

# Enhancing EFL learners' Motivation through the Effective Utilization of Visual Aids

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## **Abstract**

*The use of visual aids in foreign language teaching increases the effectiveness of active sensory organs, and thus, it facilitates and speeds up the learning process and encourages learners. The effects of visual aids in Foreign Language Teaching on learners' motivation have recently been discussed. In this research, teaching aids, which have been widely used for a long time, have been studied. Practical applications of these visual aids in Foreign Language Teaching have been examined within the framework of a system, and their effects on learners' motivation have been described. This study investigated how teachers and students utilize visual aids and emphasize their significance. It also determined that visual aids enhance the process of teaching and learning. The study adopted the descriptive analytical method. A questionnaire was used as a tool to collect data. The sample consists of (50) EFL teachers in the Wad-Medani locality. The data were analyzed with the (SPSS) program. As a result of the analysis, it is found that Traditional methods and learning techniques fail to motivate EFL learners. Visual aids can enhance learning and simplify complex concepts for teachers. Teachers have positive attitudes towards using visual aids. Visual aids help improve the communication skills of EFL learners. The study recommends that Teachers require adequate training on using modern technology in EFL teaching. EFL teachers should prioritize motivating their learners to learn effectively. Teachers should create a classroom environment that fosters student communication and interaction.*

**Key Words:** *Visual aids, EFL learners, learning process, modern technology, motivating learners, interactional class environment.*

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## **I. INTRODUCTION**

Traditional teaching methods of foreign languages have yet to achieve the expected outcomes effectively. In a teacher-centered system, students are often left on the sidelines, which leads to a decrease in their interest in foreign language courses. When teachers fail to adopt teaching methods that cater to the different senses of learners, students' motivation and interest in language learning tend to decline over time. The exclusive use of course books and boards in language classes can gradually decrease student interest and motivation. Learning stimulators are recommended to improve the quality of foreign language teaching and increase student engagement. To achieve this, incorporating visual aids in foreign language teaching can make teaching more effective by stimulating students' visual senses. Visual aids enable language teachers to create a natural learning environment in the classroom, which helps learners better focus on learning a foreign language in a close-to-real setting. Vocabulary teaching and activities through visual aids in foreign language teaching can help learners acquire the target language more efficiently (Demirel, 1993).

### **1.1 Statement of the Problem**

Many teachers do not use teaching aids effectively, while others rely too much on traditional teaching methods and fail to incorporate modern aids in their lessons. These factors can significantly affect the motivation and focus of English language learners. However, visual aids in the classroom have been found to improve retention and engagement among learners. This paper aims to investigate how frequently teachers use visual aids and examine practical approaches that teachers and learners can adopt to incorporate teaching aids more effectively.

### **1.2 Objectives of the Study**

**This paper aims to achieve the following objectives:**

- 1- To highlight the significance of using visual aids to enable effective classroom communication and engagement.
2. To fully utilize the advantages of different visual aids in teaching English as a Foreign Language (EFL).

Secondary school classrooms.

3. To motivate teachers to modernize their teaching techniques and utilize effective visual aids.

### **1.3 Questions of the Study**

**This paper set out to find the answers to the following questions:**

- 1- How proficient are the teachers in making efficient use of visual aids?
2. How effective are visual materials in capturing learners' attention?
3. How do visual aids help motivate EFL learners to learn English?

### **1.4 Hypotheses of the Study**

**This study hypothesizes the following:**

- 1- Teachers have a favorable view towards implementing visual aids in their teaching methodologies.
2. Visual aids are helpful tools that enhance the teaching and learning process, benefiting both teachers and learners.
3. Visual aids facilitate student engagement and interaction during the learning process.

### **1.5 Significance of the Study**

The significance of this study lies in the usefulness of visual aids as learning tools that help learners comprehend abstract ideas. These aids assist in focusing thoughts and opinions on the subject matter, which leads to a better understanding and interpretation of the information presented. Furthermore, this paper could benefit those working in the field of EFL.

### **1.6 Methodology**

The study will adopt the descriptive-analytical method. Data will be collected from EFL secondary school teachers. Collected data will be statistically analyzed using the SPSS Program.

## **II. LITERATURE REVIEW**

### **2.1. Definitions of Visual Aids**

Visuals are any graphics, images, or pictures that help students to create relations amongst the words, 'bringing out more detailed, knowledgeable, responsive, awareness to the object, situation or text being communicated.' Nation (2009:22) claims that visual aids are materials that are used to convey meaning to students by demonstration or pictures (using an object, using a cutout figure, using gesture, performing an action, photographs, blackboard drawings, or diagrams and pictures from books) and by a verbal explanation (analytical definition, putting the new word in a defining context, and translating into another language).

### **2.2 Using Visual Aids in EFL**

The use of visual aids makes the teaching-learning process more effective. When the teacher provides teaching aids in EFL classes, students become more enthusiastic about learning. Positive attitudes towards using such aids, however, arise, allowing teachers to effectively and practically teach active vocabulary. Rather (2004,105) states: "In the classroom, visual aids are used as teaching tools to make learning more accessible and engaging." These materials include models, diagrams, film strips, projectors, radios, televisions, and maps, collectively called teaching aids. Visual aids are a powerful tool to bring the past to life, making it more accurate and relevant.

### **2.3. Visual Aids and Teaching Situations**

According to Lynch et al. (2012,9), various visual aids in English instruction improve teacher-learning experiences. Visual aids promote written and spoken language comprehension during teaching and learning activities. Furthermore, when using visual aids, the teaching process, especially that of languages and the English case, can be upgraded, and the students quickly gain practical learning experiences in all of the phases of the learning activities during the instructional process. Lynch et al. (2012,55) agree that visual aids are helpful in the learning process as they stimulate motivation and focus points in which the learner's attention is concentrated.

### **2.4. Characteristics of Visual Aids**

In teaching and learning, visual representations cause ambiguity and confusion in learners when defining words. According to Bellver (1989), Clear pictures enhance students' understanding of the topic. These visuals can reinforce the message, clarify important points, and generate interest. Visual aids make tension smoother from one activity to another. Furthermore, visual aids encourage the use of body language and eye movement. This added movement helps to give the speaker control over the presentation.

### **2.5. Improving Productive Skills through Visual Aids**

Incorporating visual aids sparks students' interest in learning and allows them to engage with the material and connect it to their own experiences. Neeta Sharma (2015) mentioned that "in language learning, visual aids

help develop language skills such as speaking and writing as they stimulate the learners' sense of sight (p. 127). Visual aids can be stimulating and enjoyable teaching materials for the learner by increasing the attractiveness of the tasks. Moreover, visual aids provide more indispensable resources to students, especially those who learn visually.

### **2.6. Improving Receptive Skills through Visual Aids**

Students can become bored if they stay in the classroom for long hours. Teaching aids are a helpful tool to provide a break for students sitting and listening to a lecture from their instructor at the front of the room. Educators can use various teaching aids besides textbooks to attract students' interest and demonstrate how things work. Visual aids, such as chalkboards, charts, maps, flashcards, and calendars, can help perform these activities. Kishore (2003) states that using visual aids enhances and stimulates cognitive thinking. Textbook designers and materials developers for ESL and EFL often include visuals to give students a better understanding of the context, making reading more engaging for them. The use of visuals affects the reading comprehension of L2 learners. Additionally, certain types of visuals work better for learners at different proficiency levels. Various studies on reading comprehension have examined the impact of visuals, which refer to any graphic display that conveys some or all of the text's content, on readers' ability to comprehend factual information.

### **2.7. Teachers' Procedures to Make Their Visual Aids**

The design of educational materials, a tool in EFL teaching, requires the student teachers to make a set of decisions, make choices, and explain their reasons. This practice will grant them autonomy (in taking responsibility for decision-making) and create opportunities (and the necessity) for reflection. Teaching materials play a vital role in effective teaching. According to Gorton and Graves (2014: 11), language learning and teaching heavily rely on materials, but these materials cannot be considered separately from their users. As Free Man (1983) suggests, teachers need to modify and adjust modern teaching aids to meet the changing demands of education, and this requires some time to ensure that students understand the objectives of these aids. Furthermore, teacher educators should find methods to integrate teaching aids, content, and practice and help students recognize that the new teaching approaches are more suitable than the previous ones.

## **III METHODOLOGY**

The study adopted the descriptive-analytical method. The researcher used a questionnaire to collect the data from fifty (50) EFL secondary school teachers from Wad Medani locality; the collected data were statistically analyzed with the SPSS Program.

### **3.1 Reliability and Validity of the Questionnaire**

The researcher used Pearson correlation through half-methods. According to the equation below, it is found that the validity is:

$$\begin{aligned} &\text{Where,} \\ &r = \text{correlation} \\ &R: \text{Reliability of the test} \\ &N: \text{number of all items in the test} \\ &X: \text{Odd scores} \\ &Y: \text{even scores} \\ &\sum: \text{Sum} \\ &R^{2 \times r} \\ &1+r \\ &\text{Val} = \\ &\text{Correlation} \\ &= 0.90 \\ &\text{Reliability} = \underline{0.95} \\ &\text{Val} = \text{Validity} = \underline{0.97} \end{aligned}$$

**IV. ANALYSIS, RESULTS AND DISCUSSION**

**Table (4.1) Visual aids are a great way to facilitate effective teaching and help to strengthen the learning process.**

	Frequency	Percent
Disagree	2	4.0
Neutral	3	6.0
Agree	37	74.0
Strongly agree	8	16.0
Total	50	100.0

Table (1) shows that most respondents agree that Visual aids are a great way to facilitate effective teaching and strengthen the learning process. According to the statistical analysis of Table (1), most participants (90%) agree and strongly agree that students are weak in large classes. Only (6%) are neutral and (4%) disagree, so this is accepted.

**Table (4.2) Incorporating technological aids into textbooks positively impacts students' motivation and classroom instruction.**

	Frequency	Percent
Agree	40	80.0
Strongly agree	10	20.0
Total	50	100.0

According to the statistical analysis of Table (2), most respondents (80%) agree, and 20% strongly agree, that Incorporating technological aids into textbooks positively impacts students' motivation and classroom instruction.

**Table (4.3) Incorporating visual aids can significantly enhance the level of interaction among English as a foreign language (EFL) learners.**

	Frequency	Percent
Disagree	2	4.0
Neutral	2	4.0
Agree	38	76.0
Strongly agree	8	16.0
Total	50	100.0

Table (3) shows that Visual aids enhance interaction among EFL learners; most respondents (16%) strongly agree, (76%) agree, 4% are neutral, and 4% disagree that Incorporating visual aids can significantly enhance the level of interaction among English as a foreign language (EFL) learners.

**Table (4.4) Visual aids: Stimulating EFL Learners' Motivation and improving their English language learning experience.**

	Frequency	Percent
Agree	40	80.0
Strongly agree	10	20.0
Total	50	100.0

Table (4) shows that most respondents (20%) strongly agree, and (80%) agree on Visual Aids: Stimulating EFL Learners' Motivation and Improving their English Language Learning Experience. Thus, this statement is accepted.

**Table (4.5) Visual Aids Enhance the Writing Skills of English as a Foreign Language (EFL) Learners.**

	Frequency	Percent
Neutral	6	12.0
Agree	34	68.0
Strongly agree	10	20.0
Total	50	100.0

Table (5) shows that most respondents (20%) strongly agree and (68%) agree, and (12%) are neutral that Visual Aids enhances the Writing Skills of English as a Foreign Language (EFL) Learners.

**Table (4.6) Incorporating visual aids during classroom instruction can enhance EFL learners' oral proficiency.**

	Frequency	Percent
Disagree	3	6.0
Agree	37	74.0
Strongly agree	10	20.0
Total	50	100.0

Table (6) shows that visual aids can help develop the oral skills of EFL learners. Most respondents (20 %) strongly agree, and (74%) agree. According to the statistical analysis, only (6%) of the sample disagree that Incorporating visual aids during classroom instruction can potentially enhance EFL learners' oral proficiency.

**Table (4.7) Visual aids can help develop the reading skills of EFL learners.**

	Frequency	Percent
Neutral	2	4.0
Agree	40	80.0
Strongly agree	8	16.0
Total	50	100.0

Table (7) shows that most respondents (16%) strongly agree and (80%) agree, and 4% neutral that Visual aids can enhance learners' reading skills in English as a foreign language. According to the statistical analysis, most of the sample agrees that Visual aids can help develop the reading skills of EFL learners; thus, this statement is accepted.

**Table (4.8) Visual aids developing EFL learners' listening skills.**

	Frequency	Percentage
Neutral	5	10.0
Agree	35	70.0
Strongly agree	10	20.0
Total	50	100.0

Table (8) shows that Visual aids develop EFL learners' listening skills. They show that most respondents (20%) strongly agree and agree,70% agree and (10%) neutral. According to the statistical analysis, most respondents agree

**Table (4.9) Incorporating visual aids in the classroom improves learners' communication.**

	Frequency	Percent
Disagree	2	4.0
Neutral	4	8.0
Agree	37	74.0
Strongly agree	7	14.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

Table (9) shows that most respondents (14%) strongly agree, (74%) agree, (8%) are neutral, and (4%) disagree that Incorporating visual aids in the classroom effectively improves learners' communication. (94%) of the sample agree with this point. Only (4%) disagree and (2%) neutral with the topic.

## V. CONCLUSION, FINDINGS AND RECOMMENDATIONS

### 5.1 Conclusion

English as a foreign language (EFL) instruction is best reinforced through various teaching and learning resources designed to stimulate, motivate, and focus learners' attention during the instructional process. Visual aids, which are instructional materials employed in the classroom to promote effective teaching and learning, are among these resources. They effectively capture learners' interest and support teachers' explanations of concepts.

### 5.2 Findings

**After analyzing the data, the study received the following results:**

Teachers have positive attitudes towards using visual aids.

1. Including visual aids in EFL classes enhances comprehension of complex ideas.
2. Visual aids can enhance learning and simplify complex concepts for teachers.
3. Visual aids help enhance the communication skills of EFL learners.
4. Utilizing contemporary educational tools can improve the proficiency of learners' productive skills.
5. Visual aids can enhance learners' capacity to express their thoughts and concepts clearly and precisely.
6. English language teachers require additional training to develop affordable teaching aids.

### 5.3 Recommendations

**According to the findings, the following recommendations are made in this research:**

1. English as a Foreign Language (EFL) teachers should have adequate technological skills to effectively use modern technology.
2. EFL teachers should incorporate visual aids in their lesson planning to enhance learning efficacy.
3. EFL teachers should use modern teaching aids to stimulate and encourage learners.
4. EFL teachers should prioritize motivating their learners to learn effectively."
5. Teachers should create a classroom environment that fosters student communication and interaction.
6. EFL Teachers should receive adequate training on how to use modern technology in EFL teaching.

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Read the statements carefully and tick (✓) in the most appropriate box.

*Enhancing EFL learners' Motivation through the Effective Utilization of Visual Aids*

No	Statement	strongly agree	agree	neutral	disagree	Strongly disagree
1	Visual aids are a great way to facilitate effective teaching and help to strengthen the learning process.					
2	Incorporating technological aids into textbooks positively impacts students' motivation and classroom instruction.					
3	Incorporating visual aids can significantly enhance the interaction among English as a foreign language (EFL) learners.					
4	Visual aids: Stimulating EFL Learners' Motivation and improving their English language learning experience.					
5	Visual aids develop EFL learners' writing skills.					
6	Incorporating visual aids during classroom instruction can enhance EFL learners' oral proficiency.					
7	Visual aids can help develop the reading skills of EFL learners.					
8	Visual aids are developing EFL learners' listening skills.					
9	Incorporating visual aids in the classroom improves learners' communication.					