching aids in the process.					
3.	As a science teacher, from your perspective, do you see that teaching aids should aim to an interesting and motivating environment rather than the educational value of the topic?					
4.	The relevance between using teaching aids and the topic must be there.					
5.	The progress of students' participation and comprehension will be clearly noticed if the effective teaching aids have been applied carefully, such as: when you guide your students to use the lab for experiments.					
6.	Do students show interest when you provide them with pictures of the experiment or when they deal with the equipment of the lab or any other tool or object?					
7.	The variation types of teaching aids meet students' needs as well as their interests toward learning.					
8.	Teaching aids do not provide that help in conveying the targeted message.					
9.	Teaching aids affect the long-term memory, so recalling the information after long time will not be difficult.					

Q2/ briefly, in your opinion, as a science teacher, what are the most important reasons that using teaching aids can help promoting the teaching-learning environment effectively?
