



Investigating the Effects of Audio-Visual Aids on EFL Teachers' and Students' Motivation at Abu-Isa Faculty of Education, University of Zawia, Libya

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Abstract:

In seeking to improve the educational process, especially in the sphere of EFL, educators continuously look for ways of employing various teaching materials to encourage and keep students motivated. This study aims at analyzing the efficiency of the introduction of AVAs in English language classes at Abu-Isa Faculty of Education, University of Zawia, Libya. Furthermore, it analyzes how the use of AVAs helps teachers create a lively atmosphere of the studying process and the obstacles in the implementation of AVAs. To achieve the aims of the research, a qualitative case study approach was adopted, and the information was collected through classroom observation of two different groups of students and semi-structured interviews with four EFL university teachers. The results of the research reveal that the introduction of AVAs brings about drastic changes in students' communicative competence, reduces foreign language anxiety, and moves from a teacher-centered approach to a student-centered one. At the same time, it is obvious that the implementation of the technologies is hampered by infrastructural difficulties, such as a cut-off power supply, financial problems, and others.

Keywords: Pedagogical Aids, Audio-Visual Aids (AVAs), EFL Motivation, Communicative Competence

الملخص:

في إطار السعي إلى تطوير العملية التعليمية، ولا سيما في مجال تعليم اللغة الإنجليزية بوصفها لغة أجنبية (EFL)، يواصل التربويون البحث عن سبل توظيف مختلف الوسائل التعليمية بما يساهم في تشجيع الطلبة والحفاظ على دافعيتهم للتعليم. تهدف هذه الدراسة إلى تحليل فاعلية توظيف الوسائل السمعية البصرية (AVAs) في تدريس اللغة الإنجليزية بكلية التربية أبو عيسى، جامعة الزاوية، ليبيا. كما تسعى إلى استقصاء الكيفية التي تساهم بها هذه الوسائل في مساعدة المعلمين على تهيئة بيئة تعليمية تفاعلية وجاذبة، فضلاً عن التعرف إلى التحديات التي تواجه تطبيقها. ولتحقيق أهداف الدراسة، اعتمد الباحثان المنهج النوعي من خلال تصميم دراسة حالة، وجمعت البيانات عن طريق ملاحظة صفية لمجموعتين مختلفتين من الطلبة، إلى جانب إجراء مقابلات شبه منظمة مع أربعة من أعضاء هيئة التدريس المتخصصين في تدريس اللغة الإنجليزية بوصفها لغة أجنبية. وأظهرت نتائج الدراسة أن توظيف الوسائل السمعية البصرية يساهم في إحداث تحسن ملحوظ في الكفاءة التواصلية لدى الطلبة، ويحد من القلق المرتبط بتعلم اللغة الأجنبية، كما يعزز الانتقال من أساليب التدريس المتمحورة حول المعلم إلى أساليب تعليمية تتمحور حول المتعلم. وفي المقابل، كشفت النتائج أن فاعلية تطبيق هذه التقنيات لا تزال تواجه عدداً من التحديات المرتبطة بالبنية التحتية، مثل الانقطاعات المتكررة للتيار الكهربائي، وضعف الإمكانيات المالية، وغيرها من المعوقات.

الكلمات المفتاحية: الوسائل التعليمية، الوسائل السمعية البصرية (AVAs)، الدافعية لتعلم اللغة الإنجليزية بوصفها لغة أجنبية، الكفاءة التواصلية.

1. Introduction

Throughout history, educational concepts have adjusted and changed to fit in with global technology development. In today's society, the focus of teaching English (ELT) has evolved from simple language correctness and communicative competence to more complex educational aims related to identity formation and cultural engagement (Omar, 2026). Primary school children usually have many positive emotions about their learning process, but motivation is often weak in adults. That is why conventional Western ways of teaching based on lectures do not enhance or increase students' involvement in the process.

Unlike standard teaching formats, different types of technological solutions can help teachers work with a large number of teaching materials, such as videos, presentations, and images at the same time. Scientific works show that AVAs help to organize the lesson properly, maintain its pace, and keep students interested. According to Moammed E. (2026), "In language learning contexts, motivated learners are more likely to invest sustained effort, employ effective learning strategies, and achieve higher proficiency levels" (1203). Modern trends in teaching approaches also show that technology plays a critical role in teaching languages, providing learners with real-life communication, reinterpretation and problem-solving experience (Omar, 2026). Despite various advantages of AVAs in education, their usage depends on how much money educational institutions can afford. This study aims to bridge this gap by investigating the extent to which AVAs motivate Libyan EFL teachers and students at Abu-Isa Faculty of Education, while identifying the operational roles and challenges instructors encounter.

2. Research Questions

1. What is the pedagogical significance of embedding audio-visual aids in the EFL classrooms at Abu-Isa Faculty of Education?
2. To what extent do audio-visual aids enhance the motivation of university teachers and students during language acquisition?
3. What logistical and technical challenges do Libyan EFL instructors face when deploying audio-visual aids?

3. Literature Review

3.1 Teaching English as a Foreign Language in Libya

According to Al-Hussein (2014), "teaching English in Libya has been happening since the 1940s after World War II during British administration in northern Libya" (p. 58). In reality, teaching English in Libya, especially in primary, preparatory, and high school, emphasizes learning letters, numbers, and grammar rules. Consequently, the teacher focuses less on helping students master spoken English and communication. Therefore, when students get to university, they do not have any knowledge of the English language. One could say that teaching English should start from a very young age, but in Libya, the process begins only in 5th grade. Furthermore, according to the author's own experience as an English language teacher at a university in Libya, communication in English is not included in the curriculum.

3.2 The Use of Technology in Language Teaching

"Every English teacher realizes that boredom is the main enemy, and in order to fight it, the learning environment needs to be very captivating and the whole process of learning must give such students

pleasure" (Gomathi et al., 2014). In order to overcome this boredom, modern technologies grant teachers access to numerous digital resources.

According to Gilmore (2007), authentic audio-visual resources can offer students much more vivid and rich input than any traditional textbooks.

However, applying modern technologies turns out to be quite a complicated issue in developing countries.

As it is pointed out in the findings of the recent local study, despite the fact that Libyan instructors know about the great advantages of technology in education, they keep facing the same problem of fixed academic plans and time limitations (Ghwela, 2023; Jadal, 2023). Besides, audio-visual resources such as YouTube are quite a double-edged sword for Libya; though they can successfully bring authentic cultural and linguistic exposure of the native speakers into the classrooms, they demand teachers to carefully consider how to integrate them into local culture and society (Belaïd, 2023).

3.3 Audio-Visual Aids (AVAs)

Audio-visual aids use both visuals and audio, for example, video, computer, and film projector. Garzon (2012) defines audio-visual aids in the following manner: "they are technologies which are presented through multimedia for increasing the understanding level of the students" (p. 20). The introduction and use of audio-visual aids in the classroom results in the increased activeness of the students; the lesson becomes interesting and entertaining; it is a good way to overcome fear and anxiety (Benarose & Hmouma, 2026). Using AVAs, teachers and students become more confident and motivated to participate in learning without being afraid. Using audio-visual aids saves teachers' time and gives the possibility to create real learning conditions. According to Jyothirmayee et al. (2014), audio-visual aids are of great importance now. In that sense, both types of learners prefer to use these techniques in their learning process. For example, auditory learners can listen to audio recordings rather than read a book. As for visual learners, they can watch useful video tapes or listen to audio clips of conversations to learn something new. Thus, the needs of both auditory and visual learners can be satisfied with audio-visual aids.

3.4 The Role of Audio-Visual Aids in Reducing Foreign Language Speaking Anxiety

Foreign Language Speaking Anxiety: Foreign language anxiety can be considered a prevailing psychological barrier to EFL learners' speaking abilities within formal educational settings. In cases of educational approaches focused on theories and grammar related to language use, college students manifest their lack of confidence and reluctance to speak in their native language. Such rigidity leads to the formation of what is considered to be a psychological block, in which the fear of evaluation prevents people from using the language orally. To overcome such obstacles, Patesan, Balagiu, and Alibec (2018) recommend the regular use of technological audiovisual tools, which stimulate language learning without causing anxiety. Changing the atmosphere in the classroom from anxiety-inducing kinds of activities to the ones that use audio-visual media contributes to the lowering of students' affective filter (Hmouma, 2025). Consequently, college students can perceive the pattern of phonological stress and intonation in action, which allows them to switch from passive understanding to active use of the language.

3.5 Review of Related Previous Studies

Research by Mathew and Alidmat (2013) analyzed the effectiveness of the role of audio-visual tools in Foreign Language teaching in learning English. Results of this research identified the importance of audio-visual tools for teaching. They claimed that audio-visual means provide a real context for students to foster students' self-esteem. In his turn, Al-Kayyat (2016) declared that the use of audio-visual tools

and computer-related materials in EFL lessons implies the use of audio signals, visual materials, and video lectures. According to Gardner's findings (2001), attitude is connected to motivation in the process of learning. He states that motivation quality is proportional to students' success level. Audio-visual tools elevate the students' level of proficiency and the level of the entire group by providing student-centered learning instead of a teacher-centered one.

In their research, Sule et al. (2015) discovered the influence of audiovisual materials in the warm-up process of aviation English courses on the motivation of students. The results proved that teaching tools affect students' motivation and interest. Similar to that, Sowntharya et al. (2014) looked into the use of audio materials and their influence on English students and indicated the importance of teachers in the process of using audiovisual aids. According to the findings, even though audio and video tools play a great role in the education process, teachers remain the most important part of the process. Another research conducted by Alhussein (2014) on teaching EFL in Libya confirmed the usefulness of teaching tools and recommended the necessity of teacher training in the proper use of technological gadgets.

4. Methodology

The purpose of conducting this research was to investigate the way in which the audio-visual aids motivate Libyan teachers and learners of EFL in Abu-Isa Faculty of Education. Additionally, it sought to examine the importance of the teacher in using this technology in the setup. This paper was conducted as a case study. The study opted for two tools for data collection which are observation and semi-structured interviews.

4.1 Sample

The purposive sample took place in Abu-Isa Faculty of Education, University of Zawia . Libyan teachers and students who teach and learn in the English department were the participants of this study. The number of students who participated in this study was 40 female university students that divided into two groups. The random sample of teachers involved in the interviews consisted of four EFL teachers selected from the same college.

5. Data collection and procedure.

Two main qualitative methods have been employed in the study as follows;

1. **Classroom Observations:** The researcher carried out observations of two different groups at selected times to answer research questions 1 and 2. Two different teaching approaches were adopted for the two groups; Group 1 was trained with classical textbook-only techniques while Group 2 received instruction through multimedia and AVAs. The observer recorded a set of behavioral indicators, peer interaction levels and emotional anxiety markers.
2. **Semi-structured interview:** The semi-structured interview method was adopted to answer research question number 3.

6. Data Analysis and Findings.

6.1 Results of the Classroom Observation

When comparing the two cases observed, significant differences in terms of the pedagogical results:

- **Case 1 (Traditional Textbook Group):** In this group, students presented significant challenges with their phonological skills as well as speaking anxiety while making an effort to respond. The students were showing their reluctance and self-doubt while being asked to respond. It can be noted that the format of the lesson was strictly teacher-oriented as the lessons did not include much student

involvement. In addition, the first half of the lesson failed to attract students' attention, thus giving no opportunities for the students to be engaged.

- **Case 2 (Audiovisual Integrated Group):** The multimodal classroom showed higher levels of student involvement. The teacher started the lesson with the help of a video clip, which initiated the lesson in a very innovative way as well. The research suggests that the audiovisual resources help to create multimodal input that is constructive and significant for learning purposes (Omar, 2026). Again, the observer could notice that the students were trying to imitate the speech of the natives. The first listening task provided them with the possibility to do the cloze conversation activity, which showed their active involvement in the lesson. The teacher stopped the video from time to time and asked questions concerning different aspects of comprehension. Despite the fact that the students showed signs of shyness and made some mistakes while speaking to each other, the progress of the students was remarkable.

6.2 Findings from Instructor Interviews

The findings obtained from the interviews conducted with instructors indicate the following:

- **Instructional efficacy and motivation:** It has been reported that AVAs make education more interesting than the use of standardized methods. They have mentioned that the method helps learners memorize contextual vocabulary by providing the experience of watching authentic videos with native speakers.
- **Affective filter reduction:** The presenters of the interviews confirmed that the use of new media helps to reduce students' affective filter. The interviewees noticed that the use of visual aids helps timid students to engage in the process of learning. Moreover, AVAs help teachers to balance Teacher Talking Time (TTT) vs. Student Talking Time (STT).
- **Institutional challenges:** All of the interviewees have noted some serious logistical obstacles encountered by them, including ongoing episodes of power cuts due to which the Internet connection sometimes is unstable and the hardware is outdated, as well as lack of any funding from the administration to maintain the laboratory. Besides, the choice of media materials for mixed-gender groups can create certain difficulties.

7. Discussions and Conclusions

The findings of this investigation offer firm evidence that the use of audio-visually based materials in teaching leads to improved overall language performance among and enhanced motivation for the Libyan students studying English in higher education institutions. Based on the mentioned factors, it was discovered that the experimental group managed to demonstrate a higher level of confidence, better listening skills, and more effective phonemic usage than the comparison group of students who used traditional textbooks in their studies. Such a finding gives evidence in favor of the theory of Gardner (2001), which states that there is a connection between a person's high motivation level and his/her abilities in learning the target language.

As opposed to aided learning that uses AV tools in the process of teaching, traditional teaching methods that exclusively rely on textbooks lead to passive learning of foreign languages. The teachers tend to focus on grammar structures rather than communicative competence and pronunciation accuracy. This fact is in line with the findings of Medgyes (1992).

Although the introduction of AV aids in the educational process may be a solution to classroom management when genuine learning occurs, asking teachers to simply use technology without pre-

planning and reflecting on its application might lead to an ineffective and superficial learning process (Omar, 2026). Educators should be trained to be able to create tasks that develop communicative skills.

In conclusion, it should be noted that the level of technical equipment in Libyan educational institutions is insufficient and that the presence of technical disruptions leads to limitations that undermine the effectiveness of modern teaching aids.

8. References

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