Research Article

Evaluating the Impact of Teaching Aids on English Language Acquisition Among Grade 6 Students

J.F Mirfa[1], MJF Sujani[2], MR. Rishad Muhammed[3], MB Nowzath[4]

1. Department of English, Sri Lanka Institute of Advanced Technological Education; Mirfath9656@gmail.com
2. Department of English, Sri Lanka Institute of Advanced Technological Education; sujanifathima@gmail.com
3. Department of English, Sri Lanka Institute of Advanced Technological Education; Rishadhakeemi96@gmail.com
4. Department of Arabic Language, Linguistics and Translation, South Eastern University of Sri Lanka; nowzathmnf@gmail.com

How to Cite: J.F Mirfa, MJF Sujani, MR. Rishad Muhammed, & MB Nowzath. (2025). Evaluating the Impact of Teaching Aids on English Language Acquisition Among Grade 6 Students. *INTERDISIPLIN: Journal of Qualitative and Quantitative Research, 2*(3), 193–205. https://doi.org/10.61166/interdisiplin.v2i3.98

Abstract. This research aims to investigate the impact of teaching aids on English language learning among Grade 6 students at KM/KM/Al-Manar Central College, Maruthamunai, focusing on how these aids enhance their learning process and address challenges in acquiring English language skills. The study objectives were; to identify students' difficulties with teaching aids, understand the reasons for their struggles, determine areas requiring more time and practice to develop ESL skills, and propose effective solutions to address issues with descriptive teaching aids. The method used to carry out this research was classroom action research. A **Classroom Action Research (CAR)** design was employed, incorporating both qualitative and quantitative data collection methods. Primary data was gathered using **tests** (pre-test and post-test), **observations, questionnaires**, and **interviews**, while secondary data was sourced from textbooks, research articles, and reliable websites. Data analysis involved both

qualitative approaches (descriptive analysis of observations and interviews) and **quantitative methods** (statistical analysis of test and questionnaire scores). Various tools, such as tables, graphs, and descriptive forms, were used to present the data. 9 Students were randomly selected as the sample from the total students of 30 students in the class. The data for the research was obtained using observations, interviews, questionnaires, and tests and data was analyzed under quantitative and qualitative methods. The impact of teaching aids on language learning is profound. Research reveals that incorporating multimedia, visual aids, and digital resources into language instruction significantly enhances engagement and comprehension. Teaching aids cater to diverse learning styles, improving vocabulary acquisition, pronunciation, listening, and speaking skills. They foster motivation and active participation, making English language learning enjoyable. However, their effectiveness depends on thoughtful integration and quality design. To maximize language learning outcomes, a balanced approach, merging traditional methods with modern aids, is essential.

Keywords: Teaching Aids, English Language Learning, Visual Aids, Interactive Aids, Lesson Plans

INTRODUCTION
Introduction

English is a universal language that is used extensively by people to communicate and engage with one another worldwide. English has always been essential to Sri Lanka's development as a developed nation. It is a very significant subject taught in Sri Lankan schools. These days, opportunities to learn English are extended not just to schoolchildren but also to the elderly. Being able to communicate well in English is therefore a social necessity because it is regarded as a very prestigious language that grants access to a wide range of benefits. Nonetheless, there is still much room for development in Sri Lanka's level of English as second language ability.

Studying the impact of teaching aids on language learning unveils a world where education meets innovation. In this exploration, we delve into the dynamic relationship between instructional tools and the acquisition of language skills. By examining the multifaceted role of teaching aids ranging from visual aids to technology-driven platforms we aim to uncover their profound influence on the effectiveness and efficiency of language learning methodologies. This study seeks to unravel the nuanced ways in which these aids enhance comprehension, engagement, and retention, ultimately shaping the landscape of language education.

The realm of language learning is a mosaic of techniques, strategies, and tools, with teaching aids standing as pivotal elements in this intricate framework. This study sets out to meticulously examine the profound influence wielded by teaching aids on the process of language acquisition. These aids encompass an array of resources, from traditional visual aids like flashcards and charts to modern technological innovations such as interactive apps and multimedia platforms. The dynamic interplay between these aids and the learning process warrants a comprehensive investigation to unveil their impact on language comprehension, retention, and overall efficacy of teaching methodologies. (Anderson, T. (2008). *The theory and practice of online learning*. Athabasca University Press.)

By dissecting this relationship, I aim to unravel the intricate nuances that contribute to the effectiveness of teaching aids. Understanding how these tools engage learners, facilitate comprehension, and reinforce language skills forms the core of this inquiry. Moreover, this exploration seeks to provide insights into optimizing teaching methodologies by harnessing the potential of diverse teaching aids. Through empirical analysis and critical assessment, this study endeavors to shed light on how leveraging these aids can transform and elevate the landscape of language education, empowering both educators and learners alike. (Deasy, R. (2002). *Critical links: Learning in the Arts and Student Academic and Social Development*.)

The above reasons aroused the interest to choose the topic for this research at KM/KM/Al-Manar Central College, Maruthamunai. Therefore, this research is to expose the students to the skills while the teaching aids itself through various strategies which help them to overcome their teaching aids difficulties and enhance their ability to learn something in effective manner.

Aim and objectives

The aim of this research is to investigate the impact of teaching aids on English language learning among Grade 6 students at KM/KM/Al-Manar Central College, Maruthamunai, focusing on how these aids enhance their learning process and address challenges in acquiring English language skills.

The objectives were as follows:-
1. To identify the difficulties of students in mastering teaching aids skills.
2. To find out the reasons for their struggles.
3. To investigate the areas in which the students need to be offered adequate time and practice to develop their ESL Skills.
4. To provide a suitable solution to overcome the problem of descriptive Teaching aids.

Research problem

The problem that could be identified based on the background of the study above was:
1. What difficulties do students face in mastering teaching aids skills?
2. What are the reasons behind students' struggles in mastering teaching aids skills?
3. Which areas require adequate time and practice to help students develop their ESL skills?
4. What suitable solutions can be implemented to overcome the challenges of descriptive teaching aids?

METHODOLOGY

The research was conducted primarily using mixed method both qualitative and quantitative methods. Both primary and secondary sources of data were gathered, and secondary data collection was used to complete the literature review.

Primary source of data

This study's core material was primary data, which was acquired through questionnaires, tests, interviews, and observation,. To get the qualitative data, informal interviews and observation were done. To get quantitative data, additional pre-and post-tests were conducted. 9 pupils, selected at random and grouped randomly, out of a total of 30 grade 6A students, served as the research sample with the use of purposive random sampling. Additionally, a mathematical technique was used to analyze the gathered data, and tables and graphs were used to provide clear explanations.

Secondary source of data

Resources such as textbooks, dependable analyses, websites, journals, and research articles were used to collect secondary data. By making use of these secondary data sources, a deeper comprehension of the research study's conceptualization was made possible.

Research instrument and data collecting procedures

Data collection is an important step in the research process. It is the way of collecting information to find a solution to the problems brought by the research. In this research the data was collected in both primary and secondary sources under the qualitative and quantitative approach.

Two kinds of instruments were used to collect the primary data in CAR. The instrument is divided into two types; test and non-test. The test consisted of a pre-action test and a post-action test, while the non-test consisted of observation, questionnaire, and interview. Secondary data was gathered by utilizing textbooks, and reliable analysis. Websites. Journals and research articles. Utilizing these secondary data sources, it was provided a better understanding for the conceptualization of the research study.

Data analysis took several steps. All the questionnaire data were analyzed by using descriptive and frequencies through SPSS 16. Recorded interview was listened and they were transcribed as transcripts. Responses to the open-ended questions concerning difficulties, reasons, and remedies were also transcribed.

RESULT AND DISCUSSION
Introduction

The findings of the statistical analysis of the data gathered by using CAR to improve students' language acquisition using a variety of teaching aids are presented in this chapter. The results collected both before and after the application of CAR are used to show the research findings and discussion.

The results of observation and interview

Students' true mindsets and circumstances toward studying English were assessed at the outset of the study through observation and interviews. For the aforementioned purpose, the following criteria apply.

1. **Data assessed at the beginning of the research**

Criteria	Interest in learning English	Participation in the learning process	Responding to the teacher	Raising question	Listening to the teacher	Completeness of English notes	understanding with teaching aids	finishing assigned homework
A	Good	Good	Poor	Good	Good	Poor	Poor	Good
B	Poor	Poor	Good	Poor	Poor	Good	Good	Good
C	Good	Poor	Good	Good	Good	Poor	Poor	Good
D	Yes	No	Yes	Yes	Yes	No	Yes	Yes
E	Poor	Poor	Good	Poor	Poor	Good	Good	Poor
F	Good	Good	Good	Poor	Very Poor	Poor	Good	Poor
G	Good	Good	Good	Normal	Poor	Good	Poor	Poor
H	Good	Poor	Very Poor	Good	Poor	Good	Good	Poor
I	Yes	No	Yes	Yes	Yes	No	Yes	Yes

Table – 1 Data assessment at the beginning of the research

Discussion based on the result of observation and interview

Before the CAR was put into practice, the information shown in the table above was gathered by watching the classroom environment and speaking with the teachers and students. It was discovered through the aforementioned procedures that the pupils struggled to comprehend language learning through teaching aids. Even though the teacher had previously taught them about tenses, when they were assigned exercises, they had no notion how to expand on their ideas. This is as a result of their inadequate grammar and lack of vocabulary. In addition, after the session, a few of the pupils in the class lacked motivation. In order to address this issue, the author intended to implement a few techniques that would improve students' language proficiency and try to foster a more innovative learning environment.

2. **Students' Results of the Questionnaire**

No	Criteria	The result of students' answer								
		A	B	C	D	E	F	G	H	I
1	Students were motivated in the teaching learning process. (85%)	yes	No	No	Yes	Yes	yes	No	No	Yes
2	Students understood the teacher's explanation. (46%)	No	No	No	Yes	Yes	yes	No	Yes	Yes
3	Students were satisfied with their English score. (35%)	yes	No	No	Yes	No	yes	No	No	Yes

4	Students asked the teacher if they cannot understand the material.(38%)	yes	Yes	No	Yes	Yes	yes	No	No	Yes
5	The teacher gave exercises to practice language learning. (88%)	yes	No	No	Yes	Yes	yes	No	No	Yes
6	Students knew what is teaching aids. (50%)	No	No	No	Yes	Yes	yes	No	Yes	Yes
7	Students could understand teaching aids. (58%)	yes	No	No	Yes	No	yes	No	No	Yes
8	Students had problems in language learning. (94%)	yes	Yes	No	Yes	Yes	yes	No	No	Yes
9	Students liked to improve their learning language skill. (95%)	yes	No	No	Yes	Yes	yes	No	No	Yes
10	Teacher implemented a suitable strategy to solve doubts (50%)	No	No	No	Yes	Yes	yes	No	Yes	Yes

Table - 2: Students' Result of Questionnaire

The Result of Questionnaire

The students were given a questionnaire before the implementation of CAR which aimed to know students' response toward English lesson through in teaching aids. There were 10 question and the students were given two choices to answer; yes, and no.
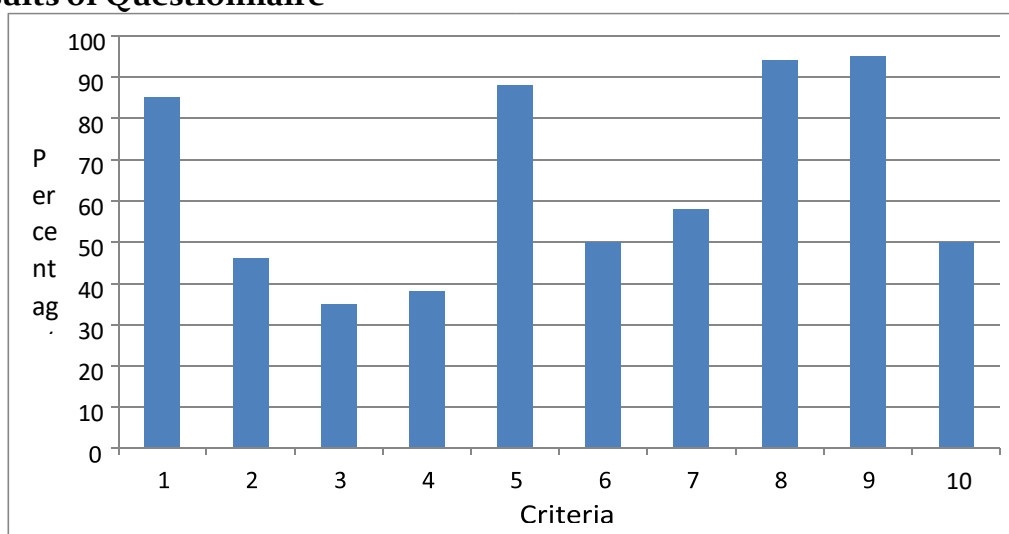
Results of Questionnaire

Figure - 1: Results of Questionnaire

Discussion based on the Questionnaire

From the result of the questionnaire, 85% or 8 students out of 9 were motivated by the teaching and learning process, yet the condition in the class was actually quite different. Moreover, 46% or 4 students did not understand what the teacher actually explained in the class. The reason could be, the teacher could not explain it clearly or the students did not pay attention during the explanation. On the other hand, 35% students were not satisfied with their English score; it was true, because Majority of students always got low score in the term exams. Further, they were shy to ask questions from the teacher when they did not understand and it was proved by 38% of students who answered.

Even though 88% of students agreed by the fact that their teacher often gave them exercises to practice language learning, half of the students did not know what is language learning and how to learn it. Moreover almost all the students had difficulties in understanding and they all were interested in improving their language skill.

Nearly half of the students thought that the teacher already applied suitable techniques in teaching language learning. However they found difficulties in mastering language skill. Overall, the data gathered from the questionnaire was beneficial for the initial process for planning lesson purposes.

The Result of pre-test

Pre-test is a compulsory one in order to check the validity of work and the achievement of the beneficiaries at the end. To know the students' language learning score before implementing the teaching aids, the students were given a pre-test at the starting of the CAR and the result was recorded for the purpose of final evaluation. In this pre-test, the students were assigned to fill in the blanks activity.
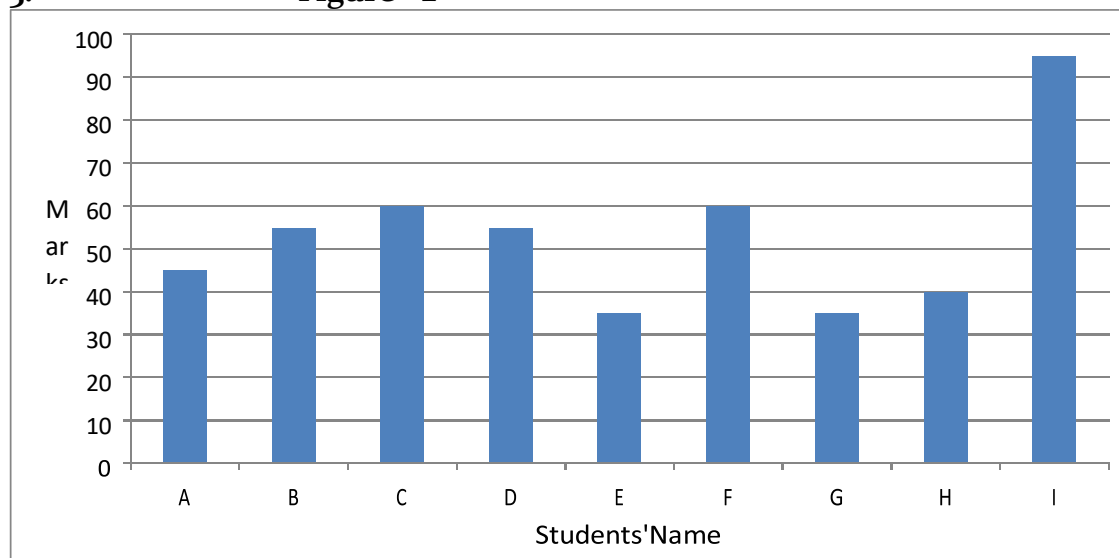
Result analysis of pre-test

No	Students' name	Write correct helping verb	Fill correct verb form	Marks of Pre-test
1	A	45	0	45
2	B	45	10	55
3	C	50	50	100
4	D	45	10	55
5	E	35	0	35
6	F	50	10	60
7	G	35	0	35
8	H	30	10	40
9	I	50	45	95

Table - 3: Result analysis of pre-test
3.   **Figure - 2**

Discussion based on the pre-test

Based on the calculation result of pre-test, it was able to categorize each student's standard in their performance. Which shows that none of the students reached the Average level of pass (B)? The highest score achieved by the students was 100 and the lowest one was 35. The range was 95, from the students' number (N) 9. From the calculation result statistics, the mean score of the pre-test was 57.7 from 9 students who submitted their writing.

The result of the pre-test indicates that the students uncounted various problems in mastering language skill; namely choice of vocabulary, sentence structure, organizing the ideas, grammar etc. To solve these problems, students were expected to expose to the learning process itself through various strategies to develop ESL.

Results of activities

At the second step of CAR, it was intended to provide some activities to practice language learning which aimed at improving the students' vocabulary, capitalization, punctuation, grammar and coherence as these are the basic components needed to develop ESL.

Results of teaching aid practice

Based on the problem identification, sentence structure was an important component to be taught to develop language skills it was the area in which students needed to be offered adequate time and practice to develop their language skill through the teaching aids. For this purpose, the students were given some activities related to develop grammatical parts which consisted of three types of activities; Activity - 2 aimed to teach the prepositions, Activity - 3 aimed to teach pronouns and Activity-4 aimed to develop grammatical part of affixes.

4.   **Result analysis of teaching aid practice**
Table - 4

No	Activities	Students' Marks								
		A	B	C	D	E	F	G	H	I
2	Teach the Prepositions	50	70	65	60	55	75	80	85	95
3	Teach the Pronouns	60	40	55	90	70	50	80	60	75
4	develop grammatical part of affixes	45	40	60	80	50	75	35	40	65

Figure - 3
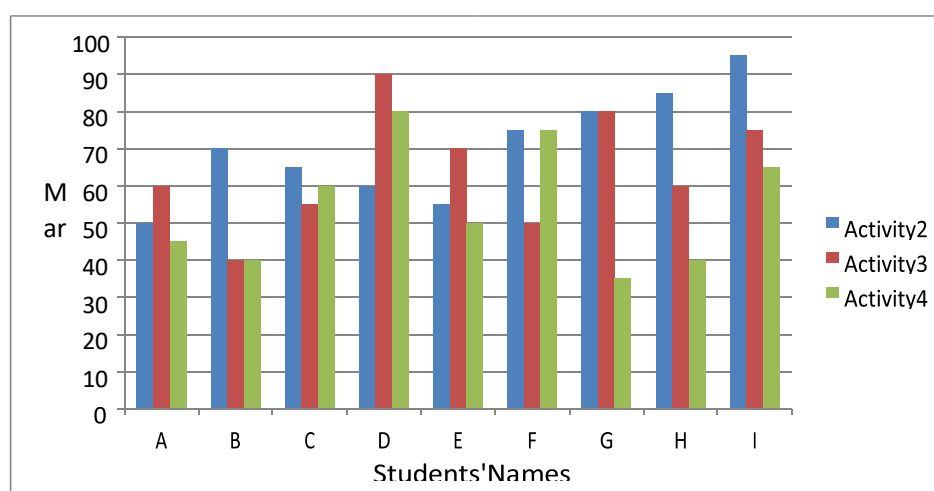
According to the data, analyzed above, a better improvement could be seen in the students' each and every practice of language skills one step to another.

Results of Post - test
At the end of the CAR, the students were assigned to write a post-test to finalize their achievements comparing with pre-test. In the post-test, the students were given the topic to do activity that grammatical part of affixes which aimed to find out the improvement of students after they were taught in many steps by using various strategies.
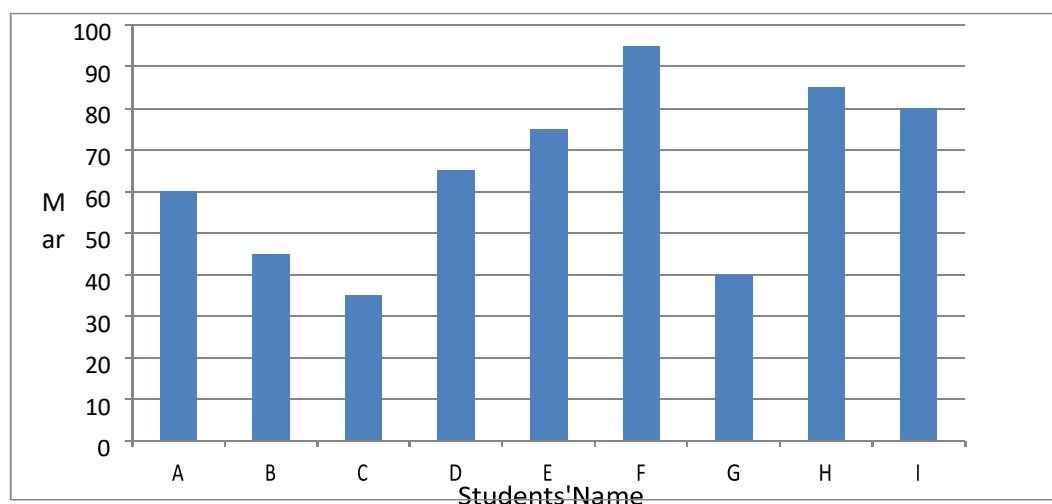5.
6.   **Result analysis of post-test**
Table - 5

No	Students' Name	Fill in the blanks with correct affixes	Marks of post-test
1	A	60	60

2	B	45	45
3	C	35	35
4	D	65	65
5	E	75	75
6	F	95	95
7	G	40	40
8	H	85	85
9	I	80	80

Figure - 4

Discussion based on the post-test

As presented in the figure - 4.5, the result of post-test shows a significant improvement in each student. The highest score achieved by the students was increased from 60 to 95 from the pre-test to post-test and the mean score of post-test was 64.4 which shows a better improvement.

The mean score before implementing CAR was only 57.7 and the mean score of the post-test was 64.4. It means that there was 6.7 points of mean score improvement after implementing various teaching aids to teach English language in many steps. It indicates that the criteria of success had been achieved even within a short period of time.

Comparison of pre and post-test result.

Table-6

Students Name	Score of pre-test	Score of Post-test
A	45	60
B	55	45
C	100	35

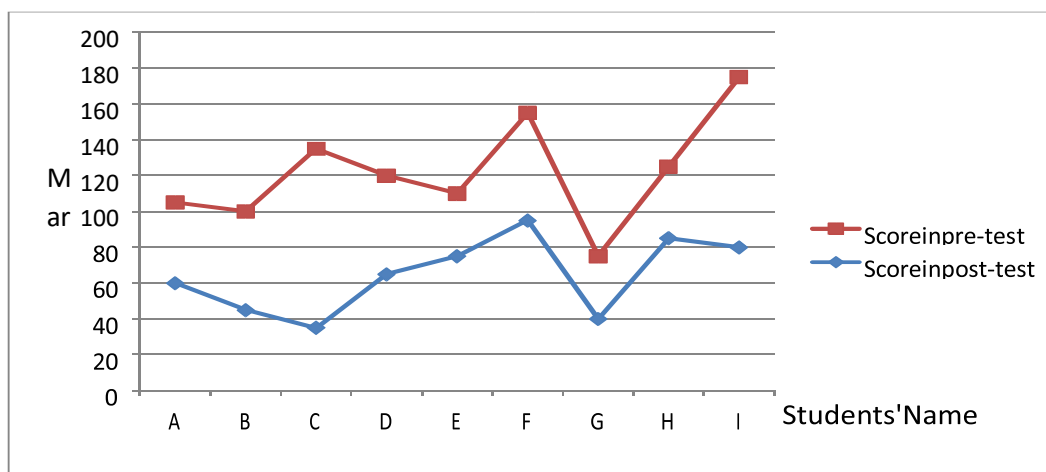| D	55	65
E	35	75
F	60	95
G	35	40
H	40	85
I	95	80
	Mx = 57.7	Mx = 64.4

Figure-5

The students were taught in a systematically planned manner using various teaching aids which managed to achieve a higher mean score in their post-test compared to the mean score obtained in the pre-test. The students' overall scores were obtained based on their performance in organizing the language, the content, grammar and mechanics in both tests. Based on the result of pre and post-test, the students' overall scores of post-test were significantly higher than the pre-test. It shows that use of various strategies and continuous practice enhanced the students' language learning ability in an effective manner. Thus, the expected outcomes of this research could be achieved which was proved by the result of posttest.

Results of post-observation

Based on the observation of students' participation and performance in writing class after implementing various teaching aids, the students became more active and they could confidently participate in language activities. Although at the first time many of the students did not pay attention to the explanation, they gradually became comfortable with the teaching and learning process. Moreover, during the lesson, the students found difficulties related to the language part. The difficulties were including vocabulary, grammar, spelling and punctuation. They also struggled to develop the ideas at the initial stage. However, it was noticed that they tried to solve it by asking questions, the increase of their vocabulary and grammar knowledge was

proved in the result of post-test. Thus, it can be concluded that the students felt learning language was easier than before and the strategies used to conduct the CAR were beneficial for them to generate ideas and to improve their skills which was proved by their active participation in the lesson and the score of post-test.

CONCLUSION AND RECOMMENDATION
Conclusion

Based on classroom action research that was carried out in Km/Km/Al-Manar Central College's sixth grade. The research's goal was to increase students' ESL proficiency by utilizing a variety of teaching aids. Following the completion of all research processes, certain conclusions based on the outcomes analysis's findings can be drawn. When CAR was first implemented, the research's initial instrument results showed that pupils had a variety of difficulties learning language skills. A variety of instructional tools were employed to address such issues. Additionally, the children received ongoing instruction to improve their language skills. At the completion of the study, two findings could be drawn: first, the students' proficiency in ESL has been successfully enhanced by the teaching methodologies employed. Additionally, the significant increase in the students' mean score from 57.7 in the preliminary study to 64.4 in the postliminary study indicates that their learning skills have improved. Based on the observation checklist, there has been a significant improvement in the students' performance, engagement, and positive outlook on the learning process.
Without a doubt, then, this research has helped students' language skills in the ELLC improve in a beneficial way. The teaching tools utilized in this CAR encouraged critical thinking, helped the students generate their ideas for the exercise, and assisted them in understanding the concept of the English language. These advancements demonstrate that the success criteria were met in a little amount of time.

Furthermore, this study shows that although language competency is typically the hardest skill for ESL students to learn, it may be simply and successfully learned if students are exposed to a wide range of genres, strategies, and approaches and are given enough of practice chances. They are thought to be the best methods for achieving the objective of language skill development and more time in the ELLC should be dedicated to it. By acknowledging the interests of the learners, language can also be created. It is advised to do this by using visually appealing picture series to strengthen concepts, draw students in, assist them in focusing on the learning process, and increase their engagement with the activities. In order to adequately equip them for both academic and real-world communication.

Recommendation
For the teachers

English teachers are advised to use more creativity and innovation when implementing the various effective teaching aids that come with the materials in order to improve their students' language proficiency in the classroom. This will encourage students to be more engaged in their studies and prevent them from encountering difficulties when learning ESL.

For the students

When conducting a study on the impact of teaching aids on language learning, it's essential to consider various factors to ensure a comprehensive and reliable analysis. Here are some recommendations for students conducting such research: Define Clear Objectives, Literature Review, Select Appropriate Teaching Aids, Control and Experimental Groups and Randomization and Ethical Considerations

For other researchers

The results of this study may prove useful to other researchers who plan to delve more into the topic of enhancing pupils' language proficiency. Future scholars who encounter the same issues can use this result as a jumping off point and a source of reference.

While the focus of this study is primarily on language learning skills, future research should look into students' struggles with other aspects of the English language, such as grammar, vocabulary, and sentence construction, and consider ways to help students improve these areas as well, as these are also important language modes to be fluent in order to improve language learning.

REFERENCES

Anderson, T. (2008). *The theory and practice of online learning*. Athabasca University Press.

Deasy, R. (2002). *Critical links: Learning in the Arts and Student Academic and Social Development*.)

Ebert, E. S., Ebert, C., & Bentley, M. L. (2014). *The Educator's Field Guide: An Introduction to Everything from Organization to Assessment*. Simon and Schuster.

Harmer, J. (2007). The Practice of English Language Teaching. Pearson Education.

Jolly, D., & Bolitho, R. (1998). A framework for materials writing. In B. Tomlinson (Ed.), Materials Development in Language Teaching (pp. 90-108). Cambridge University Press. *Linking for Learning: A New Course for Education*. (1989).

Nunan, D. (1991). Language Teaching Methodology: A Textbook for Teachers. Prentice Hall.

Nation, I. S. P., & Newton, J. (2009). Teaching Vocabulary: Strategies and Techniques. Heinle Cengage Learning.

Richards, J. C., & Rodgers, T. S. (2001). Approaches and Methods in Language Teaching. Cambridge University Press.

Rixon, S. (1981). Developing awareness of visual communication. ELT Journal, 35(3), 211-217.

Scrivener, J. (2012). Classroom Management Techniques. Cambridge University Press.

Sommers, J. (2011). Reflection Revisited: The Class Collage. *Journal of Basic Writing*, *30*(1), 99–129. https://doi.org/10.37514/jbw-j.2011.30.1.05)

Tomlinson, B. (2003). Developing Materials for Language Teaching. Continuum.

Ur, P. (1996). A Course in Language Teaching: Practice and Theory. Cambridge University Press.