

The Effectiveness of Communicative and Competency-Based Approaches in Promoting Learner Autonomy through Audio-Visual and ICT Tools at Ahmed Zabana University – Relizane

فعالية المقاربات التواصلية والمبنية على الكفاءات في تعزيز استقلالية المتعلم
من خلال الوسائل السمعية والبصرية وأدوات تكنولوجيا المعلومات والاتصال
في جامعة أحمد زبانا – غليزان

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Abstract

Over the past decades, the Communicative Approach (CA) has become the dominant paradigm in English Language Teaching (ELT) worldwide. This method emphasizes communication and functional language use rather than the mere mastery of grammatical structures. In Algeria, CA has been increasingly adopted in higher education institutions, notably at the University of Ahmed Zabana – Relizane, where it has shaped the pedagogical practices in the Department of Foreign Languages. This study aims to examine the application and effectiveness of the Communicative Approach in teaching English as a foreign language at Algerian universities. It also seeks to identify the benefits and challenges faced by both teachers and learners when implementing this approach. A mixed-methods design was employed. Quantitative data were collected through

structured questionnaires administered to English language teachers and students at the University of Ahmed Zabana. Qualitative data were obtained from classroom observations and semi-structured interviews to explore participants' perceptions and experiences in depth. The results reveal that the Communicative Approach significantly enhances students' fluency, motivation, and confidence in language use. However, certain constraints—such as large class sizes, limited teaching resources, and insufficient teacher training—hinder its full implementation. The study suggests the need for continuous professional development programs for teachers, curriculum reform aligned with communicative principles, and improved classroom conditions to ensure the successful adoption of the Communicative Approach in Algerian higher education.

Keywords:

CBLT, Approach, Learners, autonomy, ICT Tools.

الملخص

في تدريس اللغة الإنجليزية، يمكن اعتبار المنهج التواصلي كأكثر الأساليب شيوعاً وتجربة في تعليم اللغة الأجنبية في العديد من تطبيقات تعليم اللغة الإنجليزية الحالية، وقد تم استخدامه على نطاق واسع في الجامعات الجزائرية وكذلك في جامعة أحمد زبانا - الغليزان التي تُعد الطريقة الرائدة في قسم اللغات الأجنبية (الإنجليزية والفرنسية). يمكن العثور على أصول المنهج التواصلي في تقليد تدريس اللغة البريطانية الذي يعود إلى أواخر الستينيات. اعتمد علماء مثل كريستوفر كاردين وهاري ويدووسون على اللغويات الوظيفية البريطانية لجون فيرث وهاليداي وعمل ديل هايم في اللغويات الاجتماعية، حيث زعموا أن التركيز يجب أن يكون على الكفاءة التواصلية بدلاً من إتقان الهياكل فقط (القواعد، النطق، إلخ) من أجل تحقيق تعلم ناجح للغة الأجنبية. يُعرف المنهج التواصلي أيضاً بالمنهج الوظيفي أو تدريس اللغة التواصلية، ويشير إلى مجموعة من المبادئ التي تشمل توصيات حول منهج محدد تنتقل من التركيز على إتقان اللغة إلى استخدام هذا الإتقان لتحقيق التواصل الفعال. بالإضافة إلى

ذلك، يستبدل المنهج الوظيفي المنهج البنوي لأن الطلاقة هي الهدف الرئيسي للمنهج التواصلي بدلاً من الدقة، ولهذا السبب على مدار أكثر من 20 عامًا، يُعتبر المنهج التواصلي الطريقة الأكثر فعالية لتحقيق هذا الهدف.

كلمات مفتاحية: تقنية اللغة القائمة على التواصل، النهج، المتعلمون، الاستقلالية، أدوات تكنولوجيا المعلومات والاتصالات.

1. INTRODUCTION:

In communicative language teaching (CLT), the effectiveness of the teaching-learning process doesn't depend only on the teacher's competence but also upon different available materials inside the classroom, the different equipment called "Audio-visual materials" which reinforce the teaching-learning process and make it more interesting and effective. MC known and Roberts claimed that "AVM are supplementary devices by which the teacher through the utilization of one or more sensory channels keeps to clarify, establish and correlate concepts, interpretations and appreciations".

Foreign language education has undergone a significant paradigm shift in recent decades, moving from teacher-centered, grammar-based methods toward learner-centered approaches that prioritize **communication, interaction, and practical language use**. In this context, **Communicative-Based Language Teaching (CBLT)** and the **Competency-Based Approach (CBA)** have emerged as leading methodologies worldwide. Both approaches emphasize that learners should not merely memorize rules but actively **use language to accomplish communicative goals in real-life contexts**.

In Algeria, the **Ministry of Higher Education and Scientific Research** has officially promoted these approaches in higher education institutions. The **University of Ahmed Zabana – Relizane**, in particular, has adopted these

reforms in its English department, encouraging teachers to implement communicative and competency-oriented pedagogies. Despite this official endorsement, there is often a gap between policy and classroom practice. Teachers frequently encounter obstacles such as **large class sizes, insufficient teaching resources, and limited professional development**, which hinder the effective implementation of these methodologies.

A key component of both CBLT and CBA is the integration of **Audio-Visual Materials (AVMs)** and **Information and Communication Technology (ICT) tools**. AVMs include videos, slides, and digital recordings that support multi-sensory learning and enhance comprehension, while ICT tools such as digital platforms and online resources extend learning beyond the classroom. By providing authentic, interactive materials, these tools encourage **learner autonomy**, allowing students to take active responsibility for their own learning.

Thus, this study investigates how **CBLT and CBA, supported by AVMs and ICT tools, contribute to the development of learner autonomy and communicative competence** among EFL students at Ahmed Zabana University.

2. Problem Statement

Although communicative and competency-based methods have been introduced across Algerian universities, **their implementation remains inconsistent**. Observations suggest that some classrooms still emphasize grammar translation and teacher-centered instruction, limiting opportunities for authentic communication.

Additionally, while AVMs and ICT tools are recognized as valuable for promoting engagement and autonomy, **their use is often sporadic**, constrained by infrastructure and teachers' technological competencies. Consequently, students may not fully develop communicative competence or autonomous learning behaviours.

The main **research problem** is:

To what extent does the integration of Communicative and Competency-Based Approaches, supported by Audio-Visual and ICT tools, enhance learner autonomy and communicative competence among EFL students at Ahmed Zabana University?

3. Research Hypotheses

The study proposes the following hypotheses:

- **H1:** The integration of AVMs and ICT tools within CBLT and CBA significantly enhances students' communicative competence and promotes learner autonomy.
- **H0:** The integration of AVMs and ICT tools within CBLT and CBA does not significantly affect students' communicative competence or learner autonomy.

4. Research Questions

1. How is Communicative-Based Language Teaching implemented in Algerian universities, particularly at Ahmed Zabana University – Relizane?
2. What are the advantages and challenges of integrating CBLT with ICT tools in university English language classrooms?
3. To what extent does the use of AVMs and ICT tools foster learner autonomy and communicative competence?
4. How do teachers and students perceive the role of CBLT and CBA in developing independent learning skills?

5. Literature Review

This section provides a detailed review of the main concepts underpinning the study: **CBLT, CBA, ICT tools, and learner autonomy**. Each concept is clearly defined and supported with academic sources.

5.1 Communicative-Based Language Teaching (CBLT)

Communicative-Based Language Teaching (CBLT), also called Communicative Language Teaching (CLT), is an approach in which the **primary goal of instruction is to develop learners' ability to communicate effectively and appropriately** in real-life situations (Little wood, 1981). Unlike traditional grammar-focused methods, CBLT prioritizes interaction, meaningful tasks, and the practical use of language rather than the memorization of rules.

Key components of communicative competence (Canale & Swain, 1980) include:

1. **Grammatical competence:** knowledge of vocabulary, syntax, and morphology.
2. **Sociolinguistic competence:** understanding how to use language appropriately in different social contexts.
3. **Discourse competence:** the ability to produce coherent and cohesive spoken or written texts.
4. **Strategic competence:** the capacity to handle communication breakdowns and repair misunderstandings effectively.

In Algerian universities, CBLT emphasizes learner-centered activities such as **role-plays, group discussions, project work, and problem-solving tasks**, which encourage students to apply knowledge in authentic contexts. This approach aligns with the goals of CBA and AVM integration by promoting **active learning and autonomy**.

5.2 Competency-Based Approach (CBA)

The **Competency-Based Approach** focuses on developing learners' **practical abilities**—knowledge, skills, and attitudes—so that they can perform effectively in real-world contexts (Richards & Rodgers, 2001). Unlike traditional

education, which often prioritizes content coverage or rote memorization, CBA measures success in terms of **observable performance outcomes**.

In language education, CBA emphasizes:

- **Linguistic competence:** mastery of grammar, vocabulary, and pronunciation.
- **Communicative competence:** using linguistic resources to communicate effectively.
- **Socio-cultural competence:** awareness of cultural norms and communication strategies appropriate for different contexts.

CBA promotes **learner autonomy, problem-solving, and real-world application**, making it particularly effective when combined with CBLT and ICT tools.

5.3 ICT Tools in Language Teaching

Information and Communication Technology (ICT) refers to digital resources and tools that facilitate **information access, communication, and interactive learning** (Anderson & Baskin, 2002). In EFL teaching, ICT tools include:

- **Audio-Visual Materials (AVMs):** videos, films, digital slides, and podcasts.
- **Interactive platforms:** Moodle, Google Classroom, or Edmodo.
- **Multimedia applications:** PowerPoint, online quizzes, and dictionaries.
- **Online communication tools:** Zoom, Skype, discussion forums, or chat platforms.

The integration of ICT tools enhances learning by:

- Providing **authentic materials** for language exposure.
- Encouraging **active student participation**.
- Supporting **learner autonomy** by enabling independent study.

- Promoting **collaborative learning** through online group work.

Research shows that ICT-enhanced environments lead to better **motivation, engagement, and communicative skill development** (Warschauer & Healey, 1998; Blake, 2013).

5.4 Learner Autonomy

Learner autonomy is the ability of students to **take charge of their own learning** by setting goals, selecting strategies, and evaluating outcomes (Holec, 1981). It involves active engagement, self-reflection, and responsibility for learning processes.

Key features include:

1. **Self-direction:** planning and organizing learning activities.
2. **Self-monitoring:** evaluating progress and adapting strategies.
3. **Responsibility and reflection:** taking ownership of successes and challenges.

In EFL contexts, autonomous learners:

- Use **authentic resources** such as videos, online articles, and language apps.
- Engage in **self-directed practice** outside the classroom.
- Continue learning **beyond formal education**, fostering lifelong learning.

Promoting autonomy is central to both CBLT and CBA, as learners are encouraged to take **active control of their learning process**, rather than relying solely on the teacher.

6. Methodology

6.1 Research Design

This study employs a **mixed-methods design**, combining **quantitative questionnaires** and **qualitative interviews**. This approach provides both

measurable outcomes and in-depth insights into the experiences of students and teachers.

6.2 Population and Sample

The population consists of **third-year EFL students** at Ahmed Zabana University (academic year 2020/2021). A **sample of 20 students** was randomly selected from a population of 115 students. Third-year students were chosen because:

1. They had prior exposure to CBLT and ICT-based learning.
2. They could provide informed feedback on the effectiveness of AVMs and ICT tools.

Research Instruments

1. Students' Questionnaire:

Designed to collect quantitative data on AVM usage, ICT engagement, and perceptions of autonomy and communicative competence.

2. Teachers' Semi-Structured Interview:

Gathered qualitative insights regarding teachers' strategies, experiences, and challenges in implementing CBLT and CBA.

Data Analysis

- **Quantitative data** were analyzed using descriptive statistics (percentages and frequencies).
- **Qualitative data** from interviews were thematically analyzed to identify recurring patterns and perceptions of AVM and ICT effectiveness.

7. Findings and Discussion

1. Implementation of CBLT and CBA:

Teachers regularly used communicative tasks such as role-plays, group discussions, and presentations. However, ICT integration was inconsistent due to lack of training and resources.

2. Benefits of AVMs and ICT Tools:

Students reported increased **motivation, attention, and comprehension** when digital materials were used. Visual and auditory aids made learning more meaningful and facilitated better retention.

3. Learner Autonomy:

Exposure to AVMs and ICT tools encouraged students to **study independently**, explore online resources, and develop self-directed strategies. Autonomous learning was most evident when students engaged with tasks requiring problem-solving or project-based outcomes.

4. Challenges:

Major challenges included **limited technological infrastructure, internet access issues**, and insufficient professional development for teachers. These factors restricted the **full potential of AVMs and ICT integration**.

The findings **support the hypothesis** that CBLT and CBA, combined with AVMs and ICT tools, enhance both **communicative competence** and **learner autonomy** in EFL contexts.

This study concludes that the **Communicative-Based Language Teaching (CBLT) approach** and **Competency-Based Approach (CBA)**, supported by AVMs and ICT tools, are effective in developing **communicative competence** and **learner autonomy** among EFL students at Ahmed Zabana University.

Learners become more **motivated, self-directed, and responsible**, engaging in meaningful communication and independent learning. To maximize these benefits, universities should:

- Invest in **technological infrastructure**.
- Provide **continuous teacher training** in ICT integration.
- Align curricula with **authentic, real-life communication needs**.

Future research should expand to **larger samples** across multiple Algerian universities, and employ **experimental designs** to statistically measure the impact of ICT-enhanced CBLT and CBA on learner autonomy and language proficiency.

The Importance of Learner Autonomy in the Learning Process

Learner autonomy plays a crucial role in the language learning process for several reasons:

- It promotes lifelong learning by encouraging learners to take responsibility for their own educational development.
- It aligns with a learner-centered approach, prioritizing the needs, preferences, and goals of students.
- It enhances learners' strategies, enabling them to adopt more effective methods for language acquisition.
- It fosters a sense of responsibility, motivating learners to be proactive and strive for continuous improvement.
- It accommodates individual differences, allowing each learner to progress at their own pace and achieve success.
- It embodies values of independence and freedom, which increase motivation and engagement in learning.
- It encourages creativity, as learners develop and implement their own strategies to solve problems and complete tasks.
- It empowers learners to make decisions and become more conscious of their actions, enhancing self-regulation and accountability.

Overall, learner autonomy not only improves academic performance but also prepares students to become independent, motivated, and reflective lifelong learners.

The population of this study was randomly selected from the fourth groups of third-year EFL students at Ahmed Zabana University—Relizane during the

2020/2021 academic year. Third-year students were chosen for two main reasons. First, due to the COVID-19 pandemic, the Algerian Ministry of Higher Education and Scientific Research implemented specific measures to ensure the health and safety of students across all universities, including Ahmed Zabana University. Consequently, the English department organized a timetable and grade divisions that facilitated safe and orderly instruction. Additionally, as second-year master's students, the researchers began the first semester concurrently with third-year EFL students, making it feasible to administer the questionnaire and work closely with this group.

Second, third-year EFL students were considered suitable for this study because they already possessed prior knowledge and experience with Audio-Visual Materials (AVMs). Their classroom interactions and independent use of AVMs at home provided them with insights into the effectiveness of such tools. For these reasons, it was anticipated that this population could provide valuable opinions regarding the impact of AVMs on the teaching–learning process.

1- Research instruments:

The following instruments were used to collect the needed data for this research study:

- A- A questionnaire for third year EFL students (Appendix A)
- B- A semi-structured interview for third year EFL teachers (Appendix B)

2- The description of the students' questionnaire:

The students' questionnaire was administered to 20 students, representing the entire population of third-year EFL students (115 students) at Ahmed Zabana University during the 2020/2021 academic year. The questionnaire was divided into two main sections. The first section focused on personal information, the teaching methods most frequently used in the English department, teachers' use of Audio-Visual Materials (AVM), and the different types of AVMs employed in

classrooms. The second section explored students' use of AVM outside the classroom, particularly in the context of distance learning.

The primary objective of the questionnaire was to collect data on third-year EFL students' perceptions and attitudes toward teachers' use of AVM in classroom instruction. Additionally, it aimed to determine the extent to which students utilize AVM independently while studying at home, in order to enhance their skills, abilities, and overall academic achievement.

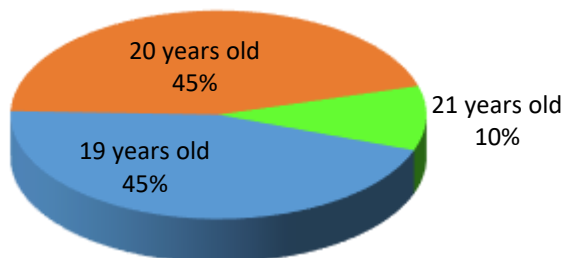
2-1 Results and analyses of students' questionnaire:

Part one: personal information

1-Age:

Age	19	20	21	Total
Number of students	9	9	2	20
Percentage	45 %	45 %	10 %	100 %
Table 01 : 3 rd year EFL students' age				

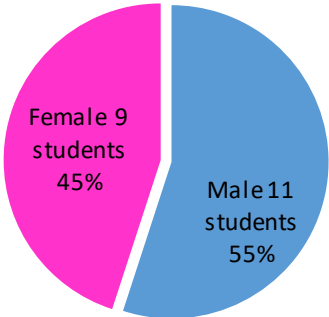
Figure 04: 3rd EFL Students' age



2-Gender:

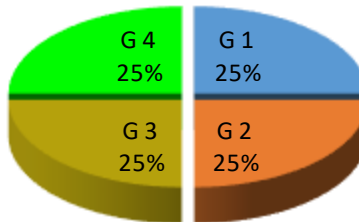
Gender	Male	Female	Total
Number of students	11	9	20
Percentage	55 %	45 %	100%
Table 02 : Participants' gender			

Figure 05: Participants' gender



3-Group:

Options	Group 1	Group 2	Group 3	Group 4	Total
N of students	5	5	5	5	20
Percentage	25 %	25 %	25 %	25 %	100 %
Table 03: 3 rd year EFL students' groups					

Figure 06: participants' groups

Selecting five students (25%) from each group was considered an appropriate strategy to ensure the inclusion of all four groups. This sampling approach allowed the chosen participants to represent the entire population of third-year EFL students. Such representation was essential for accurately assessing the impact of Audio-Visual Materials (AVM) on students' academic achievements.

Part two: it's divided into two sections:

Section 1: Inside classroom (10 questions)

Question1: How is your performance inside classroom this year?

Options	Very good	Good	Medium	Bad	Total
Number of students	2	3	13	2	20
Percentage %	10%	15%	65%	10%	100%

Table 04: Students' evaluation of their performance inside classroom this year

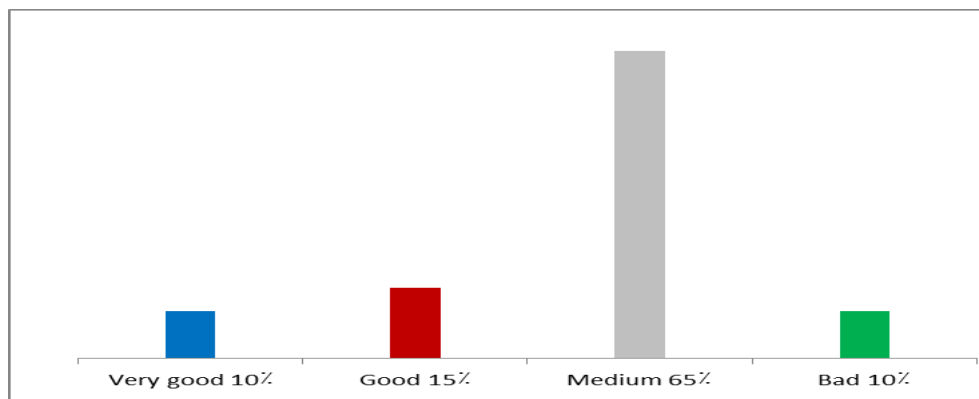


Figure07 : Students' evaluation of their performance inside classroom this year

As shown in the data, the majority of third-year EFL students (13 students, 65%) reported having a medium level of performance in the classroom this year. Two students (10%) rated their performance as very good, three students (15%) indicated good performance, while two students (10%) assessed their performance as poor.

These results suggest that a significant portion of third-year EFL students at Ahmed Zabana University encounter challenges that may affect their motivation and active participation in class. The findings highlight the need for supportive teaching strategies, such as the integration of Audio-Visual Materials (AVM), to enhance engagement and improve academic performance.

Question 2: How is your relationship with your teacher this year?

Options	Very good	Good	Medium	Bad	Total
Number of students	5	4	9	2	20
Percentage %	25%	20%	45%	10%	100%

Table 05: students' evaluation of their relationship with their teacher this year

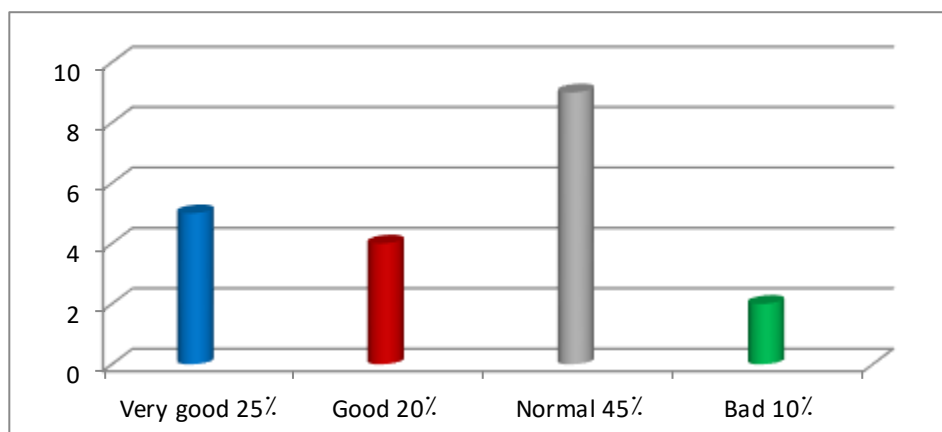


Figure3: Students' evaluation of their relationship with their teachers this year

As illustrated in the data, 5 students (25%) reported having a very good relationship with their teachers, while 4 students (20%) indicated a good relationship. The majority of students (9 students, 45%) described their relationship with teachers as normal, and only 2 students (10%) reported a poor relationship.

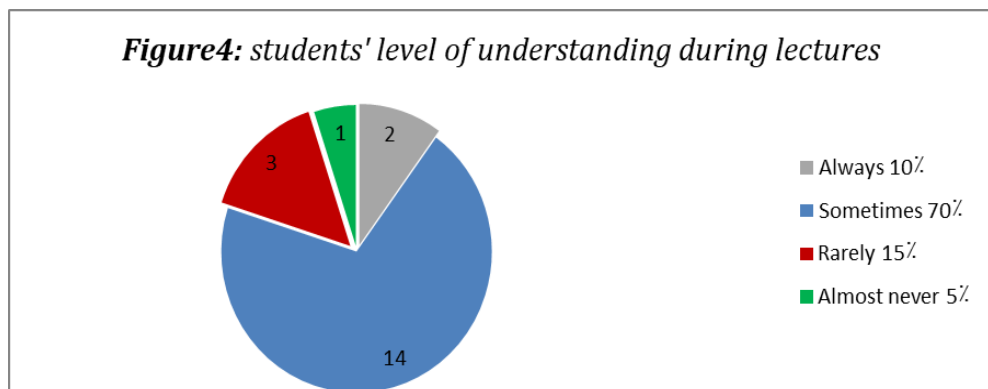
These findings suggest that most third-year EFL students maintain an average or positive relationship with their teachers. Such relationships can play a

significant role in supporting students' engagement and learning outcomes, as a positive teacher–student rapport is known to enhance motivation and classroom participation.

Question 3: Do you understand during lectures?

Options	Very good	Good	Medium	Bad	Total
Number of students	2	14	3	1	20
Percentage %	10%	70%	15%	5%	100%

Table 06: students' level of perception and understanding during lectures



As shown in the data, only 2 students (10%) reported that they always understand the lecture content, while 3 students (15%) indicated that they rarely understand. One student (5%) stated that they do not understand most of the time, whereas the majority of students (14 students, 70%) responded "sometimes."

These results suggest that while a small proportion of students consistently comprehend lecture material, most students experience partial understanding. This highlights the need for instructional strategies and teaching aids, such as AVMs, to support comprehension and enhance the effectiveness of classroom learning.

Question 4: what kind of teaching methods that 3rd year EFL teachers use in their classes?

Options	Teachers' methods	Students	Percentage %
A	Traditional methods	5	25 %
B	Modern methods	1	5 %
C	Mixed-method (both of them)	14	70 %

Table 07: 3rd year EFL teachers methods inside classroom

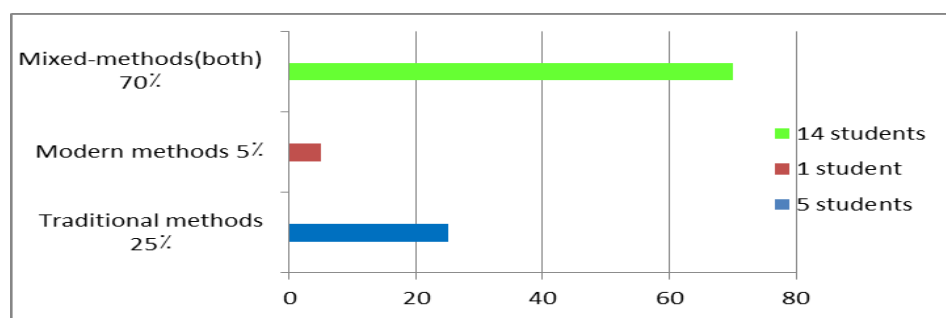


Figure5: 3rd year EFL teachers' methods inside classroom

As illustrated in Figure 5, the majority of students (14 students, 70%) reported that their teachers employ a combination of both traditional and modern teaching methods to deliver the syllabus. Five students (25%) indicated that teachers rely solely on traditional methods, while only one student (5%) observed the exclusive use of modern methods.

These findings suggest that most third-year EFL teachers adopt a blended approach, integrating multiple instructional strategies to clarify lessons and effectively convey knowledge to their students. This approach reflects a balance between established pedagogical techniques and contemporary teaching innovations.

Question 5: Do 3rd year EFL teachers depend on the integration of modern techniques such as AVM in their lesson plans?

Options	Always	Sometimes	Rarely	Almost never	Total
Number of students	2	8	8	2	20
percentage	10%	40%	40%	10%	100%

Table 08: students' evaluation of their teacher use of AVM inside classroom

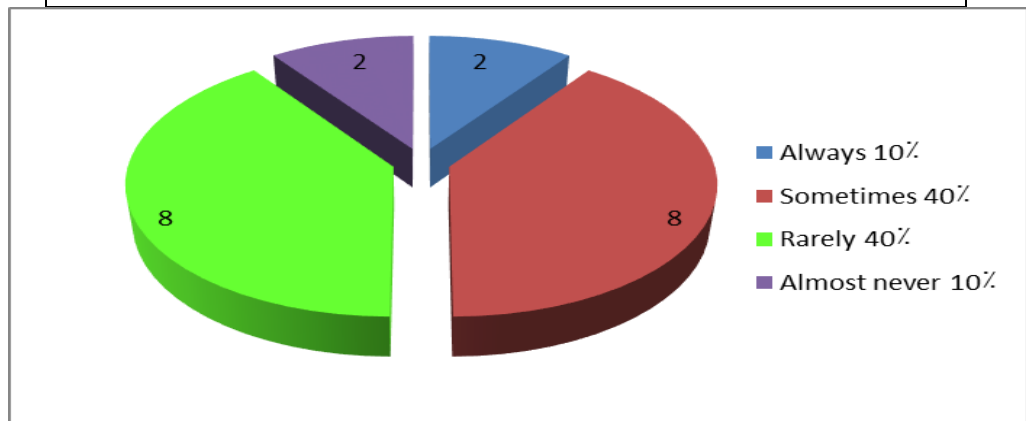


Figure 06 : Teachers use of AVMs inside classroom

As illustrated in Figure 6, only 2 students (10%) reported that their teachers always use Audio-Visual Materials (AVMs) during lessons, while another 2 students (10%) stated that their teachers do not use AVMs at all. An equal number of students indicated that AVMs are used either sometimes (8 students, 40%) or rarely (8 students, 40%).

These findings suggest that most third-year EFL teachers do not consistently integrate AVMs into their classroom instruction. This limited usage highlights

potential challenges in incorporating AVMs and underscores the importance of investigating their role in enhancing the teaching–learning process.

Question 6: How many teachers use audio visual aids inside classroom?

Options	1 or 2 teachers	3 or 4 teachers	More than 4 teachers	Total
Number of students	16	4	0	20 students
percentage	80%	20%	0 %	100 %

Table 09: Number of teachers who use AVA inside classroom

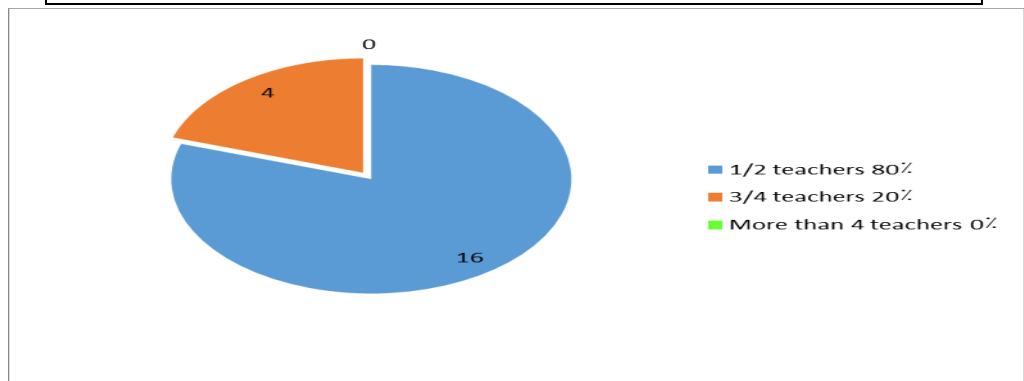


Figure 7: The number/ percentage of teachers who use AVA inside classroom

As illustrated in Figure 7, 16 students (80%) reported that only one or two teachers use Audio-Visual Aids (AVA) during classroom instruction. Four students (20%) indicated that three or four teachers employ AVA, and no student selected the “disagree” option.

These findings suggest that the majority of third-year EFL teachers do not consistently use AVA in their teaching. This limited integration may reflect various challenges or constraints faced by teachers, which underscores the relevance and

significance of this research topic in investigating the role and potential of AVA in enhancing the teaching–learning process.

Question7: What kind of audio visual aids that 3rd year EFL teachers use inside classroom most of the time?

Options	AVMS	Students	Percentage
A	Video tapes (Data show)	16	80 %
B	Audio tapes (Music)	3	15 %
C	DVDs	1	5 %

Table 10: 3rd year EFL Teachers' most used aids inside classroom

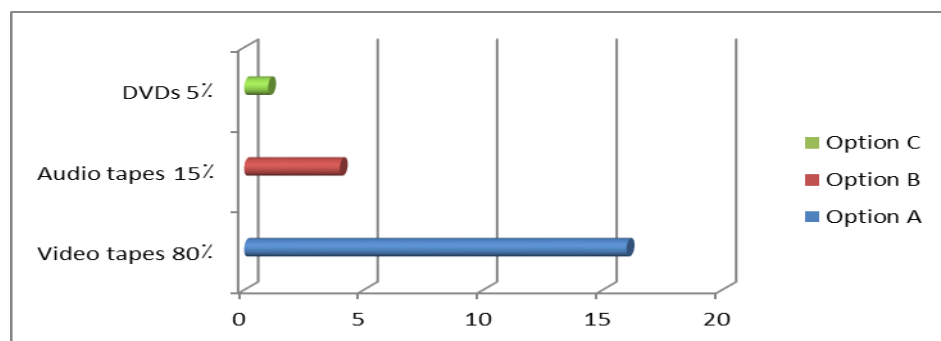


Figure 8: the most used AVA inside classroom

As shown in Figure 8, the majority of students (16 students, 80%) reported that teachers most frequently use video-based aids, such as data shows, during classroom instruction. Three students (15%) indicated that audio tapes are also used, while only one student (5%) selected another option.

These findings suggest that data shows constitute the primary audio-visual tool employed by third-year EFL teachers, likely due to their availability and ease of use in the English department. This reliance on visual technology highlights the role of video-based aids in supporting teaching practices and enhancing classroom engagement.

Question 8: Do you agree that the use of AVM enhance teachers'-students' performance inside classroom?

Options	Strongly agree	Agree	Neutral	Disagree	Total
Number of students	11	8	1	0	20
Percentage	55%	40 %	5 %	0 %	100 %

Table 11: Students' view towards the usefulness of AVM in enhancing teachers'-students' performance inside classroom

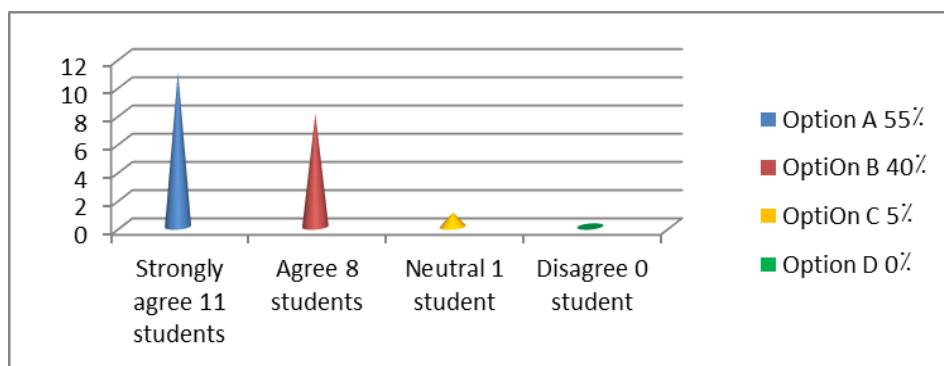


Figure 9: Students' view towards the usefulness of AVM in enhancing teachers'-students' performance

As shown in Figure 9, the majority of students perceive Audio-Visual Materials (AVM) as beneficial for improving classroom performance. Specifically, 11 students (55%) strongly agreed with this statement, while 8 students (40%) agreed. Only 1 student (5%) remained neutral, and no student disagreed.

These findings suggest that AVM positively influences both teacher and student performance by making the teaching-learning process more engaging and interactive. The results highlight the pedagogical value of AVM in facilitating effective classroom communication and enhancing overall learning outcomes.

Question 9: Do you agree that AVM help you to develop your communicative skills with other classmates?

Options	Strongly agree	Agree	Neutral	Disagree	Total
Number of students	7	9	3	1	20
Percentage	35 %	45 %	15 %	5 %	100 %

Table 12: Students' views of the usefulness of AVM in developing the communicative skills

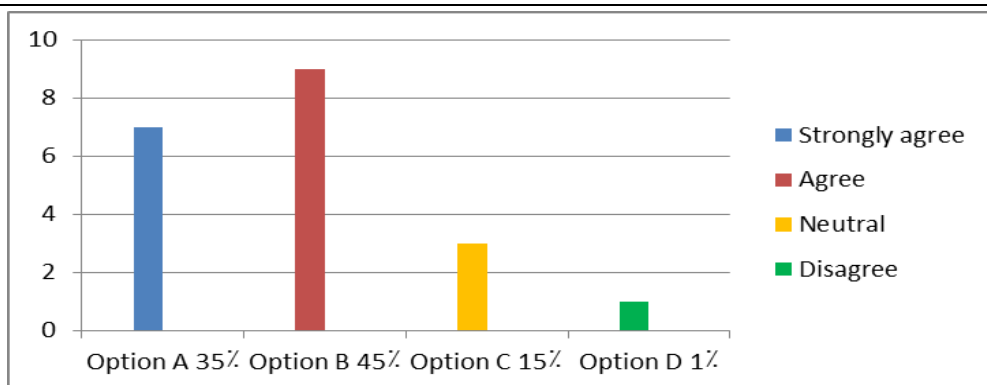


Figure 12: Students' views towards the usefulness of AVM in developing the communicative skills with other classmates

As illustrated in Figure 12, students generally responded positively regarding the role of Audio-Visual Materials (AVM) in enhancing their communicative skills. Specifically, 7 students (35%) strongly agreed that AVM helps develop their communication abilities, while 9 students (45%) agreed. Three students (15%) remained neutral, and only 1 student (5%) disagreed.

These results indicate that AVM is perceived as a valuable tool for promoting active participation, interaction, and collaboration among third-year EFL

students. Its use in the classroom appears to support the development of communicative competencies, fostering both engagement and peer-to-peer interaction.

Question 10: Do you agree that AVM enrich your knowledge and help you to construct useful information for your best academic success?

Options	Strongly agree	Agree	Neutral	Disagree	Total
Number of students	11	8	1	0	20
Percentage	55 %	40 %	5 %	0 %	100%

Table 13: The effectiveness of using AVM in enriching students' knowledge

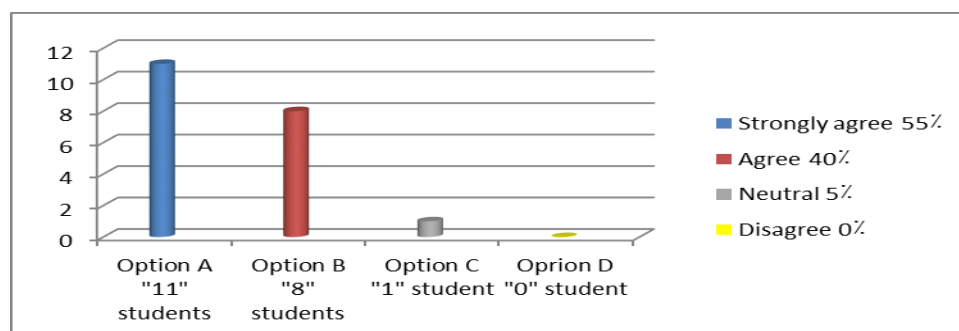


Figure 11: the effectiveness of using AVM in enriching knowledge and constructing useful information for 3rd year EFL students

As illustrated in Figure 11, the majority of students perceive Audio-Visual Materials (AVM) as highly effective in enhancing their knowledge and supporting the construction of meaningful information. Specifically, 11 students (55%) strongly agreed with this statement, while 8 students (40%) also agreed. Only 1 student (5%) remained neutral, and no student disagreed.

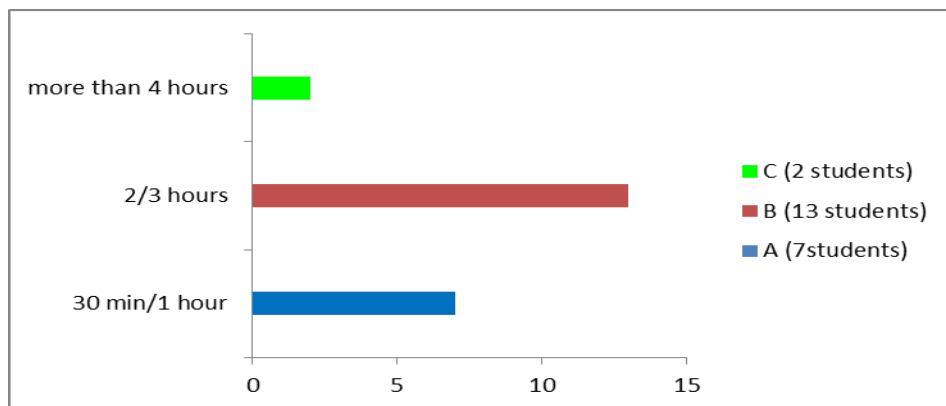
These results indicate that AVM is considered an effective tool for developing students' abilities and competencies, as well as for making the learning process more engaging and interactive. This highlights the pedagogical value of integrating AVM into EFL instruction to enhance both learning outcomes and student motivation.

Section two: Outside classroom /distance learning (5 questions)

Question 1: How much time do you spend daily on networking websites?

Options	Time	Students	Percentage
A	30min till 1 hour	7	35 %
B	2 or 3 hours	13	65 %
C	More than 3hours	2	10 %

Table 14: students' times of using networking websites daily while studying outside classroom



Mrs BelmihoubAmel

Figure 12: students' time while using networking websites daily

As shown in Figure 12, 7 students (35%) reported that they spend no more than one hour per day on networking websites for learning purposes outside the

classroom. The majority of students (13 students, 65%) indicated that they spend two to three hours daily on these platforms. Interestingly, only 2 students (10%) stated that they spend more than three hours, specifying that they each dedicate approximately five hours per day.

These findings suggest that most third-year EFL students use networking websites moderately as part of their independent learning, with a small proportion engaging for extended periods. This highlights the role of online resources in supporting students' autonomous study habits.

Question 2: Do you use AVA while studying at home?

Options	Always	Sometimes	Rarely	Almost never	Total
Number of students	10	5	3	2	20
percentage	50 %	25 %	15 %	10%	100%

Table 15: Students' answers about using AVA while studying at home

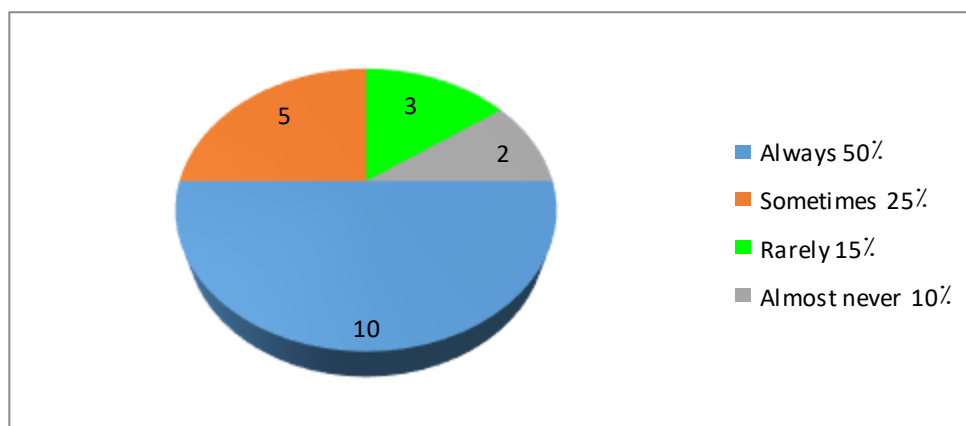


Figure 13: Students' answers towards using AVA while studying at home

As illustrated in Figure 13, half of the students (10 out of 20, 50%) reported that they always use Audio-Visual Aids (AVA) when studying at home. Five students (25%) indicated that they sometimes rely on AVA, three students (15%) stated that they rarely use it, and only two students (10%) reported that they do not use AVA at all, preferring to study exclusively through books and articles.

These results indicate that AVA constitutes an essential component of the learning process for the majority of third-year EFL students outside the classroom. The findings highlight the importance of AVA in supporting independent study and enhancing students' engagement with learning materials at home.

Question 3: what kind of AVA do you use most of the time to search for information?

Options	The most used tool for students	Students	Percentage
A	Audio aids (Music,...etc)	3	15 %
B	Visual aids (Pictures,...etc)	6	30 %
C	Audio-visual aids (videos, ...etc)	11	55%

Table 16: students favourable type of audio visual aids

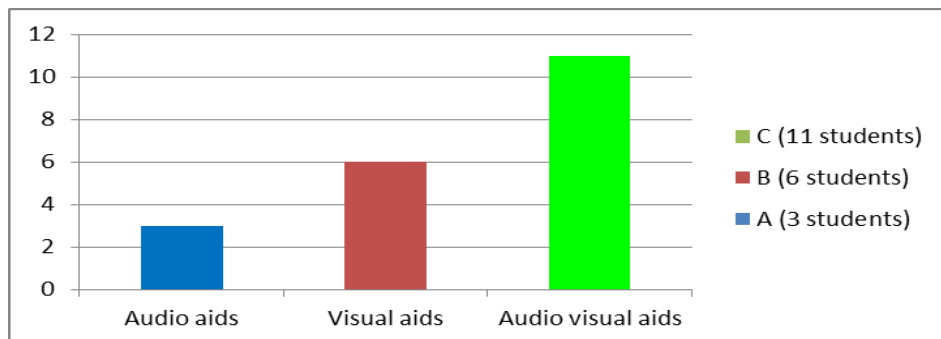


Figure 14: students' favorable type of audio visual aids

As presented in Figure 14, the majority of students (55%) reported that they use combined audio-visual aids to study at home. Six students (30%) indicated a preference for visual aids alone, while only three students (15%) favored audio aids.

These findings suggest that audio-visual aids are perceived as the most effective learning tools for third-year EFL students. They facilitate the completion of tasks, projects, and independent study at home, highlighting the importance of integrating both audio and visual components to support student learning and engagement.

Question 4: Do you agree that AVM has become an integrated part in learning outside classroom?

Options	Strongly agree	Agree	Neutral	Disagree	Total
Number of students	7	10	2	1	20
Percentage	35 %	50 %	10 %	5 %	100 %

Table 17: Students' views towards the integration of AVM in distance learning

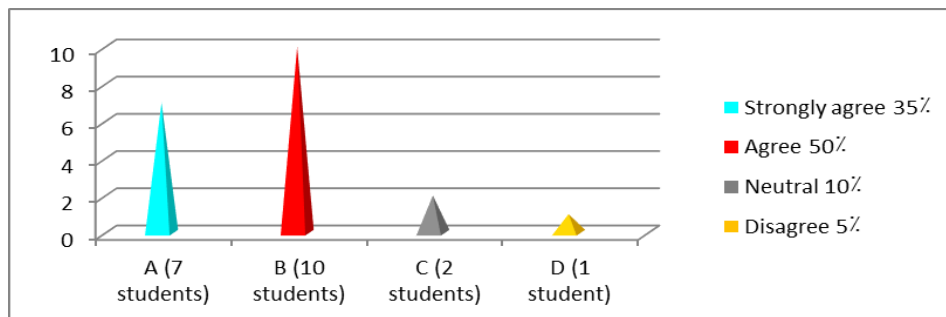


Figure 15: Students views towards the integration of AVM in distance learning

As shown in Figure 15, students generally recognize the significance of Audio-Visual Materials (AVM) in the context of distance learning. Specifically, 7 students (35%) strongly agreed that AVM has become an essential component of distance education, while the majority of students (10 students, 50%) also agreed with this statement. Two students (10%) remained neutral, and only one student (5%) disagreed, indicating that, for them, AVM is optional and not a fully integrated element in their out-of-class learning.

These results indicate that most third-year EFL students perceive AVM as a valuable and integral part of distance learning, highlighting its potential role in enhancing student engagement and supporting autonomous learning beyond the classroom.

Question5: Do you agree that AVM usage raises students' awareness and cultivate them more?

Options	Strongly agree	Agree	Neutral	Disagree	Total
Number of students	9	10	1	0	20
Percentage	45 %	50 %	5 %	0 %	100 %

Table 18: students' views towards the usefulness of AVM in raising their awareness and cultural level

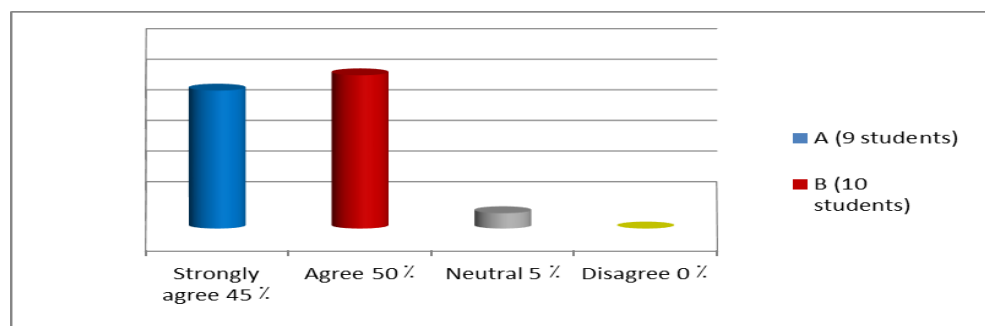


Figure 16: Students' views towards the usefulness of AVM in raising

their awareness and their cultural level

As illustrated in Figure 16, the majority of students perceive Audio-Visual Materials (AVM) as beneficial in raising their awareness and enhancing their cultural knowledge. Specifically, 9 students (45%) indicated that AVM contributes significantly to their awareness and cultural development, while 10 students (50%) also agreed with this perspective. Only 1 student (5%) remained neutral, and no student expressed disagreement with this statement.

These findings suggest that the use of AVM has a generally positive impact on third-year EFL students. It can be considered an effective tool for promoting both cultural awareness and cognitive engagement, thereby supporting its integration into the teaching-learning process.

Teachers' Interview Questions with Responses

— **Question 1: How would you describe your 3rd-year EFL students' level of motivation toward learning English? What factors do you think influence their motivation?**

— **Responses:**

Three teachers stated that students are generally motivated to take English courses.

One teacher mentioned that students' motivation depends largely on the teaching methods and engagement strategies used by all 3rd-year teachers.

Another teacher observed that unfortunately, many students are not motivated.

— **Question 2: What strategies or classroom practices do you usually apply to encourage your students—particularly the less active ones—to participate and engage in learning?**

— **Responses:**

"I use group activities and always encourage students to speak freely."

"A teacher should identify students' real needs and focus on teaching what they genuinely need, not just what seems appropriate."

"I try to involve students individually during the lecture to keep them engaged."

"There are many ways to motivate students: assigning individual tasks, making them responsible for their work, and varying instructional methods."

"Motivating students is challenging; teachers must involve them actively so they can participate fully in class."

- **Question 3: What teaching materials do you usually rely on in your lesson plans? Do you use textbooks, audio-visual materials, or other resources? Please explain why you prefer these materials.**

- **Responses:**

Most teachers said they mainly use handouts because they are readily available, sometimes supported by the data show.

One teacher, due to the research-oriented nature of her modules, primarily uses documents and articles.

Another teacher relies on handouts (article extracts), projectors, and recordings.

One teacher prefers a project-based learning (PBL) approach, encouraging students to search for information themselves; AVMs are used selectively depending on the module.

- **Question 4: To what extent do you think audio-visual materials are necessary for 3rd-year EFL students' learning? Which types of AVMs do you find most effective for your learners?**

- **Responses:**

Three teachers strongly agreed that AVMs are necessary; videos and projectors are most effective because visual and auditory input attracts attention and interest.

One of these three noted that the department lacks AVMs, except for the data show.

One teacher said students are motivated enough that any teaching method works.

Another teacher disagreed, suggesting that students can use smartphones as AVM tools; teachers can still use visual aids for specific modules like literature or civilization.

- **Question 5: How do your students usually respond when you use audio-visual materials in class? Could you describe some of their typical reactions or behaviors?**

- **Responses:**

The majority of teachers (3 out of 5) observed that students react positively: they become more attentive, focused, and take notes.

One teacher noted that reactions depend on learning styles; some students may not focus on AVM content.

- **Question 6: What kinds of challenges or obstacles do you face when using AVMs in class?**

- **Responses:**

Most teachers (4 out of 5) reported obstacles such as lack of AVMs, classrooms not being equipped, technical problems, and students' lack of interest.

One teacher highlighted that the main difficulty can be a teacher's lack of training in handling AVMs, not the availability of the materials themselves.

– **Question 7: Based on your experience, which AVMs help students cope with anxiety and lack of self-confidence in the classroom?**

– **Responses:**

“AVMs can reduce anxiety and boost confidence, but teaching methodology also matters.”

“Any authentic AVM can be helpful.”

“Data shows and social media-based handouts, especially with colorful information.”

“Interactive visual aids are most effective.”

“Slides help understanding and reduce fear, and practical tools like computers allow students to see and listen to the language.”

– **Question 8: Do you think using AVMs is necessary to enhance the teaching-learning process at Ahmed Zabana University?**

– **Responses:**

Three teachers strongly agreed that AVMs are crucial for teaching and learning.

Teacher 1: “It is essential to use AVMs and ICTs in general.”

Teacher 2: “AVMs are necessary because students can only experience English through AVMs outside the classroom.”

Teacher 3: “AVMs should be available in every classroom.”

Two teachers said AVMs are useful but not strictly necessary.

Teacher 4: “Variation is essential; relying only on AVMs can be limiting.”

Teacher 5: “AVMs are helpful but not the only way; smartphones and other tools can also support learning.”

Results and Interpretations of Teachers’ Interviews

1. Motivation of 3rd-Year EFL Students

When asked about the motivation of 3rd-year EFL students, most teachers reported that students generally show a good level of interest in learning English. Three teachers confirmed that students are motivated to take English courses. One teacher noted that motivation largely depends on the teaching methods and strategies applied by the teachers. However, another teacher observed that many students unfortunately lack sufficient motivation. This diversity of opinions highlights the role of instructional practices in shaping students' engagement.

2. Strategies to Encourage Student Participation

Teachers were asked about the strategies they use to engage students, particularly the less active ones. Their responses revealed several effective practices:

Using group activities and encouraging students to speak freely.

Identifying students' actual needs and focusing on what is relevant for their learning.

Involving students individually during lectures to increase participation.

Assigning individual responsibilities and varying instructional methods.

Emphasizing active involvement to overcome challenges in motivating students.

These strategies indicate that teachers rely on both personalized attention and interactive classroom methods to foster engagement.

3. Teaching Materials

When questioned about the materials used in lesson plans, most teachers reported relying primarily on handouts because they are readily available, occasionally supplemented by the data show. One teacher emphasized the use of

documents and research articles due to the nature of her modules. Another teacher combines handouts, projectors, and recordings. A fifth teacher prefers a project-based learning (PBL) approach, encouraging students to search for information themselves and using AVMs selectively depending on the module. These findings show that while AVMs are valued, handouts remain central due to accessibility and practicality.

4. Necessity of AVMs

Regarding the necessity of audio-visual materials, three teachers strongly agreed that AVMs are essential for effective learning. Videos and projectors were highlighted as particularly useful because visual and auditory stimuli capture students' attention and increase engagement. One of these teachers noted the limitation of available AVMs, pointing out that only a data show is currently accessible. One teacher argued that students' high motivation makes any teaching technique effective, while another suggested that students can use smartphones as personal AVM tools, with teachers integrating visual aids for specific modules like literature or civilization.

5. Students' Reactions to AVMs

Teachers generally reported that students respond positively to AVMs in the classroom. Most observed that students become more attentive, focused, and take notes when AVMs are used. However, one teacher noted that reactions depend on individual learning styles, as some students may not pay full attention to the content presented via AVMs.

6. Challenges in Using AVMs

Teachers were asked about obstacles they face while using AVMs. Most reported challenges such as:

Limited availability of AVMs.

Classrooms not being properly equipped.

Technical problems during lessons.

Students' lack of interest at times.

Additionally, one teacher emphasized that insufficient training in handling AVMs can be a significant barrier, suggesting that teacher preparation is just as important as the availability of materials.

7. AVMs and Student Confidence

Teachers were asked which AVMs help students overcome anxiety and lack of self-confidence. Responses highlighted that:

AVMs reduce anxiety and build confidence when combined with effective teaching methodology.

Authentic AVMs, interactive visual aids, and colorful handouts enhance engagement.

Slides and practical tools like computers allow students to see and hear the language, improving understanding and participation.

These findings suggest that AVMs not only support knowledge acquisition but also enhance students' psychological comfort in the classroom.

8. AVMs and the Teaching-Learning Process

Finally, teachers were asked about the overall necessity of AVMs in improving the teaching-learning process at Ahmed Zabana University. Three teachers strongly agreed that AVMs are crucial, citing the importance of ICTs, exposure to authentic English, and accessibility of AVMs in every classroom. Two teachers acknowledged the usefulness of AVMs but emphasized that they are not strictly necessary, advocating for variation and alternative tools such as smartphones.

Overall Interpretation

The interview data reveal several key insights:

Motivation and Engagement: Students are generally motivated, but effective teaching strategies strongly influence their engagement.

Material Usage: Handouts remain the most common material due to availability, while AVMs are used selectively to enhance learning.

Benefits of AVMs: When available, AVMs positively affect student attention, participation, and confidence.

Challenges: Lack of materials, technical issues, and insufficient teacher training are major obstacles to AVM use.

Integration in Teaching: Teachers generally support integrating AVMs into lesson plans, recognizing their role in improving learning outcomes, student engagement, and overall classroom productivity.

In conclusion, despite logistical and technical challenges, both teachers and students recognize the value of AVMs in creating a more dynamic and effective learning environment at Ahmed Zabana University. The findings suggest that

increasing AVM availability and supporting teacher training could further enhance the teaching-learning process.

Limitations of the Study

The study faced several limitations. The first major limitation was the lack of documentation in the university library, such as relevant books and sources, which forced the researchers to rely on eBooks and online articles. The second limitation was time constraints. Some teachers were unable to complete and respond to the interviews promptly, which created challenges for the researchers in analyzing the results and discussing the findings in a timely manner.

Recommendations and Suggestions

EFL classes at Ahmed Zabana University may encounter difficulties in meeting both teachers' and students' needs and expectations. Such challenges can hinder the teaching-learning process and may lead to unsatisfactory outcomes. The following recommendations are proposed to address these issues effectively:

The administration should provide 3rd-year EFL teachers with the necessary teaching materials to facilitate the teaching process.

Specific training programs should be organized for teachers who are not familiar with the use of AVMs.

Administrators should encourage teachers to integrate AVMs in their lessons to enhance motivation, engagement, and teaching effectiveness.

Teachers should include AVMs in their lesson plans to create a stimulating classroom environment that fosters students' interest and improves learning outcomes.

Teachers should employ a variety of teaching techniques and materials to accommodate the diverse needs and expectations of their students.

Students should actively use AVMs outside the classroom to enhance independent learning, develop academic skills, and expand their knowledge.

In summary, if the English department administration, 3rd-year EFL teachers, and students implement these strategies, the teaching-learning process is likely to become more effective, engaging, and beneficial for both teachers and students.

Conclusion

The present study aimed to investigate the impact of audio-visual materials (AVMs) on the academic achievements of 3rd-year EFL students and to highlight the usefulness of AVMs in the teaching-learning process. The dissertation comprises three main parts: one theoretical chapter and two practical chapters.

The theoretical chapter is divided into two sections. The first section provides an overview of the learning context in Algeria, including the LMD system, and addresses topics closely related to the research, such as the teaching-learning process, teaching methods and approaches in Algeria, and learners' autonomy. The second section presents a literature review, offering definitions of AVMs according to various scholars, types of AVMs, their advantages, challenges associated with their use, criteria for selecting AVMs, and the concept of academic achievement.

The practical study was conducted with 3rd-year EFL students and teachers at Ahmed Zabana University as a case study, and it is divided into two chapters (Chapters 2 and 3). In Chapter 2, a mixed-methods approach was adopted, combining quantitative and qualitative research. A questionnaire was

administered to 3rd-year EFL students to explore their perceptions of the usefulness of AVMs inside and outside the classroom. In addition, a semi-structured interview was conducted with 3rd-year EFL teachers to investigate their perspectives on AVM usage, the challenges encountered while using AVMs in class, and the role of AVMs in achieving effective teaching outcomes. The collected data were subsequently analyzed to draw meaningful conclusions.

Chapter 3 focuses on the discussion of the findings, as well as recommendations and suggestions. The analysis of the students' questionnaire revealed that the majority of 3rd-year EFL students recognize the importance of AVMs in enhancing their academic skills and competencies.

Teachers' responses also reflected a positive attitude toward the use of AVMs in the teaching process. They emphasized that AVMs provide flexibility, facilitate learning, and increase students' motivation and interest. However, most teachers also highlighted the importance of varying teaching methods and materials, emphasizing that the teaching-learning process should not rely solely on a single technique or tool.

In conclusion, this research sheds light on the significant impact of AVMs on students' academic achievements and the overall effectiveness of the teaching-learning process. Although the study may not cover all aspects of this complex topic, it provides a foundation for further investigation. Future research can expand on these findings, offering additional insights and strategies to optimize the use of AVMs in EFL education.

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