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Department of Foreign Languages  
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**The Attitudes of Teachers towards the Use of Audiovisual Aids in  
Enhancing**

**Students' Speaking Skill**

**Case Study: First Year Students of Biskra University**

Dissertation submitted to the Department of foreign languages in partial  
fulfillment of the Master's Degree in sciences of languages.

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## **Dedication**

*I wish to dedicate this modest work to:*

*My dear father.*

*My beloved mother whose love always strengthens my will.*

*My dear brothers: Salah eddine, Mohammed etayeb, Ahmed, Abd el karim, and*

*My dead brother Raduoine*

*My Brother in law Yacine*

*To my nephew: Louai Saber Ayoub*

*To my lovely nieces: Assil Jihan, Ilyn Jinan and Nihal Jouri*

*My lovely sisters: Amina, Imen, and Rayenne*

*My lovely friends that encourage me to complete this work: Souad, Abir, Assma, djazia,*

*yassmine, Meriem, Kawther, zineb, yassmine, khaira*

*To all my family Hamdane and Abdelli*

*All respect and love to my fiancé Ahmed.*



## **Declaration**

I, Hamdane Hassina, do hereby declare that this work which is entitled The attitudes of teachers towards the use of audiovisual aids in enhancing students' speaking skill is my own work and that all the sources that I have used or quoted have been indicated and properly acknowledged by means of complete references.

This work was carried out and completed at Mohamed KHEIDER University of Biskra, Algeria.

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## **Abstract**

In this dissertation, we present the most effective teaching technique which is the audiovisual aids. This study aims to explore the role of audiovisual materials in enhancing students speaking skill during the academic year 2016/2017. Therefore in order to examine the hypothesis of this questionnaire has been administered to the first year English students at Biskra University. The basic hypothesis of this study sets that audiovisual aid really beneficial for students' speaking skill. This study is conducted through the descriptive method. In order to test this hypothesis whether it is accepted or rejected. The present paper consists of two main parts; the first chapter which is entitled audiovisual aids and it is intended to speak about the definition of audiovisual materials, their types and advantages and the obstacles of using them. The second chapter which entitled speaking skill. It is intended to speak about the definition of speaking skill, the characteristics of good speaking activities, we also proposed some activities used to teach speaking and tackled briefly speaking and listening relationship. The second part is devoted to the practical aspect of the study. This part includes the field work, a descriptive method has been undertaken and we have chosen two data gathering methods which are a questionnaire that was distributed to 80 first year students. and an interview that was distributed to 05 teachers of oral expression. All the participants have shown their interest towards the topic and collaborate with us sincerely and honestly. The analysis of students' questionnaire and teachers' interview showed that both teachers and students consider the audiovisual materials as important tools in Enhancing students speaking skill.

**Key Terms:** Attitudes, Teachers, audiovisual aids, enhancing students' speaking skill.

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**CLT:** communicative language teaching.

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## **General introduction**

Learning English as a foreign language requires mastering the four language skills which are listening, speaking, reading and writing. Speaking is the most important skill among the four skills and it is the most difficult one, because people use speaking in order to interact with each other and express their feelings and thoughts. Moreover, speaking is considered as the basic skill for other skills. As Palmer (1965, P.15) points out “learning to speak a language is always by far the shortest road to learning to read and to write it”

It is a fact that speaking is the most difficult among the other skills, people used to say a good listener makes a good speaker and a good reader makes also a good speaker. In fact it is the responsibility of the teacher to provide their learners with teaching techniques and activities that strengthen their competence. I find it crucial to spot the light on the effectiveness of the audiovisual materials in enhancing students’ speaking skill. Furthermore, the integration of the audiovisual aids such as videos and films provides exposure to spoken language such as dialogues, role plays, storytelling tasks, jokes, language games. So, teachers should use such techniques in order to make the language learning and teaching process beneficial and enjoyable.

### **1-STATEMENT OF THE PROBLEM**

In Mohamed KHEIDER University we observed that EFL learners face difficulties in communicating in English. There are lots of reasons for learners’ inability to speak, Thus teachers have to provide learners with methods and techniques to develop their speaking. In this study, we are going to investigate the effectiveness of audiovisual aids in developing learners’ speaking skill.

## **2-SIGNIFICANCE OF THE STUDY**

The findings of this study will provide students with benefits to improve their pronunciation, and it aims to know the students' attitudes towards the audiovisual aids and their role.

## **3-AIMS**

- To solve the problems of learners which they face in speaking.
- To know what the best audiovisual aids students use nowadays.
- To raise the students' interest in their learning.

**4-RESEARCH QUESTIONS:** this dissertation relies on the following questions:

1. Does the use of audiovisual aids really help students?
2. How do teachers look at audiovisuals in Enhancing students' speaking skill

**5-HYPOTHESES\_(Expected Answers):** The present research is based on three hypotheses that shall be tested and verified through.

1. We hypothesize that audiovisual aid really beneficial for students' speaking skill.
2. We do agree that teachers believe that audiovisuals improve students' pronunciation.
3. We advance that the use of audiovisual aids is really important in Enhancing students' speaking skill.

## **6-METHODOLOGY**

The researchers intended to use descriptive method as an approach to acquire and gather data for this dissertation. Moreover, the researchers plan to derive information from any material relevant to their field of interest which is a new and fresh area in their section as far as they are concerned. In addition, they will use other data collection methods to cater for

both theoretical and applied research. The result of the questionnaire and the interview will be included in the thesis.

## **7-RESEARCH TOOLS**

the main research tools are itemized below

1. Questionnaire
2. Interview

8-RESEARCH SCOPE: the research will deliberately focus on:

1. Finding out the factors leading to students to face difficulties in their pronunciation.
2. Finding and providing solutions to cater for making students ameliorate their pronunciation and use the language correctly.
3. Encouraging learners to communicate and practice language fluently.

## **Chapter one: Audiovisual aids**

### **Introduction**

The use of technology has been so beneficial for both teachers and learners in teaching and learning foreign language. Audiovisual materials have definite effect on the attitudes and behavior responses, they stimulate thinking because students learn from what they hear and see. Students with low level in vocabulary and grammar should work hard in order to achieve a high level of accuracy and fluency .English classes should be the place where students practice their speaking skill. Teachers are responsible to make the class active and motivated by using media; this prevents the students from getting bored. The use of technology is very important because it can stimulate student's activity in teaching process .using authentic materials in teaching help students to become more attractive. Moreover, Audio visual materials make learning more permanent and they bring students to real life situation. They help students to understand the context, the use of audiovisual aids in language teaching has attempted to place language learning into simplified social context and to teach language from outset as meaningful communication. in this chapter we are going to deal with the definition of audiovisual aids , types of audiovisual , advantages of using audiovisual and obstacles of using audiovisual .

## **1. Definition of audiovisual aids**

Learning languages requires using different materials such as audiovisual aids. And as Edgar (1946) points out, audiovisual aids are those devices used to help students to communicate and exchange ideas and information with the audience. Most teachers use audiovisual aids during the oral expression session in order to enhance the lesson plan and give students additional ways to process subject information. The term audiovisual aids imply that students should be able to grasp directly the meaning from what they hear and see. Moreover, there are several types of audiovisual products such as: pictures, slides, films, audio or video tape, songs.

According to Kinder S. James “audiovisual aids are any device which can be used to make the learning experience more concrete, more realistic and more dynamic”. audiovisual materials make learning more permanent. In addition the use of audiovisual materials makes teaching more productive in terms of improvements.

Burton states that “audiovisual aids are those sensory objects or images which initiate or stimulate and reinforce learning”. In addition, Carter .V. Good defines” audiovisual aids which help in completing the triangular process of learning that is motivation, classification and stimulation”. Thus, audiovisual aids are very useful devices because they facilitate the learning process ,they motivate students by making the course enjoyable and interesting. Moreover , KP. Naraja states that “audio visual aid is any instructional device in which the message can be heard as well as seen” all students learn from what they hear and see.

According to Edgar Dale “Audiovisual aids are those devices by the use of them communication of ideas between persons and groups in various teaching and training

situations is helped. these are also termed as multisensory materials". Audiovisual aids are highly emphasized nowadays. The most effective audiovisual aids are those which are designed to suit the learners' needs

## **2.Categories of audiovisual aids**

the various teaching techniques could be summarized as follows: visual materials, audio materials, audiovisual materials.

### **2.1. The visual aids**

Visual aids are those materials that help students to improve their speaking abilities they are useful tools because they facilitate their understanding and give them the opportunity to speak and describe the given situation .they are available nowadays because they are not expensive e.g. pictures, blackboards.

#### **2.1.1 Pictures**

Picture cards which are designed for learners at their first stages of post cards because they are beneficial and they help students to grasp the meaning through what they see in the images. Wall pictures which are used to represent things that cannot be brought to the classroom such as maps, posters and photographs. They are helpful in oral presentation pictures help students to describe things.Thus, they are important in oral presentation.

#### **2.1.2. Blackboard**

It is reusable writing surface. It is an old teaching materials used by teacher to write difficult words, question in order to attract the learners attention .they are usually made of smooth, thin sheets of black or dark grey slate stone

#### **Advantages of blackboard**

- Easy to make changes
- Inexpensive

- Good for step by step instruction

### **Disadvantages**

- Not portable
- Not permanent
- Poor for showing details
- Time consuming
- Loss of eye contact with the class.

### **2.1.3. Fallboard**

It is also called flat board covered with wool .it is a type of visual aids .usually strips of cardboards contains key words it has the same effect as audiovisual aids with masking tape and covering the board with by using strips of Velcro.

## **2.2. The audio aids**

Teaching listening is one of the most difficult tasks for language teachers. Audio aids are those materials that influence our listening skill by the sens of hearing. Thus students learn from what they hear. Audio materials help students to have enough knowledge about the English language and to have good pronunciation.

### **2.2.1. Radio**

There are two types of radio programs; the first one is called educational radio broadcasts in which students and teacher can participate on open discussions . And radio programs that carry general discussion on social issues.

## **2.2. The audio visual aids**

Audio visual aids are those materials that provide students with enough knowledge about particular subject through what they hear and see. Audio visual materials help teachers to



change the classroom environment as well as in the teaching process. Thus, audiovisual materials help students to better understanding of the given topic.

### **3. Advantages of using audio visual aids**

There are different teaching techniques that help students to develop their speaking proficiency. Teachers use audiovisual aids to support their students' learning process and them with an exposure to authentic foreign language .

According to Kemp and Dayton (1985) the advantages of using audiovisual aids in learning are as follows:

- The learning process becomes more interesting.
- Audio visual aids can bring information and ideas that can be heard and seen .
- They describe hard things that are difficult to observe.
- Audio visual aids help teachers to communicate with students easily.
- They save time and efforts .
- The process of learning can happen anywhere and any time
- Teachers should not repeat the explanation.
- They attract the students' attention .
- They are understandable because they contain simple language.
- Make learning meaningful by increasing their learning abilities .
- Audiovisual aids promote the students' senses of seeing and hearing and they arose their curiosity towards learning.
- They help students to remember and understand different cultural background.

### **4. Types of audiovisual aids**

Teachers are not able to describe and illustrate abstract ideas .So that they use more than one type of audiovisual aids in order to enrich the educational process .

#### **4.1. Videos**

Renedy and Richards (2002, p.364) state that, "video is an extremely dense Medium, one which incorporates a wide variety of visual elements and a great range of audio experience in addition to spoken language". Videos can be good resources for teaching vocabulary because they present an authentic foreign language .they help students to remember words and they use them to communicate.

Harmer (2005, p.iv) states that learning how to speak English fluently do not mean that learners should master only grammar rules because speaking is the interaction between the interlocutors which takes place in real time. Demirezen (1992) states that "since video recording is able to present real life or life-like situation in which the individual interact, it promotes developing oral skills". It is important that video recording is seen as one of a range of audiovisual aids .The use of video , as a recourse of audiovisual elements , in teaching has become a popular in different schools because it presents an authentic foreign language and shows how native speakers use language and paralinguistic features (gestures , body language and different expressions )in different communicative situations . Furthermore, video ‘bringer a change from the routine of teachers” and text books and helps students for better understanding through “ the visual and audio clues to meaning “ (Demirzen , 1992,p .295).

##### **4.1.1 The advantage of using video**

Using video in teaching has many advantages for students .Harmer (2001,p.282), states that video “can add a special , extrer dimension to the learning experience” such as seeing language in use cross cultural awareness , the power of creation and motivation .

#### **4.1.1.1 Seeing languages in use**

Video give students opportunities to see the language as well as hear it . They could easily understand the content of the video because most expressions and gestures could not be understand only of the show.

#### **4.1.1.2. Gross-cultural awareness**

Using video help students to exchange ideas and thought know their cultural aspect . They wear (Harmer, 2001, p.282).

#### **4.1.1.3 .The power of creation**

Students could create something memorable and interesting when they use video cameras themselves.

#### **4.1.1.4. Motivation**

Using video make students motivated because they make the lesson interesting . And most students shows certain interest to the lecture because videos attract their attention

### **4.2. Pictures**

There are two types of pictures; Text pictures and class pictures .Wall pictures that include maps, posters photographs they are very helpful in language teaching posters photographs that represent things that cannot be brought to the classroom. Pictures are important because we describe through them what we cannot describe by words.

## **5.Video teaching techniques**

Most teachers use videos in order to motivate their students and improve their students level in speaking English Harmer (2001, p .286) indicates different kinds of teaching techniques.

### **5.1 Viewing techniques**

There are lot of viewing technique to wake students curiausedeaut certain videos by using prediction activities.

#### **a. Fast forward**

The teacher fast forward the video to make a sequence pass quickly. When it ends, the teacher ask his students guess what the video is about

#### **b. Silent viewing (for language )**

The teacher present the video mute .i.e. without the sound and the student have to predict what the characters are speaking about and what they are saying. After that, the teacher play the video again in order with to know whether the students guess the right answers .

#### **c. Silent viewing for music**

The teacher plays a sequence without the sound, then he asks students about which kind of music behind what the video shows and why .Then, he plays the video again with sound in order to know the right kind of music.

#### **d. Freeze frame**

During the video sequence ,the teacher can "Freeze"the image at any stage and ask students to suggest what will be done next by the characters .This will motivate students to practice speaking.

#### **e. Partial viewing**

The teacher can show students just certain part of the screen to make them focus their attention on what the speaker says to imagine what is happening.

## **6. Audiovisual aids in CLT**

Communicative language teaching is one of the most popular language teaching methods. In this approach, the use of authentic materials in the classroom because teachers are encouraged to use a variety of audiovisual materials in CLT classroom. The use of pictures and videos are highly emphasized and authentic. Thus, learners are shown different visual aids like pictures to describe a person, place, or an event (Freeman,2000 ,p. 121).

### **6.1. Use of visual aids in the direct method**

In this method, teachers do not use any L1 in the classroom .Teachers use more than one type of audiovisual materials in order to facilitate the learner's understanding of the lecture .It helps the learners to have clear idea about the subject matter through those visual materials (freeman,2000,p.23.28)

### **6.2. The silent way**

It is also called “problem-solving approaches to learning.” In the silent way student is expected to become “independent , autonomous and responsible in other words , a good problem solver in language learning.

In the silent way, «The teacher's strict avoidance of repetition forces alertness and consideration on the part of the learners”(Gattegno 1972,p.80) in the principles of this method was that the process of learning is facilitated only if learners discover rather than repeat what is learned . Learning is problem solving involving the materials to be learned .In silent way technique , teachers use sound color chart and color rod to teach the target language and every

color represents a sound. Teachers' points a color in the color chart and the students utter the sound that is represented by the color itself. Thus, visual aids are incorporated with the method in teaching sounds (Richard and Rodgers, 1986, pp. 81-83).

## **7. Difficulties of using audiovisual aids**

Teachers face different obstacles of using audiovisual aids especially those with less experience because they are not skillful enough to choose the right any effective audiovisual materials. ( qtd. in Ben sola) suggested that there are lot of obstacles of using audiovisual aids they are as follows .

### **7.1 Apathy of the teacher**

Teacher is luck of interest because they are not aware about the importance of using audiovisual aids.

### **7.2 Indifference of the students**

Teachers should select the appropriate and effective audiovisual aids that suite the students needs audiovisual materials make the lesson more attractive and enjoyable.

### **7.3 Financial handles**

Some of audiovisual are expensive. Thus, poor countries do not consider the audiovisual materials as an important part in their leaching process and they cannot provide their with good authentic materials .

### **7.4 Need for training**

Teacher should have enough experience about the use of audiovisual materials and they should make the difference between one aid and other .

### **7.5 Not catering for local needs**

Psychological, cultural and pedagogical aspects should be taken into consideration by the teacher when using audiovisual aids .

### **7.6 Improper selection of aids**

Teacher should choose audiovisual materials that fit the students' needs in order to improve their pronunciation and to get good communication with them.

### **Conclusion**

In this chapter we have discussed the meaning and importance of audiovisual aids. Types and difficulties faced when using them has also been discussed, we have also shed the light on different life styles because we believe strongly that it has a relation with selection and use of audiovisual materials. We have discussed visual and audiovisual materials separately .And efforts that he should make in order to make the lesson successful.

## **Chapter two: The speaking skill**

### **Introduction**

Speaking is the important part in language teaching. It is like the other skills, is more complicated than it seems. Learning to speak a foreign language is not an easy task thus, Learners face lots difficulties when they learn how to speak rather than other skills “*during all my life, I have been doing grammar and reading but nobody has taught me to speak*”(Nanzeen 12) this is why teachers try to provide and vary the techniques and strategies used in teaching speaking in order to help foreign language learners improve their speaking skill. Since speaking is of that importance, in this chapter we are going to discuss different aspects of the issue, starting from the definition of speaking, how to teach speaking, learning styles in the speaking classroom, and characteristics of good language learner, in addition to what make speaking difficult ,what makes speaking activities successful, components of speaking, parameters of effective teachers of speaking skill ,activities to teach speaking and listening speaking relationship.

### **1. Definition of Speaking**

Speaking is in the heart of communication. It is an interactive process of how to construct, produce, and process information. Speaking is the capacity to use the language and transmit messages in various situations. It is to interact with people and send messages. To define speaking, Petrie (1987, p.336) says that: “Speaking is an activity which most of us lay out a large amount of time engaged in, apparently without any effort and with not very much thought.” People, produce thousands and thousands of words without making any remarkable effort.

According to Bygate (1987, p3), in order to achieve a communicative goal through speaking, there are two aspects that should be considered: knowledge of the language, and



skill in using this knowledge; However, the user of the language should be capable to use this knowledge in different situations.

We do not merely know how to assemble sentence in the abstract. We have to produce them and adapt to the circumstances. This means making decisions rapidly, implementing them smoothly, and adjusting our conversation as unexpected problems appear in our path.

( Bygate 1987,p. 3).

Being able to decide what to say on the spot, saying it obviously and being flexible during a conversation explains that the ability to use the knowledge in action; which creates the second aspect of the speaking skill, hence, Bygate notes (p.4). Bygate views that the skill consists two major components: production skills and interaction skills, both of them can be affected by two conditions: firstly, processing conditions, taking into consideration the fact that a speech takes place under the pressure of time; secondly, reciprocity conditions connected with a mutual relationship between the interlocutors (Bygate.7)

In short, the nature of speaking involves speakers' production of utterances to convey a particular message. This message can be either to give information or interact in the society where speaking is an integral part of people's daily lives. (ibid)

## **2. Characteristics of good speaker**

Speaking a foreign language is not an easy task for many learners. The speaker's communicative competencies and skills have an influence on any exchange. For that, there are some required aspects that determine the level of proficiency in speaking.

### **2.1fluency**

The good English language speaker should speak English fluently in any situation Douglas stated that" fluent speakers can participate in any conversation with a high degree of fluency" (407).He

explained that their speech should be clear and well understood by natives(407). Researchers, teachers and learners all use the term with a variety of meanings(Freed et al.,2004 b;Koponen & Riggenbach,2000).in a broad sense , Fluency is sometimes used as a synonym of overall proficiency in a language (Chambers, 1997;Freed et all,2004b; Hilton,2008; Koponen & Riggenbach,2000).this use of the term is common among learners expressing the desire to become fluent in a language(Hilton,2008)in research on speaking however, fluency often has a more narrow meaning, referring to quantifiable aspects of speech such as speech rate, pauses, repair and mean length of run. speech rate is generally calculated as the number of words (Freed et al;Hilton,2008), semantic units(words and partial words;Mota,2003),or syllabus( Kormas & Dones,2004;Mehenert,1998) spoken per second or per minute. Pauses refer to both silence and non-lexical fillers I speech (chambers,1997).repair includes repetitions, replacements, reformulations, and false starts(Iwashita et al.,2008)mean length of run is a measure of the average number of words or syllables between pauses (chambers,1997).fluency measured by these features of speech is frequently utterance fluency (De Jong et al, 2013b;Prefontaine,2010).

Students that feel free of making mistakes and do not care if they make errors .they make frequent mistakes, sometimes in each single sentence; their grammar can be poor or a mixture of their mother tongue and English language. Even if they do not know or they do not care about making mistakes and errors these learners have high fluency but low accuracy.

## **2.2 Accuracy**

Accuracy refers to the “ability to produce grammatically correct sentences (J.C. Richards, R. Schmidt, H. Kendrick’s & Y.Kim, 1992, p.204). However, J. Harmer (2001, p.104) argues that a good language speaker should care about making mistakes and errors. Accuracy involves the correct use of grammar and pronunciation, which are considered by S. Thornberry (2000,July,p.3)as three criteria that teachers have the reliance on concerning the assessment of “teacher’s command of the linguistic systems” Therefore ,to be accurate in oral production.

**Vocabulary:** learners should know words, their meaning and their use, they should study lexical one. Being able to select and use correct words and expressions with the context requires mastering vocabulary.

**Grammatical structures:** learners should know the elements of sentences; rules of words order and tenses ,and how they work together such as morphemes, phonemes, words, phrases, clauses...etc.

Correct pronunciation: learners should have good and correct pronunciation ,production of sounds, stress patterns, rhythmic structures and annotation of the language”(Florez,1999,p.2).

### **3. Learners’ problems in speaking**

One of the most and hard activities in learning a foreign language is speaking. Learners face difficulties in expressing their ideas orally in English. And that is due to some factors that highly influence and affect negatively their learning process and inhibit them from practicing and improving their speaking skill. There are so many language experts who expect that language speaking problems will appear if it is inappropriate between exception and reality. According to Ur (1996), there are many factors that cause difficulty in speaking the foreign language in the classroom.

#### **3.1. Inhibition**

Learners feel worried about making mistakes. They are inhibited about trying to say a thing in foreign language in the classroom especially if their pronunciation is poor, Learners feel afraid of criticism from their teachers in front of their classmates. Those fears are the reason of why most of the learners fail in communication using the English language. Ur (2000) claims that Learners inhibited about trying to say things in the foreign language in the classroom worried about making mistakes, feel full of criticism or losing face, or simply shy of attention that their speech attracts. (p. 111).

Learners feel stressed, anxious and shy when they are asked to present something in English in the whole class; this may affect their self confidence.

### **3.2. Nothing to say**

Even if they are not inhibited, learners may find themselves unable to develop their teachers' ideas . This is simply because of the lack of motivation in expressing them. River (1998, p.192) says” The teacher may have chosen a topic which uncongenial to him about which he knows very little and as a result, he has nothing to express, whether in the native language or foreign language”.

This problem is due to the lack of vocabulary, knowledge about a certain topic that may help the learners to develop their ideas and thoughts. Furthermore, the lack of interest towards the given topic.

### **3.3. Low Participation**

Some students do not have opportunities to speak this is due to a large number of students, or maybe there is no sufficient time to speak i.e. each one will have very little time talking. Thus this difficulty is assembled with some learners to dominate, while others speak very little or not at all.

In line with Bowman et al (1989, p.40) says” traditional classroom seating arrangements often work against you in your interactive teaching”. Overcrowded classes as pedagogy are against the learners' need especially in such activities as speaking, so having small groups creates more speaking opportunities and it will make them well motivated by expressing their ideas freely. It will create a good interaction between teachers and their students, students and their classmates by exchanging ideas and thoughts.

### **3.4. Mother Tongue Use**

Learners who share the same mother tongue find it easy to use it as the bridge to express their ideas without having that pause in speaking. Therefore, most of the learners do not know how to use the target language in their learning process. Becher and Westup (2003, p. 12) state “barriers to learning can occur if a student knowingly or unknowingly transfers the cultural rules from their mother tongue to a foreign language “.

Learners are like babies in the foreign language learning process, they may run away from the things that are hard to pronounce or things they are not sure from, maybe they have the correct idea but they face difficulties in ordering the right words to make it sound correct. So they find themselves using their mother tongue as a lifeline

Learners should fight those difficulties by using English language outside. despite of the fact that people may think that learners just want to show off when they express themselves using English in a daily life's conversations. Learners may get Criticisms from others make them lose their self-esteem that improve their speaking. Since the students do not want to be rejected by people around them so this directly enable them to communicate in English outside.

#### **4. what makes speaking activities successful**

According to Penny Ur,(1991:201) successful speaking activities should have certain characteristics which are as follows

1. Learners talk a lot. Learners should speak and they should be motivated As much as possible of the period of activity's time.
2. Participation is even. All learners should participate and take place in the classroom discussion, all get a chance to speak, and contributions are fairly evenly distributed.
3. Motivation is high. Learners are interested in speaking especially when they have much information about the given topic and have something new to say about it, or because they want to contribute to achieving a task objective.
4. Language is at an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.

In addition, Harris (1974: 81) states that speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. He adds that there are five components of speaking ability which are: pronunciation, including the segmental features vowels and

consonants and the stress and intonation patterns; grammar; vocabulary; fluency, the ease, and speed of the flow of speech; comprehension; requires a subject to respond to speech as well as to initiate it. From the above definition, the researcher can conclude that speaking is the particular skill that has many functions in daily life. By speaking we can share our ideas, feeling, and intentions. At least, there are five components that should be considered in speaking which is: pronunciation, grammar, vocabulary, fluency, and comprehension.

## **5. Component of Speaking**

Harris (1974: 81) states Five Components Of language that influence speaking ability. They are:

### **5.1. Pronunciation**

Pronunciation is a very important element in speaking if we do not pronounce a word correctly it can influence the meaning. Hornby (1995: 928) pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of the language.

### **5.2. Grammar**

Mastering grammar rules will help learners to speak English because they will know how to make correct sentences, which tense will be used, how to make appropriate utterance. In other words, grammar is an important role to master the language.

### **5.3. Vocabulary**

Mastering English language requires mastering vocabulary. If we do not master vocabulary we cannot make a comprehensible utterance.

### **5.4. Fluency**

A good English language speaker should speak English fluently in any situation because listeners are able to response what they say.

## **5.5. Comprehension.**

In speaking, comprehension is needed if not misunderstanding will happen between speaker and listener and the communication cannot run well.

## **6. Parameters of Effective Teachers of Speaking Skill**

### **6.1. Teachers' roles**

The enhancement of the effectiveness of teachers within the classroom in the point of view of Harmer (2001, pp. 57-62) depends on their fluency in changing their behavior (roles) according to the different stages of a lesson or to the different kinds of activities (nature of activities). Harmer thinks that the roles of the controller (teacher stands in front of the class and commands) and facilitator (teacher helps learners to reach and achieve their goals by themselves) are the major distinct roles. Meanwhile, he has identified several other roles, they are classified as follows:

### **6.2. Controller**

When the teacher is in charge of the class when s/he stands in front of it and stipulates to the learners' orders as what to do, when to speak... etc, here the teacher is acting as a controller. Harmer (2001, p. 58) pointed out that "controllers take the role, tell students things, organize drills, read aloud, and in various other ways exemplify the qualities of a teacher-fronted classroom."

Acting as a controller should be just in a few stages of the lesson such as introducing or announcing new language/rules, restating directions/orders, explaining things, giving feedback...etc) to provide learners with opportunities to learn and practice easily the communicative activities, otherwise learners will lose the desire to learn.

### **6.3. Organizer**

Organizing learners to do diverse activities is the most important and difficult role that to be performed by the teacher, the good organization leads to the success of those activities. When organizing an activity the teacher has to well inform learners about the issue of the activity, the

procedure they should take while doing this activity, to put the learners in pairs or groups, giving them clear instructions about their task and preparing feedback. Meanwhile, it is well-advised for the teacher to examine a number of learners' understanding of the instructions before starting doing the activity. Harmer (2001, p. 59) summarized the role of the organizer as follow: "Engage instruct {demonstrate} initiate organize feedback", he also allocated each one with a different stage of an activity;

### ***The attractive stage (engage)***

It is an introductory stage to the activity, the organizer (teacher) needs to involve, engage, and get the interest and attention of the learners by discussing with them the familiar topic or by familiarizing them with the new one.

### ***The instruction stage (instruct and demonstrate)***

In this stage, the organizer deals with the division of the learners (pairs or groups), he gives all the needed instructions; as what should be done... etc, and organizes a concise and precise demonstration for better understanding, finally he should check whether they grasp the instructions or not.

### ***The initiation stage (initiate):***

During this stage, the teacher (organizer) delimits the time in which the activity should be resolved for the learners (the time to start the activity and its time-limit), learners begin doing the activity without any intervention of the teacher expect for reminding them of instructions or time.

### ***The feedback stage (organize feedback)***

This is the final stage. When the activity is finished, the teacher gives the organized feedback (some comments on the oral activity or on the ways the students have proceeded in).

## **6.4. Assessor**

The role of the teacher as an assessor comes in play according to Harmer (2001, p. 59) When:



Giving feedback to the learners (their performance).Correcting them. Grading Correcting them (telling if learners pass to the next level or not).

This role is the major and most critical one because of the different behavior (anger) and reactions (unhappiness) that may occur from learners, who feel that they were unfairly judged (criticized, poor grades) contrarily to their colleagues, and which can disturb the learning atmosphere. So the teacher (assessor) should be sensitive (acknowledging the mistake without humiliating the learner), and should inform learners about his parameter of evaluation (assessment) also about the parameters of success in order to self-measure in accordance to that. Harmer (2001, p. 60) says that: “When we act as assessors (whether in the matter of ‘instant’ correction or more drawn-out grade giving) we must always be sensitive to the students’ possible reactions. A bad grade is a bad grade, however it is communicated. But it can be made far more acceptable if it is given with sensitivity and support.”

### **6.5. Prompter**

Breaking the silence of the learners by encouraging them to participate when they are in lack of vocabulary or inspiring them with ideas when they are confused in playing roles (lack of creativity) during the activities are the main criteria to detect the teacher who transmigrates the prompter role.

To be a good prompter, the teacher should be sensitive, prudent, and encouraging as indicated by Harmer (2001, p. 60)

## **7. Activities to Teach Speaking Skill**

The main purpose of foreign language teachers of oral expression is to increase the performance of their students in speaking .lots activities can be used by teachers to enhance their students’ speaking skill. According to Thornburg, (2008) theorists proposed three different stages that learner pass through when they are learning how to speak, the first stage is Awareness; it means that students should be aware of the characteristics of the language under study, the second stage is Appropriation, the integration of the language characteristics of the students’ existing knowledge, the last stage is

autonomy, when the learners are able to use the new language on their own. Many activities are designed by theorists for all the previous stages mentioned above to achieve effective teaching; and all these activities motivate students to participate and interact in the classroom and get better communication.

## **7.1 Awareness**

The awareness activities focus more on the characteristic of language, sociocultural rules, topic shift, performance effect strategies, speech acts, feature of spoken grammar (repetition, ellipsis...etc.) discourse markers (well, I mean) vocabulary, lexical chunks, stress and intonation.

### **7.1. 1. Using Recordings**

The teachers should expose their students to audio-recorded material that can be scripted, semi-scripted or authentic conversations and dialogues (radio, TV).

### **7.1. 2. Using Live Listening**

Listening to the teacher or to the guest speaker has a particular advantage of interactivity.

### **7.1. 3. Using Noticing the Gap Activity**

The students are asked to perform an oral task then they listen to a competent speaker performing the same task and then they denote the characteristics of the language that they have not used in the same way, each student reproduces the oral task as the competent speaker did.

## **7.2. Appropriation**

Students should be aware about language features thus they should use this awareness appropriately. It gives learners lots of opportunities to do better control over oral production.

### **7.2.1. Drilling and Chants**

Drilling means words repetition, sentences or expressions after hearing them (as in dialogues, conversation...etc. in the other hand Chants are very enjoyable for learners, in addition, songs and games are very helpful for better memorizing of words and idiomatic expressions.

### **7.2.2. Milling Activities**

In such activities, learners are asked to collect the different points of view of their classmates by asking them specific question to complete a survey.

### **7.2.3. Writing Activities**

Writing plays very important aspect in the speaking learning process; there are certain activities that explain the role of writing in teaching speaking activities they are as follows:

#### **7.2.3.1. Dictation**

In dictation, teachers spelled words and ask his students to write expression that s/he dictates. Such as, ways of giving advice and the learners write them down while at the same time dividing them into two groups from formal to informal, then the learner should use them in writing dialogues.

#### **7.2.3. 2. Paper Conversation**

In this activity, teachers ask their students to write conversations on papers either in groups or in pairs and their works will be corrected by teachers in the classroom.

#### **7.2.3.4. Computer-Mediated Chat**

Chatting is very helpful in learning speaking thus, it enables students to exchange new words and expressions.

### **7.2.3.5. Rewriting**

In this activity, teachers ask their students to adapt or modify the written dialogues in order to learn what has been newly introduced (e.g. the direct/indirect speech or the passive voice.)

### **7.2.4. Reading Aloud**

Reading aloud is considered to be “useful tool for the appropriation of language: It’s classified between speaking and writing. Moreover; it helps students to focus on pronunciation without wondering about what to say next. According to Thornberry (2008), Mark Powell suggested techniques for reading aloud which he called “sound scripting”. first teacher give the learners a text and ask them to indicate where pauses fall the second is students highlight the stressed words the third is students come to a decision about the sequences of words that are slower or deliberate and the last one is practice reading the text they have been through.

### **7.2.5. Dialogues**

Dialogues has a long history in language teaching and learning dialogues give learners the opportunity to practice on grammatical and lexical structures.

#### **7.2.5. 1. Item on Board**

In this activity, the teacher writes some expression such as, have you seen...? It’s really funny to...? In order to make the students imagine the situation and make them speak.

#### **7.2.5. 2. Disappearing Dialogues**

The teacher writes dialogues on the board, and ask students to read them loudly in pairs; after that the teacher removes the sections from the dialogues one after the other and he asks them to rewrite them again.

### **7.2.5. 3. Dialogue Building**

In this activity the teacher set up a situation by using drawing and asks students to imagine the situation from the drawings. So that the students build complete dialogue that will be performed by them later.

## **7.3. Autonomy**

Automaticity is defined by Thornberry (2008:90) as being “the capacity to self- regulated performance as a consequence of gaining control over skills that were formally other-regulated.” In other words automaticity is the state of being spontaneous, or self- regulating. it is described by certain activities which are as follow:

### **7.3.1 Presentations and Talks**

In this activity, teachers involve their learners to real-life communication they ask their learners to present the following activities in front of their classmates.

#### **7.3.1. 2. Show And Tell**

Students are asked to talk about a picture or an object that is important to them, and They should answer their classmate’s questions.

#### **7.3.1.3. Did You Read About**

Students are asked to talk about something that they have read about either in a book, newspaper or heard on a radio. After that, students give their points of view about the subject.

#### **7.3.1.4. Academic Presentations**

In this activity the teacher asks his students to work either in pairs or in groups in order to present an academic presentation e.g. (language and gender.) and when they finish discussion will take place.

### **7.3.2. Stories, Jokes and Anecdotes**

Storytelling activity, jokes and anecdotes has been used for a long time and still used now in the classroom and the main goal of this activity is to give students the opportunities to speak the English language fluently.

#### **7.3.2.1. Guess the Lie**

In this activity, students are going to take turns. One of them tells three short anecdotes; two of them really happened to him/her, but the third is false. The other students are going to guess the lie.

#### **7.3.2.2. Insert the Word**

The teacher gives all the students cards with different words or expressions. After that, they start telling anecdotes one after the other and the other learners guess the „secret item“ that the anecdote entail.

#### **7.3.2. 3. Chain Story**

The students turn take to build a story (one sentence per students).

#### **7.3.2. 4. Party Jokes**

This activity is very entertaining, all students sit in pairs or groups and exchanges jokes, then the class will choose the best one.

### **7.3.3. Role Play**

Role play is very good technique to be used in the classroom .it enables students to communicate well and give them high self confidence because working in groups give the learners the right to choose which one they are comfortable with. well; role plays can encourage students to practice their speaking skill and develop their pronunciation in order to communicate well with others.

### **7.3.4 Discussion and Debate**

Discussion and debate are, usually used in pairs or in groups. it is the most used activities in oral classes. This activity is very effective, in the sense that it helps learners focus more on what they say rather than how to say it. Actually, “Panel discussion” is what teachers prefer. Students on the panel give their arguments about a given issue, and those students (from the audience) either agree or disagree.

## **8. Types of Classroom Speaking Performance**

Brown (2000:271\_ 272) listed six kinds of oral production that student are expected to carry out in the classroom.

### **8. 1. Imitative**

Many students when they are exposed to authentic materials tend to imitate native speakers, they try to pronounce the word as they heard it. This actually help learners and improve their speaking skill.

### **8. 2. Intensive**

It goes one step beyond imitative to include any speaking performances that are designed to practice some phonological or grammatical aspects of language. (p.36)

### **8. 3. Responsive**

The students in the language class are responsive; they reply to their teachers with short answers especially when they are asked about opinion or comment about a given situation. However; this does not mean that their answers are not authentic and meaningful.

### **8. 4. Transactional Dialogue**

Transactional dialogues are an extended form of responsive language, they are in order to exchange knowledge, ideas and information it could be a part of group/ pair work.

## **8. 5. Interpersonal Dialogue**

Interpersonal dialogues are carried out in order to maintain social relationship more than for the transmission of facts and information. it is very hard task to be done by students thus those dialogues include colloquial language, slang, ellipsis which are not easy to be worked by the learners.

## **8. 6. Extensive Monologue**

Students in the advanced level are in charge to give oral reports, summaries or short speeches in front of the audience.

## **9. Listening and Speaking Relationship:**

There is “a natural link between speaking and listening” (Brown, p. 275). In fact, both of listening and speaking happen together; when teachers focus their attention on speaking, listening is always present. The relationship is so clear in all the activities used to teach speaking; they both strengthen one another , in other words ,we can say that the main object of listening is to make students ready for real-life communication (qtd in Brown 110).According to Lynch(qtd in Brown 110) there are: three main reasons for connecting listening and speaking:

1-Listeners make better speakers researchers showed that students perform more effectively not because of previous practice in speaking roles but because of previous experience as listeners.

2-Listeners affect what speakers say when we speak we try to imitate what we have listened to accurately.

3-conversation involves listening and speaking. The teacher should help students to practice listening and speak in the classroom for better achievements in foreign language learning.



## **Conclusion**

Briefly, we mapped out throughout this chapter the speaking skill. The speaking skill is assumed to be the most difficult skill compared to listening, reading and writing, for that students should work hard to be proficient speakers even if their teachers do not follow the right speaking methods they should be able to speak the English language fluently without any problems .also, we have tackled the main challenges face EFL students in learning speaking skill which stand as an obstacle in their learning process. Speaking skill goes through three main stages awareness; appropriateness and autonomy .we have also suggested various activities to the previous stages such as, using records, drilling activities, show and tell to enhance students speaking skill.

## **Chapter Three: The Field Work**

### **Introduction**

This chapter represents the field work .It relies on the collection of data from first year students and teachers of oral expression in the Division of English at Biskra university .It deals with the main study which comprises both students' questionnaire and teachers' interview . The main objective of using the questionnaire and the interview is to get teachers and students' opinions about teaching and learning the speaking skill and their attitudes towards the use of audiovisual aids in enhancing students' speaking abilities.

### **3.1. Methodology**

We carry out this research using the descriptive method, according to the nature of our problem. This work follows the descriptive method that determines the facts about the actual situation (the attitudes of teachers towards the use of audiovisual aids in Enhancing the students' speaking skill) and to show that using Audiovisual materials is the best and the most appropriate solution for promoting students' speaking abilities.

### **3.2. Population**

First year students of English at Mohammed kheider Biskra university is the population of our study; we selected a sample of 80 students, the participants were selected from different classes. The sample consists of 85% female and 15% male.

We dealt with five (05) teachers selected from Mohammed kheider Biskra University. All the participants in this study are teaching oral expression the purpose of this study is to examine the extent to which teachers are aware about the effectiveness of using audiovisuals in enhancing students 'speaking abilities .

### **3.3. Data Gathering Tools**

The objectives of the data gathering tools depend on the overall objective of our research. It aims first at seeking, discovering, and understanding how an audiovisual material affects students' achievement in learning English. So, we have opted for two data gathering tools; a questionnaire to obtain different students' opinions, and teacher's interview to highlight their views about teaching with audiovisual aids and their effectiveness in Enhancing students' speaking skill.

### **3.4. Students' questionnaire**

#### **3.4.1. Aim of the Questionnaire**

We have designed a questionnaire for first year students to give them an opportunity to express their opinions and attitudes towards learning with audiovisual materials and the difficulties they encounter during their English language learning process, And whether they are beneficial in improving their speaking skill.

#### **3.4.2. Questionnaire Administration**

The students' questionnaire was administered during the second semester of the academic year 2016-2017; it was handed to (80) first year students. All the (80) papers that have been distributed were returned back; since we were present in order to make sure that the students understand all the questions.

#### **3.4.3. Description of the Students' Questionnaire**

The students questionnaire was submitted to a group of (80) students. The questionnaire includes some instructions about how to answer the given questions. The questionnaire was divided into three sections; each of which investigates a different, but a relevant issue. The first section contains students profile; it is mainly about gender and English career .The second section consists of 6 questions .The whole section covers

information about the speaking skill and the third section consists of 5 questions about audiovisual aids in order to investigate the attitudes of students towards the use of audiovisual aids in the classroom during oral expression sessions.

### 3.2. Teachers' interview

The interview was conducted with five (05) teachers of oral expression at Mohammed kheider Biskra University. This interview contains eight (08) questions; it includes both open ended and the close ended questions.

#### 3.2.1. Analysis of students' questionnaires

**Section one:** The students' profile

##### Item 01: Gender

**Table 1: Gender**

<b>Gender</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>participants</b>	12	68	80
<b>Percentage</b>	15%	85%	100%

As it appeared in figure above the majority of participants (85%) are females and a few proportions (15%) are males . This signifies that most first year English learners are females in our department.

##### Item 02: Student/student worker ?

**Table 2: student/ student worker**

Responses	participant	Student	Total
Participants	74	06	80
percentages	92.5%	7.5%	100%

This table indicates that (92.2%) of the participants are students and (07.5%) of participants are student workers.

### Item 03: Number of years of studying English at University?

**Table 3: frequency of years of studying English at university**

Responses	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year
Participants	72	5	3
Percentage	90%	6.25%	3.75%

**Table 03: frequency of years of studying English at university**

In this item, (90%) of students are studying English for their first time. While (6.25%) of them are studying English for their second time. Finally, about (3.75%) of them has three year of studying English at University.

**Section two:** Enhancing students speaking skill.

### Item04: How do you evaluate your level in speaking?

**Table 4 : students' views about their level in speaking English**

Responses	Good	Average	Bad
Participants	22	51	7
Percentages	27.5%	63.75%	8.75 %

In this item, students are asked about their opinion concerning their level at speaking English. The majority of students (63.75%) said that their speaking abilities are average in classroom because they are not able yet to conduct a correct conversation in English. While ( 27.5%)said that their level in speaking the English language is good; and (6.75% ) consider their speaking abilities to be bad.

**Item 05: When you practice speaking do you find difficulties in:**

- a/ Vocabulary?
- b/ Pronunciation?
- c/ Grammar?
- d/ all of these?

**Table 5 : Students’ speaking difficulties.**

responses	vocabulary	pronunciation	grammar	All of these
participants	27	25	12	8
percentages	33.75%	31.25%	15%	10 %

As it is appears in the table above, (33.75%) of the participants face vocabulary difficulties when they practice speaking; on the other hand ,(25 %) of the participants face pronunciation difficulties. Whereas, (15 %) of the participants face difficulties with the grammar rules. And only (08 %) of them face difficulties with all of these aspects.

**Item 06: How often do you speak English inside the classroom?**

**Table 6: Frequency of speaking English inside the classroom**

responses	Often	Sometimes	Rarely	Never
Participants	24	44	10	2
Percentages	30%	55%	12.5%	2.5%

For table 06, the majority of participants (55%) said that they sometimes practice speaking inside the classroom; (30%) of them said that they often communicate by using English language inside the classroom. (12.5%) of them rarely speak English inside the classroom because they are afraid of making mistakes. while only (2.5%) of them keep silent in the classroom because of the lack of self confidence and motivation inside the classroom.

**Item 07:** What are the speaking activities that your teacher uses most?

- a. Discussions
- b. Role plays
- c. Language games

**Table 7: Types of activities that your teachers use most**

Responses	Discussions	Role plays	Language games
Participants	46	22	11
percentages	57.5%	27.5%	13.75%

According to our participants 'answers (57.5%) indicated that their teachers use discussions as speaking activities during the oral expression session in order to motivate their learners. (27.5%) of them reported that their teachers use role plays as speaking activities. (13.75 %) of the participants indicated that their teachers use language games in order to help students to develop their speaking abilities.

**Item 08:** Which activity do you prefer most? Why?

**Table 8: Students' opinions about which activity do they prefer.**

Responses	Discussions	Role plays	Language games
Participants	34	23	23
percentages	42.5%	28.75%	28.75%

As table (08) shows, (42.5%) of the participants said that they prefer discussions because whenever they discuss what with each other, they exchange ideas and learn new vocabulary, (28.75%) of them said that they prefer role plays because they make the shy students more self- confident, and (28.75%) of them said that they prefer language games because they make students more knowledgeable and more intelligent.

### **Section three: The audiovisual aids.**

**Item 09:** How often do your teachers use audiovisual aids during the speaking sessions?

- a. Often
- b. Sometimes
- c. Rarely
- d. Never

**Table 9: Frequency of using audiovisual aids during speaking sessions by the teacher.**

Responses	Often	sometimes	rarely	never
Participants	6	33	16	26
percentages	7.5%	41.5%	20%	32%

According to our participants 'answers (7.5%) of students said that their teachers often use audiovisual materials during the oral expression sessions ; (41.25%) of them indicated that their teachers do that sometimes because they are helpful in teaching English. Thus , learners learn from what they hear and see .However, (20%) reported that their teachers of oral expression rarely use audiovisual aids during their



sessions.(32%) indicated that their teachers do not use any type of audiovisual materials inside the classroom because they do not have time, language language laboratories and good equipments.

**Item 10:** Do you find them effective in improving your level in speaking?

**Table 10: students’ attitudes towards the use of audiovisual aids.**

Responses	Yes	No	Not really
Participants	54	18	08
Percentages	67.5%	22.5%	10%

From table(10) , the majority of our participants (67.5%) said that audiovisual materials are very important to develop their speaking abilities because audiovisual aids give the learners the opportunity to see and hear English language as it is used by native speakers .However (22.5%) of them said that audiovisual materials cannot help students to improve their speaking abilities. and only (10%) of the participants said that audiovisual aids could somehow help them to develop their speaking abilities.

**Item 11:** Which type of audiovisual aids do you prefer most?

- a. Graphics
- b. Videos
- b. Films
- c. Poir points

**Table 11:Students’opinion about which type of audiovisual aids they prefer most**

Responses	graphics	films	videos	Poir points
Participants	00	30	50	00
Percentages	00%	37.5%	62.5%	00%

From table 11 the majority of students (62.5%) said that they prefer videos. But (37.5%) said that they prefer watching films because they learn new vocabularies. Concerning power points and graphics, nobody prefers them because they think that they are not helpful in improving their speaking abilities.

**Item 12:** What do you suggest as solutions to solve speaking difficulties?

The majority of the students said that they should practice English language outside the classroom in order to solve speaking difficulties. They should also read more books and stories because the more they read, the more they learn new words and their speaking.” Listening to English songs “has a large part in improving students’ speaking proficiency and getting good and correct pronunciation. Students said that they should watch more English movies, and listen to music in order to have enough background in English. In addition, students said that their teachers should provide them with activities that suit their level in order to make them use the English language as daily life mean of communication. While, some of the students said that they should use self-talk technique through speaking to themselves in front of the mirror. They said that students should not worry about making mistakes; they should practice English language whenever they got an opportunity.

### **3.2.2. Teachers’ interview**

It is the second data gathering tool, it has been used to consolidate our data and to collect additional information that serves our study for testing our hypothesis. In our interview, we had faced problems to record just one teacher. So, we had dealt with recorded interviews to collect teachers’ responses.

## **The Description of the Teachers' Interview**

The interview was administered to five (05) teachers of oral expression at Mohammed kheider University of Biskra. This interview contains eight (08) questions were designed to get more insights and information about the five teachers who are experienced in the use of audiovisual aids to enhance their students' speaking skill; It includes both open-ended and close-ended questions.

### **3.2.3. Interview's Analysis**

#### **Item one: How long have you been teaching English at university ?**

**T1:** "actually it's not for that long to be honest. But, for my past experiences to these years it will be three complete years of teaching English at University."

**T2:** "this is my second year as a teacher of University. I taught before I was like a permanent teacher this is my second year."

**T3:** "it's about 13, 14 years from 2002/2003."

**T4:** "I think teaching at University for ten years .it's about ten years."

**T5:** "three years."

#### **Description and analysis of item one**

From the teachers' answers we observed that T1 and T5 have been teaching English at university for three years. Concerning T2 it is his second year of teaching English at university. However, T3 and T4 have experienced teaching English at university for long time. For T3 it has been about 13, 14 years and T4 indicated that he was teaching English at university for ten years.

**Item two: How long have you been teaching Oral expression?**

**T1:** "as a teacher of oral expression it's only been one year which is this year. But I worked at a place before in teaching communication and oral expression sessions and also and so forth .So I would take three years of experience also."

**T2:** "the same answer this my second year of teaching oral expression."

**T3:** " it is about 09 years. Nine yes."

**T4:** " I think for eight years I haven't taught oral expression only for the last two last years."

**T5:** "one year."

**Description of item two**

From the above answers we observed that T1 and T2 have taught oral expression only for one year. Concerning T2 it has been his second year of teaching English at University. However, T3 and T4 indicated that it is about eight years of teaching oral expression at university and they are the most experienced teachers.

**Item three: Do you urge your students to speak?**

**T1:** "definitely as a teacher or any teacher on that world agree with me that we have to urge and actually force our students to talk especially in oral expression sessions and courses because it's the only place for them to freely express themselves and utilize the language and vocabulary they have otherwise where they suppose to use it if not in the oral expression sessions and courses."

**T2:** "ofcourse because I believe it's a learner centured approach nowadays, so that I give them the opportunity to speak and the teacher talking time is very limited compared to student's talking time."

**T3:**”yes definitely it means so frequently I ask them and advises them to speak it means not be afraid of making mistakes or whatever but, it is necessary to speak instead of keeping silent because keeping silent in oral sessions doesn’t work.”

**T4:**” I don’t urge them .But, I encourage them, urging no .Urging have a sense of obligation or something like that. I do not urge I do not impose for example certain questions to certain students but I try to encourage them to speak. Yes.”

**T5:**” yes.”

### **Description of item three**

From the above answers we observed that most of the teachers agreed that they urge their students to speak instead of keeping silent.However,T4 indicated that he do not urge his students because urging have a sense of obligation. he said that he encourage them to speak in order to create opportunities for them to express their ideas and exchange thoughts and beliefs.

### **Item four: How do you evaluate your students’ level in speaking?**

**T1:**”...I would definitely say I look to the brighten side I have certain students who are out going their character is more open they are open minded even if their English is poor or it is not as good as the others, they would try their hard to participate and talk and everything .these are in one category by themselves. So there are other students who are amazingly perfect even at a young age or at a certain level of first to second, third year their English is perfect. they are supper good and this come from a lot of practice they have everything and these are also another category at the third category would be the students who are sits and no talks this is why I told them do not come and sit silently in the back try to fit in the wall and do not participate at all, interact at all. These are another

category which is a little bit hard to deal with. So I have three categories of all my students.

**T2:**” there are a number of criteria but I believe that fluency and accuracy go hand in hand ok! Fluency and accuracy this means that they need be fluent in the use of language as well as using language correctly also it is how to deal with situations concerning the use of vocabulary, the choice of vocabulary and the right use of vocabulary and the right use of those vocabulary in the right context .”

**T3:**” Approximately we can't over generalize but we have some student who are fluent and good speak correct English but approximately they are so few. The majority they either they hesitate, commit a plenty of errors such as the subject verb agreement they speak in the singular they up to the plural and vice versa. They follow the “s” of plural. The “s” of simple present they up for wrong words than they mispronounce words that means, that means that plenty of mistakes but we have... it does not deny that we have some student that produce correct English .”

**T4:**”Well It depends in some classes you find like the majority of them you can say have good level in speaking when must tell the truth. In other classes we found In other classes we found gaps for example a number of student have a good level in speaking it's not satisfying at all . it depends on the class ,but it depends also on the level, for example; third year students have more advanced speaking skill compare to second and first it's obvious but within the same level ,for example; for third year it differs from one class to another . from one individual to another .I cannot generalize my evaluation say they are all good or all bad or all average... So evaluating speaking level or student is very individual so this person is good , the other one is average ,or the other one is low. Yes, it depends on the class and it depends on the individual himself, or herself than the one who study for example third year .yes.

**T5:**”according to the topic itself, then tense and position and facing his mistakes.”

## **Description of item four**

From the teachers answers we observed that T1 indicated that there are some students who are open-minded even if their English is poor. The second category which includes some students who are amazingly perfect. The third category which includes the silent students. concerning T2 said that students should speak fluently and correctly. T4 said we cannot generalize the evaluation because it depends on the individual. However, T5 indicated that it depends on the topic, students should face their mistakes and correct them.

### **Item five: Do you think that students have low level in the speaking skill because**

- a. They are not exposed to language?
- b. There is a Lack of linguistic competency?
- c. There is a lack of training and practice?

**T1:** "all of the things I have seen through my students ...are there in the faculty actually I would say a bit of all three of them .there are students who were thrown to the English department with no prior knowledge of English they know nothing maybe they do not even like English .they just do it because they didn't have a good mark in the baccalaureate. Other students who have linguistic competency they want to talk but the vocabulary and the words and the items are not there they are suffering. And there is the third once that have a lack of training and practice they basically coming to the department talking in Arabic I try to urge them to talk in English with friends and everything, but they really don't practice it. We say practice make perfect right?"

**T2:** "well the majority of them suffer from this problem I mean they either speak fluently But not correctly or they speak correctly but not fluently and this is due to all these problems that you mention adding to that the way oral expression is taught this is the way of teaching oral expression contributes to the low level of students in terms of speaking because they are supposed to teach oral expression in another way in a different way from the way you are teaching now."

**T3:** "Here we may say both the lack of linguistic competency and the lack of training and practice."

**T4:**”it’s a combination of the three it’s a combination if you like me to order them in terms of importance I can, I can choose for example the lack of linguistic competency...they have a lack of vocabulary, grammar ...poor pronunciation etc. The practice also matters. Many students do not practice speaking the practice only inside the class. When the class ends it is also the end of the speaking practice. It’s very rare where you find a student who practices outside the classroom. So I say it’s a combination of the three because it is true that some students they are not good in language because they are not exposed to language, They do not listen a lot .others is a matter of competency I mean they do not have vocabulary, grammar, pronunciation others is a matter of practice they do have for example package but they do not practice it.”

**T5:**”all of these but there are some exceptions.”

### **Discussion of item five**

From the above answers we observed that all teachers agreed on the idea that students have low level in speaking because of all the parameters I mentioned above which are as follows: they are not exposed to language, the lack of linguistic competency, the lack of training and practice. However T3 said that students have low level in speaking because they have lack of linguistic competency and they have lack in training and practice. T4 said that all of these but we can order them in terms of importance: the first one is the lack of linguistic competency, The second one is the lack of training and practice and the last one is that students are not exposed to the language.

### **Item six:”what type of activities do you choose in teaching speaking?**

- a. Role plays
- b. Information gap activities
- c. Songs and videos
- d. Story telling tasks
- e. Other suggestions



**T1:**” I definitely use bits of every of these especially my favorite would be videos , songs and role plays I ‘m famous with that I like the fun teaching of it so role plays were pair work , group work would be too noisy , and everything. So I do role plays between pairs would be really amazing and you can see they are actually responding and they are talking and they are motivated . As information gap activities not so much but I use them once or twice also when I play songs and videos. I use this gap filling activities where I ask student to listen and watch carefully and I try to filling the gaps of the missing words and I usually I’m sorry for this but I tried to choose the hardest vocabulary just to trick them and to find the vocabulary or not. Storry telling tasks also it’s one of the favorite also I can add that I use a lot of short presentation , a lot of games that I called them the ice brackers .The ice breaking games which is the student of the class may ask each other a question and the other students is forced into coming to the board and answer the question in front of everyone so even if you are embarrassed you have to do it .

**T2:**”well I believe that creating real life situations in the oral expression session it’s really encourage students to speak and use real English I mean daily life not artificial language that we use in the classroom for example if we take this example :”hollow, the other one says hollow ... so we need to expose them to daily life language .real English .So we can include these types of activities within situation. we create a situation a simulation of daily life it’s going to be real life like situation and in this case the students are going to use their language .they are going to be obliged to use the language they have. So my job as a teacher of oral expression , I believe that its not to teach the students the language but its how to urge them to use the language.”

**T3:**”... No, approximately role plays I up for them so frequently sometimes we open discussions in the class it means group work and whole class work we suggest a topic or they suggest themselves they prepare for it and once they come to class we raise the debate and

they exchange knowledge by asking questions being against or it depends on the nature of the topic.”

**T4:**” I use a makeup of all. In speaking you need to vary you need to vary your activities on class you should not rely only on one activity in order to motivate your students to speak. You need to vary your activities in class in order to motivate them .having one activity it creates ...will not funny, repetition makes boring .make students boring ,make students boring. Group I do not know if you mention group work. I give them a task or a project. A project to deal with to make groups. I use also pictures cued activities with the beginners .i mean with first year students sorry, with first year I use picture cued activities to interpret them. Concerning songs, stories yes stories especially with first and second year students. With third I use more information gap activities, role plays, discussions and presentations yes.”

**T5:**”I use songs and videos and storytelling tasks I use also different presentations about personal experiences.”

#### **Discussion of the item six**

We notice from the above answers that all teachers of oral expression vary their activities in order to motivate their students to speak.T1 and T5 said that she uses bits of all of these but she prefers songs, videos and role plays because she believes that those activities make students more motivated she indicated also the ice braking games. Concerning T2 said that teachers should create real life situation in order to urge the students to use the language.T3 prefers role plays and open discussions in order to exchange information.

#### **Item seven: During the oral expression lesson do focus more on:**

- a. Vocabulary?
- b. Grammar?
- c. Pronunciation?
- d. All of these?

**T1:** "...I do not focus on the pronunciation ..., you focus on pronunciation if all your students are amazing,... but with students who have low level of oral competency I would rather focus more on vocabulary helping them learning and use many vocabulary as they can and I try to correct their grammar from time to time because they make horrible mistakes when it comes to grammar."

**T2:** "it depends on the situation. But it would be better if we focus on all of these points."

**T3:** "all of these, all of these because each one can't work without the presence of the other. All of them are complementary."

**T4:** "...for sure, like students to produce an accurate sentences a meaningful sentence in terms of language. it is that accuracy. When I focus on fluency. Fluency it's the flow of ideas talking without hesitations without making pauses,...of course the choice of vocabulary, the correctness of grammar .... Try to focus on the correctness of the language so if they keep talking and producing meaningless,...I can correct students 'mistakes indirectly using different strategies. as a teacher I need to focus on the correctness of the language ....and vice versa by the way sometimes we find students who has good pronunciation but when you focus .... So it's a matter of imitating native speakers. Others it is of the opposite they produce correct language but they do not have pleasant pronunciation using."

**T5:** "I focus on vocabulary and grammar."

### **Discussion of item seven**

We have observed from the above answers that teachers of oral expression focus on pronunciation, grammar, and vocabulary because they like their students to produce accurate sentences and speak fluently without hesitations as reported. Concerning T2 and T3 indicated that they focus on all of these. However, T5 reported that he focus only on vocabulary and grammar because we cannot focus on pronunciation if the student is not able to master the grammar rules and do not have enough linguistic background and vocabularies.

**Item eight: what do you suggest as solutions to encourage your students to improve their speaking?**

**T1:**”well I would speak from my prior experience as a students of this department and probably as a teacher for all the teacher please get to know your students and getting close to them I’m not saying like to omit the berries of teacher and students to be closer to them to know their interests what they have most what they hate the most .So from the classroom can pick up and mind it up sometimes I take in consideration all the things happening and the political world and or around the world and we use it within the oral sessions that we have .So my for most my best advice to other teacher is get to know your students be a friend of them its good its making them open up for you.

**T2:**” well personally I prefer to work with pair and group work and mostly group work because when students work in pairs and groups they will and ofcourse it is when English is going to be exactly used no way from mother tongue and in this case students will have the opportunity to exchange ideas information and even vocabulary and given them the chance to practice the language real language.... In this case we can imagine that students are going to debate about the best parts of that story and how to summarize the story, and how to summarize the story, the main ideas in order to reached the final draft of that story. So in this case when they speak within small group is better than prepare a presentation to whole class but real English. ...but that does not show the real level of students but when they work in groups it’s like that they are using real English and even contribute to the improvement of the level of students. this is sometimes I do it depends on the topic and situation usually I use videos ,I use recording ,these are the available materials that we have ofcourse they are types of learners and as a teacher am obliged to reach all these types of learners . so I need to give opportunity to visual learners, as well as to auditory learners , as well as conistatic learners . so we need to vary the material and the way of teaching every time so we cannot say that it is

better than role plays or something like that , but we are obliged to reach all types of students .”

**T3:**”the most of the time encourage them to use , to be courageous enough to speak using the target language in class and out of the class it means once they prepare for a role play to be performed to next session I all the time ask them to prepare it to perform it in advance with a classmate in their free time instead of waiting to comes to class and having that time for reheat so that to gain time and to practice more because I believe that the time provided for the oral expression session at all the levels starts from L1 to L3 its quite insufficient to it means to provide them with all the knowledge and to let them practice at the same time that’s why we have to double the efforts if they have one session they have to work for two or three sessions alone if they have to work two or more ,so it’s all the time . a question of time which is not enough so we would like as teachers at the administration to provide them more sessions but since it out of our control . we as teachers it means or the administration it goes back decision makers it’s up to the student to double the efforts themselves and they work outside the classroom . yes sometimes I when they up for listening since the lab does not work but I bring them to the lab simply for the setting for the atmosphere to be silent and calm you know that the condition of working on Betaibi it means so much noise they cannot concentrate and you can’t concentrate as a teacher and you can’t provide them with what you need them to grasp activities and we have stated gap activities that we have stated just previously or if we would like them to site means they present something I ask them especially with third year students I urged them to present a presentation that should be performed via data show , it means all of them prepare the work , they provided me with hand copy and they present them via the data show . So the day of presentations I provide them with a data show they bring their PCs and it work . This is the way generally we work.”

**T4:**” practice makes perfections and the saying says. Students need to practice they should not talk only inside the class.... they need to listen to authentic materials when it is a

video, a film a documentary a song they need also to.....Besides practicing say listening they need to discuss...with each other .... probably I will also suggest ... the teacher, for instance; in the class uses variety of techniques and strategies to suit learners different learning styles. So the teacher should not depend or rely on only one technique in class in order to engage all students. So making variations of activities....it is recommended I mean there is no question that is using visual aids like for example the video and data show .Tracks in laboratory. These are also good things to enhance students 'speaking skill. it is about the context..... Since the classes are not equipped .they would not have for example technical equipment. Technological equipments for example like multimedia laboratories our classes do ...are very poor in term for example of equipment. The light much light in the classroom. Even when you bring your data show with you then you have a problem of the light in class. The number of students, the noise outside the class. So these constancies of using technology in our classes are not ...I'm not how we say .I'm not convenient. That's' why many teachers do not use technology this is not because they are not aware its importance just because ... simply because they do not have access to technology. But, there is no doubt that technology and using audiovisual aids enhancing students speaking in many ways."

**T5:**" I'm seeking something that does not exists. Always anywhere with anyone, everybody among themselves, with their mates in the bus. But, it is impossible to do, impossible to learn English without reading and practicing. Actually I do not use any type of audiovisual aids. But, if someone of my students tries to use them I will encourage him .It may be helpful but not necessary because speaking is an inner skill I mean unconxious."

### **Discussion of item eight**

As we have seeing above from teachers' answers all of them agreed on the idea that practice make perfection, and students should practice more in order to improve their speaking proficiency.T1 said that teachers should know their students in order to know their

needs and interests. T2 also confirmed that teachers should give their students the opportunity to work in groups in order to exchange ideas and information. However, T3 always encourage her students in order to prepare role plays and perform them in front of their classmates in order to be courageous because if they still shy and afraid they will never learn the language and their speaking will never improved. T4 also agreed on the idea that technology and the use of audiovisual materials in very beneficial in improving students' speaking proficiency. In addition T5 said that the use of audiovisual aids is helpful in improving students' speaking skill and it is not necessity because speaking is an inner skill. from the above answers we observed that the use of audiovisual aids is very beneficial in teaching and learning processes.

### **Pedagogical implications**

After the analysis of the students' questionnaire and teachers' interview we find the following results :

1. Speaking is the most important skill among the other skills
2. Teaching speaking is the most difficult task because it needs a lot of practice and preparation.
3. Using audiovisual materials make the lesson interesting and enjoyable. They give students opportunity to see and hear the language as it is in real-life situations
4. Teachers should encourage his students to use audiovisual aids outside the classroom ;for example, watching videos, films and listening to songs.

### **Conclusion**

From the analysis of the students' questionnaire and teachers' interview, we know the attitudes of teachers towards the use of audiovisual aids in Enhancing students' speaking skill. This allows us to know the needs of the students' needs at Biskra, to depict the difficulties that face them in learning English as a foreign language.

On the other hand, the teachers' interview revealed that all our participants believed in using audiovisual materials in speaking classes because they appreciate learning with authentic materials, and consider them to be very interesting and more encouraging since they want to be more practical in spelling the language. In addition, all of them stated that although they face difficulties when they deal with their students in terms of the level and students face many challenges when they listen to authentic materials because they consist of difficult expressions and idioms and they may face difficulties with the pronunciation. But they are still the best means to improve their speaking level. However, we observed that not all teachers choose audiovisual materials randomly. Indeed, when selecting them they take into consideration their students' needs and levels.

### **General conclusion**

This study was conducted to investigate the attitudes of teachers towards the use of audiovisual aids in enhancing students' speaking skill. The main purpose of the study is to know the importance of using audiovisual materials in teaching English language and whether they are helpful or not in improving first-year LMD students at Biskra University.

The first chapter which entitled audiovisual aids in was intended to speak about the definition, advantages and different types of audiovisual materials and obstacles of using audiovisual materials.

Knowing that speaking skill is the most important skill in learning a foreign language; we devoted the second chapter to speak about it. We have defined speaking skill and we introduced the characteristics of the good speaker, what makes good speaking activities. We have also mentioned the components of speaking, the parameters of effective teachers of speaking. We also proposed some activities used to teach speaking and tackled briefly speaking and listening relationship.



All the teachers all over the world agreed to the idea that the use of audio-visual aids is very helpful in improving speaking skill among foreign language students. This is confirmed by the analysis of teachers' interview as well as students' questionnaire which shows that students' speaking skill will improve if they frequently exposed to language through audio-visual aids. This work also explains that even if teachers use audio-visual aids students can react negatively not because of the ineffectiveness of the aids but because of the method used by the teacher and the frequency of using these aids. However, we observed that not all teachers choose authentic materials randomly. Indeed when selecting them, they take into consideration their students' needs and levels. Moreover, the classroom environment did not suit for doing audiovisual activities as we observed also that, the teacher use their own materials.

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## Appendixes

### Appendix A: Teachers' interview

Dear teachers, we would be so grateful if you accept to answer the following questions which attempt to gather needed information for the accomplishment of a master dissertation. Your answers will help us in a study about the attitudes of teachers towards the use of audiovisuals in Enhancing students' speaking skill.

Q1 :How long have you been teaching at University ?

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Q2 :How long have you been teaching Oral expression ?

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Q3 :Do you urge your students to speak ?

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Q4 : How do you evaluate your student's level in speaking ?

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Q5 :Do you think that students have low level in speaking skill because

a-They are not exposed to language

b-There is a lack of linguistic competency

c-There is a lack of training and practice

Q6 :What type of activities do you choose in teaching speaking ?

\*Role plays

\*Information gap activities

\*Songs and videos

\*Story telling tasks

Other

suggestions.....  
.....  
.....  
.....

Q7 :During the oral expression lesson, do you focus more on

\*Vocabulary

\*Grammar

\*Pronunciation

\*All of these

Q8 : what do you suggest as solutions to encourage your students to improve their speaking ?

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Thank you for your collaboration.



- a. Vocabulary ?     b. Pronunciation ?     c. Grammar ?     d. All of all

these ?

**Q4 :** How often do you speak English inside the classroom ?

- a. Often     b. Sometimes     c. Rarely     d. Never

**Q5 :** What are the speaking activities that your teachers use most ?

- a. Discussions     b. Role plays     c. Language games

**Q6 :** Which activity do you prefer most ? why ?

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**Section three : Audiovisual aids**

**Q7:** How often do your teachers use Audiovisual aids during speaking sessions?

- a. Often     b. Sometimes     c. Rarely

d. Never

**Q8:** Do you find them effective in improving your level in speaking ?

- a. Yes     b. No     c. Not really

**Q9:** If yes, how? If no, why ?

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**Q10:** Which type of Audiovisual Aids do you prefer most ?

- a. Graphics     b. Films     c. Videos     d. Poir

points



Others.....  
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**Q11:** What do you suggest as solutions to solve speaking difficulties ?

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collaboration.

Thank you for your time and

**Ms. Hamdane Hassina**

## ملخص

في هذه الأطروحة، نقدم تقنية التدريس الأكثر فعالية والتي هي الوسائل السمعية والبصرية. تهدف هذه الدراسة الى استكشاف دور المواد السمعية والبصرية في تعزيز مهارة التحدث لدى الطلاب خلال العام الدراسي 2016/2017. لذلك من أجل دراسة فرضية هذا الاستبيان تم إدارته إلى طلاب السنة الأولى في اللغة الإنجليزية في جامعة بسكرة. وتحدد الفرضية الأساسية لهذه الدراسة الوسائل السمعية البصرية مفيدة حقا لمهارات التحدث لدى الطالب. أجريت هذه الدراسة من خلال المنهج الوصفي. من أجل اختبار هذه الفرضية سواء تم قبولها أو رفضها. وتتألف هذه الورقة من جزأين رئيسيين؛ الفصل الأول المعنون "الوسائل السمعية البصرية"، ويهدف إلى الحديث عن تعريف المواد السمعية البصرية وأنواعها ومزاياها والعقبات التي تعترض استخدامها. الفصل الثاني الذي بعنوان مهارة التحدث. ومن المفترض أن نتحدث عن تعريف مهارة الكلام، وخصائص أنشطة التحدث الجيد، واقتراحنا أيضا بعض الأنشطة المستخدمة لتدريس التحدث وتناولت لفترة وجيزة التحدث والاستماع العلاقة. ويخصص الجزء الثاني للجانب العملي للدراسة. يتضمن هذا الجزء العمل الميداني، وقد تم اتباع طريقة وصفية، وقد اخترنا طريقتين لجمع البيانات هما استبانة تم توزيعها على 80 طالبا في السنة الأولى. ومقابلة تم توزيعها على 05 اساتذة من التعبير الشفهي. وقد أبدى جميع المشاركين اهتمامهم بالموضوع والتعاون معنا بإخلاص وأمانة. وأظهر تحليل استبيان الطلبة ومقابلة المعلمين أن كلا من المعلمين والطلاب يعتبرون المواد السمعية والبصرية أدوات مهمة في تعزيز مهارة التحدث لدى الطلاب. الكلمات الدالة: المواقف، الوسائل السمعية البصرية، تعزيز مهارات التحدث لدى الطلاب.