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Harnessing Visual Media for EFL Learning: Benefits, Challenges, and Pedagogical Strategies

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Abstract
In English as a Foreign Language (EFL) teaching, the advent of visual media has profoundly impacted education by offering fresh opportunities to motivate learners and explain intricate linguistic ideas. The current research investigated the perceptions of EFL learners at the university level regarding the advantages and disadvantages posed by visual media. A qualitative case study design was employed to gather data through open-ended questionnaires distributed to five purposefully selected students, aiming to capture the full range of a multimedia-informed continuum of proficiency and prior exposure. Thematic Analysis revealed three primary themes: (a) visual media significantly enhances engagement and understanding, contributing to more interactive lessons and appreciation of abstract language components; (b) significant challenges like insufficient broadband access, overly complex content far exceeding students' capabilities, lessons dominated by the need to pre-analyze visuals at the expense of text, and lack of access to certain media presented barriers; and (c) students recommended practical strategies for optimizing visual media use, such as aligning content with cultural and linguistic contexts, incorporating interactive teaching methods, providing offline resources, and enhancing teacher training in multimedia integration. This insight extends the literature, evidencing the simultaneous promise and challenge interactions posed for language learning through visual media. This study enhances the understanding of the impact of media on the efficient utilization of EFL instruction within the frameworks of discourse and paradigms including balance, context appropriate use, pathways into the study of sustained and new technological impacts, and multilayered inquiry for technology's influence over time.

Keywords: *Visual media; EFL learning; Student engagement; Language acquisition; Multimedia instruction*

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1. Introduction

The modern education environment has changed by incorporating new technologies into teaching and learning. There has been tremendous growth in the range and type of instructional materials in the digital age, making visual media one of the most critical resources in contemporary teaching. As Akmal (2019) notes contemporary educational institutions have access to an extensive collection of older and newer devices, including whiteboards, language laboratories, and computers. This technology change has reshaped education in general. In particular, the teaching of foreign languages has undergone dramatic shifts as visual media have become essential for teaching English as a Foreign Language (EFL).

The contribution of audiovisual materials to language learning is well documented. Visual media, including videos, infographics, and social media posts, make the retrieval and processing of information easier by connecting abstract linguistic ideas to tangible images. Incorporating video elements into language teaching has transformed traditional pedagogical approaches, creating a dynamic and multimodal learning environment that accommodates a variety of learning styles and preferences. Audiovisual resources, which include videos, films, interactive simulations, and multimedia presentations, go beyond the limitations of traditional textbooks and lectures by providing learners with authentic and engaging experiences that promote deeper comprehension and retention (González-Vera & Hornero Corisco, 2019; Widiatmoko et al., 2018). The use of multimedia in language training improves the learning process by offering a stereoscopic representation of the language, immersing students in a more realistic and culturally rich environment (Liang, 2013). This immersion not only helps to develop linguistic abilities but also fosters an understanding of the target language's cultural nuances and societal values (Piri, 2014). Audiovisual materials increase memory encoding by combining auditory and visual cues, resulting in improved recall and application of learned concepts (Intan et al., 2022).

The use of visual media in EFL classrooms has numerous challenges, including cultural relevance and appropriateness. Integrating visual media into English as a Foreign Language classrooms presents a multidimensional issue, particularly in terms of cultural relevance and the potential for misinterpretation (Marwa et al., 2021). The prevalence of visual stimuli in modern culture, resulting from sources such as the internet, social media, and entertainment platforms, requires that educators prepare students to navigate and critically assess these visual messages (Lundy & Stephens, 2015; Metros, 2008). Students who are unfamiliar with the cultural backgrounds of the media may struggle to comprehend the content being presented properly. Furthermore, students may struggle to grasp culturally particular symbols hidden in visuals, resulting in misinterpretation or disengagement from the instruction (Widiatmoko et al., 2018). As a result, teachers must be aware of these challenges and take necessary actions to address them (Laadem & Mallahi, 2019). The key component of the problem is the

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intrinsic cultural encoding seen in visual elements (Julinar, 2019). Visuals are not neutral information carriers; rather, they are covered with cultural values, attitudes, and assumptions that EFL learners may not recognize (Lundy & Stephens, 2015). In summary, the overall purpose of visual aid instruction requires careful planning with attention to diverse students' needs and the creation of responsive environments.

The value of visual forms of instruction in teaching languages extends beyond providing additional teaching aids; it also aids in building essential language skills. As (Patesan et al., 2018) have pointed out, the use of visuals like diagrams, videos, and even charts aids students in developing their speaking and writing skills. Students learn to speak vividly through graphic-based oral reports and express themselves through structured writing tasks involving graphical representation. However, students must have a certain level of digital fluency to appreciate these aids. According to (Burgos & Anthony, 2024; Liu & Yi, 2024) Digital literacy strongly affects students' ability to interact with, appreciate, and benefit from multimedia resources. Without digital skills, the pedagogical benefits of visual aids may not be fully realized.

Kumar et al., (2021) noted that the combination of technology, culture, and cognitive aspects poses a challenge to EFL instructors who want to employ visual media due to the need to balance these factors. Effectively leveraging visually based technologies requires careful attention to content appropriateness, student readiness, and educational goals. This challenge is pronounced in multicultural classrooms with unequal access to and experience with modern instructional technologies.

New research provides solutions for these difficulties. Jin, (2023) argues for the need for culturally responsive selection of visual media, advocating for the use of media that resonates with learners' lives to enhance understanding and engagement. Tran & Tran, (2025) expand this argument by suggesting the use of culturally relevant pedagogy with multimedia teaching, thus situating instructional materials within the students' socio-cultural realities. Widyaningrum et al., (2024) describes how visual media can foster intercultural awareness by positing that visual media, when purposefully selected, can promote a deeper understanding of other cultures. All these studies point to the need for a more sophisticated use of visual media in which culture and context integrate theory and practice rather than simply providing novelty value.

Multimedia-assisted learning has also come under scrutiny for its motivational aspects. Burhanuddin et al., (2023) and; Moybeka et al., (2023) prove the case for enhanced intrinsic motivation, a key element for successful language acquisition, stemming from attention-grabbing visuals. Cayubit, (2021) illustrates the link between enriched learning environments and heightened interest and engagement. Collectively, these findings suggest that the investment of visual media in the teaching and learning of languages can foster a more positive attitude towards language activities in addition to linguistic and cognitive advantages, thus supporting long-term engagement.

Nonetheless, profound gaps persist in how these theoretical frameworks apply to practical classroom situations in diverse educational contexts. Different multimedia

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modalities, as illustrated by Al-Sabbagh, (2023), may differentially affect learner populations at varying levels of vocabulary acquisition, underscoring the need for research on modality-specific effects. Razmeh, (2024) observes that cultural adaptation similarly portrays the challenge of applying visual media to culturally diverse student populations. These considerations underscore the need for empirical studies that not only assess the effectiveness of visual media broadly but also identify the contextual factors that limit or enhance their effectiveness.

To address this gap, the current study aims to join the discussion by analyzing the use of visual media with university students in EFL contexts from a pedagogical perspective. In terms of visual media, it aims to assess its influence on students' engagement, comprehension, and skill enhancement, particularly in the context of technological challenges, content misalignment, and cognitive overload. This study is unique in that it incorporates the learners' perspectives while addressing pedagogical issues, thus providing a more comprehensive approach to the use of multimedia in language teaching.

This study explores the promise and the complications of using visual media in EFL classrooms. As gaps exist in the literature regarding the utilization of visual media in teaching English, this research aims to provide practical recommendations that enhance teacher practices by integrating multimedia in ways that are educationally appropriate, culturally sensitive, and responsive to learners' technological skills. In this regard, the study extends the existing literature on the effective use of visual media in teaching and learning languages.

2. Methods

This study utilized qualitative research methods to understand how university students engage with visual media in an English as a Foreign Language (EFL) class. The study explored the challenges and opportunities that emerged from using visual media in EFL teaching and learning, which required understanding a small group of participants. Understanding educational contexts in greater depth poses many challenges and requires rich details, which qualitative approaches offer (Chung & Long, 2024). Qualitative methods, as mentioned by (Arifin, (2023), delve deeply into the motivations, emotions, and contexts that are typically hidden in the background when a quantitative approach is used. On the other hand, qualitative methods do come with certain limitations, chief among them the issue of generalizability and biases from the researcher's perspective (Bakare, 2024).

The researchers employed a case study design, which Kanyopa and Makgalwa (2024) strongly recommended for exploring participants' lived experiences in detail within their actual educational contexts. This decision helped reveal the learners' digital literacy levels, cultural backgrounds, and their interactions with visual elements in language learning. This design aligns with the study by Ohta et al. (2023), who noted that the qualitative case study approach is best suited for investigating context-bound aspects of educational practices.

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Participants were chosen purposively to ensure that the sample included individuals who had experience with visual media in relation to their EFL learning. Recruited to the study were five university students who had used multimedia tools in their English classes and had varying degrees of language proficiency. This approach is recognized as helpful in educational research when seeking participants who, at a minimum, have context-laden information to share (Tufail, 2021). The study by Roshdi and Rahmat, (2023) documented the usefulness of purposive sampling in studies focusing on language learners' use of various platforms such as TikTok, showing that by choosing participants with prior engagement, researchers can derive important and precise conclusions about the phenomena being studied.

As such, each participant held some degree of knowledge about and experience with visual media and linguistic skills. This mix was necessary for obtaining a comprehensive answer to the research question, something that Mitrulescu, (2024) argued suggests greater diversity of participants improves qualitative research. Such diversity also served to alleviate the challenges associated with a small qualitative sample size, as multiple perspectives could be incorporated into the analysis (Chen & Ramzan, 2024).

The data were gathered using an open-ended questionnaire that was shared online, allowing participants to take their time to respond. The questionnaire included five key questions to gather comprehensive information regarding participants' perceptions and experiences. These questions focused on asking students to share their overall impressions regarding the use of visual media in learning English, including the forms of visual media they found most helpful, any problems they encountered, how visual media aided specific language skills, and what recommendations they had for teachers on the use of visual media. This structure replicates approaches in other qualitative research that utilize open-ended instruments to capture rich, descriptive data (Yermekkyzy, 2022).

The described technique for data collection is consistent with Jin et al., (2024), who emphasize that open-ended formats are most effective because participants are encouraged to share ideas that would not surface in a more rigid questionnaire. Allowing participants to articulate their opinions in their own words was intended to reveal delicate details of their experiences that standardized approaches would overlook. This was especially important in understanding the emotional and mental aspects of learning with visual media, which are usually personal and interpretive.

Thematic analysis was employed in this study, a well-established qualitative data interpretation technique in educational research. The stages: data familiarization, initial coding, line-by-line thematic construction, theme revision and refinement, and final interpretation relative to the research questions were Braun and Clarke's steps as refined by Ohta et al., (2023). This systematic approach enabled the conduct of a comprehensive analysis of the data, which in turn revealed intricate and subtle patterns in the participants' responses.

Preliminary observations and content notes were made after the firsthand,

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thorough reading and rereading of the responses. During this phase, coding focused on capturing more precise phrases like "ease of learning," "technical challenges," and "engagement." The codes "effectiveness of visual media," "barriers in implementation," and "strategies for teachers" emerged as dominant themes, underpinning the major issues addressed in the literature.

In the process of interpretation, the thematic patterns are linked to insights from scholarly literature to contextualize the findings with the discussions on EFL learning and the role of multimedia. This step was essential in focusing on the participant's lived experience within a framework of existing theories and approaches, as argued by (Oliveira & Silva, 2022) aimed at augmenting the trustworthiness and relevance of qualitative research findings.

The participants' ethical treatment had to be maintained throughout the research process to uphold their moral rights. Before data collection, participants were given background information on the aims and processes of the study alongside information pertaining to their rights as participants, including the right to voluntarily participate, withdraw at any time, and not face negative repercussions. As prescribed by many ethical standards in educational research (Yermekkyzy, 2022), documented informed consent was sought.

Written consent was obtained from the participants. Participants' confidentiality and anonymity was rigorously protected through the allocation of pseudonyms and secure storage of all data. The study ensured that depiction of participants' experiences remained 'true' while also respectful and ethical. Member checking was performed, whereby participants reviewed and approved the thematic interpretation that had been ascribed to their data. This method has been documented by Kanyopa and Makgalwa, (2024) as a way to preserve the trustworthiness of qualitative data while fostering participant agency.

Moreover, care was taken during participant observation analysis to interpret data in line with the participants' views. This is consistent with the guidelines provided by Arifin, (2023) regarding reflexivity in qualitative studies whereby a scholar is held responsible for the impact of their subjectivity on data evaluation. With these ethical considerations and methodological integrity, the study aimed to provide reliable findings that contribute to the discourse on the use of visual materials in EFL instruction.

3. Results and Discussions

3.1 Results

The information collected from five university students, using open-ended questionnaires, provided a deep understanding of the significance of visual media in English as a Foreign Language (EFL) learning. As shown in Figure 1, the results were captured under three overarching themes: the role of visual media in learning, problems associated with its use, and suggestions provided by participants for its optimal use. These thematic categorizations made it possible to interpret the students' experiences

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with emphasis on emerging salient patterns that resonate with, and add new dimensions to, those documented in scholarly work.

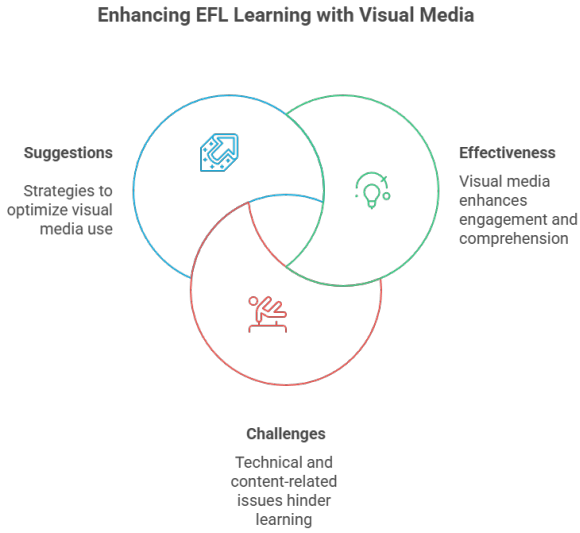


Figure 1. Enhancing EFL Learning with Visual Media

The initial theme that emerged from the analysis is the integration of visual aids as the most effective component to facilitate EFL learning. All participants reported the same opinion that visual media "Enhanced the quality of lessons" that reading comprehension scores improved considerably with the use of Nearpod media, serving as an indicator that visual aids facilitate the processing of language content on a cognitive level. Respondents emphasized that classes with videos and presentations were much more lively and dynamic compared to the more passive and routine form of teaching. One of the interviewees put it wonderfully when they said, "Learning becomes less monotonous when visual media is used alongside explanations", which illustrates how lessons tend to follow a formulaic approach where tried-and-tested methods are heavily relied upon.

Additionally, participants reported that visual media helped them grasp abstract or advanced linguistic concepts. These, in turn, aid in understanding and learning. One of the participants distinctly emphasized the multimodal nature of videos when explaining foreign languages, saying that since videos merge images, sound, and text, they effectively convey foreign language subtleties in a sophisticated manner. These findings highlighted that the use of multi-sensory resources aids deeper cognitive processing.

Participants also observed that visual media provided a more comprehensive learning experience by enabling the integration of listening, reading, and viewing, thereby strengthening their understanding through multiple sensory channels. Therefore, considering these factors, audio and video resources together provide a more

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comprehensive approach to learning and mastering a foreign language.

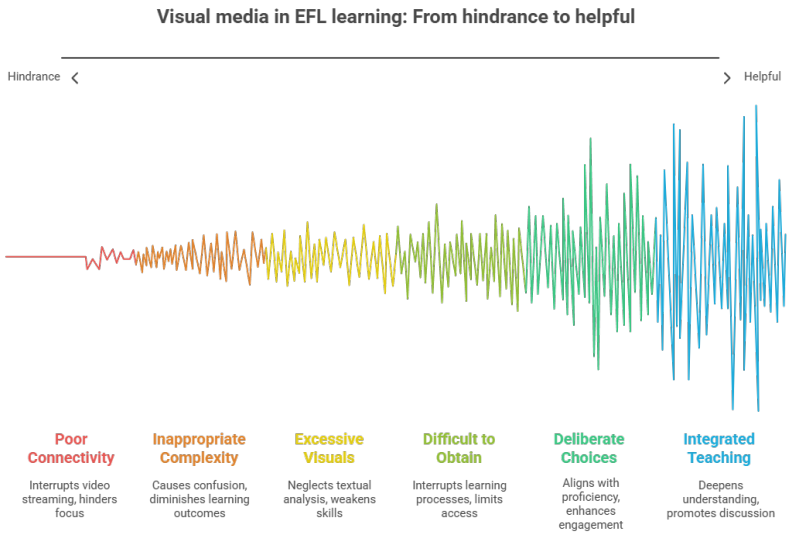


Figure 2. Visual Media in EFL Learning

Despite their noteworthy advantages, the second theme of the analysis highlighted several challenges that participants encountered while engaging with visual media during EFL classes. As highlighted in Figure 2, one of the major issues cited was the technical constraints, particularly internet connectivity. Participants indicated that poor connections often led to video streaming interruptions, which hindered concentration on the lesson and continuity of the lesson flow.

Another problem was the gap between the students' proficiency levels and the complexity of the visual content. Some participants talked about instances where some visuals were either too simplistic or too complex, which resulted in confusion and poor learning.

Participants also voiced concerns about the potential overdependence on visuals. They emphasized that an overuse of visuals may lead to the rigorous neglect of independent learning and textual analysis. Thus, participants' reflections highlight the need for incorporating media in instruction through a balanced approach that integrates texts rather than relies on them. A related problem was concerned with accessibility. Some participants commented on having visual resources that were either inaccessible or hard to use, thereby disrupting their learning.

The third principal idea that emerged from the data analysis pertained to participant recommendations regarding the use of visual media for English as a Foreign Language (EFL) learning. A considerable number of respondents called for more careful content selection, emphasizing that teachers must select materials relevant to the students'

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language competencies and cultural contexts. Moreover, participants suggested teacher-centered visual media integration with guided discourse, group work, and quizzes to promote greater comprehension of the concepts. Overall, participants' views reinforce the importance of interactive teaching by using visual aids to foster active, rich learning environments.

To resolve the identified problems, the participants in Educational Technology dealt with the problem of connectivity by suggesting that offline alternatives be offered, so that learning could proceed in the absence of a network. The availability of offline content allows students to interact with important materials irrespective of internet access, hence minimizing learning downtimes.

To address the instructional issues, the participants pointed out the lack of focused media training as the main agenda to be prioritized in teacher training and expressed their views that teachers who understand the technology and pedagogy are in a better position to facilitate lessons that meaningfully integrate multimedia. Such training equips teachers not only with the technical skills to operate multimedia equipment but also with the ability to plan lessons that utilize visual media to achieve optimal educational benefits.

To conclude, the conclusions of this study comprehensively describe the role of visual media as an enabler and an impediment to EFL learning in specific contexts. The participants' experiences support the considerable advantages of visual media in stimulating learners' interest in language, clarifying complicated ideas, and facilitating rich, multisensory learning. However, these participants highlight some critical challenges such as content appropriateness, technical limitations, an overreliance on visuals, and accessibility issues. Through suggestions such as appropriate content selection, inclusion of interactivity, provision of offline alternatives, and effective teacher preparation, the participants reveal actionable solutions toward better visual media integration in EFL teaching and learning. This adds to the existing literature by illustrating the need for a comprehensive and contextualized framework for the use of visual media in language education.

3.2 Discussion

The integration of research from pertinent literature facilitates conversational learning in English as a foreign language (EFL) through visual media, attention, and technology. The headings within this section correspond to specific issues that have emerged in the findings: advantages of visual media, implementation concerns, balancing visual and textual inputs, integration strategies, and what needs to be done to ensure effective integration.

From the experiences shared by the participants, incorporating visual media into EFL learning proved beneficial, aligning with the evidence emerging from prior research. As far as engagement, motivation, and comprehension are concerned, participants indicated that with the help of appropriate visual stimuli, overcoming even the most complicated linguistic constructs was possible. In fact, Brown et al., (2021) showcased that videos and

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even diagrams work to simplify abstract concepts, making them more accessible. Such programmes multichannel learning through retrieving information via hearing and seeing, providing context and strengthening memory retention. This aligns with Widyaningrum et al., (2024) illustrated that various media deepen cognitive engagement.

The report provided by participants indicating that they could listen, see and read at the same time aligns more with the theoretical notion of cognitive load distribution. As noted by Vu & Peters, (2022), learners are more able to process collocations with well-designed combinations of text and visuals. Vu & Peters, (2022) further argued that multimedia environments, when harmoniously balanced, can manipulate cognitive load to the advantage of learners, which accelerates language learning. Thus, participants labelling visual aids as media that make lessons “less monotonous” and “more interactive” underscores how these aids focus attention and shift learning from passively absorbing material towards participation, as also noted by Paramita, (2023).

Nevertheless, the research highlights some other issues arising from the use of visual media in EFL contexts. A particular striking example relates to participants’ remarks concerning technical limitations, like lower quality internet connections. This problem has been studied by scholars such as Cao, (2023) and; Zuhriyah, (2022), all of whom reported how unstable internet infrastructure provides a persistent challenge to the delivery of lesson materials laden with multimedia content and technologies. Inadequate connectivity disrupts the continuity of immersive multimedia experiences, often resulting in fragmented learning and frustration. A similar situation was reported by Abdelatia et al., (2023) where insufficient internet infrastructure in Libyan universities impeded effective use of online learning systems, showcasing the universality of the problem.

As for all other barriers, participants noted the imbalance between proficiency levels and the accompanying visual media's intricate details as something undermining effective learning. When visuals are overly sophisticated or simplistic, comprehension and engagement can suffer. Purwaningtyas et al., (2023) argued that disengagement due to alienation could result from an inappropriate level of media sophistication. This is supported by Lodo & Ajito, (2022), who showed that instructional materials poorly tailored to learners’ needs lower learners' satisfaction and foster disengagement. This highlights the need to address learners' linguistic abilities and cultural backgrounds when preparing teaching materials.

Participants spontaneously discussed concerns about the overuse of multimedia materials during learning activities. These participants believed that focusing on visual materials could impede the ability to cultivate critical reading and analytical skills. This concern resonates with the findings of Orhan, (2025), who cautioned about the overstimulation that may accompany multitasking. Additional support is also found in

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studies by Faisal et al., (2022) and; Fakharzadeh and Naderi, (2022) which noted that disproportionate emphasis on visual content may disengage students from essential text analysis. Kien, (2024) reinforced this argument by reporting that traditional reading practices are important for developing learners' skills in the long run. Thus, while visual aids enrich learning environments, they are more effective when used in conjunction with texts rather than in place of them.

Participants offered a number of suggestions that closely resemble those discussed in the literature regarding the optimization of visual media. Most prominently, there was a clearly articulated need to appropriate students' language levels alongside their cultural contexts in content selection. Tervalon & Murray-Garcia, (1998) highlighted the necessity of responding to culture due to its relevance in fostering inclusion and addressing diversity gaps. Equally, S. Jin, (2023) and; Tran & Tran, (2025) have persuasively articulated that relating instructional materials to learners is paramount for robust understanding. The present findings of this study demonstrate learners' acute awareness of the need for appropriate media underscores their pedagogical value, particularly within localized contexts.

Moreover, more traditional interactive methods emerged as another priority in the findings of this research. Participants proposed the integration of discussion, group activities, and quizzes alongside visual media to bolster deeper learning as has been advanced within Bahari et al., (2024) and; Salam et al., (2023) Interactive Strategies. These approaches shift the learner from passive recipient to active participant by engaging learners in high-level thinking and collaboration, which is essential for language acquisition.

Given infrastructural limitations, participants suggested providing offline alternatives as a practical approach to tackle internet connectivity problems. This noted approach is in accordance with the offline resources directly suggested by (Abdelatia et al., 2023; Cao, 2023) to maintain instruction flow. Through offline access to materials, educators can address infrastructural gaps, thereby promoting balanced access to education for all students.

Effective training of teachers was cited as a prerequisite for proper utilisation of multimedia tools. Participants expressed that teachers require specialised knowledge about visual media to be able to use it pedagogically. This aligns with the findings of T. Kumar et al., (2021) and; Paramita, 2023), who reported that trained teachers are more proficient in harnessing multimedia, actively engaging students and improving learning. As highlighted by Küçükler, (2021), professional development focusing on cultural equity in education should be accompanied by technological training to ensure that visual media used in teaching aids diverse learners equitably.

The focus on balancing visual and textual materials as multimedia inputs, which appeared quite prominently in the responses of participants, highlights the need for personalised strategies in multimedia-supported language learning. (Vu & Peters,

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(2022) proved that textbook collocations and other complex linguistic units are best mastered when textual amplification is accompanied by appropriate visual aids. Participants' worries regarding the absence of analytical discourse clearly illustrate the need for balanced instructive attention.

Looking at the implications of new technologies more broadly, the rapid development of visual media poses an evergreen challenge for teaching methodology. Bahari, (2021) analysed how Virtual Reality (VR) makes it possible to practise speaking in real-time in immersive contexts, therefore attending to the oral skills framework. Wedyan et al., (2022) demonstrated that reading comprehension is enhanced by Augmented Reality (AR), which means that newer technologies can foster engagement with the content of the language to a greater extent. Liu et al., (2023) discussed the necessity of cooperative, active, and participative language learning provided by these tools and emphasised the cognitive and social aspects of language competence.

The use of advanced technologies such as VR and AR raises issues related to equitable access as well as the readiness of educators to leverage these technologies. Bahari et al., (2024) emphasised the necessity for community and infrastructural support, along with investment, to ensure all students receive the necessary technological resources. This demonstrates that emerging media have much potential; however, their strategic implementation is essential in avoiding amplified educational inequities.

The impact of sustained use of multimedia across diverse learner demographics remains largely unexplored. Mulyani et al., (2022) observed a gap in the literature regarding the long-term use of these resources by different age groups and socio-economic strata. Similarly, (İlhan et al., 2021; Kaldırım & Tavsanli, 2021) noted promising pilot studies on the use of VR and AR, but comprehensively designed studies on their scalable use are still lacking.

The implications of this study, combined with the relevant literature, underscore both the synergy and intricacy involved in incorporating “visuograms” into EFL pedagogies. The advantages of motivation, understanding, and the enhancement of learning via multiple senses are apparent; however, they are countered by other issues that require purposeful teaching approaches. This discussion emphasizes the necessity of developing appropriate, responsive, and adaptable frameworks, given the contrasting realities of language learning, to situate the research-validated reasoning and emerging trends in teaching.

4. Conclusion

This research highlights the importance of visual media in English as a Foreign Language (EFL) teaching by illustrating how it enhances focus, clarifies complex ideas, and provides a multisensory learning environment. From the participants’ vantage point, videos and illustrations rendered lessons more dynamic and engaging, aiding learners in mastering advanced language and cultural intricacies. At the same time, the analysis highlighted significant gaps, including technical issues such as unstable internet connectivity, complexity–proficiency mismatches, accessibility hurdles, and the risk of

inverse dependency synergies. These issues align with the broader discourse on digital inequities and cognitive overload. The integration of culturally and linguistically relevant materials, the use of visuals alongside interactive teaching methods, and the provision of offline resources offered practical solutions to the problems highlighted. While equally striking, the appeal to strengthen pre-service training emphasizes precisely the need to address the educators' challenges stemming from the interwoven technical and pedagogic aspects of multimedia pedagogical frameworks. By documenting students' perceptions and interactions with visual media, this study adds to the literature on multimedia-assisted language learning, enhancing the corpus with evidence-based perspectives. It calls for contextual yet well-rounded strategies that utilize visual aids to their full potential while minimizing their shortcomings. Further research could study the prolonged effects of continuous multimedia use in different educational contexts. They could also analyze how new technologies like augmented and virtual reality can be utilized in English as a Foreign Language (EFL) lessons.

Conflicts of Interest

The authors declare no conflict of interest.

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