



## Effectiveness of Audio-Visual Aids in Teaching English as a Foreign Language at the University Level

Esanossi Mohamed Haroon

Department of English Language, Faculty of Education, University of Tripoli, Libya

### Keywords:

Libyan EFL university instructors  
Audio-visual aids  
Students' interaction  
Integration  
Students' motivation

### ABSTRACT

The purpose of this study is to investigate to what extent the widespread use of audio-visual aids with Libyan EFL university instructors. Also, it is to examine how such audio-visual aids are appropriate to Arabic-speaking Libyan undergraduate students specializing in the English language as to be teachers of English after graduation. A combination of quantitative and qualitative approaches for collecting data was followed. The quantitative approach was based on a closed-ended questionnaire to check Libyan EFL university instructors' opinions towards using audio-visual aids within the class whereas the qualitative approach was based on observations to notice the effectiveness of audio-visual aids in the class. Thirty four Libyan EFL university instructors participated in filling in the questionnaire sent via personal e-mails and Facebook messenger. This was followed by twenty four undergraduate students at Tripoli University (Faculty of Education – Department of English) who were observed while attending lectures on Listening and Speaking. The obtained results of the study showed how audio-visual aids had a strong effect on students' interaction. The implications of this study suggest that Libyan EFL university instructors have to consider audio-visual aids as a means to motivate students' interactions. They are highly recommended to focus on the integration of audio-visual aids in teaching foreign languages.

## فاعلية الوسائل السمعية والبصرية في تدريس اللغة الإنجليزية كلغة أجنبية على المستوى الجامعي

السوسى محمد هارون

قسم اللغة الانجليزية، كلية التربية، جامعة طرابلس، ليبيا

### الكلمات المفتاحية:

اساتذة الجامعة في ليبيا ممن يقومون بتدريس اللغة الإنجليزية كلغة أجنبية الوسائل السمعية و البصرية تفاعل الطلاب ادماج تحفيز الطلاب

### المخلص

الغرض من الدراسة هو التحقق من مدى انتشار استخدام الوسائل السمعية والبصرية من قبل اساتذة الجامعة في ليبيا ممن يقومون بتدريس اللغة الإنجليزية كلغة أجنبية. تهدف الدراسة أيضا الى التحقق في مدى ملاءمة الوسائل السمعية والبصرية للطلاب الليبيين الناطقين بالعربية ممن تخصصوا في اللغة الإنجليزية لأجل أن يصبحوا معلمين للغة الإنجليزية بعد التخرج. تم اتباع مزيج من النهج الكمي والنوعي لغرض جمع البيانات حيث اعتمد النهج الكمي على استبيان مغلق للتحقق من آراء اساتذة الجامعة في ليبيا ممن يقومون بتدريس اللغة الإنجليزية كلغة أجنبية تجاه استخدام الوسائل السمعية والبصرية داخل الفصل الدراسي بينما اعتمد النهج النوعي على المراقبة للوقوف على مدى فعالية الوسائل السمعية والبصرية داخل الفصل. قام 34 استاذ جامعي ممن يدرسون اللغة الإنجليزية كلغة أجنبية بملء استبيان تم ارساله عبر البريد الالكتروني الشخصي و ( الفيس بوك مسنجر) تلى ذلك مراقبة 24 طالبا من جامعة طرابلس (كلية التربية - قسم اللغة الإنجليزية) أثناء حضورهم لمحاضرات الاستماع والمحادثة. أظهرت النتائج التي تم الحصول عليها كيف ان للوسائل السمعية والبصرية تأثير قوي على تفاعل الطلاب. تتجلى نتائج الدراسة في ضرورة الاخذ في الحسبان ان الوسائل السمعية والبصرية وسيلة ناجعة لتحفيز التفاعل الطلابي، عليه ينصح اساتذة الجامعة بشكل جدي بالتركيز على دمج الوسائل السمعية والبصرية في تدريس اللغات الاجنبية.

### 1.0 Introduction

\*Corresponding author:

E-mail addresses: [a.haroun@uot.edu.ly](mailto:a.haroun@uot.edu.ly)

Article History : Received 06 November 2023 - Received in revised form 10 December 2023 - Accepted 12 December 2023

Modern language classrooms were built upon the common conception that taking advantage of technology is a key factor for success and achievement. In consequence, different approaches and methods have been developed to find the best way to teach foreign languages.

Technological advancement, which has revolutionized the way linguists think regarding foreign language learning, has been manifested in many forms and audio-visual aids usage is at the top of the list. Such technological advancement integration has facilitated the learning process and made it more effective. Al Mamun (2014) believes that the dramatic revolution of technologies has been influential in every sphere of life. He carried on to add that teachers use different technologies in their classes in order to make them different and effective from the traditional ones.

Telecommunications and technology are growing rapidly in this globalized world, and this in return, has paved the way for the learning process to take place quite smoothly. The development of many audios as well as visual materials over the last few decades opened the door for such materials to obtain a significant role in any learning process. According to Cakir (2006), the integration of technology into the curriculum has gained great importance in recent years. Cakir believes that the increasing emphasis on communicative techniques in foreign language teaching classrooms was in part due to the rapid growth of the use of video as an audio-visual material in foreign language teaching classrooms.

Not only video but TV, LCD Projector, and others have shed light on the importance of all electronic visual materials. Such importance comes from the fact that students are exposed to the native language. In these visual video clips, students would watch real English native speakers giving different reactions in a response to countless situations. Since they are produced originally for native speakers and would provide original and authentic input films, different TV programs, and songs can be seen as a great advantage of the video materials (Bajrami & Ismaili, 2016). Due, mostly, to financial reasons that would make it hard for many students to go abroad where they can get first-hand experience regarding the foreign language being pursued, visual materials have been introduced as a practical solution with their high flexibility in providing a close-to-real environment in all situations.

If a quick comparison to be made between teaching foreign languages today with the way it used to be this would reveal that old-fashioned and didactic methods of teaching like verbal communication between the teacher and his/her students was predominant alongside written communication from printed materials. However, today it is the other way around. Television, computers, VCD player, LCD projector, and an audio CD are predominant alongside verbal communication.

In today's interconnected world, where scientific and technological advancements are constantly shaping our society, the importance of the English language in all fields cannot be underestimated, let alone the field of science and technology. Accordingly, the inclusion of the English language in Libyan curriculums is vital. This, in return, would do the both: enhance and ensure the quality of the educational system all together. Though including the English language in the curriculum is an important step yet such an important step needs to be synchronized with the availability of good teachers who are fully aware of using modern methods in teaching the English language as well as utilizing technological advancements.

The Libyan public education, however, involves a twelve-year system divided into two: basic and middle. As for the basic, it is the one in which pupils have to learn English from primary school (6 years) to preparatory school (3 years). The secondary school, in which another three years were included, is for the middle. Throughout the twelve years of studying the English language, alongside other subjects, English as a foreign language was often given in no professional manners and many Libyan students, as a result, would speak a sort of broken English. Due to poor

comprehension as a result of being both given mundane tasks and being subjected to dull and uninspiring lessons, as many would believe, many Libyan students would struggle with their English. Traditional textbooks that were constituted with few interactive language proficiency activities besides no room for audio-visual aids integration or modern methods and technique for teaching English as a foreign language are other fundamental factors that made matters worse.

### 1. Research questions

1. What are the Libyan EFL university instructors' perspectives on using audio-visual aids in classrooms?
2. What type of response audio-visual aids will stimulate in a classroom?
3. How does using audio-visual aids by Libyan EFL university instructors help to improve students' participation and interaction in class?

### 2. Research objectives

This study aims to explore the use of audio-visual aids by Libyan EFL university instructors and to evaluate the efficiency of audiovisual aids in class. The significance of this study comes from the fact that audio-visual aids help in finding new ways for engagement and discussion which enhances both the general comprehension and flow of communication, issues that have not received proper attention by Libyan EFL university instructors with their traditional methods of teaching English.

### Review of Literature

According to Shabiralyani et al. (2015), different approaches and substantial can be used by teachers so that they can teach their students and enhance their active learning. They believe altered methods and techniques had entered the field of education with the passage of time and different kinds of aids were used by teachers to make effective learning. Shabiralyani et al. (2015) would define visual aids as those instructional aids which are used in the classroom to encourage students' learning process. Audio-visual aids are devices that can be electronic or non-electronic. These devices are used in classrooms to help teachers since they would facilitate teaching and speed up the learning process in general. In fact, audio-visual aids is one of many factors played a key role to make the teaching process successful and fruitful.

Cakir (2006) believes that technologies relevant to the teaching-learning situation are needed and an overall change policy within the curriculum, school, teaching organization and finance must be adopted whenever learners tended to be technologically equipped. According to Bajrami and Ismaili (2016) taking advantage of technological advancements is essential since new opportunities for instructors are presented regarding the incorporation of online materials such as videos into traditional classroom situations. This, without doubt, would allow, according to Bajrami and Ismaili, both learning and teaching to become more interesting and meaningful.

Although it is widely believed that audio-visual aids have a significant role to play in making learning more permanent and lessons more inspiring, some are still skeptical and would argue about the usefulness of audio-visual aids in making such a quantum leap. Libyan university instructors are in two minds however, they accept the view that they in an era of modern language learning where new electronic devices and new creative ideas are the key factors for any successful teaching process yet due to the lack of resources, developing new ways and techniques for teaching a foreign language with the help of technology, which is constantly advancing, has not been a source of interest for many. The lack of resources is the main reason Libyan English teachers not being acquainted with new methods of teaching English (Omar, 2014).

In the same line of debate, Fidanboyly (2014) presents what looks to many a convincing argument when he stated that the lack of training is the main reason for some teachers not to be motivated by the idea of using audio-visual aids. Fidanboyly believes that teachers need the

training to stay updated with new technology. He adds that the financial assistance to support such training programs is vital because without such assistance underdeveloped countries would continue to suffer. To solve such a problem, Fidanboyly suggests that professional teacher training should be provided besides help from other teachers and fellow colleagues who are not only familiar with technology but how such technology can be utilized and implemented within the classroom as well.

Even though developing new ways and techniques for teaching a foreign language with the help of technology, which is constantly advancing, has not been a source of interest for some Libyan teachers, it is safe to say that Libyan university instructors, in general, are not against any new idea that would give satisfactory results regarding their aims in teaching a foreign language. The real problem is the traditional methods of teaching English. Such methods are not effective and students often would know more about the language rather knowing how to use it in real communicative situations. Omar (2014) believes that Libyan teachers of English are neither well-qualified nor well-trained. He would attribute such failure to traditional methods of teaching English such as the Grammar Translation Method, Audio-Lingual Method, and Direct Method. He believes that such old-fashioned methods had a role to play to cause the failure of learning English in Libya.

Dolati and Richards (2011) point out that few language teachers seem to be either aware or interested in the use of visual learning aids in the English language classroom. Such demotivation, as they believe, is most likely to occur because of the written and spoken word. Written and spoken word, according to Dolati and Richards, is the central focus of the language teaching pedagogy and curriculum.

The above views confirm that audio-visual materials are vital for any successful program for teaching a foreign language. Audio-visual materials facilitate the learning process of a foreign language and ease the job of a teacher and a lecturer. They are used to interest the students and increase the activities in the classroom. Henceforth, lecturers at the department of English, faculty of education/ Tripoli should use audio-visual materials constantly in their classrooms. Of course, enough resources from the state and adequate training should be supplied as well. Both, the availability of audio-visual materials and the proper training of lecturers are equally important for the successful teaching of English in our English department.

**1. Types of audio-visual materials**

There are three types of audio-visual materials:

1. Audio aids.
2. Visual aids.
3. Audio-visual aids.

Soni (2016) would give a simple definition of audio aids as those devices that are used for listening purposes. Accordingly, cassettes, player tape recorders, radio, language laboratories, headphones, and tape recorders are all audio aids. Soni would carry on defining visual aids as those devices that can be used for observations only. Accordingly, charts, maps, flashcards, bulletin boards, chalkboards, are all visual aids. As for the audio-visual aids, they were defined by Soni as those devices that can be used for seeing and listening simultaneously. Accordingly, computers, the internet, videos, television, and movies are all audio-visual aids.

**Methodology**

Since the reason for this paper is to understand the Libyan EFL university instructors' perspectives on using audio-visual aids in classrooms and to understand what types of response audio-visual aids would stimulate and, moreover, to discover how such audio-visual aids can help improve students' participation and interaction in class, an explanatory sequential mixed-methods approach was followed. The research design, accordingly, was divided into two phases in which the first had to deal with the first data collection approach being followed which was a closed-ended questionnaire. The mixed-methods sequential explanatory design, which is very common among researchers, calls for gathering and analyzing data in

two phases, first quantitatively and then qualitatively, inside a single study. Ivankova et al.(2006).

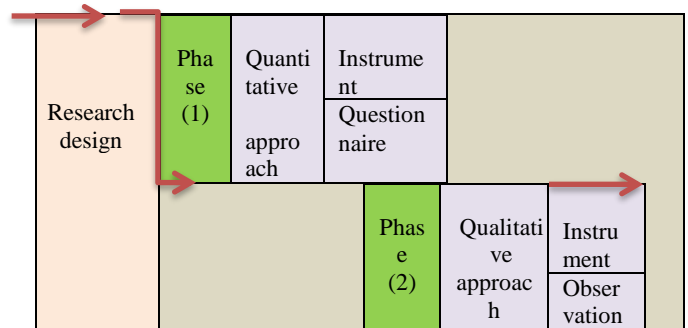
The questionnaire was designed and sent via personal emails and Facebook messenger to be filled in before being submitted electronically. The results of the questionnaire revealed almost conscience among Libyan EFL university instructors regarding the importance of audio-visual aids. The positive reaction among students after audio-visual materials being used presented in their willingness to participate.

The second phase of the mixed-methods sequential explanatory design had to deal with the second data collection approach being followed in this paper which was many observation sessions conducted in class. These class-observation sessions helped in providing very interesting pieces of evidence that were in line with the outcome of the first phase. In general, audio-visual aids proved to have a concrete effect on students' interaction and participation during Listening and Speaking classes.

**Fig 1:** Research Design

**1. Participants**

The participants in the questionnaire were thirty four Libyan EFL university instructors who were given options to indicate their agreement/disagreement on the statements. This can be accomplished



by choosing from different responses that ranged from *strongly agree/ agree/ disagree/ or strongly disagree*. The questionnaire was of twenty six items and the thirty four participants had to pick up the option that best represents them.

As for the participants in the observation, there were twenty four undergraduate students specializing in the English language. Those students were officially enrolled at the University of Tripoli, Faculty of education, Department of English. The observation was conducted during the academic year of 2022 and the age of the participants was between 19 and 21.

**Table 1: Students' demographic data**

Curriculum	Number of Students being observed	Semester	Age of students being observed
Listening & Speaking	24 students	Fall 2021	Between 19 and 21

**2. Questionnaire Design**

The questionnaire was clearly designed with a simple layout. It was delivered online using Google Forms and was comprehensive enough to cater to all the aspects of audio-visual aids usage by Libyan EFL university instructors. The questionnaire was designed before the paper was taken into action. This would help the researcher to understand the opinion of the instructors about audio-visual aids. It is also would help to identify some reasons that would make some students unwilling to participate in class.

**Data Collection & analysis**

**1. Data Collection of Statements 1 to 5**

**Table 2:** Abbreviations

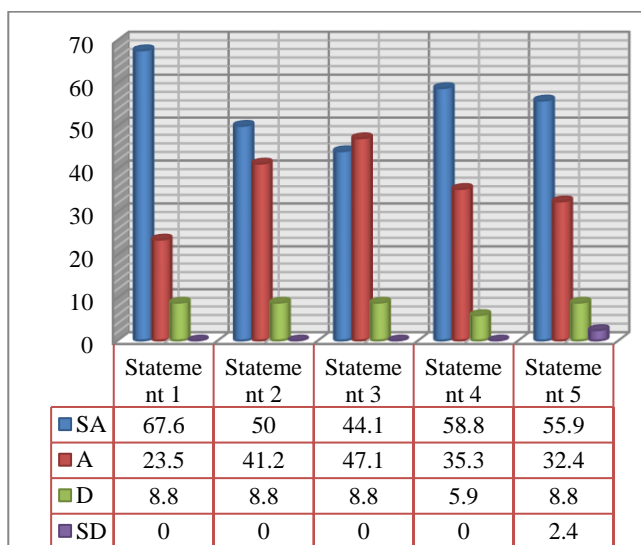
A.V	SA	A	D	SD
Audio Visual	strongly agree	agree	disagree	Strongly disagree

**Table 3: Statement 1 to 5 with Likert Scale Survey**

Statements	SA	A
1 A.V aids play important role in the teaching process.	23 (67.6%)	8 (23.5%)
2 Libyan college students understand more effectively with the use of A.V aids.	17 (50%)	14 (41.2%)
3 Libyan college students take an interest when instructors use A.V aids.	15 (44.1%)	16 (47.1%)
4 Some Libyan EFL university instructors lack general training for the proper use of A.V aids.	20 (58.8%)	12 (35.3%)
5 Special training for using A.V aids is necessary for some Libyan EFL university instructors.	19 (55.9%)	11 (32.4%)

**2. Data Analysis of Statements 1 to 5 with Bar Graphs**

The goal of the first statement was to know if the Libyan EFL university instructors think that A.V aids play important role in the teaching process. According to the responses, (67.6 %) would agree strongly that A.V aids play important role in teaching, (23.5%) would agree, (23.5%) would disagree but (0%) was with strongly disagree option. As for the goal of the second statement which was about knowing if Libyan EFL university instructors believe that Libyan college students would understand more effectively with the use of A.V aids. The result was (50%) would agree strongly, (41.2%) would agree, (8.8%) would disagree, but (0%) was with strongly disagree option. The third statement was to discover to what extent the Libyan EFL university instructors believe that Libyan college students would take interest when instructors use A.V aids. The table would tell that (44.1%) would agree strongly, (47.1%) would agree whereas (8.8%) would disagree. However, (0%) was with strongly disagree option. Regarding the fourth statement, it was to find out to what extent some Libyan EFL university instructors lack general training for the proper use of A.V aids. (58.8%) would agree strongly that some Libyan EFL university instructors lack general training for the proper use of A.V aids, (35.3%) would agree, and (5.9%) would disagree. However, no one had chosen the strongly disagree option. As for the necessity of special training for using A.V aids for some Libyan EFL university instructors (55.9%) would agree strongly, (32.4%) would agree, (8.8 %) would disagree, but (0%) would disagree strongly.



**Fig 2:** Libyan EFL University Instructors' Response to statements 1, 2, 3, 4 and 5...

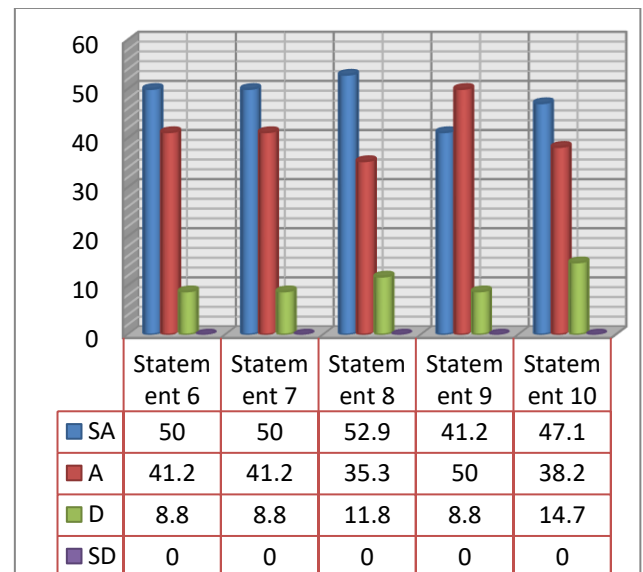
**3. Data Collection of Statements 6 to 10**

**Table 4: Statement 6 to 10 with Likert Scale Survey**

Statements	SA	A
6 Modern teaching techniques with the help of A.V aids are required use at Libyan colleges.	17 (50 %)	14 (41.2%)
7 The use of A.V aids would help Libyan EFL university instructors greatly during the teaching process.	17 (50%)	14 (41.2%)
8 The use of A.V aids provides an easy way to teach varieties of concepts and skills.	18 (52.9%)	12 (35.3%)
9 A.V aids provide depth and variety of teaching methods.	14 (41.2%)	17 (50%)
10 A.V aids save the instructor's time.	16 (47.1%)	13 (38.2%)

**4. Data Analysis of Statements 6 to 10 with Bar Graphs**

As for the requirement for the use of modern teaching techniques with the help of A.V aids at Libyan colleges, the numbers reveal that (50%), which is half of the Libyan EFL university instructors who took part in the questionnaire would agree strongly. (41.2%) would agree whereas (8.8%) would disagree. However, (0%) was with strongly disagree option. As for the concept that using A.V aids would help Libyan EFL university instructors greatly during the teaching process, (50%) of the Libyan EFL university instructors would agree strongly, (41.2%) would agree but (8.8%) would disagree. No one was with the strongly disagree option, however. Regarding the easiness that A.V aids provide to teach varieties of concepts and skills, (52.9%) would agree strongly, (35.3%) would agree whereas (11.8%) would disagree. However (0%) was with the strongly disagree option. For the statement that suggests that A.V aids would provide depth and variety of teaching methods, (41.2%) would agree strongly, (50%) would agree whereas (8.8%) would disagree. However (0%) was for disagree option. The tenth statement showed that the percentage of those who would agree strongly that A.V aids save instructor's time and that was (47.1%). (38.2%) was for those who would agree whereas (14.7%) was for those who would disagree. Yet no one was with 'strongly disagreed' option.



**Fig 3:** Libyan EFL University Instructors' Response to statements 6,7,8,9 and 10

**5. Data Collection of Statements 11 to 15**

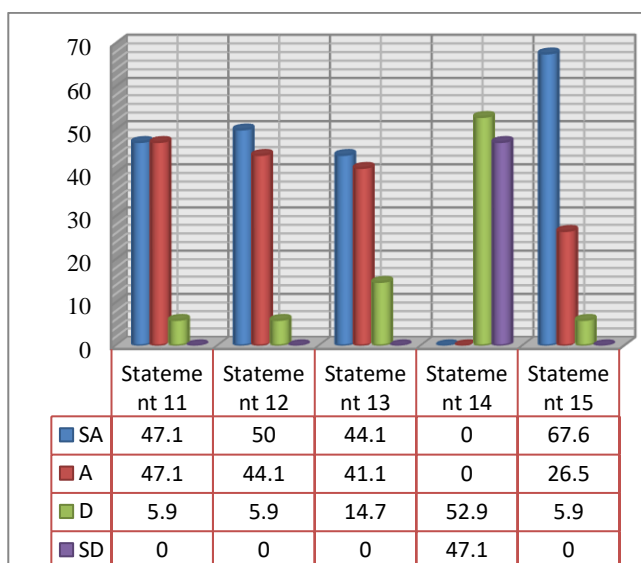
**Table 5: Statement 11 to 15 with Likert Scale Survey**

Statements	SA	A
11 A.V aids help Libyan EFL university instructors in providing more precise information.	16 (47.1%) D 2 (5.9%)	16 (47.1%) SD 0 (0%)
12 A.V aids make the teaching process more interesting and meaningful.	SA 17 (50%) D 2 (5.9%)	A 15 (44.1%) SD 0 (0%)
13 A.V aids share Libyan EFL university instructors' burden.	SA 15 (44.1%) D 5 (14.7%)	A 14 (41.1%) SD 0 (0%)
14 A.V aids are easily available at different Libyan colleges.	SA 0 (0%) D 18 (52.9%)	A 0 (0%) SD 16 (47.1%)
15 A.V aids make classroom activities and learning in general long-lasting.	SA 23 (67.6%) D 2 (5.9%)	A 9 (26.5%) SD 0 (0%)

**6. Data Analysis of Statements 11 to 15 with Bar Graphs**

The percentage of the statement “A.V aids help Libyan EFL university instructors in providing more precise information” showed that (47.1%) would agree strongly, (47.1%) would agree whereas (5.9%) would disagree. However, (0%) was with strongly disagree option. Regarding the statement that suggests that A.V aids make the teaching process more interesting and meaningful (50%) would agree strongly, (44.1%) would agree whereas (5.9%) would go for disagree option. (0%) had to go with the strongly disagree option, however. As for the statement “A.V aids share Libyan EFL university instructors’ burden”, the percentage was (44.1%) for those who would agree strongly. (41.1%) was for those who would agree whereas (14.7%) was for the ones who would disagree, but no one had chosen the strongly disagree option.

Based on the results of the fourteenth statement which says “A.V aids are easily available at different Libyan colleges”, it can be seen that none of the 34 Libyan EFL university instructors had gone with the "strongly agree" option. It was none as well for the "agree" option. (52.9%) had gone with disagree option whereas (47.1%) with strongly disagree option. As it can be seen in the fifteenth statement more than half of the participants (67.6%) would agree strongly that A.V aids make classroom activities and learning in general long-lasting followed by (26.5%) with agree and (5.9%) with disagree. However, no one had chosen the strongly disagree option.



**Fig 4:** Libyan EFL University Instructors' Response to statements 11, 12, 13, 14 and 15

**7. Data Collection of Statements 16 to 20**

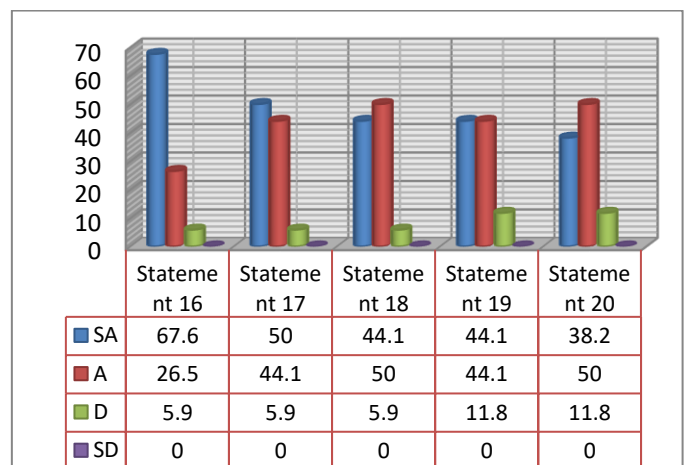
**Table 6: Statement 16 to 20 with Likert Scale Survey**

Statements	SA	A
16 A.V aids provide difficult things in a simple way to understand.	23 (67.6%) D 2 (5.9%) SA	9 (26.5%) SD 0 (0%)
17 A.V aids motivate students towards learning.	17 (50%) D 2 (5.9%) SA	15 (44.1%) SD 0 (0%) A
18 A.V aids play important role in students' learning.	15 (44.1%) D 2 (5.9%) SA	15 (44.1%) SD 0 (0%) A
19 The use of A.V aids provides deep knowledge.	15 (44.1%) D 4 (11.8%) SA	17 (50%) SD 0 (0%) A
20 A.V aids provide help to students with a different assignments.	13 (38.2%) D 4 (11.8%)	17 (50%) SD 0 (0%)

**8. Data Analysis of Statements 16 to 20 with Bar Graphs**

According to the percentage of the statement that suggest A.V aids provide difficult things in a simple way to understand, a large number of Libyan EFL university instructors (67.6%) would go with strongly agree option. (26.5%) would go with agree option whereas only (5.9%) would choose disagree. However, (0%) was for the strongly disagree option. Based on the results of “A.V aids motivate students towards learning”, seventeen out of thirty four of the Libyan EFL university instructors would agree strongly. This would make it (50%). Fifteen had chosen to go with agree option making (44.1%) and only two would take disagree option (5.9%). No one had chosen to go with the strongly disagree option, however.

As it can be observed from statement eighteen, fifteen of the Libyan EFL university instructors would agree strongly with the suggestion that A.V aids play important role in students' learning. That is (44.1%). Seventeen would agree and that makes it (50%) but two would disagree and that would make it (5.9%). No one, however, had decided to go with the strongly disagree option. As for the nineteenth statement, it was to find out to what extent Libyan EFL university instructors would believe that the usage of A.V aids provides deep knowledge. (44.1%) would agree strongly, (44.1%) would agree whereas (11.8%) would disagree. However, (0%) was for the strongly disagree option. As it can be noticed (38.2%) of the Libyan EFL university instructors would agree strongly with the twentieth statement “A.V aids provide help to students in different assignments”. (50%) would agree and (11.8%) would disagree. No one had chosen strongly disagree, however.



**Fig 5:** Libyan EFL University Instructors' Response to statements 16, 17, 18, 19 and 20

9. Data Collection of Statements 21 to 26

Table 7: Statement 21 to 26 with Likert Scale Survey

Statement	SA	A
21 Non-use of A.V aids by Libyan EFL university instructors provides low-quality academic performance to Libyan college students.	19 (55.9%) <b>D</b>	12 (35.3%) <b>SD</b>
	3 (8.8%)	0 (0%)
22 The main function of A.V aids is to make a way of understanding between Libyan EFL university instructors and their students.	20 (58.8%) <b>SA</b>	10 (29.4%) <b>A</b>
	4 (11.8%) <b>D</b>	0 (0%) <b>SD</b>
23 A.V aids encourage the interaction between students and Libyan EFL university instructors.	15 (44.1%) <b>SA</b>	17 (50%) <b>A</b>
	2 (5.9%) <b>D</b>	0 (0%) <b>SD</b>
24 A.V aids help Libyan EFL university instructors to create a natural environment in classroom areas.	20 (58.8%) <b>SA</b>	12 (35.3%) <b>A</b>
	2 (5.9%) <b>D</b>	0 (0%) <b>SD</b>
25 The lectures which were delivered using a mix of audio-visual aids from the part of Libyan EFL university instructors were more appreciated by the students.	16 (47.1%) <b>SA</b>	15 (44.1%) <b>A</b>
	3 (8.8%) <b>D</b>	0 (0%) <b>SD</b>
26 Libyan EFL university instructors use A.V aids for explanation and illustration when their students encounter difficulties in understanding.	11 (32.4%) <b>SA</b>	20 (58.8%) <b>A</b>
	3 (8.8%) <b>D</b>	0 (0%) <b>SD</b>

10. Data Analysis of Statements 16 to 20 with Bar Graphs

As for the suggestion that non-use of A.V aids by Libyan EFL university instructors provides low-quality academic performance to Libyan college students, nineteen out of the thirty four of the Libyan EFL university instructors would agree strongly, that makes it (55.9%). Twelve would agree which makes (35.3%) and three would disagree. This would make it (8.8%). As for the strongly disagree option it was none. That is (0%). According to the table above 20 out of 34 of the Libyan EFL university instructors would agree strongly with the statement “The main function of A.V aids is to make a way of understanding between Libyan EFL university instructors and their students”, which means (58.8%). Ten would agree which makes (29.4%) and four would disagree which makes (11.8%). However, no one had chosen the strongly disagree option.

Based on the suggestion related to the encouragement of interaction that A.V aids would bring between students and Libyan EFL university instructors, it can be seen that (44.1%) of the Libyan EFL university instructors would agree strongly. (50%) would agree but (5.9%) would disagree. No one would disagree strongly, however. The twenty-fourth statement would suggest that A.V aids help Libyan EFL university instructors to create a natural environment in classroom areas. This would meet with (58.8%) strongly agree option and with (35.3%) agree option and with (5.9%) disagree option. As for the strongly disagree option, that was met with (0%).

The percentage of the twenty-fifth statement had shown that (47.1%) of the Libyan EFL university instructors would agree strongly that the lectures which were delivered using a mix of audio-visual aids from the part of Libyan EFL university instructors were more appreciated by students. (44.1%) would agree whereas (8.8%) would disagree. However, no one had chosen the strongly disagree option. The final statement would suggest that Libyan EFL university instructors would use A.V aids for explanation and illustration when their students experience difficulties in understanding. The table above showed that only (32.4%) would agree strongly. More than

half of the respondents (58.8%) would agree and (8.8%) would disagree. Strongly disagree option was met with (0%) however.

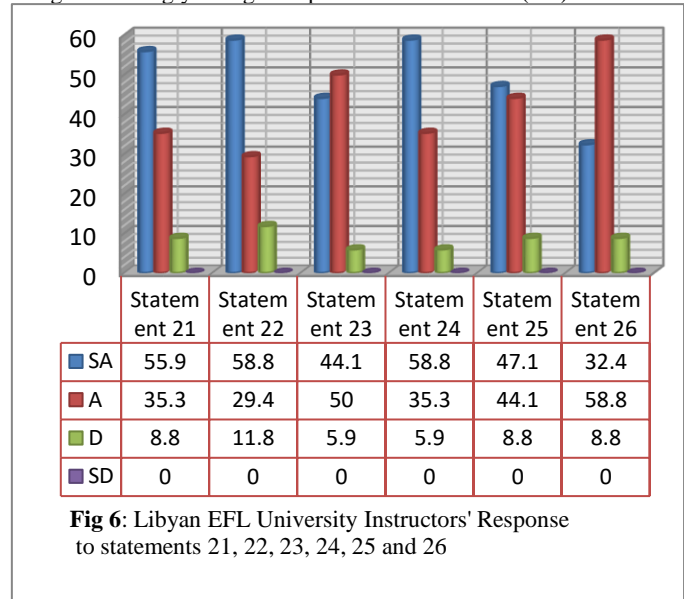


Fig 6: Libyan EFL University Instructors' Response to statements 21, 22, 23, 24, 25 and 26

Observation

Observation sessions were conducted at the Department of English - faculty of Education / Tripoli where the researcher had been observing the group of Listening & Speaking class of Fall 2021. The observation was scheduled to be six sessions and the main objectives were:

1. To see what type of A.V aids are mostly being used.
2. To check the Libyan EFL university instructors' technique in using audio-visual aids in class.
3. To see what kind of response and participation the A.V aids had brought forth among the students being enrolled in the above-mentioned subject.
4. To see if audio-visual aids were practically effective and to what extent they were beneficial.

The faculty of education in which this observation was conducted had a language laboratory that was equipped with the following audio-visual aids:

Table 7: A-V aids at the Language Laboratory of the Faculty of Education/ Tripoli

1	LCD Projector
2	Computers and headphones
3	TV set
4	CD Player
5	Record Player
6	Whiteboard
7	Both wired and wireless speakers

1. Results of the observation

After six sessions of class observation a comparison was made between the times in which there was an implementation of Television, LCD Projector, Record Player, and Compact Disc Player by the side of the Libyan university instructor with other times in which there was no such an implementation and the researcher had come to the following facts:

Audiovisual aids help significantly in:

1. Giving motivation.
2. Stimulating the development of understanding and attitudes.
3. Stimulating the imagination and developing mental imagery.
4. Developing the ability to listen.
5. Saving energy and time since they explain the ideas easily and precisely.
6. Encouraging reinforcement to the learner.
7. Bring change to a classroom environment.

## Discussion

Because the main reason for this paper to be conducted was to find out more about what are the Libyan EFL university instructors' perspectives on using audio-visual aids in classrooms, what type of response audio-visual aids will stimulate in a classroom and how does using audio-visual aids by Libyan EFL university instructors help to improve students' participation and interaction in class a suitable method that can answer these questions had to be adopted. Out of many other methods the mixed-methods sequential explanatory design was chosen since it calls for gathering and analyzing data in two phases, quantitatively and qualitatively.

The first phase of the mixed-methods sequential explanatory design was considered for the first research question since a close-ended questionnaire was believed to be an adequate technique to answer what perspective the Libyan EFL university instructors have on the use of audio-visual aids in the classroom. As for the other two questions, the second phase of the mixed-methods sequential explanatory design was considered since both would need a classroom observation to comprehend. Applying the qualitative approach demonstrated in class-observation sessions paved the way for the researcher to comprehend what type of response audio-visual aids would stimulate and similarly paved the way for the researcher to comprehend how using audio-visual aids help to improve students' participation and interaction in class.

For the sake of making the discussion more precise but at the same time simple and easy to comprehend the researcher decided, at this stage, to use numbers to refer to the statements of the questionnaire and to combine the Likert scale items into two variables instead of four. Therefore, strongly agree and agree options can be combined in one "agree" variable and strongly disagree and disagree options in one "disagree" variable. The table of results will look the way it was shown below.

**Table 8: Combining the Likert Scale Items into Two Variables Instead of Four**

Statement	Agree	Disagree
1	31 (91.1%)	3 (8.8%)
2	31 (91.2%)	3 (8.8%)
3	31 (91.2%)	3 (8.8%)
4	32 (96.8%)	2 (5.9%)
5	30 (88.3%)	4 (11.7%)
6	31 (91.2%)	3 (8.8%)
7	31 (91.2%)	3 (8.8%)
8	30 (88.2%)	4 (11.8%)
9	31 (91.2%)	3 (8.8%)
10	29 (85.3%)	5 (14.7%)
11	32 (94.2%)	2 (5.9%)
12	32 (94.1%)	2 (5.9%)
13	29 (85.2%)	5 (14.7%)
14	0 (0%)	100%
15	32 (94.1%)	2 (5.9%)
16	32 (94.1%)	2 (5.9%)
17	32 (94.1%)	2 (5.9%)
18	32 (94.1%)	2 (5.9%)
19	30 (88.2%)	4 (11.8%)
20	30 (88.2%)	4 (11.8%)
21	31 (91.2%)	3 (8.8%)
22	30 (88.2%)	4 (11.8%)
23	32 (94.1%)	2 (5.9%)
24	32 (94.1%)	2 (5.9%)
25	31 (91.2%)	3 (8.8%)
26	31 (91.2%)	3 (8.8%)

By reading the results of the questionnaire it can be noticed that the Libyan EFL university instructors have almost a consensus regarding the importance of audio-visual aids in the teaching process. For example, the high percentage that the second statement has (91.2% agree) regarding Libyan college students understanding more effectively with the use of A.V aids has left little doubt that the Libyan EFL university instructors would disagree, by any means, that A.V aids are important. This goes in line with other statements in which the percentage was extremely high like the third statement which was about taking an interest when instructors use A.V aids,

and the seventh which says the use of A.V aids would help Libyan EFL university instructors greatly during the teaching process, or the eighth which is about the use of A.V aids and how this provides an easy way to teach varieties of concepts and skills and so on.

The more results being read the more certain it becomes concerning what perspective the Libyan EFL university instructors have on the use of audio-visual aids. Even the fourteenth statement which looks different with its zero percent "agree" did not deviate from the norm since it can be 100% agree if the question being asked the other way round. Meaning; if we said "A.V aids are *not* easily available at different Libyan colleges" we would have had 100% agree.

As for the second and third question, a classroom observation was believed to be an adequate instrument. To understand what type of response audio-visual aids will stimulate in the classroom and to see how using audio-visual aids by Libyan EFL university instructors would help to improve students' participation and interaction in class the researcher needed to monitor the students and their reactions closely while their instructor is using her audio-visual aids.

The first reaction that was noticed was the immediate response by the side of the students the moment the class instructor decided to use her overhead projector to explain her points with the help of the slides of the PowerPoint. It was crystal clear that students had known in advance how interesting and inspiring the lesson will be with the visual aids being in use. To compare some individual half-hearted attempts to respond to the instructor's questions when there was no implementation of audio-visual aids with the enthusiasm that the classroom had suddenly been overwhelmed with reveals the fact that audio-visual aids plainly enhance motivation

Other reactions were recorded when there was an implementation of certain audio-visual aids in class. When incorporating audiovisual tools into the teaching of listening, students were more engaged. The lecturer used VCD player and audio CD this time. The engagement can be seen from the facial expressions that students had shown. The students were paying attention, taking notes, concentrating, watching closely, and listening carefully. When the watching time was over and it is time to ask, the students were interacted and ready to participate with their answers. This is another indication that using audio-visual aids stimulates the development of understanding as well as helps to improve students' participation and interaction.

## Conclusion and Recommendations

Libyan public education has a twelve-year system, divided into basic and middle schools. Many Libyan students struggle with English as a foreign language due to mundane tasks and uninspiring lessons. Traditional textbooks lack interactive language proficiency activities and audio-visual aids integration, which can hinder students' comprehension. This study aims to explore the use of audio-visual aids by Libyan EFL university instructors and evaluate their efficiency in improving students' participation and interaction in class.

Thirty-four Libyan EFL university instructors participated in a questionnaire designed to gauge their opinions on audio-visual aids usage. The survey included twenty-four undergraduate students specializing in English, aged between 19 and 21. The questionnaire was delivered online using Google Forms and was designed to gather information about instructors' opinions on audio-visual aids and identify reasons for students' unwillingness to participate in class. The survey aimed to understand the attitudes of instructors towards audio-visual aids.

The study aimed to answer the three important questions regarding the prospective of the Libyan EFL university instructors on using audio-visual aids in classrooms, the type of response audio-visual aids will stimulate in a classroom, and how does using audio-visual aids by Libyan EFL university instructors help to improve students' participation and interaction in class. These questions can be answered by comparing the times in which there was an implementation of audio-visual aids in Libyan EFL university classes

with other times in which there was no such an implementation, focusing on their impact on motivation, understanding, imagination, listening ability, time savings, reinforcement, and classroom environment change.

A mixed-methods sequential explanatory design was adopted, with a close-ended questionnaire used to understand the perspectives of Libyan EFL university instructors on the use of audio-visual aids in the classroom. The results showed that the majority of Libyan EFL university instructors agreed that audio-visual aids are important for improving students' participation and interaction in class.

To understand the type of response audio-visual aids will stimulate in the classroom and how they improve students' participation and interaction, a classroom observation was conducted. Students' reactions were observed when the instructor used visual aids, such as PowerPoint slides, to explain lessons. This indicates that audio-visual aids enhance motivation and engagement. When incorporating audiovisual tools into teaching listening, students were more engaged, paying attention, taking notes, concentrating, watching closely, and listening carefully. When the watching time was over, students were ready to participate with their answers, indicating that using audio-visual aids stimulates the development of understanding and helps improve students' participation and interaction.

In conclusion, the study found that audio-visual aids significantly contribute to the success of Libyan EFL university instructors in teaching. The findings suggest that the use of audio-visual aids can enhance student engagement, motivation, and overall learning experience.

According to the findings of this study, several recommendations may follow:

1. The ministry of education in Libya should supply enough audio-visual aids to universities and schools in general.
2. Some Libyan EFL university instructors should receive proper training courses on how to use audio-visual aids in the classroom.
3. Libyan EFL university instructors should know that using audio-visual aids during teaching a foreign language provides exciting learning experiences and help improve speaking, listening, reading, and writing skills.
4. Libyan EFL university instructors should take benefit from all types of audiovisual aids since they provide the opportunity to acquire different knowledges regarding language learning in a limited time using the minimum energy with results of maximum effectiveness.

## 1. References

- [1]- Adnan, A. (2014). Improving students' listening ability through movie report. *Proceedings of ISelt FBS Universitas Negeri Padang*, 2, 69-75.
- [2]- Alhmali, R. (2007). *Student attitudes in the context of the curriculum in Libyan education in middle and high schools* (Doctoral dissertation, University of Glasgow).
- [3]- Allen, K., & Marquez, A. (2011). Teaching vocabulary with visual aids. *Journal of Kao Ying Industrial & Commercial Vocational High School*, 1(9), 1-5.
- [4]- Al Mamun, M. (2014). *Effectiveness of audio-visual aids in language teaching in tertiary level* (Doctoral dissertation, BRAC University). available at: <http://dspace.bracu.ac.bd/bitstream/handle/10361/3288/13177014.pdf>
- [5]- Arslan, M. U. S. T. A. F. A., Akbarov, A., & Baştuğ, H. A. R. U. N. (2011). Providing Learner's Motivation by Effecting Usage of Visual Aids in Foreign Language Teaching. *Journal of Linguistic*, 4(1), 67-76.
- [6]- Ashaver, D., & Igyuve, S. M. (2013). The use of audio-visual materials in the teaching and learning processes in colleges of education in Benue State-Nigeria. *IOSR Journal of Research & Method in Education*, 1(6), 44-55.
- [7]- Badalova, B. (2021). Effectiveness of audio-visual aids in teaching process. *Academic research in educational sciences*, 2(4), 1905-1909.
- [8]- Bajrami, L., & Ismaili, M. (2016). The role of video materials in EFL classrooms. *Procedia-Social and Behavioral Sciences*, 232, 502-506.
- [9]- Cakir, I. (2006). The use of video as an audio-visual material in foreign language teaching classroom. *Turkish Online Journal of Educational Technology-TOJET*, 5(4), 67-72.
- [10]- Dolati, R., & Richards, C. (2011). Harnessing the use of visual learning aids in the English language classroom. *Arab World English Journal*, 2(1), 3-17.
- [11]- Farhi, Y. (2013). *The Significance of Audio Visual Aids in Foreign Language Teaching The Case of Second Year English Students at Mohamed Kheider University of Biskra* (Master's thesis).
- [12]- Fidanboylyu, K. (2014). Teaching language with visual aids. Retrieved from [https://www.academia.edu/23164297/Teaching\\_Language\\_with\\_Visual\\_Aids](https://www.academia.edu/23164297/Teaching_Language_with_Visual_Aids)
- [13]- Ivankova, N. V., Creswell, J. W., & Stick, S. L. (2006). Using mixed-methods sequential explanatory design: From theory to practice. *Field methods*, 18(1), 3-20.
- [14]- Kamarullah, K., Muslem, A., & Manan, A. (2018). Applying English video learning materials in teaching listening. *English Education Journal*, 9(4), 527-539.
- [15]- Madhuri, J. N. (2013). Use of Audio Visual Aids in Teaching and Speaking. *Research Journal of English Language and Literature*, 1(3), 108-122.
- [16]- Nelson, D. (2016). Explore the practices and challenges of English teachers in using audio visual aids to teach vocabulary. *International Education and Research Journal*, 2(8), 22-26.
- [17]- Omar, Y. Z. (2014). *Perceptions of selected Libyan English as a foreign language teachers regarding teaching of English in Libya* (Doctoral dissertation, University of Missouri-Columbia).
- [18]- Patel, F., & Mahichchha, N. (2015). Teaching English Language by Using Modern Teaching Aids to Upper Primary Level Students. *International Journal for Innovative in Multidisciplinary Field*, 1(1), 15.
- [19]- Pateşan, M., Balagiu, A., & Alibec, C. (2018, June). Visual aids in language education. In *International Conference Knowledge-Based Organization* (Vol. 24, No. 2, pp. 356-361).
- [20]- Rasul, S., Bukhsh, Q., & Batool, S. (2011). A study to analyze the effectiveness of audio visual aids in teaching learning process at university level. *Procedia-Social and Behavioral Sciences*, 28, 78-81.
- [21]- Ranasinghe, A. I., & Leisher, D. (2009). The benefit of integrating technology into the classroom. In *International Mathematical Forum* (Vol. 4, No. 40, pp. 1955-1961).
- [22]- Shabiralyani, G., Hasan, K. S., Hamad, N., & Iqbal, N. (2015). Impact of Visual Aids in Enhancing the Learning Process Case Research: District Dera Ghazi Khan. *Journal of education and practice*, 6(19), 226-233.
- [23]- Subartha, P. (2012). The audio-visual aids in English teaching. In *National Conference on Developing Scenario in Applied Science and Communicative English*. Retrieved from <http://codebreakerskct.site50.net/conference/assets/pdf/English/14.pdf>