
| RESEARCH ARTICLE

Libyan University Students' Views on the Value of Lecture-Based Method

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| ABSTRACT

Lectures, as a medium of teaching, are still considered an integral part of higher education in Libyan universities. However, the role of lectures has been recently questioned, particularly after the sudden spread of the COVID-19 pandemic. To address this issue, this study aims to establish whether Libyan university students still value the lecture teaching mode as part of their university education. It also examines the factors that encourage students to still attending lectures. Thereby, an online questionnaire consisting of 19 items was circulated to undergraduate and postgraduate students studying in the Department of English at the Faculty of Arts and Languages, University of Tripoli. The study's findings revealed that students still favor lectures as a method of teaching. Accordingly, 49 respondents considered lectures, as a mode of teaching and learning, essential with various educational, practical, and social benefits. These include elements such as an in-depth understanding of the subject course and direct interaction with peer students and lecturers. Ultimately, the study suggests that, although lectures continue to be valuable in Libyan universities, other innovative teaching techniques and methods can also be used to improve their effectiveness.

| KEYWORDS

Lectures, views, higher education, teaching methods

| ARTICLE INFORMATION

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1. Introduction

Lectures continue to be widely ingrained as a pedagogical teaching method in higher education (Ahmad et al., 2024; Klein et al., 2023; Obeidat & Mohideen, 2020; Alaagib et al., 2019). The word 'lecture' is derived originally from the Latin 'lectura,' meaning 'to read,' and the terms 'lecturer' or 'reader' come from the word lecture, meaning 'to read aloud' (Exley & Dennick 2004, p.3).

Since the emergence of the first universities in medieval Europe, lectures have been dominantly implemented in academic institutions (French & Kennedy, 2016). The term "lecture" is commonly defined as a verbal demonstration of information related to a specific subject or topic scheduled for teaching. The information is delivered orally by the lecturer, who typically stands at the front of the room (Obeidat & Mohideen, 2020). Lecturers usually write on the board or use an overhead projector to provide visuals for students. As they listen attentively to the lecturer, students are expected to take notes. During the lecture, very little exchange may occur between the lecturer and the students (Marmah, 2014).

Successful lectures are built on various essential factors. First, lecturers need to be well-equipped with the understanding of the knowledge related to the lecture's subject content. Secondly, the implementation of time management skills is also essential in order to present information in a consecutive, organized manner, which thereby contributes to the improvement of the students' learning outcome (Abd Elgadir et al., 2023). Moreover, effective lectures are dependent on the ability of lecturers to draw students' attention to the lectures and encourage them to actively participate and ask questions. Also, an adequate performance of lecturers is another factor for successful lecture delivery (Shahid et al., 2020). A well-delivered lecture has to be well-prepared in order to encourage students to attend and be engaged in the learning process (Sharma & Khanal, 2019; Kapur, 2011). Finally, effective lectures involve the utilization of various types of teaching-learning materials, including textbooks, assignments, projects, reports, audio-visual aids, and so forth.

1.1 Traditional Lectures vs Interactive Lectures

Face-to-face lectures are generally categorized into two types: interactive lectures and traditional lectures (Ahmed et al., 2024). A traditional lecture, as one of the oldest teaching strategies, is a one-way method in which lecturers deliver information to a large group of students (Hafeez, 2021; Gholami et al., 2016). If it is delivered effectively, the lecturer can transmit as much information as possible in a short period of time. After or during the lecture, lecturers usually assign some tasks as assignments (Gregorius, 2017).

Traditional lectures are commonly depicted as a teacher-centered mode of instruction where the main aim is to provide explanations of vast amounts of information to students. In other words, the lecturer is the central focus of information, and the students are passive listeners (Kelin et al., 2023; Shahid et al., 2020; Maqbool et al., 2018; Marmah, 2014). Thus, it may be difficult for students to remain engaged and focused during lectures, which may result in a struggle to retain information (Kelin et al., 2023; Alaagib et al., 2019). Listening to a lecture may be a relaxing experience for students, but they cannot always maintain their attention span (Mann, 2009). In this traditional mode of teaching, there is little or almost no feedback sessions for students, and they are not supported by any type of active learning (Almanasef et al., 2020). Traditional lecture relies heavily on memorization rather than critical thinking and problem-solving skills (Schmidt et al., 2015). Recent literature criticized this type of traditional method of teaching compared to student-centered approaches that are based on active learning techniques (Dietrich & Evans, 2022). However, traditional lectures still remain the most common approach to teaching in higher education. It is also the most convenient way for delivering information and may be well received by students when presented by an engaging lecturer in a systematic and organized manner (Klein et al. 2023, p.41)

Active or interactive lectures, on the other hand, are "... student-centered approaches that encourage student engagement, interaction, and participation during lectures" (Klein et al. 2023, p.40). Accordingly, interactive lectures provide a platform for students to receive direct feedback on how well they understand the lecture's material (Koch, 2019). Moreover, active lectures help students to develop skills such as teamwork, communication, problem-solving, and other forms of interactivity that may not be carried out during the traditional way of lecturing (Sharma & Khanal, 2019; Farashahi & Tajeddin, 2018; Exley & Dennick, 2004). Active lectures that incorporate group work provide students with the chance to work collectively regardless of their background and previous knowledge. Also, active lectures encourage students to participate in discussions, ask questions, and think critically (Yarmohammadi et al., 2023; Klein et al., 2023; Silva et al., 2022; Bradford et al., 2016; Bidadi et al., 2016; Connell et al., 2016; Chi & Wylie, 2014; Freeman et al., 2014). Moreover, active lectures increase some sort of interaction between lecturers and students and develop their communication skills (Ahmed et al., 2024). Finally, the involvement of students in active lectures results in helping students understand the lecture subject matter and increasing their retention of the lecture's content (Kelin et al., 2023). The concept of active learning has gained prominence in recent years, although some lecturers are still hesitant to implement it, fearing students' resistance (Koch, 2019).

1.2 Advantages and Disadvantages of Lectures

Arguments that favor the use of lectures suggested that they have many pedagogical, practical and social benefits that are crucial to students and cannot be easily replicated by other teaching methods (French & Kennedy, 2016). Lectures proved to be an economical way for teaching (Kurle et al., 2018). Accordingly, a number of topics and information can be delivered in a short period of time for a large number of students. Lectures are also very effective for clarifying complex concepts and stimulating students' interest in related course subjects (Abd Elgadir et al., 2023). Moreover, lectures are still commonly used as a practical teaching method, especially when the number of students is large and resources are limited (Shahid et al., 2020; Alaagib et al., 2019; Zakirman et al., 2018). Lectures are also efficient and time-specific since they are easy to plan, execute and can be easily combined with other teaching techniques (Zakirman et al., 2018). Thus, lectures help students to improve their listening and pronunciation skills. The lecture method can be implemented easily by lecturers since they do not always necessitate the use of specific equipment or labs. Also, preparation of lectures does not always require the use of specific teaching strategies. Lecturers usually arrange the material logically by explaining the objectives to be achieved, discussing the outlines to be discussed, and connecting the material to be presented with the material that has been presented in previous lectures (Zakirman et al., 2018). As a result, well-presented lectures secure students' attention and interest as well as keep them motivated to attend lectures. Finally, lectures remain popular and economically effective for paying salaries to university professors, teaching assistants, and educational institutions.

Although it has managed to survive in most institutions of higher education, lectures have been criticized in many academic fields. Empirical evidence has shown that lecturing does not always motivate critical thinking, nor it is effective for the development of teaching-learning skills (Buchanan & Palmer, 2017). Moreover, it is also difficult for students to maintain their attention during lectures for a long time (Obeidat & Mohideen, 2020; Marmah, 2014). Especially in traditional lectures, where only lecturers play the main role in educating the students (Gholami et al., 2016). Also, lecturers may have difficulty in not

recognizing the individual differences between students due to large numbers (Obeidat & Mohideen, 2020). Similarly, there may be no feedback session for the students (Almanasef et al., 2020). This could be due to limited time, students' language proficiency, students' passive behavior and attitudes, and the lecturer's delivery style (Navaz, 2013). Moreover, lectures are occasionally considered a matter of repetition of information that is already printed in books or in different types of materials. A most fundamental problem of lectures is that they are based on information transmission, i.e., students passively acknowledge merely the knowledge transferred by the lecturers (Hafeez, 2021; Schmid et al., 2015). This would result in lecturers sometimes being discouraged from giving lectures due to the faltering interest of some of the students in being inattentive during lectures (Kurle et al., 2018).

These problems have been further compounded due to the advent of the technology revolution, which provided students with easier options to learn about any subject (Kurle et al., 2018). Many educational institutions partially or fully use technology to teach various topics in different educational disciplines (Hemmati Malsakpak et al., 2024). The teaching and learning of English as a Foreign Language (EFL) is not left behind, as many institutions have integrated technology therein. Modern professors and other lecturers adapt the new media in their lectures and numerous technical aids to turn lectures into live performances (Friesen, 2014). This is known by names including e-learning, online learning, digital learning, etc. In other words, lecture teaching approaches are combined with these educational technologies to provide what is referred to as blended learning (BL). BL is a combination of the face-to-face learning method and online learning. The goal of this combined method is to deliver an effective, innovative, and dependable education for students (Friesen, 2014).

Finally, some educators are encouraged to abandon lectures and replace them with some alternative new approaches that are more student-centered, such as the project-based approach (Shafaa & Daulay, 2024; Hafeez, 2021), the seminar-teaching method (Obeidat & Mohideen, 2020), lecture-based problems or peer-assistant learning, research-based learning (Nawawi et al., 2020), flipped classrooms, and audience response systems (Ó Cofaigh & Rodgers, 2025). However, none of these has yet become universal. This could be due to students' lack of engagement or the extra workload on faculty (Kalkstein & Rheubert, 2023). Project-based Learning, for example, has many benefits over traditional teaching methods, but it cannot be used with all selected materials (Shafaa & Daulay, 2024).

2. Lectures in Libyan Higher Education

Despite the emergence of other new teaching methods and though criticized by educational reformers, attending lectures still holds a viable position in almost all Libyan universities. In other words, traditional lectures in particular are still the main source of information for university students. The use of interactive lectures is optional and depends mainly on the lecturer as well as the subject content but more importantly, on whether students have the motive and the willingness to engage in lectures.

In Libyan universities, the integration of technology was predominately utilized during the COVID-19 pandemic. Some universities totally suspended face-to-face teaching on campus, and others switched to online teaching. The transition from face-to-face teaching to online learning has been the most searched subject during the years of the pandemic. Results have shown that Libyan students have had serious challenges since they were not able to successfully adapt to this mode of education (Algwil, 2022). The majority of the studies concurred that limited lecturer-student interaction was the most challenging aspect during the pandemic (Laachir et al., 2023; Derakhshan et al., 2021; Imani & Elasar, 2023). In the study by Algwil (2022), results have revealed that weak internet connection, particularly in rural areas, electricity outages, and poor economic conditions were some of the challenges that Libyan students confronted during the pandemic. Also, the unfamiliarity with online learning was also challenging to some lecturers, which in turn has affected the students' learning experiences. Moreover, Baresh (2022) conducted a study to examine the perceptions of Libyan students towards online assessments during the COVID-19 pandemic. The study showed that students had positive views towards online assessments because of their flexibility and instant feedback. However, the findings also indicated that students perceive online assessment to facilitate cheating. Other challenges of online assessment included lack of internet access, lack of motivation or awareness, and lack of money to buy an internet bundle.

The issue related to students' standpoints towards lectures has become a key component in the lecture controversy. As evidence showed, students' perceptions can affect their motivation to learn. Thus, since no one has tackled the issue in the Libyan context, this study aims to accomplish the following objectives:

- 1) Examine the perspectives of Libyan students of lecture as a teaching method
- 2) Identify the factors that encourage students to still attend university lectures

3. Research Questions

To achieve the aims of the study, the following research questions were raised:

- 1) What opinions do Libyan university students have about the lecture-based teaching approach?
- 2) What factors motivate Libyan university students to attend lectures?

4. Limitations

The study is limited only to students studying in the Department of English at the Faculty of Arts and Languages, University of Tripoli. In other words, other majors of study are excluded. Secondly, this study does not aim to compare the use of lectures with other types of teaching methods. Finally, the study focuses merely on the perspectives of students and not lecturers.

5. Previous Studies

In previous research, most studies have questioned students' perceptions of lectures as compared to other teaching methods; others sought to highlight their advantages and explore the ways of improving the learning experiences afforded by lectures. Here is a review of some of the studies that have been centered on the perception of students. The study of Ó Cofaigh & Rodgers (2025), for instance, reinstated the value of traditional lectures in higher education. The study revealed that the students of Galway University still consider lectures a valuable method of teaching. According to the findings, the possibilities given in lectures include the students' ability to easily interact with their peers, to make friends, to participate in lectures, and to develop a relationship with their lecturers. On the other hand, Mawarti et al. (2024) conducted research to examine the students' perceptions in the School of Biomedical and Allied Health Sciences towards lectures and Peer-Assisted Learning (PAL). The results of the study showed no significant differences between the two methods. However, the students easily understood the material content given by their lecturers rather than having to learn and explain it themselves or through the assistance of their peers. Ahmed et al. (2024) carried out a descriptive study among dental undergraduate students from Igraa College in Sudan to measure their perceptions towards lectures. The majority of students agreed that active lectures enhanced their focus on materials more than traditional lectures. Also, the students indicated that interactive lectures helped them improve their leadership skills and their communication skills with their professors and other students. Klein et al. (2023) delved into the effectiveness of traditional and active lectures in a public university in the Northeast region of the United States. Overall, the students have valued traditional lectures whenever they are presented systematically by lecturers. That is, students preferred lectures with clear organization, the use of visual aids, and with adequate objectives. Nevertheless, students favored active lectures since they encourage them to participate, enhance their level of attention, and improve their understanding. Furthermore, students expressed a preference for incorporating active lectures in a higher proportion of their courses. The study of Singh et al. (2022) aimed to evaluate the perception of undergraduate medical students of lectures during the COVID era. Results have shown that students favor face-to-face lectures, and they emphasized that lectures are essential for imparting information and explanations. The study suggested that lectures should not be discarded in favor of online teaching but reasserts their valuable position as a teaching method in Indian universities. This can be achieved through better training for lecturers, the effective use of audio-visual aids, and providing advanced techniques that are essential to improve students' learning outcomes. Obeidat & Mohideen (2020) explored the perspectives of Jordanian students towards the traditional lectures as compared to the seminar method of teaching. A seminar method is a form of teaching "which aims at bringing together small groups of people to discuss a specific topic each time" (Obeidat & Mohideen, 2020, p.103). The results reported that over half of the students preferred the traditional lecture method since it helped them to understand large amounts of information and follow the topics during lectures. On the other hand, the seminar method did help students to discuss topics, engage in class activities, and defend their ideas.

A survey by Buchanan & Palmer (2017) revealed the positive attitude of undergraduate history students toward lectures. Overall, students valued lectures with potential such as engagement, organization, interesting analysis or argument, and enthusiasm. The study suggested that lectures remain strong with the support of students, whose learning outcomes can be advanced. The study also implied that the movement against lectures should not go too far, particularly in the discipline of history, and maybe in other disciplines. Finally, Marmah (2014) conducted descriptive research at the College of Technology Education, Kumasi. The study generally has shown that undergraduate students, despite their gender differences, had no problems with lectures. The research has held the view that the lecture method is the dominant method of teaching, which will continuously be used in higher education. The study suggested that students favored lectures that are well-prepared by lecturers and involve students' engagement.

6. Methodology

6.1. Instrument

The study utilized a descriptive quantitative research design. Thus, a questionnaire with 19 items on a Likert scale, which is composed of a series arranged in a continuum ranging from strongly agree, agree, neutral, disagree to strongly disagree, was used to assess students' perspectives towards lectures. The design of the questionnaire was based on previous studies, including

Ó Cofaigh & Rodgers (2025), Ahmad et al. (2024), Singh et al. (2024), Obeidat & Mohideen (2020), and Buchanan & Palmer (2017). The questionnaire was created on Google Forms and distributed to participants through different social platforms such as Facebook and WhatsApp. Demographic information and statements related to the students' overall satisfaction, engagement, skill development, and usefulness of lectures were included in the questionnaire.

6.2 Participants

The study was conducted during the spring semester in the academic year of 2024-2025. Accordingly, 49 students from the Department of English in the Faculty of Arts and Languages at the University of Tripoli participated in this study. The respondents were 35 (71.4%) undergraduate students studying in their fifth and eighth semesters and 14 (28.6%) postgraduate students in their first course semester. The participants were predominantly female students, 42 (85%), and 7 (14.3%) male students, between the ages of 20 and 35.

7. Results

Table (1) displays the responses of the participants

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1) Attending lectures plays a major role in achieving academic success.	38.8% (19)	40.8% (20)	16.3% (8)	4.1% (2)	0
2) It is difficult to attend every lecture due to personal circumstances and/or timetable clashes.	30.6% (15)	32.7% (16)	20.4% (10)	12.2% (6)	4.1% (2)
3)Not attending lectures may have a negative impact on students' ability to make friends or connect with other students on campus.	18.4% (9)	36.7% (18)	20.4% (10)	24.5% (12)	0
4) It is motivating to attend lectures that are delivered by lecturers in an engaging way.	61.2% (30)	28.6% (14)	8.2% (4)	2% (1)	0
5) Lectures offer an opportunity to share ideas and personal experiences with lecturers.	24.5% (12)	53.1% (26)	18.4% (9)	4.1% (2)	0
6) Students can speak to lecturers and ask questions during or/and directly after lectures.	32.7% (16)	40.8% (20)	22.4% (11)	4.1% (2)	0
7)Visual aids such as PowerPoint presentations may assist lecturers, but cannot replace a good lecturer.	34.7% (17)	40.8% (20)	18.4% (9)	4.1% (2)	2% (1)
8)Lectures involving student-lecturer interaction enhances communication and help to develop students' leadership skills.	28.6% (14)	44.9% (22)	24.5% (12)	2% (1)	0
9)Lectures help in developing listening skills	38.8% (19)	36.7% (18)	18.4% (9)	2% (1)	4.1% (2)
10) Lectures potentially promote note-taking skill to enhance learning.	32.7% (16)	40.8% (20)	18.4% (9)	8.2% (4)	0
11) Lectures that involve activities (e.g., discussions or/and group-work) are excellent way to improve learning and engagement.	18.4% (9)	22.4% (11)	16.3% (8)	40.8% (20)	2% (1)
12) Lectures are excellent for transmitting large amount of information <u>in a short time</u> .	22.4% (11)	53.1% (26)	18.4% (9)	2% (1)	4.1% (2)
13) Lectures provide depth insight through information and examples that may <u>not be</u> found in a given subject material.	24.5% (12)	44.9% (22)	24.5% (12)	6.1% (3)	0

14) A good lecture is appropriate for presenting materials that are too complex for students to understand.	22.4% (11)	57.1% (28)	16.3% (8)	4.1% (2)	0
15) Attending lectures provide focus and emphasis on given materials and prepares students for exams.	22.4% (11)	55.1% (27)	18.4% (9)	2% (1)	2% (1)
16) face to face lectures can be totally replaced by live streaming lectures or recorded lecture videos	4.3% (2)	14.3% (7)	18.4% (9)	53.1% (26)	10.2% (5)
17) Lectures can be a combination between online and face-to-face teaching modes	24.5% (12)	34.7% (17)	22.4% (11)	12.2% (6)	6.1% (3)
18) It is easy to remain fully attentive during lectures.	14.3% (7)	36.7% (18)	38.8% (19)	6.1% (3)	4.1% (2)
19) I genuinely agree traditional lectures should continue to part of higher education	32.7% (16)	44.9% (22)	18.4% (9)	4.1% (2)	0

Table (1) shows that the majority of the students consider lectures a valuable teaching- learning method. With respect to attendance, 38.8% of the participants strongly agree and 40.8% agree that attending lectures is essential to obtain an academic learning outcome. However, the findings indicated that personal circumstances and timetabling issues could hinder their attendance, as reported by 30.6% and 32.7% of the respondents. In addition, 36.7% of the students indicated that attending lectures offers the chance to connect with their peers and to make new friends.

When it comes to lecturers, 61.2% of the students highly indicated that they are motivated to attend lectures that are well-delivered. Also, 53.1% agree that attending lectures allowed them to share ideas with their professors and to ask questions and receive direct feedback, as informed by 40.8% of the students. Moreover, 40.8 % of students felt that the use of PowerPoint or visual aids is just an adjunct to improve lectures, but it cannot suffice and replace the role of the lecturer in the lecture. Finally, 44.9% of the respondents agree that interacting with lecturers can develop both their communication and leadership skills.

In terms of skills, students find lectures helpful to develop their listening skills, with 38.8% and 36.7% providing positive feedback. Moreover, 40.8% students perceive lectures as a tool to enhance note-taking skills. Also, 42.9% stated that lectures with group work and discussions do stimulate learning skills and encourage engagement with other students, but students do not seem to prefer lectures with students' engagement only, as admitted by 40.8% of the students. This indicates that students seem to prefer the traditional way of lectures over the interactive type of lectures.

Also, 53.1% of the students agree that much information can be conveyed through lectures in a short period of time. Also, 44.9% admitted that lectures provide a deeper understanding of information that may not be found in given materials, and 57.1% of the students agree that lectures are suitable for understanding aspects of materials that may be complex and difficult to understand only via reading lecture materials. In addition, 55.1% of the students believed that lectures provide focus and emphasis as well as prepare them for exams, while 38.8% were neutral concerning maintaining full attentiveness during lectures.

Next, 53.1% of students reported that the use of multimedia during lectures, such as live video or recorded lectures, cannot replace face-to-face lectures. However, 34.7% of the students thought that lectures can be a mixture of online lectures and face-to-face instruction. Overall, 44.9% of the students wanted lectures to continue to be a part of their university education.

8. Discussion

This study was designed to examine the views of Libyan EFL students, at both undergraduate and postgraduate levels, on the use of lectures as a teaching method. Overall, students admitted to the essentiality of lectures as part of their university education for various factors. This could be due to the fact that there are no other options to face-to-face lectures in the faculty that combine both interaction with lecturers and content delivery simultaneously.

First, students reported on the importance of attending lectures to significantly increase social interaction. This coheres with what was found in O'Cofaigh & Rodgers (2025), where the majority of students reinforced the idea of lectures as a 'contact zone,' i.e., students viewed lectures as a social space for making friends and building relationships with their peers.

Secondly, students in this study indicated that attending lectures plays a significant role in gaining an efficient learning outcome. The findings of the study are in consonance with the study conducted by Buchanan & Palmer (2017), where the

majority of the students agreed that lectures gave them an excellent impetus to strengthen their learning. This also aligns with O' Cofaigh & Rodgers (2025), where students indicated that they learned more by attending lectures since it was easier to keep up with course material. Also, some students mentioned a fear of missing out or falling behind as a reason to attend. Others said that tips for exams are most likely to be given in lectures.

However, 32.4% of the students have admitted that personal commitments or circumstances did impede their attendance at lectures. In the study of Singh et al. (2022), factors such as the distance of the teaching campus from the students' residence, the marital status of some students, the socioeconomic condition of their family, family commitments, transport facilities, etc., influenced students' attendance to lectures. Similarly, in O' Cofaigh & Rodgers (2025), students reported that work commitments, commuting difficulties, inadequate public transport, and financial strain hindered their ability to attend lectures, although students preferred the format of physical mode of lectures. However, students further suggest that there should be some sort of flexibility by allowing the choice to attend if they were unable to get to the physical lecture for any reason.

Thirdly, the participants of this study were motivated to attend lectures that are well-delivered by well-prepared, knowledgeable lecturers. Students also appreciated the incorporation of visual aids (charts, statistical data, and diagrams) or PowerPoint presentations within traditional lectures for illustrating complex concepts and facilitating students' understanding. Students also valued lectures that provide a deep insight and examples that may not be found in materials and explain information clearly in a way that accommodates all students with different levels of ability. This coincides with what was found in Ahmed et al. (2024), that students were motivated in attending lectures that were conveyed in an interesting way, and thereby it can improve their learning abilities

and their level of understanding. They also reported that limited knowledge of lecturers concerning a given content will definitely have a negative impact on the efficiency of their learning outcomes (Ahmed et.al, 2024). Similar results were also found in Singh et al. (2024) and Klein et al. (2023), where students valued lectures that were concise and where information was properly carried during lectures. By this means students could see the role model in their professors. In fact, Singh et al. (2024) revealed that students despised lectures when lecturers reproduced a book or were confused about their teaching techniques. Accordingly, students suggested that it would be necessary to shift to technology-based lectures only when the lecturer is incapable of delivering an informative lecture.

Also, students appreciated lectures that provide a large amount of information particularly those that are complex or not found in materials. This finding coincides with what was found by Klein et al. (2023), Obeida & Mohideen (2020), and Brawer (2009), where participants valued lectures that delved into topics with a large amount of information, detailed explanation, and thoroughness. Students agreed that attending lectures enhances their listening skills, note-taking skills, leadership skills, and communication with their professors. Similar results were also found in Ahmed et al. (2024) as well as Obeida & Mohideen (2020). In Marmah (2014), most of the students preferred attending lectures since they provide all the knowledge related to the topic, save time, and allow students to listen attentively.

When it came to lectures involving interactive learning, participants did not favor lectures with any sort of activities (see Table 1). This contradicts the results found in Klein et al. (2023), where students appreciated cooperative group learning and peer interaction during active lectures. Students valued the opportunities to collaborate with their peers and engage in discussions related to course content. Also, Obeida & Mohideen (2020) found that students did not feel the need to attend lectures unless they involved some sort of interactive learning.

In addition, students admitted that they did not fully maintain attention or remain focused in lectures. This could be due to the lack of the students' participation and involvement in lectures. However, there is a broadly shared opinion among researchers that students may not stay engaged with lecturers for longer periods of time. In Singh et al. (2021), students were unable to keep their focus in lectures for more than 15 minutes at a time. This was also found in O' Cofaigh & Rodgers (2025): students easily got distracted and lost focus due to information overload. Similarly, in Brawer et al. (2009), students had difficulty in keeping focused and attentive for more than 20 minutes with no participation in lectures. This suggests that the induction of interactive learning is important to create both effective teaching and learning. This was also highlighted in Ahmed et al. (2024), where students indicated that active learning enhanced their attention span and increased information retention. In traditional lectures, on the other hand, students had difficulty maintaining their focus for more than 20 minutes during passive participation in lectures.

Finally, students reported that they are not ready to abandon traditional lectures yet and replace them entirely by online lectures or any type of web-based learning. However, they indicated that attendance can be switched between two modes: attending online and attending in person. The findings are in conjunction with Singh et al. (2024), where students valued the online mode only as an adjunct to traditional lectures. As a result, lectures constitute a combination of face-to-face lectures and online lecturing to significantly enhance students' learning level, as revealed in Shahid et al. (2020). In Buchanan & Palmer (2017),

students suggested that video-streamed lectures can only be used as a support to improve lectures, but they cannot replace the role of the lecturers in the lecture. In O' Cofaigh & Rodgers (2025), students preferred face-to-face lectures over online lectures. In their study, students indicated that they had difficulty concentrating during online lectures. Students further explained that they became easily distracted and more likely to 'zone out' during online lectures. The other most frequently given reason is that face-to-face lectures were more engaging, easier to follow, and provided a better learning experience, allowing students to participate and ask questions easily. In Obeida & Mohideen (2020), however, it was found that attendance rates had fallen due to the availability of lecture recordings. Thus, students felt that they did not need to attend lectures, though they did emphasize that active lectures were the main impetus for them to attend.

9. Conclusion

In this study, a close-ended questionnaire was utilized to assess the views of Libyan EFL university students towards the value of lecture as a teaching method. In general, lectures, as a teaching method, were highly valued by students. From the students' perspectives, several factors have been highlighted. First, lectures provide an in-depth understanding of the course subject materials. According to the findings, this can only be accomplished through well-planned lectures prepared by organized lecturers who are able to boost students' interest by setting up clear course objectives. Moreover, students viewed lectures as a way to help them potentially increase their social skills through sharing their opinions and ideas with their peers and interacting with departmental staff members. Finally, students, who are dominantly accustomed to the traditional type of lectures, have indicated that integrating online lectures can help with diversity and flexibility, but they cannot totally replace the traditional mode of lectures.

10. Recommendations

The study has shown that students still continue to favor lectures as part of their university education. However, numerous suggestions should be highlighted in order to improve the effectiveness of university lectures. First, lecturers should be increasingly encouraged to implement online teaching as combined with face-to-face teaching. This means a range of technical approaches can be implemented to assist in improving teaching and learning, including lecture capture and online video lectures. Also, interactive learning should be infused in teaching university courses to help retain information and increase focus on given materials. Finally, other innovative, effective, and student-centered approaches such as project-based lectures, problem solving, seminars, and peer-assisted learning can also be incorporated, depending on the type of the course, to enhance students' involvement and participation in lectures.

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