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The Use of Audio-Visual Aids in Enhancing EFL Students' Speaking Skill.

Case Study: First Year EFL Students at Biskra University.

A Dissertation Submitted in a Partial Requirement for the Fulfillment of a Master

Degree in English.

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Introduction

Since English is a foreign language in our county, most EFL learners have a problem in speaking it fluently. As those EFL learners have a limited time to learn speaking in class, they still lack enough encouragement to practise it outside the classroom. Hetrakul (1990) confirms this by stating that " EFL learners use English more frequently only inside the classroom and less frequently outside it." Therefore, teachers must improve the students' speaking skill by using appropriate strategies like : videos, films and other educational visual aids.

Speaking is considered as the most important language skill. For that reason, this chapter gives a general overview about the speaking skill. Also, it includes some definitions of speaking and the activities used in order to promote students' speaking skill. Next, it will shed light on some components of the English language and mention some factors that make the speaking skill difficult. Finally, the chapter ends with the teachers' role during teaching speaking.

1. Definitions of speaking

Speaking is a productive skill. When speaking, we produce a text and it should be meaningful. Speaking can be also called ''oral communication''. This skill has become one of the important subjects that teachers should give importance in order to enable their students master English well. The term speaking has been defined according to many researchers. Therefore, it has more than one definition according to each author's point of view.

Tarigan (1990,p. 3-4) defines speaking as ''a language skill that develops in the child's life which is produced by the listening skill and at the period when the speaking skill is learned.'' So, this means that it could not be separated from listening. According to Nunan (1991,p.39) "the success in speaking is measured through someone's ability to carry out a conversation in the language." Moreover, Wilson (1983,p. 5) on his turn, defines speaking as ''development of the relationship between speaker and listener, in addition to determining which logical, linguistics, psychological and physical rules should be applied.'' Here, it means that the main objective of speaking is for communicating.

According to Gumperz (1999,p.101) speaking is a cooperatively construction which is based on contribution, assumptions, expectations and interpretations of the participants' utterance. In addition to that, speaking is also a multi-sensory activity because it involves paralinguistic features such as: eye contact, body language, pitch and variation (Thornbury, 2005,p. 9). Based on its function, speaking is defined as a way to verbally communication for mostly interpersonal and somewhat transactional purposes (Nunan,1999,p.228). Also, Wallase (1978,p.98) states that ''speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking.

We conclude that speaking is a productive skill that could not be separated from the natural conversation when students learn correct pronunciation. Also, it is the skill that shows

proficiency of the EFL students. In addition to that, the speaking skill is the ability to express one-self in any situation.

2. The importance of the speaking skill

Language is a tool for communication. We communicate with others to express our ideas and know others' ideas well. Without speaking we cannot communicate with one another. Speaking is generally thought to be the most important of the four skills. Indeed, one frustration commonly voiced by learners is that they have spent years studying it but, still they cannot speak it.'' Speaking in a second or foreign language has often been viewed as the most demanding of the four skills'' (Bailey and Savage 1994,p. 7).

2.1 The reasons of speaking

Lindsay and Knight (2006,p. 58) see that human beings speak because of many reasons. They state that,

> we speak for many reasons ; to be sociable we want something because we
> want other people to do something for someone else , to respond to someone
> else, to express our opinion and feelings about something else, to
> exchange information , to refer to an action or event in the past, present or
> future the possibility of something happening and so on.

However, human communication is a complex process, people need communication when they want to say something, transmit information. Speakers use communication when they want to express or inform one about something, they use language according to their purposes and it necessary for them to be listeners and a speaker for effective communication (Harmer, 2000,p. 46)

The capacity to express one's thoughts, opinions and feelings in the form of words put together in a meaningful way, provides the speaker with the joy of sharing one's ideas with others. When we speak to others we come to have a better understanding of our, own selves as Frost (2005) once said ''I talk in order to understand, I teach in order to learn.''

3.Characteristics of good speaker:

Learning how to speak in English is not an easy task for many learners , learning how to be comfortable while speaking to public is also important, therefore, Murphy (1991) attempts to capture the essential qualities of good speaker, they are listed in no particular order.

A good speaker needs:

1/ awareness:

The quality that allows you choice over your actions as a speaker, developing awareness allows you to pick up the behavior s that serve your audience and drop the ones that district the audience from your message.

2/ empathy

Most speakers start their speech preparation by asking themselves ''what do/ what to say'' but an inspiring speaker starts from the perspective of their audience, seeking primarily to serve their aims. In doing so, they become a speaker who is listened to and respected.

3/ freshness

The quality that allows a speaker to be unique, spontaneous and memorable, in order to make their audience more receptive.

4/balance

The ability to judge which information goes in and which stays out, in order to take your audience on an incredible journey through your public speaking.

5/ fearlessness

Being able to go beyond your comfort zone in service of your audience .This is the quality that brings edginess and power to any public speaking as we can see just how important the topic is to you.

6/ authenticity

The final and the most important quality is the ability to be yourself , even if it is vulnerable and even if it feels in some way '' inappropriate''. Your authenticity connects to your audience's humanity and allows them to also be authentic.

4. Factors That affect speech production

There are several factors that might contribute to experiencing problems in speech production as : age, personality, social environment and instruction .Therefore; Moyer (2004,p.15) classifies the factors that affect language learning into five categories :

a- *neurological factors*: it has to do with lateralization, i.e, maturational constraint, affective and personality factors include motivation, tolerance for ambiguity, sensitive to rejection and self-esteem.

b- *cognitive* and *aptitude factors*: they include cognitive maturity and process strategies and style, intelligence, interference from L1 and field-dependence and independence.

c- *instructional* and *input factors*: they have to do with teacher and class dynamics and reaction to feedback, curriculum intensity and duration of instruction, and silence.

d- *social factors*: are group or community level factors such as: status, assimilation, and acculturation, preservation of ethnic and cultural identity, attitude toward target language, cultural identity, type of community.

5. Components of English language

During speaking lessons, students speak English without being aware of the component of the language. Therefore, Brown (2008) describes the areas of English language as follows:

1-Phonology: sounds

The study of the sounds of language and the analysis and classification of the phonemes is called phonology; the sounds of human language produced by a set of organs, the actual sounds that come out when we speak are called phones.

2-morphology: word structure

Morphology is a study of word structure and formation and systematic way of how words can be put together, it discusses morphemes, intonation, stress, and synthetic language.

3-syntax: sentence structure

The grammatical arrangement of word phases and clauses for creating well-formed sentences . It defines parts of speech, to put orderly nouns, objectives, adverbs into sentence to make it articulated.

4-sementics: meaning

The study of meaning, expression, signs, symbols, metaphors, simile and use of word phrases.

6. Activities used to teach speaking

In order to teach second language learners how to speak in the best possible way, Brown (1983) provides some speaking activities that can be applied to EFL classroom settings with a suggestion for teachers who teach oral language.

5.1 Discussion:

Discussion can be held for various reasons. The students may aim to arrive at a conclusion to share ideas about an event or find solutions in their discussion groups. The purpose of discussion activity is set by the teacher and the students do not spend their time chatting with each other about irrelevant things.

5.2 Role play

One other way of getting students to speak is role play. The teacher gives information to the learners such as: who are they? And what do they think or feel about something?

5-3 Simulation

Simulations are very similar to role play but what makes simulation different from role plays is that they are more elaborated. In simulations, students can bring items to the class to create a realistic environment

5.4 Information gap

In this activity, students are supposed to be working in pairs; one student will have the information that the other partners will share their information. Information gap activities serve many purposes such as: solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information of the others' need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

5.5 Brainstorming

On a given topic, students can produce ideas in a limited time, depending on the context either individually or in group. Brainstorming is effective and learners generated ideas

quickly and freely. The good characteristics of brainstorming are that the students are not criticized for their ideas. So, they will be open to sharing new ideas.

5.6 Story telling

Students can briefly summarize a story they heard from somebody before hand, or they may create their own stories to tell their classmates, it fosters creative thinking, it helps students to express their ideas.

5.7 Picture describing

It is to give students just one picture and having them to describe what it is in the picture. Students can form groups and each group is given a different pictures. Students discuss the pictures with their groups then spoken person for each group describes the picture to the whole class; this activity fosters their creativity and imagination.

7. The stages of speaking lessons

For an effective speaking lesson, teachers need to be aware of, knowledgeable about, and familiarized with the teaching stages of a speaking activity. Tamay (2014) Stated that speaking activities pass through three main stages:

1/ presentation stage

This is also known as the pre-activity phase of the lesson where the teacher introduces something new to be learned. At this stage of a speaking lesson, the teachers' main task is to serve as a kind of informant; the students listen and try to understand. Although they are probably saying very little at this stage, except when invited to join in, they are by no means passive. Always be on guard the danger of spending too much time presenting so much so that the students do not get enough time to practice the language themselves.

2/the practice stage

At the practice stage it is the students' turn to do most of the talking ,while the teachers main task is to devise and provide the maximum amount of practice, which must at the same time be meaningful , authentic and memorable, this stage is also called the while (or main) activity or the speaking activity stage.

3/production stage

At any level of attainment, the students need to be given regular and frequent opportunities to use language freely, even if they sometimes make mistakes as a result. This is not to say that mistakes are unimportant, but rather the free expression is more important, and it is great mistakes to deprive students of these opportunities.

It is through the opportunities to use language as they wish that the students become aware that they have learned something useful to them personally and are encouraged to go on learning .Thus in providing the students with activities for free expression and in discreetly watching over them as they carry them out, the teacher takes the role of manager, guide ,or adviser.

8. Teacher's roles during speaking lesson:

In speaking lesson, students are implementers while teachers play different roles during this process. A teacher should be more than a teacher he/she should be a facilitator , the truth is language learning is a process that depends a lot on how a teacher teaches ; As Harmer (2007) said '' a teacher can act in many ways :as a controller, promoter, participator, resource or a tutor''(p .108). Harmer also said that the teacher should be democratic and should let his/her students participate in decision making rather than controlling the class (p.107). That is to say teachers must allow learners autonomy in classrooms. Besides, Ur (1996,p.121) also

emphasized a teachers' role in case of teaching speaking. He said that teachers can do a lot within the cases to solve speaking problem, they can promote activities like use group/pair works, make a careful choice of topic and task to stimulate interests and keep students speaking the target language no matter what.

Scrivener (1994) also said the same thing ; He also mentioned a few suggestions which can help a teacher prepare speaking lesson better like the use ''structuring talk'' (making sure that learners get maximum chance to talk in the class by reducing teachers' participation level),avoiding ''talk-talk''(to avoid asking several questions to which learners cannot response instead of asking one single question and shutting up),using open question (asking questions whose answers requires more than just ''yes ''or ''no''

To sum up, it can be said that the role of a teacher is very much important in case of teaching speaking communicatively. This is because it is the teacher who can actually make his her students speak fluently.

9/Conclusion

Briefly, we mapped out throughout this chapter the speaking skill. Teaching speaking is a very important part of second language learning the ability to communicate in a second language clearly and efficiently contributes to the success of learners in school, therefore, it is essential that language teachers pay a great attention to teaching speaking by providing a rich environment where meaningful communication takes place is desired, with this aim various speaking activities can contribute a great deal to students in developing basic interactive skills these activities make student more active in the learning process and at the same time make their learning more meaningful and fun for them, Scientists agreed that speaking goes through three stages : (the presentation stage, the practice stage and the

production stage), the teacher in these stages is a guide or facilitator who emphasis more on how learners are fluent when performing a given task.

Introduction

Speaking is one of the most important skill in a language, Cheney (1998) states that " speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of context" EFL learners are considered to be successful if they can communicate effectively in the target language, for that reason the teacher needs to give learners many opportunities to practice purposeful communication, this means that learning to speak in second language is facilitated when learners actively engaged in attempting to communicate.

In teaching speaking process teachers use a variety of language learning aids to make classroom activities interesting and interactive, teaching aids are important in the teaching learning process because it helps students to enhance their speaking abilities for effective communication, therefore, this chapter introduces the importance of using AVA in teaching and learning for both teachers and learners, first, we start with the definition, classification and significance of AVA, then we move to the different kind of AVA that can be used in classroom.

Definitions of audiovisual aids:

Audio visual literally means" hearing" and "seeing", so all such aids which endeavor to make the knowledge clear to us are called "audio visual aids". Therefore, audio visual aids have been defined according to many writers and researchers.

Gorder (2008) defines AVA as these devices which can be used to make the learning experience more concrete, more realistic and more dynamic. Here, he means that any device used to facilitate the good running of the lecture is considered as an educational aid.

According to Yorio (1987) Audio visual aids are those sensory objects or images which initiate or stimulate and reinforce learning. Carter (2001) on his turn said that audio visual aids are those aids which help in completing the triangular process of learning that is motivation, classification and stimulation. Again, according to Good's Dictionary of Education: audio visual aids are anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight.

Edger (1946) added another definition for AVAs where he said that those devices by the use of which communication of ideas between persons and groups in various teaching and training situation is helped, these are also termed as multi sensory materials.

2. Classification of audio visual aids:

According to Farook (2014) audio visual aids can be classified simply on the bases of sensory experience because human beings derive their experience mainly through direct sensory contact. . Keeping this in view, it can be classified in to three main groups:

1/ audio aids: the instructional device through which message can be only heard are known as audio visual aids.

Example: Tape recorder, radio and telephone

2/ visual aids: the instructional device through which helps to visualize the message is known as visual aids

   a. **Projected visual aids**: example slides, over head projector, power point slides.
   b. **Non projected visual aids**: examples- poster, charts, graphs, models, picture….
   c. **Display type**: visuals are those which are spread before the audience for viewing, who get the message by looking at them.

d. **Presentation type**: visuals are those presented or projected before the audience for viewing but at the same time, one explain or present the message gets a meaningful understanding of them, example; Slides, Over projectors, Chart and power point slides.

3/ audiovisual aids: the instructional device through which the message can be heard and seen simultaneously are known as audio visual aids examples; Video and Cinema….

3. Purpose of audio visual aids:

Audio visual aids are very important and effective in the process of teaching and learning , if teachers use AVA the impact of lessons, classroom environment will be long lasting because AVA capture the attention of students and increase their interest during the lesson, moreover; Kumur (2011) has described the purpose of audiovisual aids in this way:

- Best motivation.
- Clear image.
- Save energy and time.
- Capture attention.
- Reinforcement of learner.
- Positive transfer of learning.
- Gain and hold student interest.
- Increase understanding and retention.
- Stimulate the development of understanding and attitude.
- Focus attention on point being made.
- Generate interest.
- Arouse curiosity.

- Enhance understanding of topic.

- May show successive steps in a process.

- Add believability to the message.

- Presentation is more fun to give.

- May be used where the real object cannot be shown.

4. Types of audio visual aids:

Learners learn best by observing and hearing; it is therefore evident that learning is more effective when sensory experiences are stimulated. These include pictures, slides radio, video, flip chart, and other audiovisual tools. For that reason Honey (1999) provide different types and function of audio visual aids are listed below:

1. Flip chart:

Honey (1999) said that flip chart is large pad of paper bound so that each page can be turned over at the top to reveal the next, used on a stand at presentation. It is prepared on heavy duty paper or other flexible material. it is also prepared prior to the presentation .Flip charts are vary in size.

Advantages of flip chart:

- Inexpensive

- Easy to prepare and make changes.

- Easy to transport.

- Simple to set up.

- No special lighting

- Reusable

- Step by step instruction.

Disadvantages:

- Chart get dirty and ragged with use.

- Attached art work may not roll up easily.

- Tape –ones can fall off as they lose adhesive.

- Class size limited to those who can see the chat clearly.

2.Poster:

Honey(1999) defines Poster "as a large printed picture, notice, or advertisement displayed in public place". He claims that posters are prepared on heavy weight illustrative boards.

1.Advantages:

- Wide range of illustrative techniques can be used.

- Permanent record.

- Reusable.

- Easy to set up

- Photographs and 3D objects can be attached

2.disadvantages:

- Bulky

- Repeated use can cause poster to break or bend

- Less portable

- Difficult to make changes

3.Photographic slides:

According to Honey (1999) photographic slide can be processed to produce a positive transparent image for direct projection, rather than a negative for printing.

Advantages of photographic:

- Subject matter is unlimited

- Can be easily rearranged

- Permanent and easy to handle and carry

- Can be easily duplicated

- Presentation can be stopped for discussion.

Disadvantages:

- Room needs to be dark

- Requires time and special equipment

- More expensive than flipcharts

- Equipment may fail

4.Overhead projector:

Honey (1999) said that overhead projection is to "Produces an image indirectly by means of a mirror and a condensing lens. Those images are printed on transparencies."

Advantages of overhead projector:

- Instructor can face the class and present information

- Easy to prepare and modify

- Can use step by step presentation

- Preparation is easy and inexpensive

- Handouts can be made directly from the transparency

- Permanent and reusable

Disadvantages:

- May require a darkened room.

- Projection equipment may not be available.

- Projection may change if not set up properly.

- Difficult to manipulate .

5.Audio recordings:

Honey defines audio record as " it is a storage device on which information (sounds) have been recorded**."**

Advantages:

- Easy to use and provide a permanent, reusable record.

- Can record real episodes

- Records are portable Reel, cassette tape.

- Actual events can be played back to the class.

- Excellent for training that requires repetition**.**

Disadvantages:

- Only provide the oral portion of an episode not the visual

6. Videotape:

According to Honey(1999) video tape is a special magnetic tape used for recording moving pictures and sounds .He also claims that video tape is an

Excellent tool to show reactions and behaviors of a group or individual, therefore; instructor must be familiar with the operation of the equipment and the effective use of the videotape

Advantages of video tape:

- Instant reply of subject material

- Permanent and reusable

- Versatile media

- Allows both the audio and visual to be recorded

Disadvantaged:

- Requires practice

- May be bulky to handle all the equipment

- May distract students while they are being videotaped.

7.Models:

Honey(1999) defines models as "an actual replication of the object under discussion".

Advantages:

- Having the real thing in the classroom

- Permanent and reusable .

- Have movable and removable parts.

- Excellent instructional aids.

- Adds realism to training instruction

Disadvantages:

- Expensive

- Can require skill to use in front of the classroom

8.Handouts:

It is any written material to be covered in class or information that supports the material covered during class.

Advantages:

- Good for covering forms

- Can cover in depth material

- Inexpensive

- Easy to make changes to small handouts

Disadvantages:

- Student will spend class time going over a handout if it is not covered in class

- Difficult to make changes if the handout is large

- Current forms need to be constantly updated

- Spelling must be checked

9.Computer presentation:

It is refers to the use of a computer and a projector to show information like PowerPoint.

Advantages:

- Instructor faces the class while presenting information

- Permanent and reusable

- Animation and movement are possible

- Easy and inexpensive

Disadvantages:

- May require a darkened room

- Equipment may not be readily available

- Knowledge and skill are required to produce and perform.

5.Steps in effective use of audio visual aids:

There is no doubt in the importance of AVA to enhance EFL students' speaking skill but the effectiveness of AVA depends totally on the ability of teachers, if AVA are used in inappropriate way it not only waste time but it can also distract the mind of student . During selection of AVA Jadal (2011) suggested the following simple steps to make teaching more beneficial and easy to teach:

- Planning by the instructor.

- Selection of the aid.

- Preparation of the equipment.

- Preparation of the student or class members.

- Summary of the information.

- Discussion of the information.

6. Basic selection guide for audio visual aids:

A good audio visual aids should clarify an abstract ideas, show a sequence, explain a relationship, include only necessary explanatory written

material and be large and large enough to be visible. Moreover, Mathew (2013)
suggested the following basic selection guide for audio visual aids:

- Select aids that fit the maturity, Interest, and abilities of the group.

- Select aids most appropriate for the particular learning activity.

- Maintain a balance in the kinds of the aids selected.

- Select aids that compliment, rather than duplicate other learning source.

- Avoid over use of aids.

7. Obstacles in use of audio visual aids

Using audio visual aids is very important for making learning easy,
effective and permanents, the role of teachers is very important in using AVA
because if it is not used appropriately, it can distract the mind of students . Some
EFL teachers is not trained in a way to use AVA properly, paucity of funds and
attitude of teachers, school management and government is making the problem
wider, therefore, Ashaver, D (2013) suggested the following obstacles in use of
audio visual aids.

- **Teacher inability to use audio visual aids:**

  inability of teachers to handle the audio visual aids properly has
  emerged as a biggest hurdle in utilizing these aids to promote learning ;
  some TFL teachers lack the required dedication to learn new ideas of
  teaching, they are hesitant about bringing new experiments and
  innovations in their teaching and are far behind in making use of new
  technology.

- **Lack of funds:**

a lot of money is required is arranging and maintaining the costly audio visual aids; some universities failed to buy these costly equipments.

- **Attitude of teachers and school management:**

  school management and teacher have complete focus on marks obtained in examination rather than learning, due to this attitude they consider investment in audio visual aids as a wastage of time and money.

- **Inappropriate teachers training programs:**

  existing teacher training programs are not framed properly to train them about how to use the teaching aids effectively in and outside classroom.

Conclusion

Through this chapter we shed light on the use of audio visual aids in enhancing speaking skill, definition, types, and importance of using AVA. We mention also the obstacle faced by teachers when they use AVA, we have found that using AVA such as videos, flip chart and audio recordings make learning easy, enjoyable and effective and also it adds creativity to the classroom atmosphere. For that reason, teachers' programs must be designed in way to promote the use of AVA in EFL classes.

Introduction

For the purpose of investigating the role of using audio-visual aids in enhancing the speaking skill in foreign language classes. We conducted two questionnaires for both teachers and First year students of English at the university of Biskra. In this chapter we will describe, analyze and interpret the questionnaires results that help us confirm or disconfirm our hypothesis about the role of using audio-visual aids in teaching speaking in foreign language classes.

1.Methodology : carrying out this research we used a descriptive method

2. Population:

2. 1. Students:

First year students of English at the university of Biskra represent the population of our study .We dealt with a sample of 50 students, the participants were taken from two different classes

2. 2.Teachers:

Teachers of English at Mohammed Kheider University make up the whole population. We dealt with the sample of ten (10) teachers selected randomly, from the entire population. All the participants in this study at least have taught or are still teaching oral expression. The reason behind such a choice was to examine the degree to which teachers" are aware of the importance of using audiovisual aids in teaching and improving students" speaking skill.

3.1. Description of students' questionnaires

The students' questionnaire is administered to a group of 50 students of first year EFL students in the English branch at Biskra University. Before they started answering the questionnaire we gave them some instructions about how to answer and the purpose of designing this questionnaire. We informed them that it is not a test and there is no true or false

answer and that their participation is of great importance in our study. The questionnaire contained 16 questions; they were divided into two sections. The first section is concerned with information about the speaking skill and the second section investigates students' attitudes about the use of audio-visual aids in the classroom during the speaking lessons.

3.2. Description of teachers' questionnaire

The questionnaire is submitted to teachers of English at Biskra University. This questionnaire consists of twenty-one questions divided into sections. The first section is concerned about the experience of the teachers in teaching English and oral expression. The second section is devoted to the speaking skill such as speaking activities used in speaking lessons, the purpose of choosing them and the last section deals with the use of audio-visual aids in teaching speaking.

V. 2 . Analysis of the students' questionnaires

Section one: Speaking Skill

Q1: How do you consider your level in speaking English?

Responses	Very good	Good	Average	Bad	Very bad
Participants	6	16	28	0	0
Percentage	12%	32%	56%	0%	0%

**Table 1: Students' evaluation of their level in speaking**
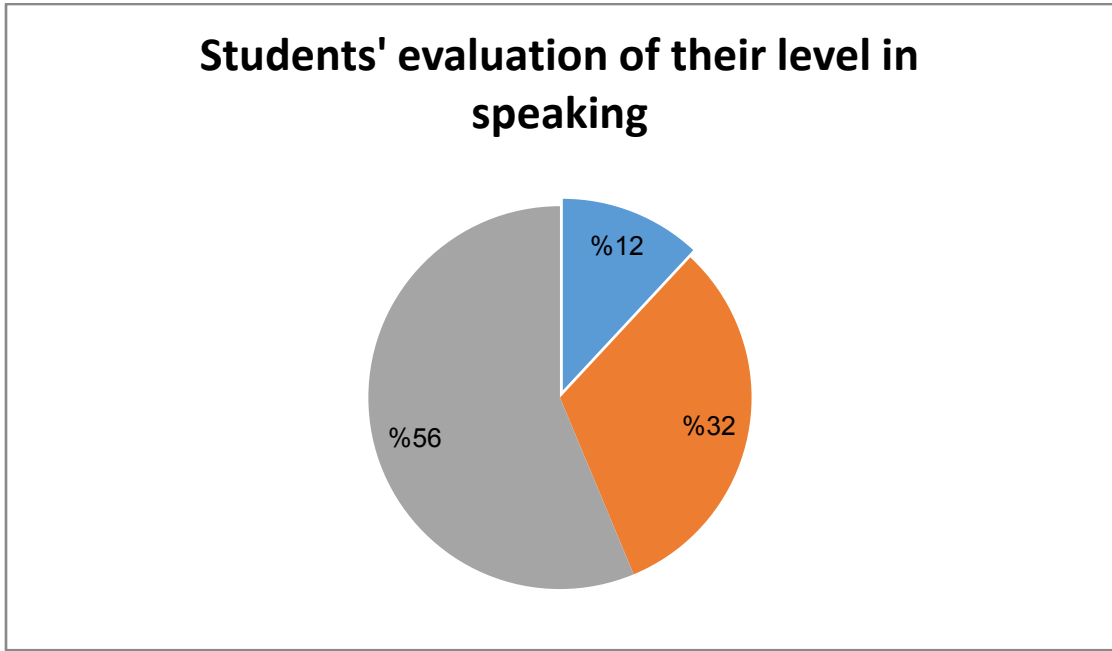
Figure 1

: Students' evaluation of their level in speaking

Twelve per cent (12%) of the participants consider their level of speaking English to be very good.32% of the students consider their level to be good on the other hand 56% state that their level is average. This means the majority of students have a good English level.

Q2: When you speak do you find difficulties in

Responses	Vocabulary	pronunciation	grammar	all	total
participants	10	26	9	5	50
percentage	20%	52%	18%	10%	100%

Table 2: Difficulties Faced in Speaking English

Difficulties faced in speaking English

%10

18%

%20

%52
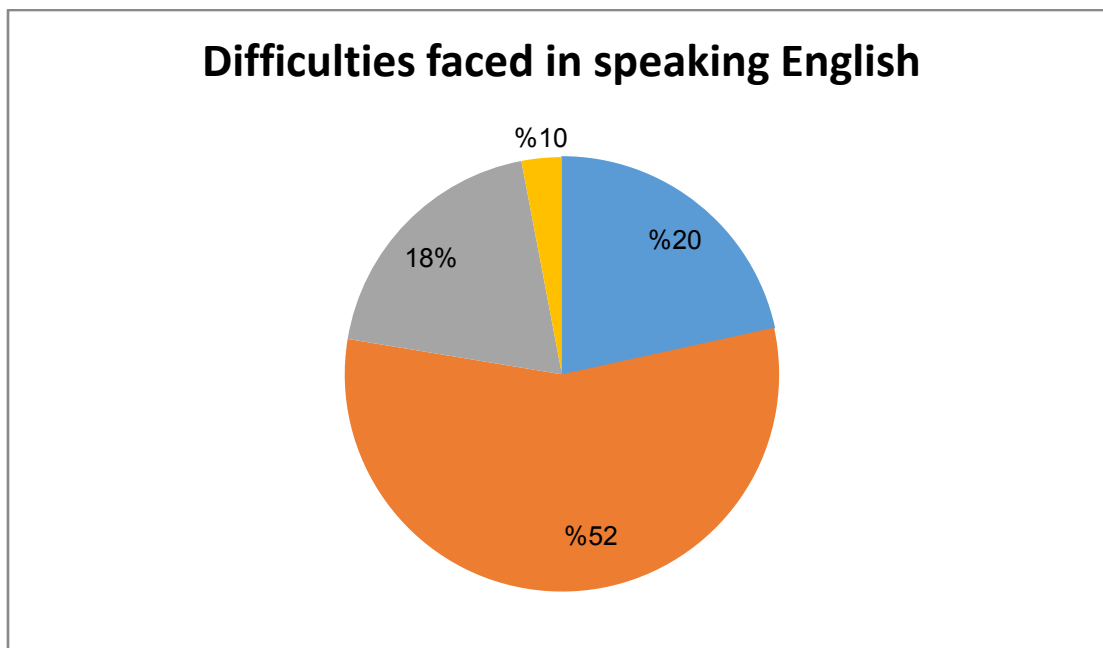
Figure 2: Difficulties Faced in Speaking English

As it mentioned in the table 52% of the participants claimed that they have difficulties in pronunciation most when producing language orally. However; 18% of the sample considers grammar as challenging matter during speaking English. Word selection and foundation is difficult for 20% of the sample find difficulties in vocabulary .The rest of the participants opted for all of the suggested choices they face difficulties in vocabulary ,pronunciation and grammar as well. We can say that EFL students have difficulties specially in pronunciation, vocabulary and grammar

Q3:How often do you talk English inside the classroom?

Responses	often	Sometimes	Rarely	never
participants	26	21	2	1
percentage	**52%**	**42%**	**4%**	**2%**

Table 3: The Frequency of Speaking English Inside the Classroom
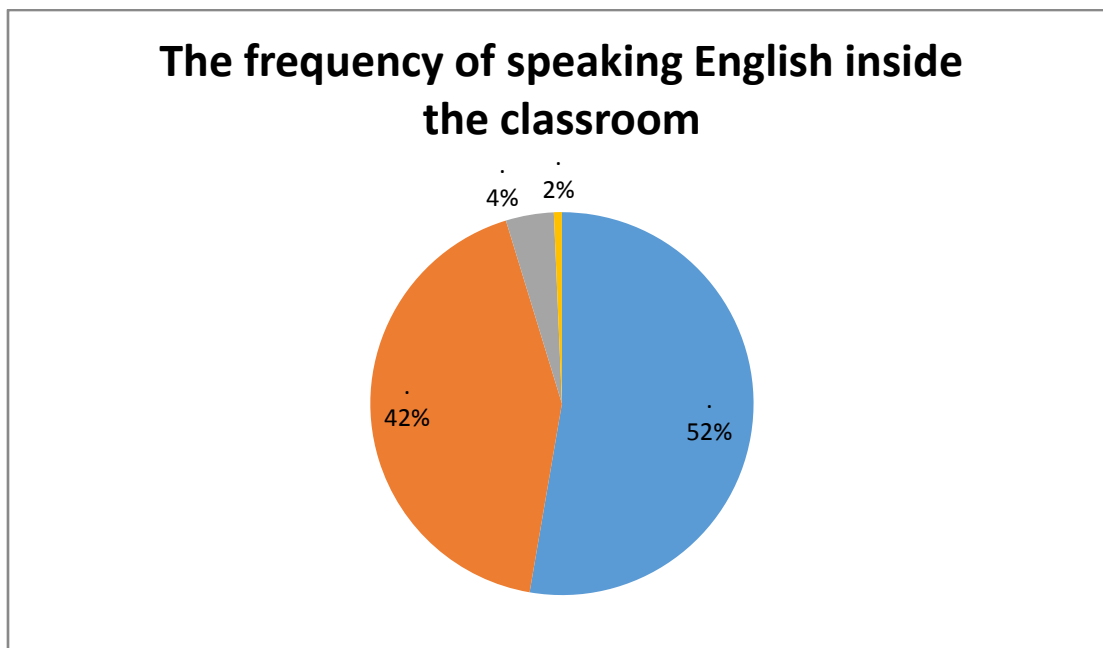
Figure3: The Frequency of Speaking English inside the Classroom

   In this item we asked the participants a question that shows how often do students of English as a foreign language communicate and put the language into practice.52% of the participants say that they often use English to communicate inside the classroom.42% of the sample do speak English sometimes inside the classroom;

however, 4% say that they rarely express in English inside the classroom and 2%

claim to never communicate in English with their classmates may be due to the psychological

factors. The results show that students still not able to communicate with each other in

English inside the classroom may be they lack self confidence or may be also need

encouragements

Q4:How often do you talk English outside the classroom?

| Responses	Sometimes	never	Rarely	often
participants	15	22	8	5
percentage	30%	44%	16%	10%

Table 4: The Use of English Outside the Classroom
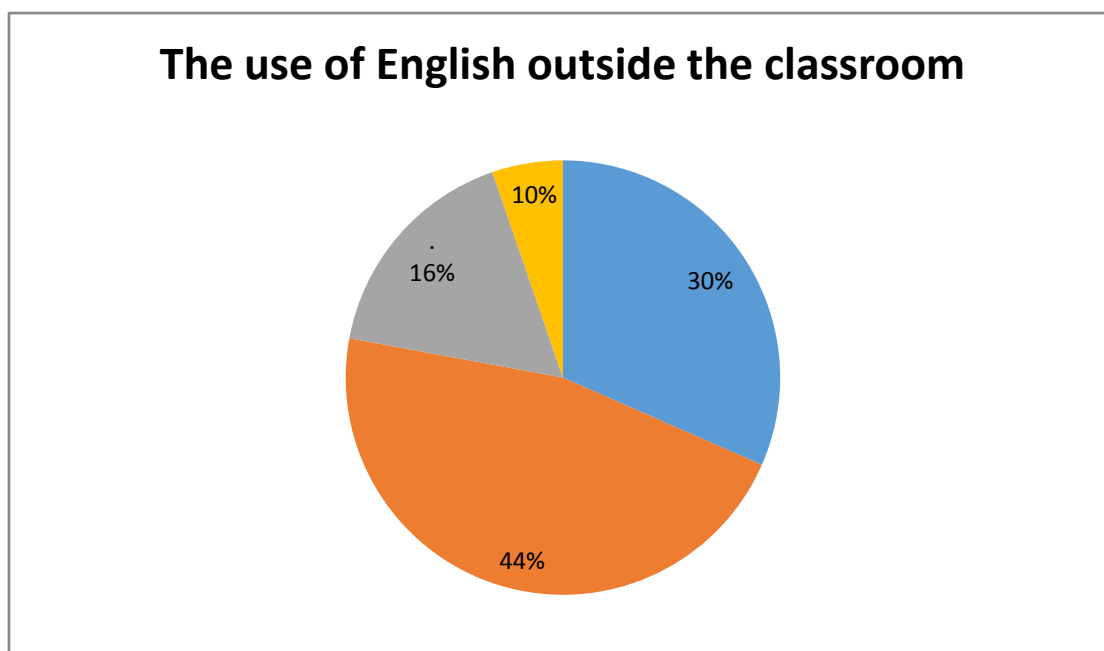
Figure 4: The Use of English outside the Classroom

As table 4 shows most of students do not use English outside the classrooms 44% of the participants claimed that they never speak English outside the classroom and 16%of them say that they rarely use it however only 10% stated that they often use English outside the classroom 30% of the sample speak sometimes English after classes. It is clear that most of the students find using English outside the classroom annoying to them because it doesn't represent for them part of their culture.

Q5:Does your teacher encourage you to speak?

Responses	yes	no	total
participants	36	14	50
percentage	72%	28%	100%

Table 5: Teachers' encouragement of his/her students to speak

teacher encourgement of his/ her students' to speak

%28

%72
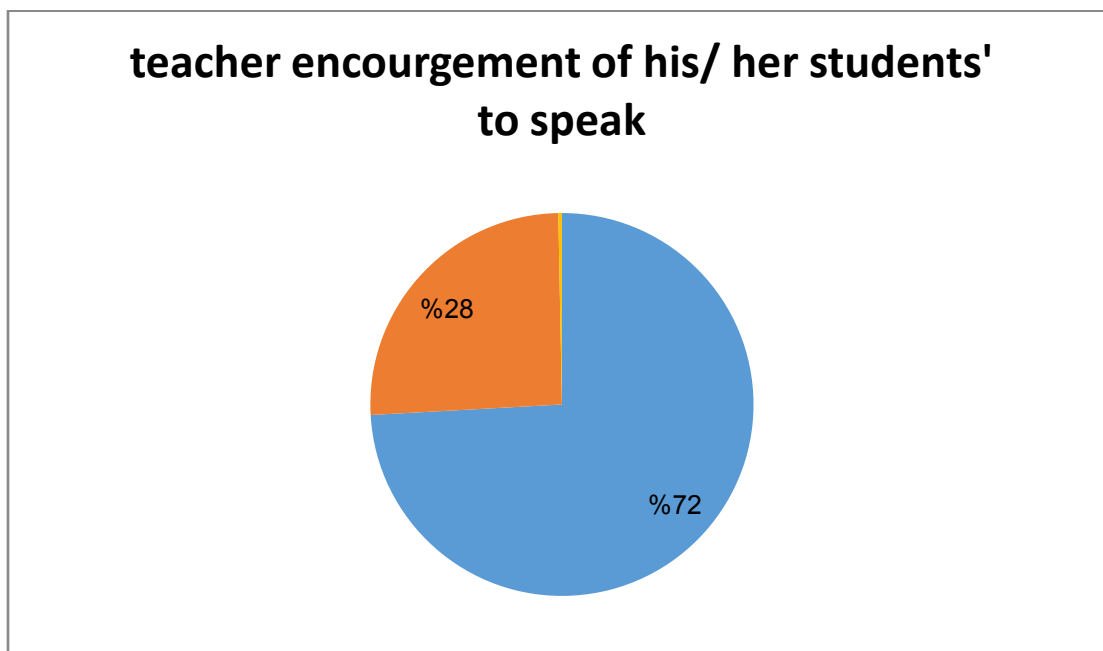
Figure 5: Teachers' encouragement of his /her students to speak

The majority of students (72%) opted for "yes" while only 28% who opted

for "No». We conclude from the obtained results that most of the teachers do encourage and

motivate their students to speak.

Q6: Which speaking activities does your teacher use most?

Responses	Discussion	Role - plying	Language games	total
participants	22	26	2	50
percentage	44%	52%	4%	100%

Table 6: Activities Used by the Teacher
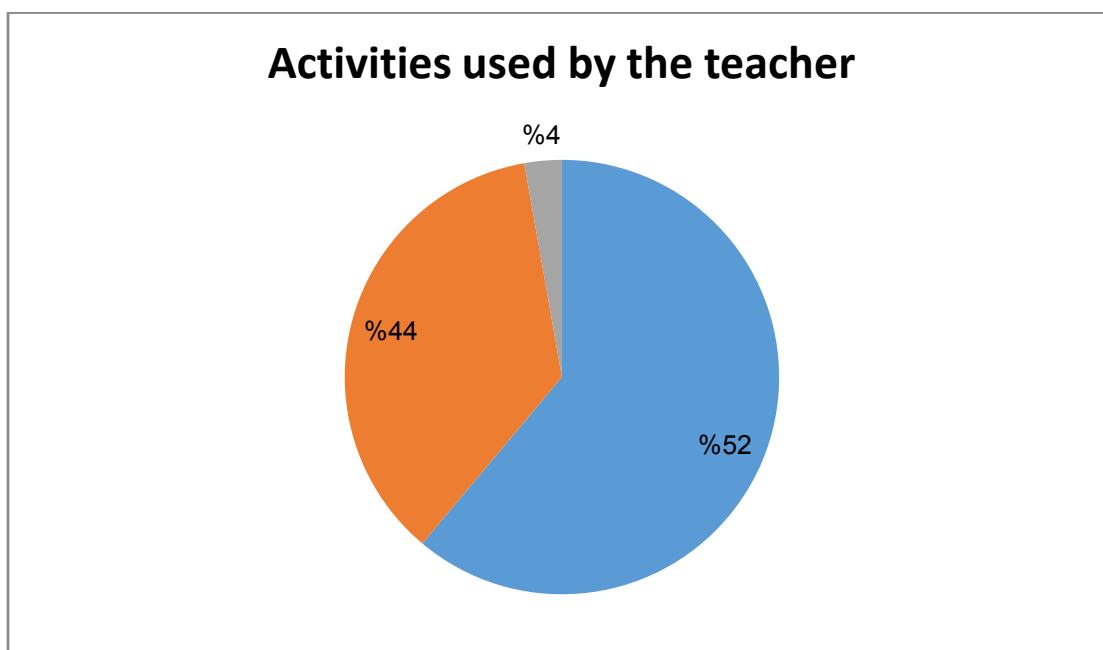

Figure 6: Activities Used by the Teacher

Table six shows that 44% of the students agree that discussion is the most used activity by the teacher then 52% of them chose role-play to be the activity that the teacher use frequently in oral expression course then 4% of the students claimed that their teacher use language games.

Q7: Which speaking activities do you prefer most?

Responses	Discussion	Role play	Language games	total
participants	23	24	3	50
percentage	46%	48%	6%	100%

**Table7: Students' Favorite Activity**
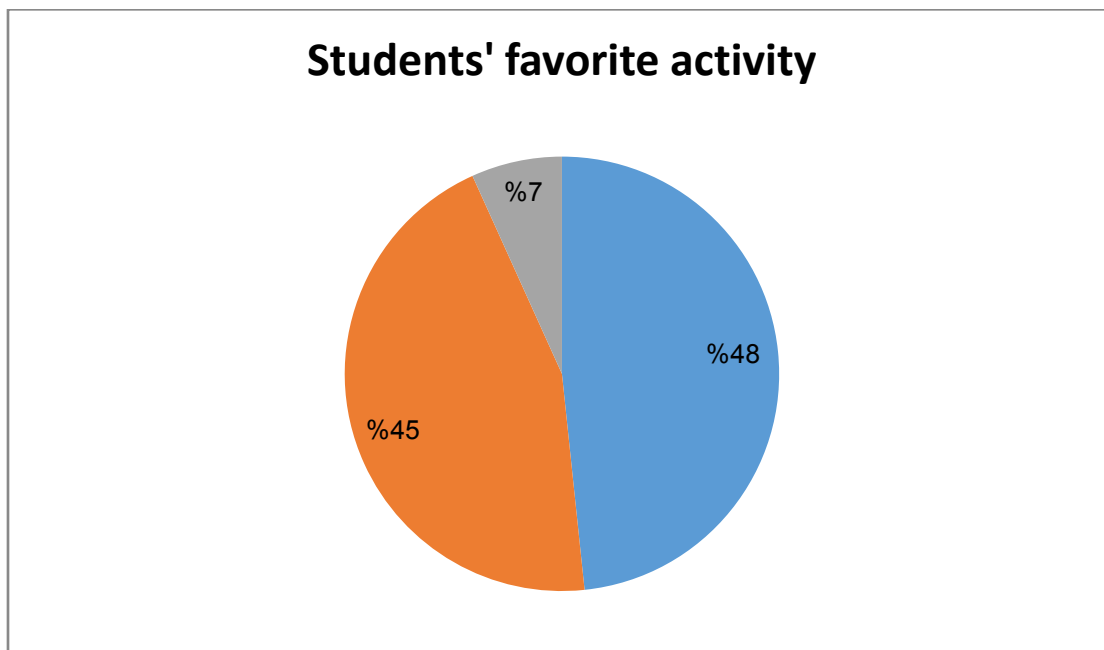
Figure 7: Students' Favorite Activity

According to our participants' answers, 46 % of the participants say that they prefer discussion and 48% of them chose role play because they   consider it an enjoyable activity the rest of the students prefer language games.

Q8: Do you find them effective? Do you find them helpful to improve your

speaking?

Responses	yes	no	total
participants	6	44	50
percentage	12%	88%	100%

Table 8: The Effectiveness of Teacher's Activities in Improving Speaking
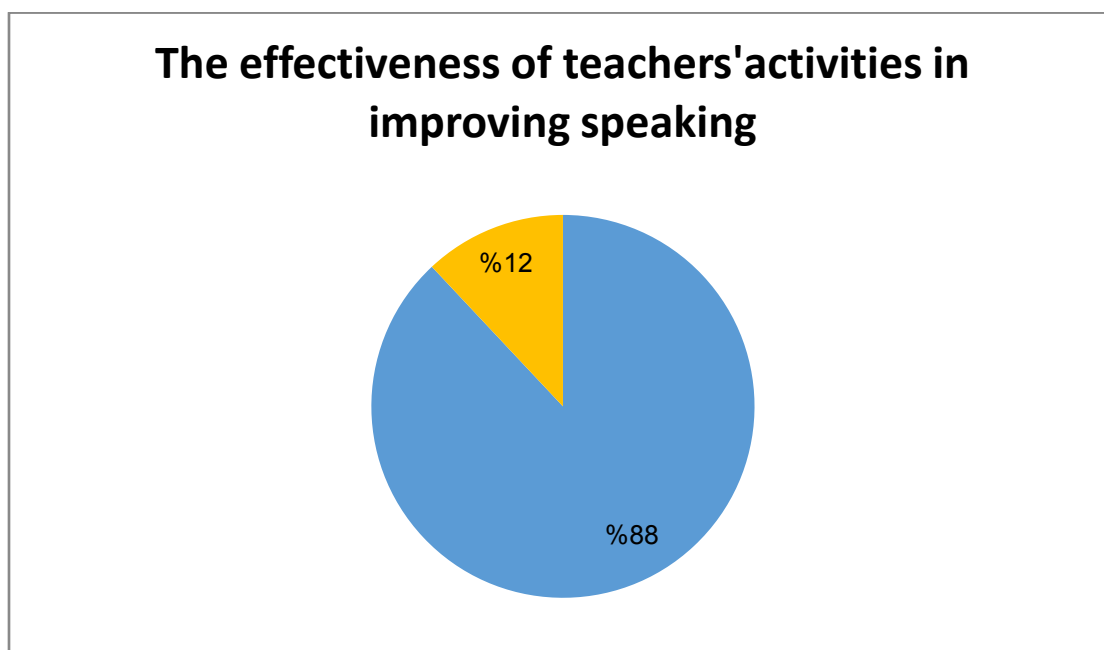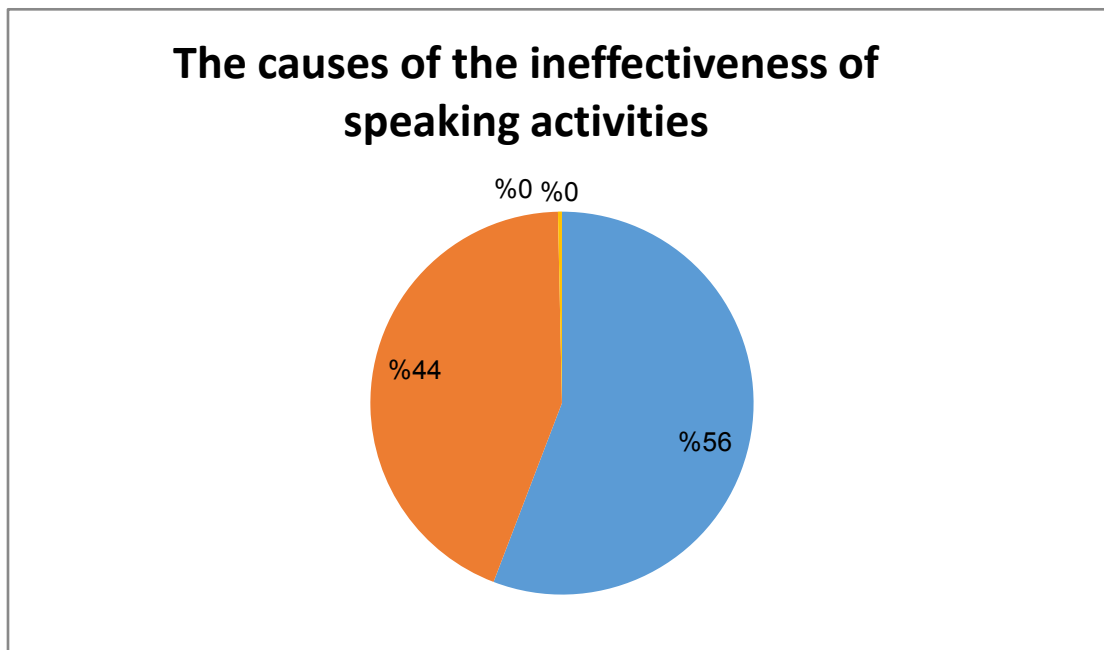

Figure 8: The Effectiveness of Teacher's Activities in Improving Speaking

Eighty eight per cent (88%) of the students   stated that they are not helpful enough in improving speaking skills however;12% of the participants found the proposed activities effective and helpful enough to improve their speaking skills.

Q9:Why do not you find them effective

Responses	Not enough time	Class size	total
participants	28	22	50
percentage	56%	44%	100%

Table 9: The Causes of the Ineffectiveness of Speaking Activities Proposed by the Teacher

The causes of the ineffectiveness of speaking activities

%0 %0

%44

%56

Figure 9: The Causes of the Ineffectiveness of Speaking Activities Proposed by the Teacher

In this question we investigate the reasons that make students not to be satisfied with activities used in the classroom. 56% of the participants claim that time is not allow the teacher to cover the subjects fully and the time devoted to oral course is not sufficient; however, 44% said that the huge class size makes it impossible to give all students the

opportunity to speak and do not allow the teacher to correct them and know about their weaknesses.

Section three: The Use of Audio-Visual Aids in class

Q10:Does your teacher use any kind of audio-visual aids during speaking lesson?

Responses	yes	no	total
participants	18	32	50
percentage	36%	64%	100

Table 10: The use of AVA in oral expression courses

The use of AVA in oral expression courses

%36

%64
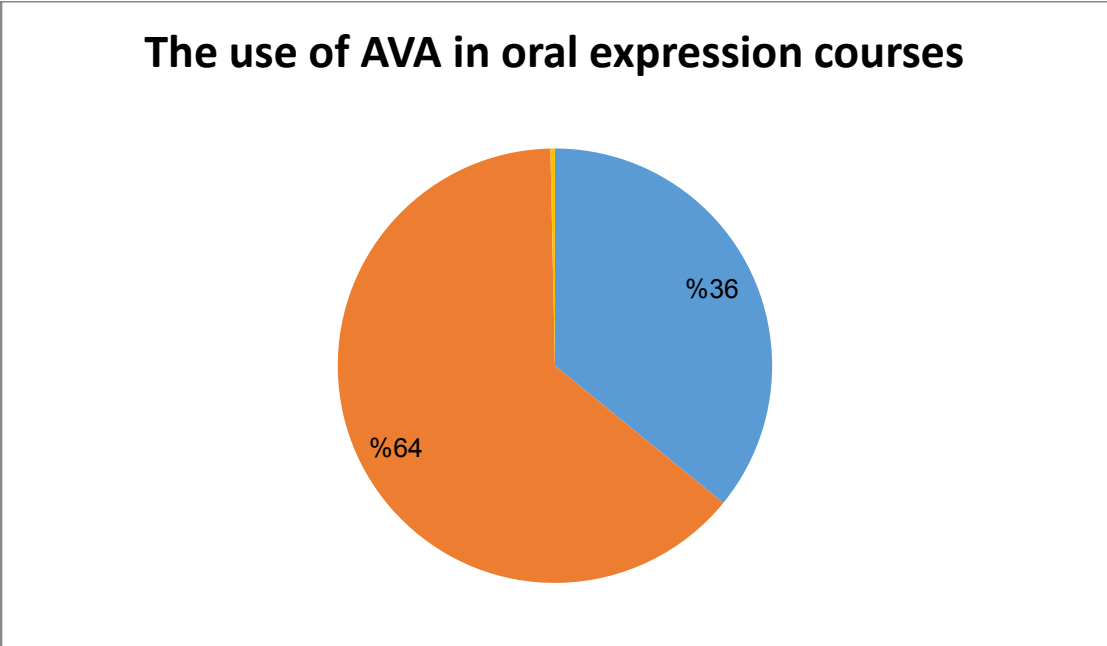
Figure 10: The Use of Audio-Visual Aids During Speaking Course:

Thirty six per cent (36%) of the participants said "yes" the teacher uses audiovisual aids during oral classes however 84% of the participants said "no" the teacher do not use any kind of audio-visual aids.

Q11:How often does your teacher use audio-visual aids?

Responses	Always	Some time	Total
participants	4	46	50
percentage	8%	92%	100

Table11: The frequency of using AVA in oral courses.

**The frequency of using AVA in oral courses**

%8

%92
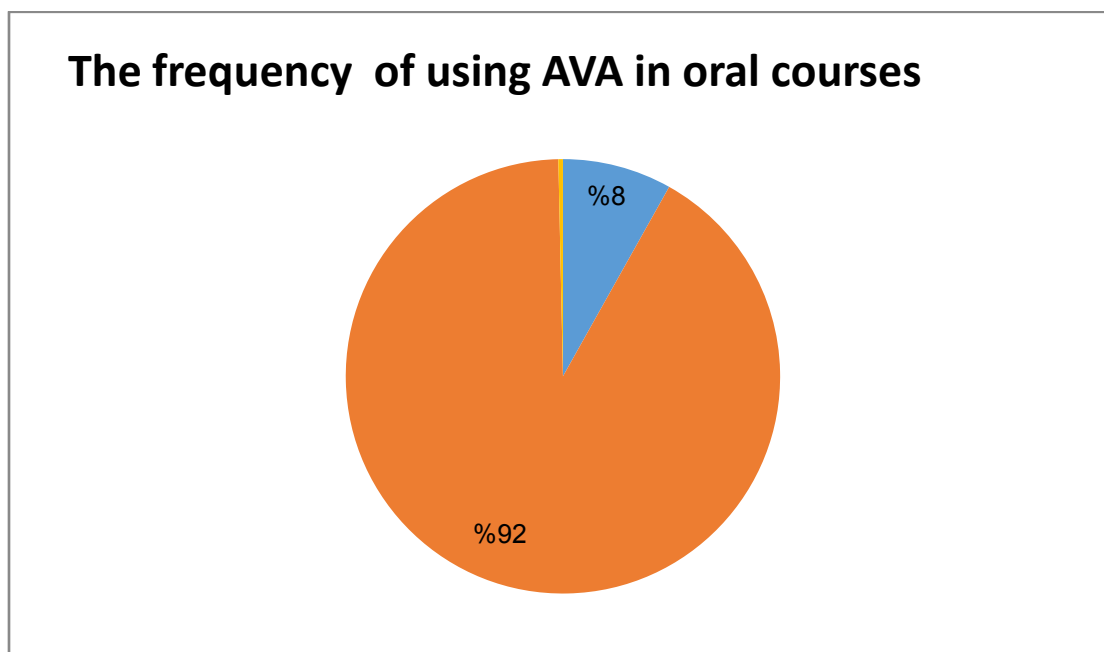
Figure11: The Frequency of Using Audio-Visual Aids During Oral Classes:

From the table 11 the majority of the participants (92%) of the sample opted for "sometimes" that is to say the teacher uses audio-visual from time to time not during each oral expression course). While 8% said "always" the teacher frequently uses audio-visual aids.

Q12: Do you think audio-visual aids are helpful in improving speaking skill?

Responses	Yes	No	total
participants	44	6	50
percentage	88%	12%	100

Table 12: The effectiveness of using AVA in improving speaking
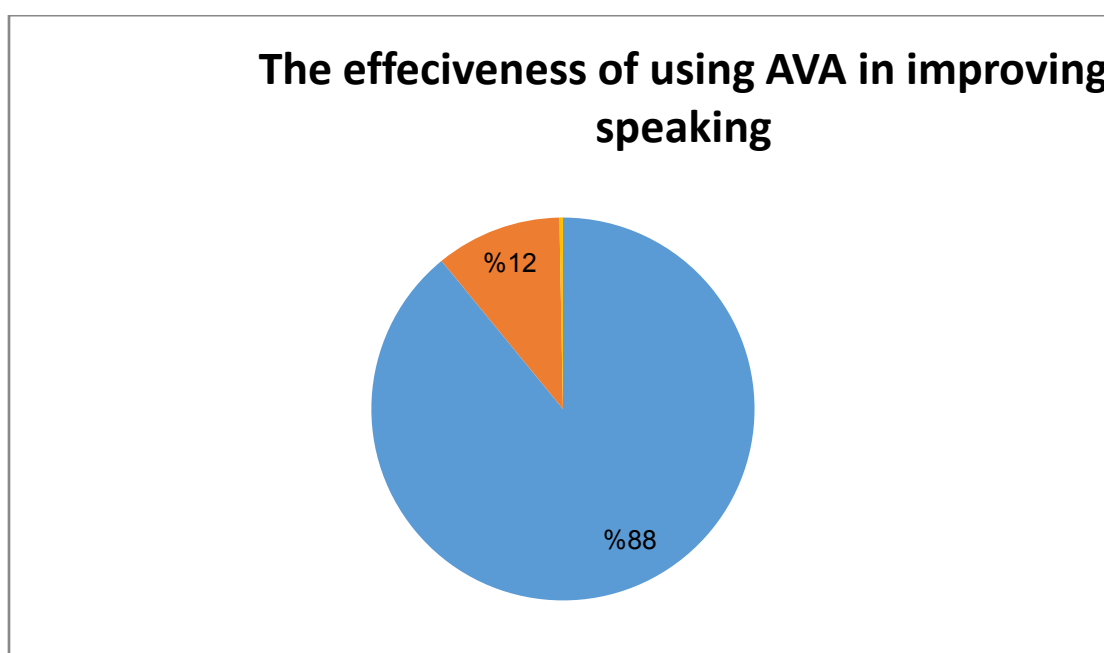
Figure 12: The Effectiveness of Using Audio-Visual Aids in Improving Speaking

The majority of the participants (88%) said that the use of audio-visual aids is effective in improving speaking; however, 8% of the sample disagree with the idea that the use of audio-visual aids can help students to improve their speaking skills.

43

Q13:If yes how?

Responses	Improve pronunciation	Learn vocabulary	Introduce the target language	all	total
participants	10	12	11	17	50
percentage	20%	24%	22%	34%	100

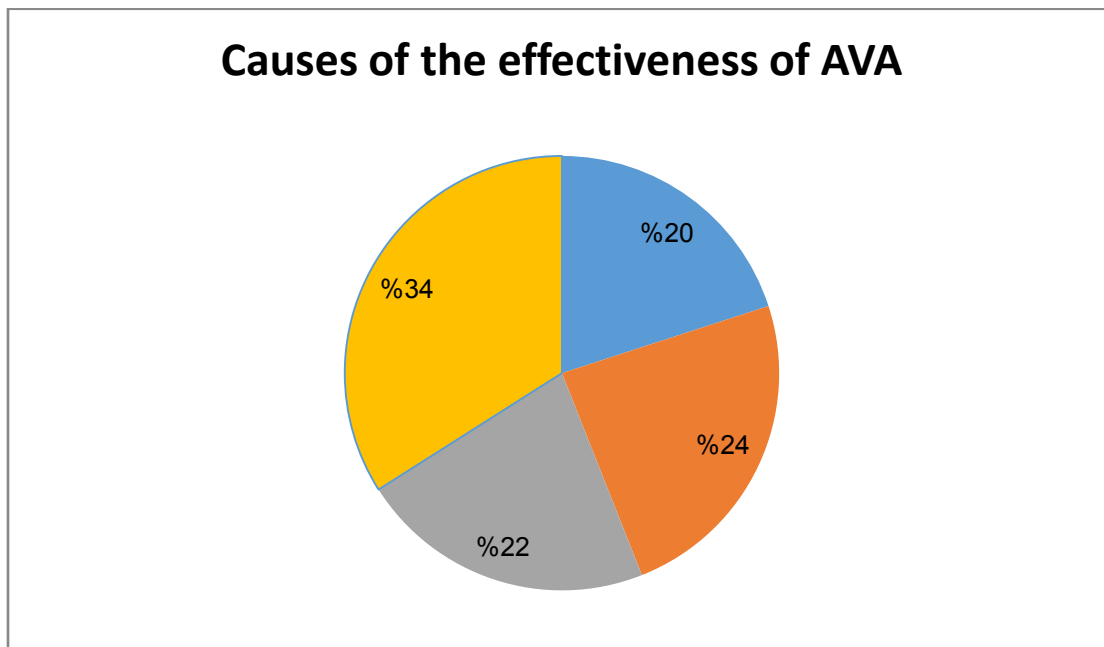**Table 13: Causes of the effectiveness of AVA**

**Figure13: The Reasons Behind the Usefulness of Audio-Visual Aids**

According to table 13, 20% of the students support the use of audio-visual aids because it

helps to improve their speaking skill (pronunciation), and 24% of them find it useful to learn

vocabulary. While 22% claim that Audio-visual aids are useful to know about the culture of

people of the target language that is important in any communication setting.However; 34% said that AVA improve all the aspect that we mention it before.

Q15:Do you use any type of audio-visual aids at home to improve speaking?

Responses	Yes	No	total
participants	23	27	50
percentage	46%	54%	100%

Table 15: The Use of Audio-Visual Aids at Home
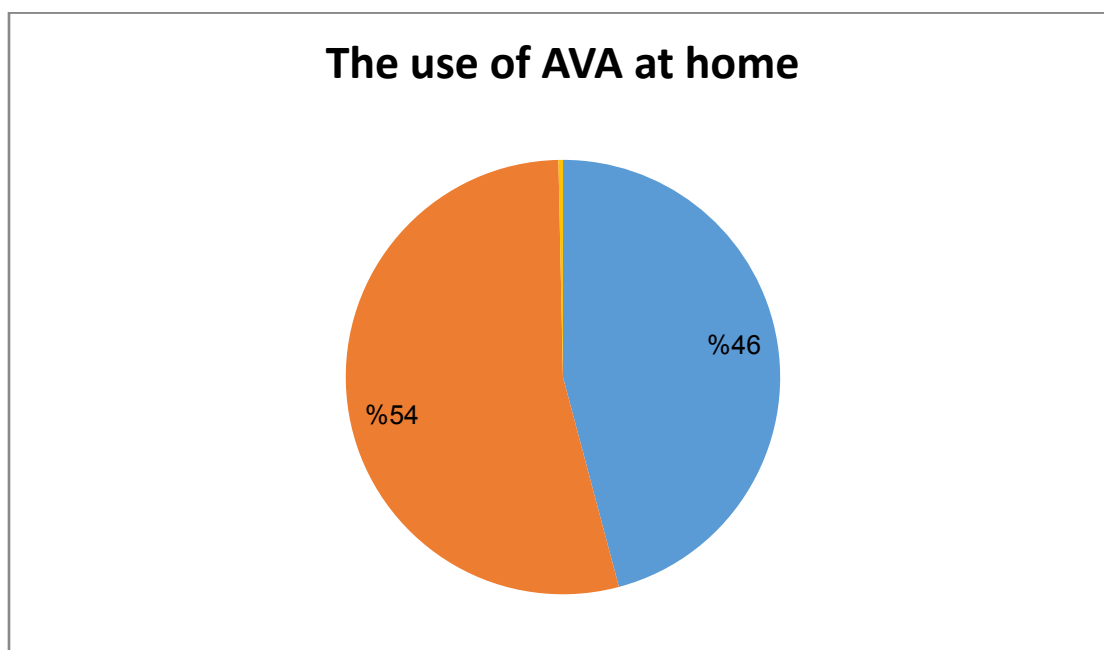
**Figure15: The Use of Audio-Visual Aids at Home**

According to our participants answers 46% of the students use audio-visual aids at home in purpose to improve speaking. While the rest of students who makes 54% of the sample do not use any kind of audio-visual aids outside the classroom.

Q16: Which type of audio-visual aids do you prefer most?

Responses	Visual-aids	Audio-aids	Audio-Visual-aids	Total
participants	12	24	14	50
percentage	24%	48%	28%	100

Table 16: Students' favorite type of AVA
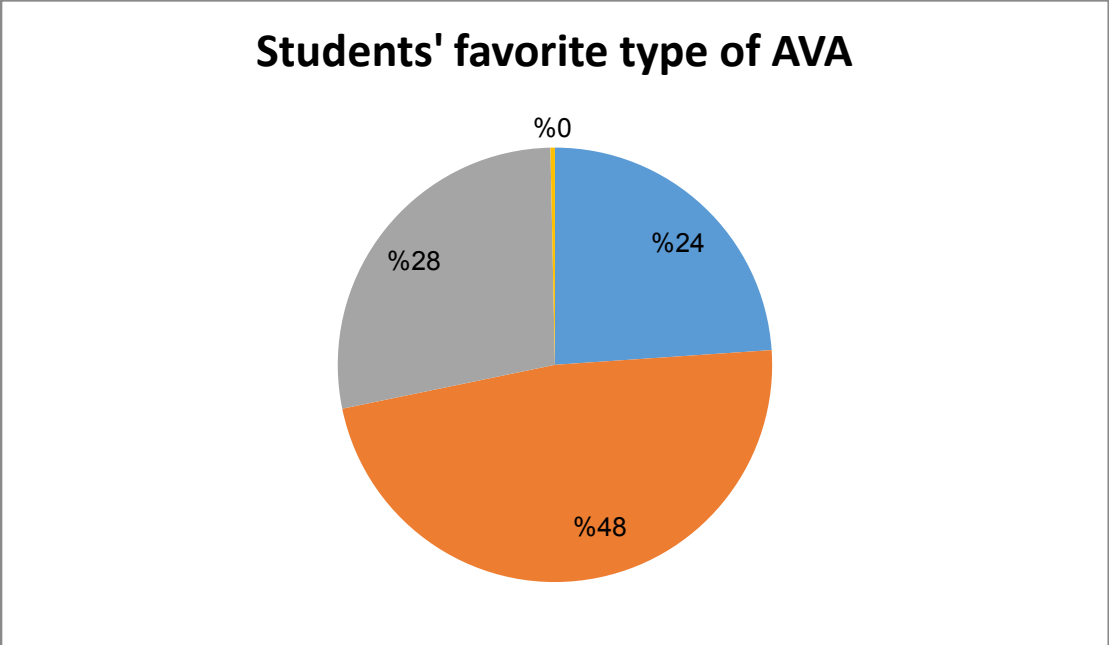
Figure16: Students' Favorite Type of Audio-Visual Aids

Table 16 shows 48% of the participants learn by listening they prefer audio aids and 28% prefer audio-visual aids on the other hand 24% of students are visual learners.
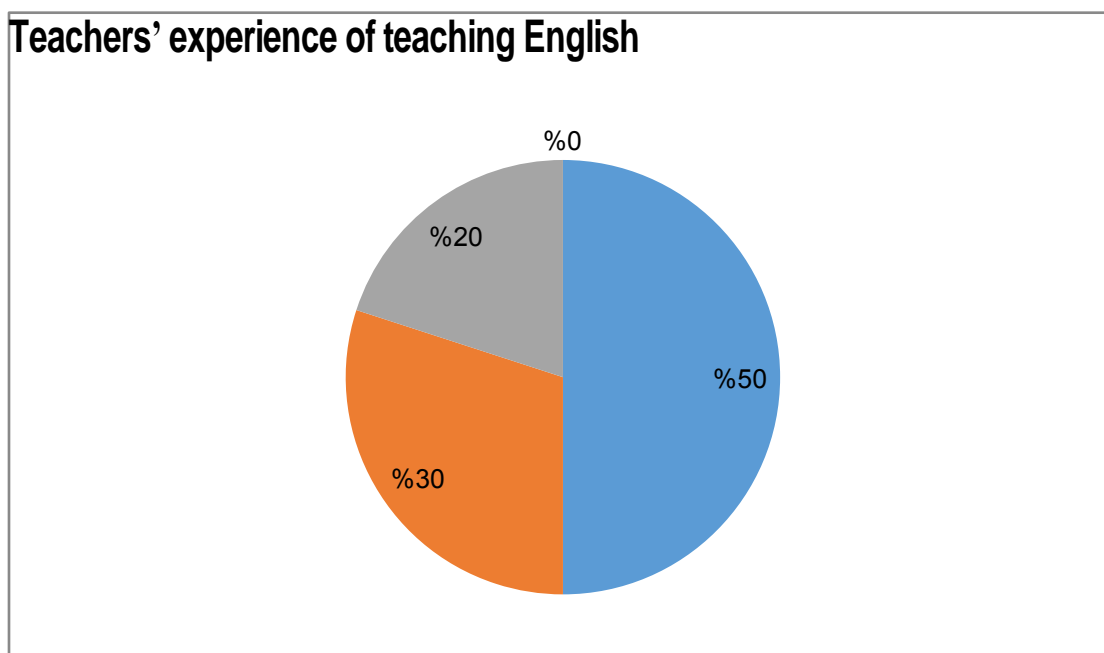
31.Analysis of Teachers' Questionnaires:

Background Information:

Q1:How long have you been teaching English at university

Responses	Years1-5	5-10	More than 10 years	Total
participants	5	2	3	10
percentage	50%	20%	30%	100

Table 17: Teachers' experience of teaching English

**Figure 17: Experience of Teaching English at University**

In this item 50% of the participants experienced teaching for few years from one year to 5 years only, while 20% of teachers experienced teaching at university level for more than 5 years. Whereas 30% of the teachers affirmed that they have been teaching English for more than ten years may be because they started their career at early age.

Q2: What does teaching language means to you?

Responses	Teaching grammar and vocabulary	Teaching how to communicate with language	Both	Total
participants	0	7	3	10
percentage	0%	70%	30%	100

Table 18: Teachers' perspectives about teaching a language
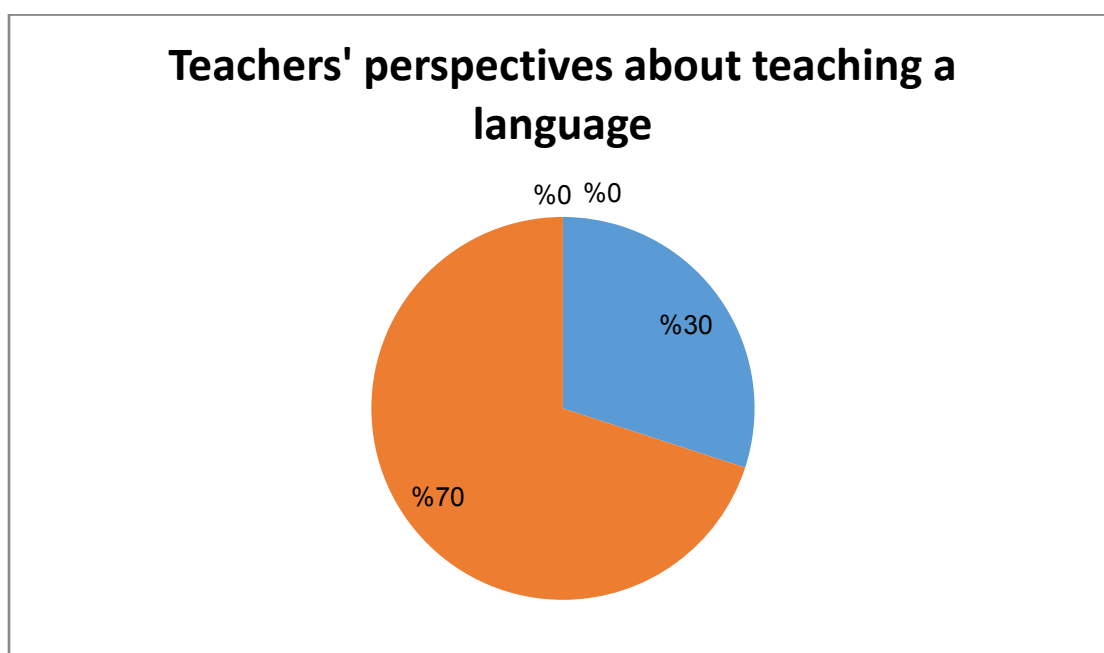
Figure 18: Teachers' perspectives about teaching a language

In this item teachers were asked about their opinion about teaching language 7 teachers what makes 70% of the participants say that teaching a language is teaching how to communicate and use the language. Whereas 30% of the samples say that

teaching a language is a combination of teaching grammatical rules and lists of

vocabulary from one hand and teaching how to communicate using these rules. None of the teacher opted for the first choice they don t agree that teaching the language is just teaching grammatical rules and vocabulary only.

Section two: Teaching Speaking

Q3:Do you urge your students to speak:

Responses	Always	Some times	Often	Never
participants	7	0	3	0
percentage	70%	0%	30%	0%

**Table19: The frequency of motivating students to speak**
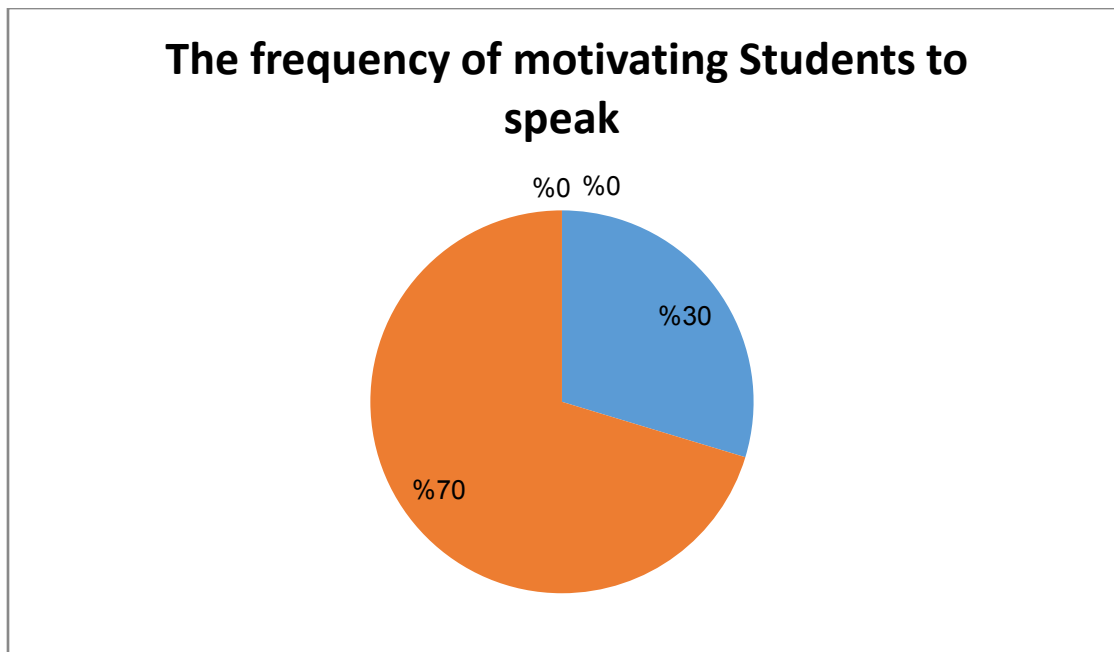
Figure 19: Teachers' Frequency of Encouraging Students:

This table shows that70% of teachers noted that they always encourage their students to speak and 30% of the sample said that they often encourage their students to use the language. However; no one of the teachers opted for "sometimes", "rarely", "Never" choices.

Q4: How do you Evaluate your Students' Level in Speaking English?

Responses	good	The average	bad	Total
participants	0	3	7	10
percentage	0%	30%	70%	100%

Table 20: Teachers' Evaluation of Their Students Speaking Skills.
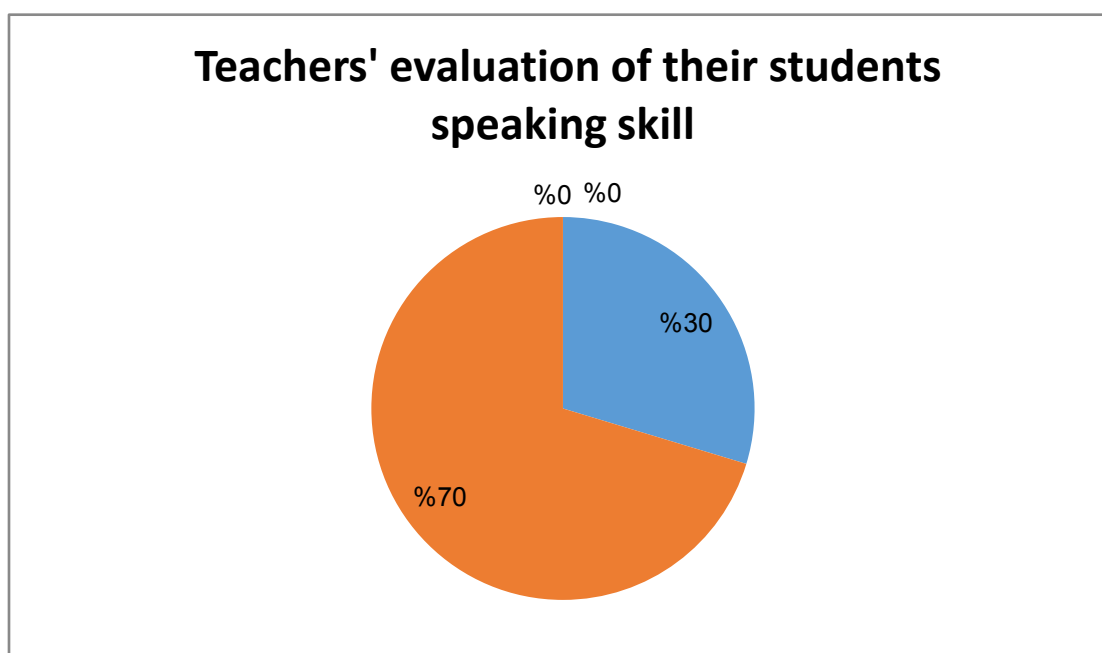
Figure 20: Teachers' Evaluation of Their Students Speaking Skills.

This table indicated that teachers 70% consider that their student' level in speaking is bad and 30% of them claim that their student" speaking is average. While; none of the teachers opted for the first choice "good", because they see that their students' abilities still limited.

Q5: What are the Causes behind Students' Low Level in Speaking Skill?

Responses	They are not exposed to language	They are not aware that language is communication	Lack of linguistic competence	Total
participants	2	4	4	10
percentage	24%	48%	28%	100

Table21: Causes Behind Students Low Level in Speaking Skill

Causes behind Students' low level in speaking skill

%0

%24

%48

%28
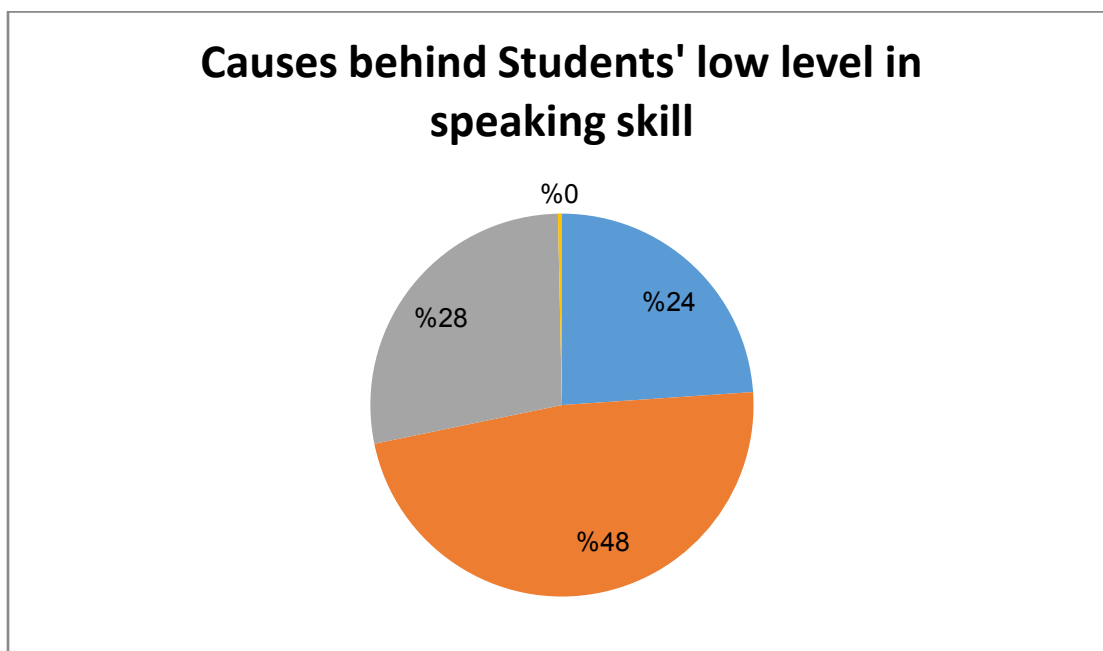
Figure 21: Causes Behind Students Low Level in Speaking Skill

This question is related to the previous one we aim to know the causes behind students" low level in speaking English.24% of the teachers declared that students have poor speaking level because they are not always exposed to the target language, in addition 48% of the sample affirmed that students unawareness that language is communication is behind their poor performance.4 teachers what makes 40% of the participants see that the lack of linguistic competence is the main reason of students" low level in speaking.

Q6: How do you Try to Help Students Improving Their Speaking Skills?

Responses	Choose activities that cover all aspects of language	Urge them to listen to authentic materials	Teach them some strategies to learn speaking	Total
participants	5	2	3	10
percentage	50%	20%	30%	100

Table 22: Teachers' Efforts to Improve Their Students Speaking Skills
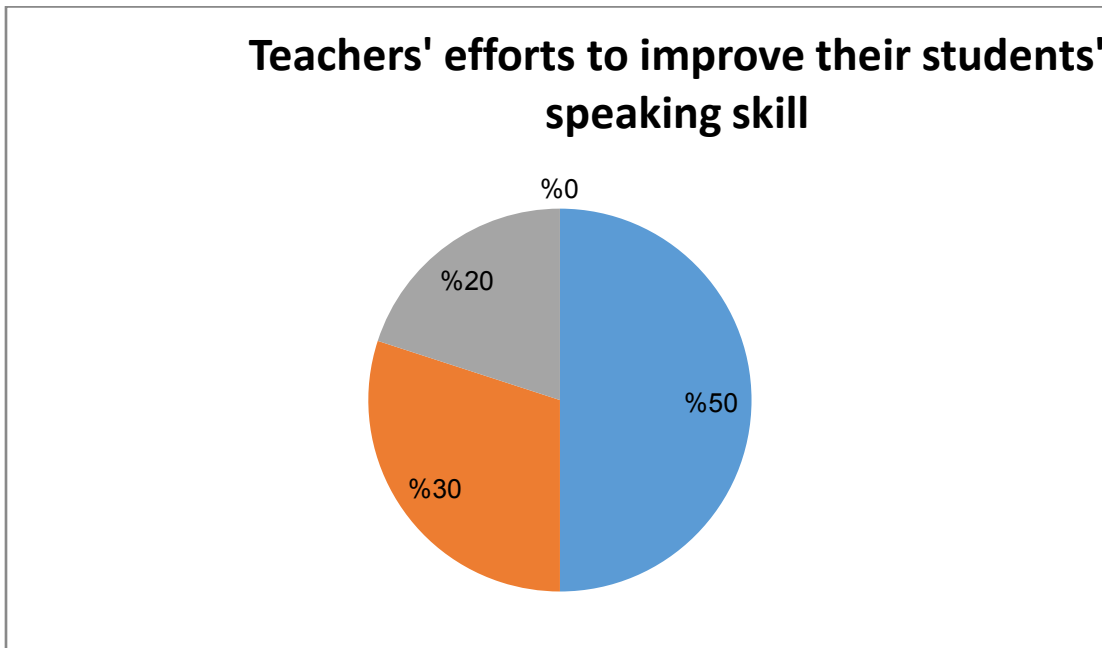
Figure22: Teachers' Efforts to Improve Their Students Speaking Skills

50% of the participants depend on the choice of activities to help their students improve their speaking skills.20% of the teachers affirmed that they advice their student to listen to authentic materials in order to improve their speaking. The rest 30% said that they teach them some strategies to improve their speaking skills.

Teachers efforts to improve their students speaking skills

Q7: What Type of Activities do you Choose in Teaching Speaking?

Responses	Role play	Information gap activities	Free discussion	all
participants	8	0	3	2
percentage	50%	0%	30%	20%

Table 23: Activities Used by Teachers in Teaching Speaking
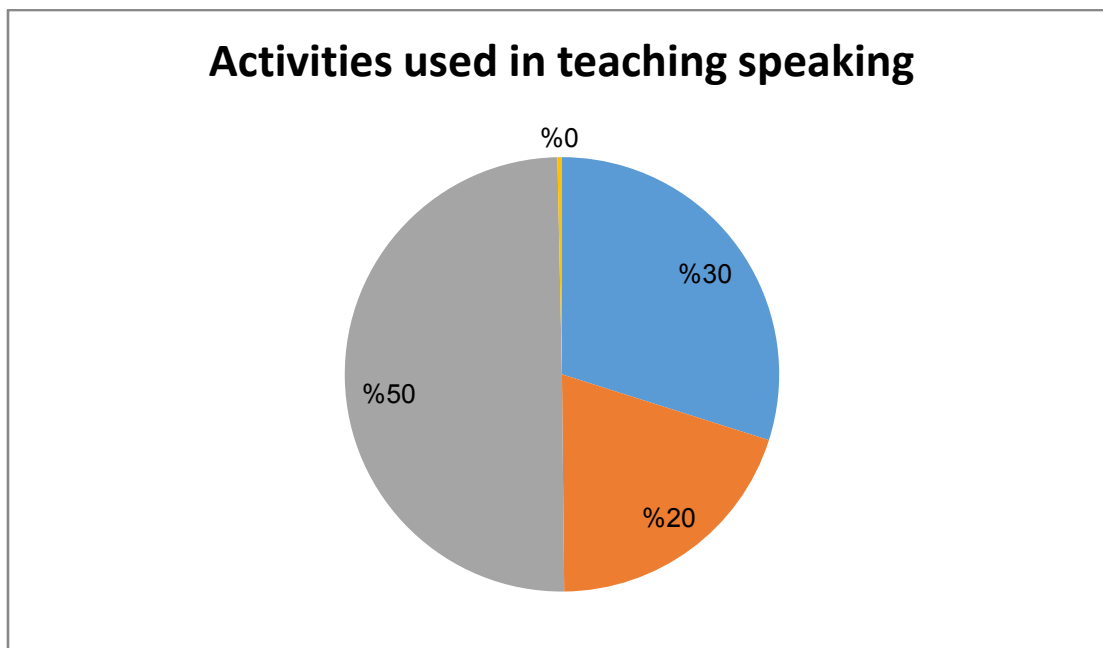
Figure 23: Activities Used by Teachers in Teaching Speaking

This table indicate that 50% of the sample affirmed that they use role play during oral expression course. 30% of the participants use free discussion task to teach speaking to their students. 20% use all the activities we proposed "role play", "information gap activity", "free discussion task", whereas no one uses gap activities in teaching speaking.

Q8: For What Purpose do you Choose These Activities?

Responses	To reduce anxiety	They give more classroom interaction	To enhance both listening and speaking skill	Total
participants	3	3	4	10
percentage	30%	30%	40%	100

Table 24: Purpose of Choosing Activities by the Teachers
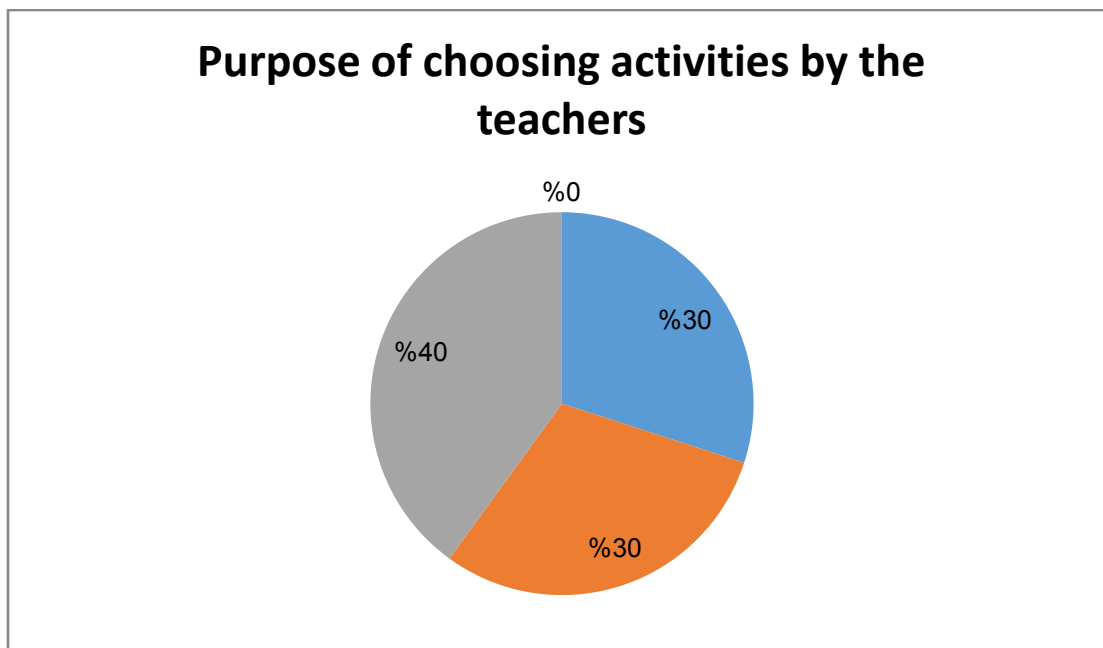
Figure24: Purpose of Choosing Activities by the Teachers

This question addressed to explore the reasons of using such activities, teachers have different justifications. 30% of the teachers choose activities that make students feel relax during oral course in order to reduce their anxiety, 30% of them say that such activities provide more classroom interaction and help students to show their capacities the rest 40 % choose these activities to be able to improve both speaking and listening as well.

Section three: using audio-visual aids in the classroom

Q9: Are Audio-Visual Aids Available in your University?

Responses	Yes	no	Total
participants	7	3	10
percentage	70%	30%	100

Table 25: The availability of AVA in university

The availability of AVA in University

%0

%30

%0

%70
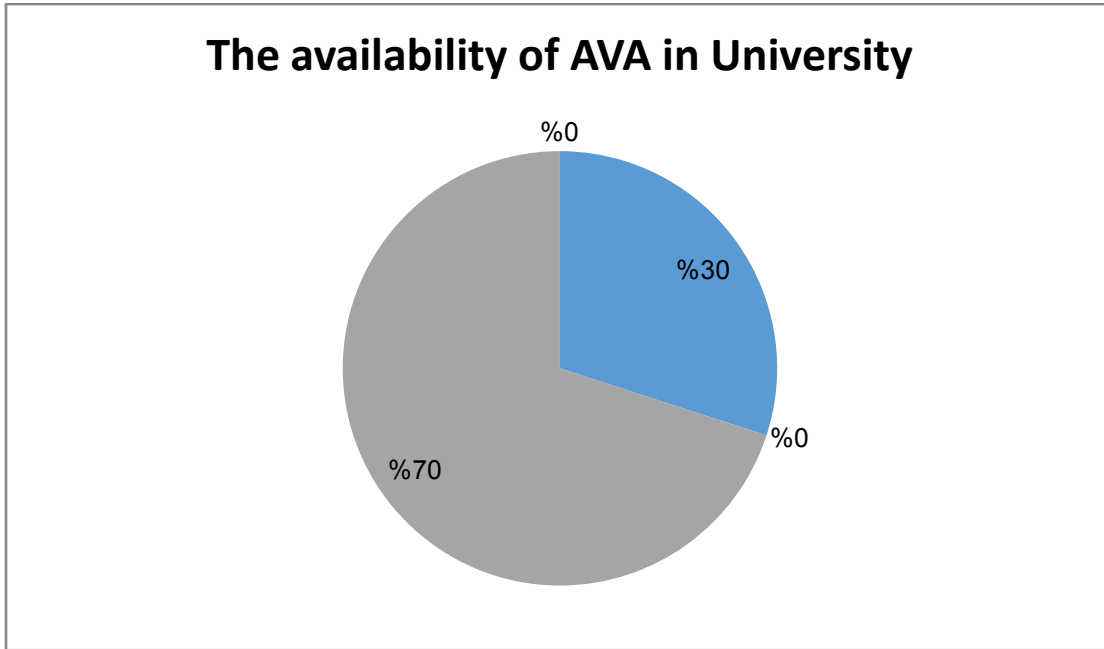
Figure25: The Availability of Audio-Visual Aids in University:

70% of the participants confirm that audio-visual aids are available in university; however, 30% affirmed that audio-visual aids are not available in university they noted that they bring them themselves. this may be due to economic factors.ie, the government must help Universities by providing them with AVA.

Q10: Do you Use any Type of Audio-Visual Aids in Class?

Responses	Yes	No	Total
participants	8	2	10
percentage	80%	20%	100

Table26: The use of audio-visual aids in class
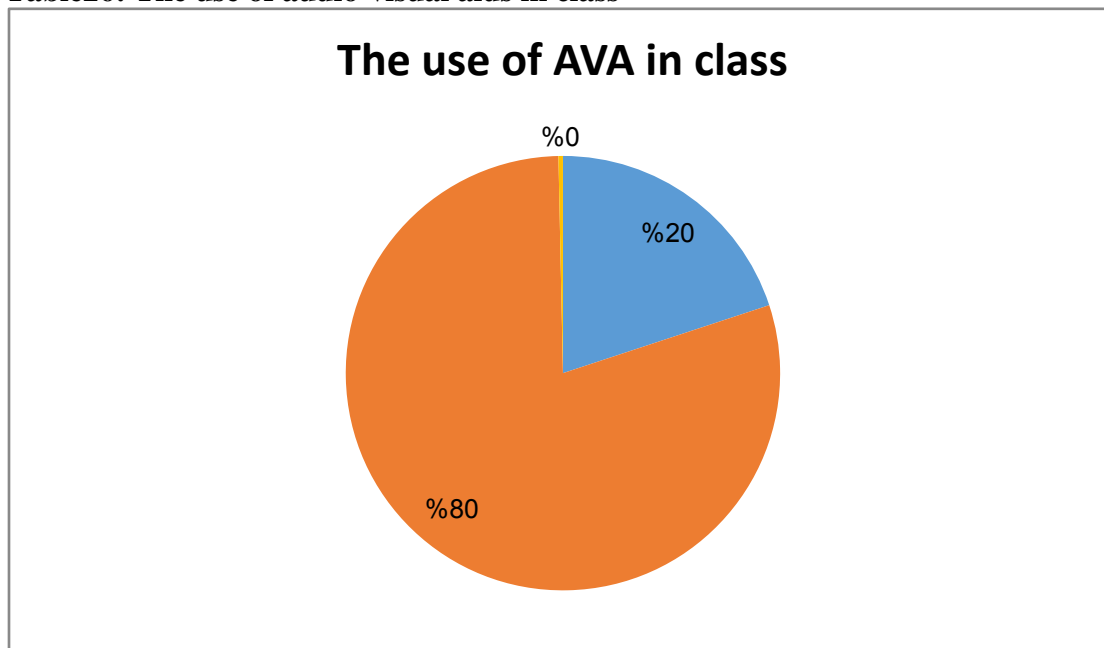
Figure 26: The Use of Audio-Visual Aids in Class:

As it mentioned in the table the majority of teachers 80% use AVA during their speaking lesson. While 20% of them do not use any kind of AVA this may tell us that those teachers are still using the old-fashioned teaching tools. So, they prefer to teach speaking by using traditional method.

Q11: If yes What Kind do you Use Frequently?

Responses	Audio-aids	Visual-aids	Audio-visual aids	Total
participants	8	0	2	10
percentage	80%	0%	20%	100

Table 27: Type of AVA used by the teachers

Type of AVA use by teachers

%0

%20

%80
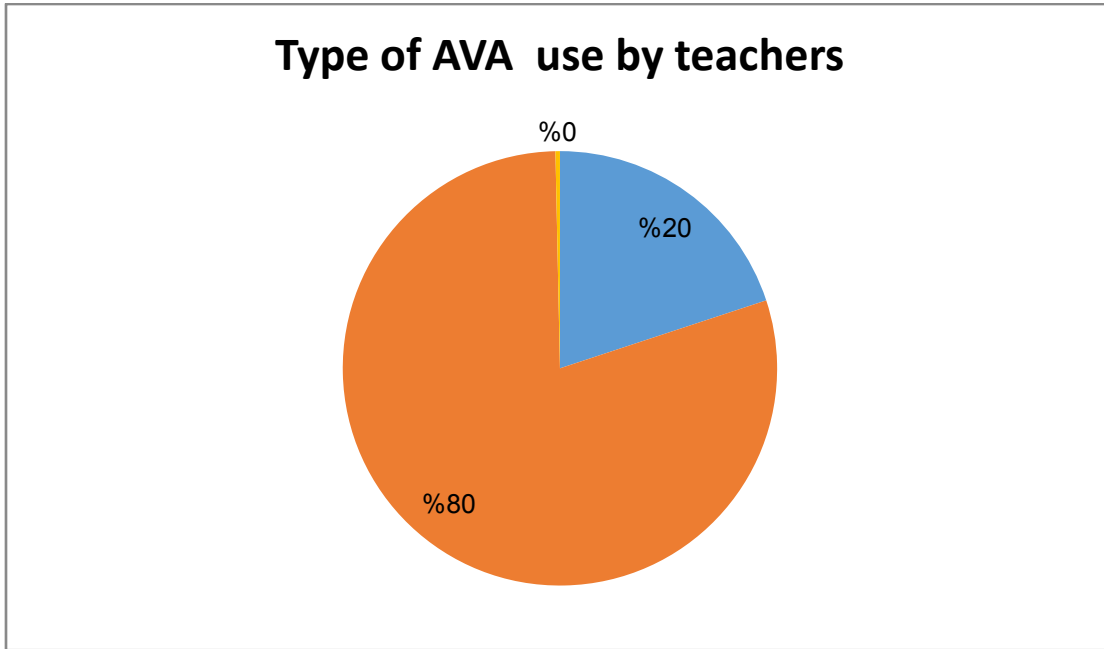
Figure 27: Type of Audio-Visual Aids Used by Teachers.

As table 27 shows 80% of the participants claimed that they use audio aids, while 20% use audio visual aids .there is no one of the participants claimed that they use visual aids.

Q12: What is the Frequency of Using Audio-Visual Aids?

Responses	Always	Some times	Often	Never
participants	0	7	3	0
percentage	0%	70%	30%	0%

Table 28: The frequency of using audio-visual aids in class
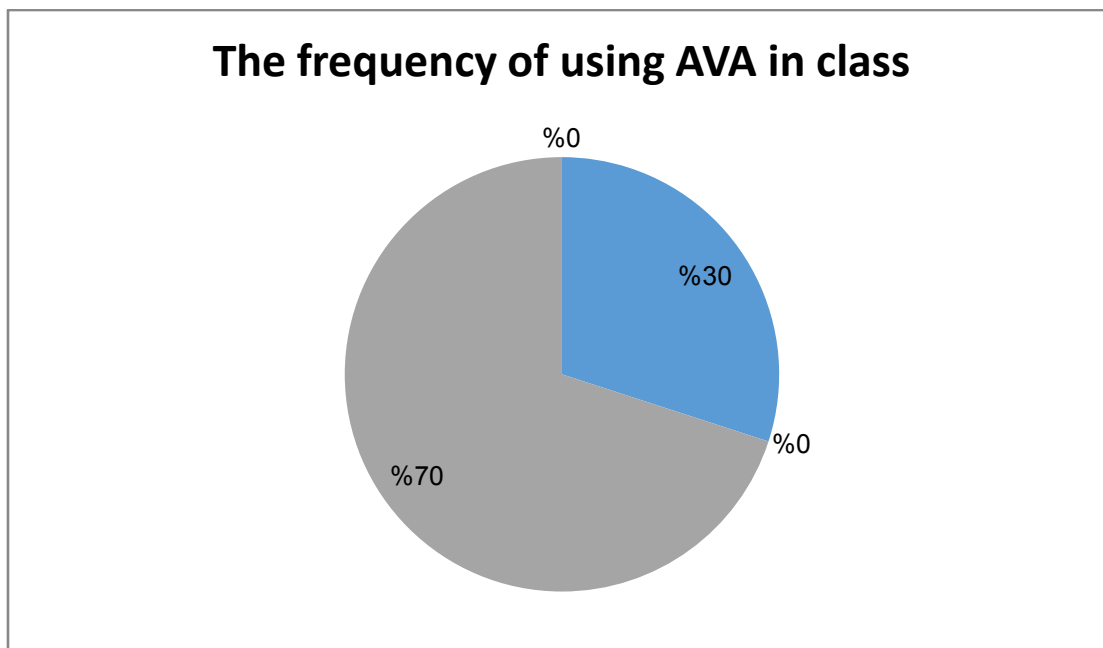
Figure 28: The Frequency of Using Audio-Visual Aids in Class

In this question the teachers asked about the frequency of using AVA in class 70% of teachers said that they "sometimes" use those materials in class, while 30% of them said they "often" use them in class and the rest 20% and there is no one said that they never use AVA.

Q13: Do you Consider Teaching Speaking With Audio-Visual Aids as:

Responses	An education strategy	Entertainment strategy	Both	Total
participants	6	0	4	10
percentage	60%	0%	40%	100

Table29: Teachers' perspectives about the use of AVA in teaching speaking

Teachers' perseptive about AVA

%0

%40

%60
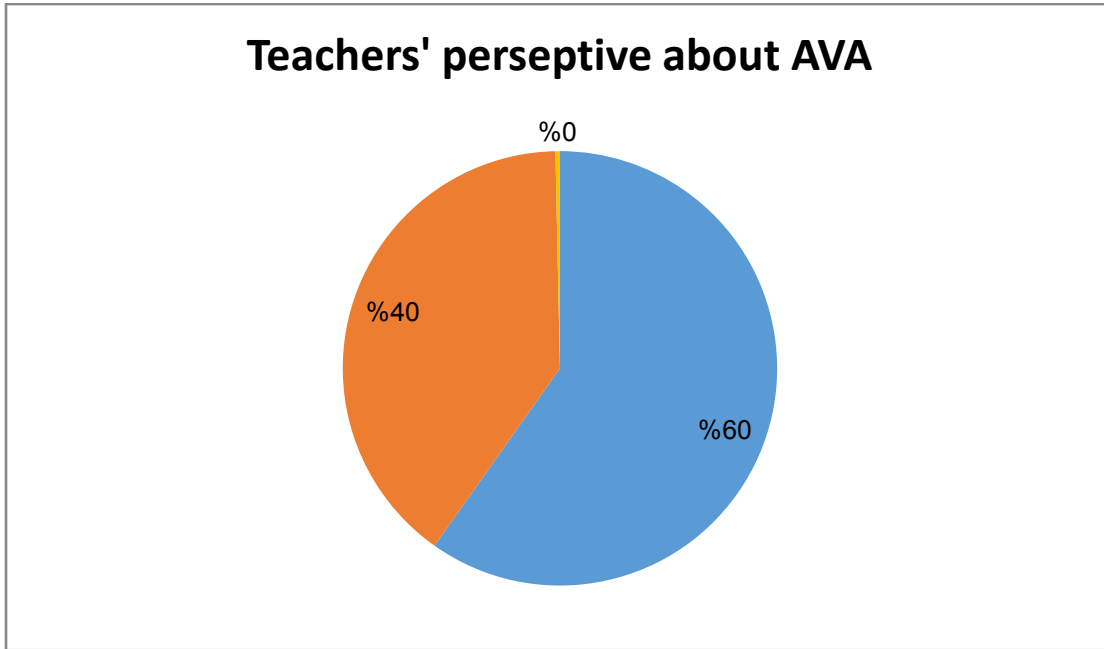
Figure 29: Teachers' perspectives about the use of AVA in teaching

speaking

In this item the teachers were asked about there opinion about the use of AVA in teaching speaking 60% of the participants consider teaching with audio-visual aids as an educational strategy and 40% of them consider it as both educational and entertainment strategy; while, none of the teachers consider it as being just an entertainment strategy or a waste of time.

Q14: Do you Think that the more we Use Audio-Visual Aids the more Students' Speaking Skill will Improve

Responses	Yes	No	Total
participants	10	0	10
percentage	100%	0%	100

Table30: Teachers' perspectives about the frequent of using audio-visual aids in improving speaking

Table30: Teachers' perspectives about the frequent of using audio-visual aids in improving speaking

Teachers' perspectives about the frequent of using audio-visual aids

%100
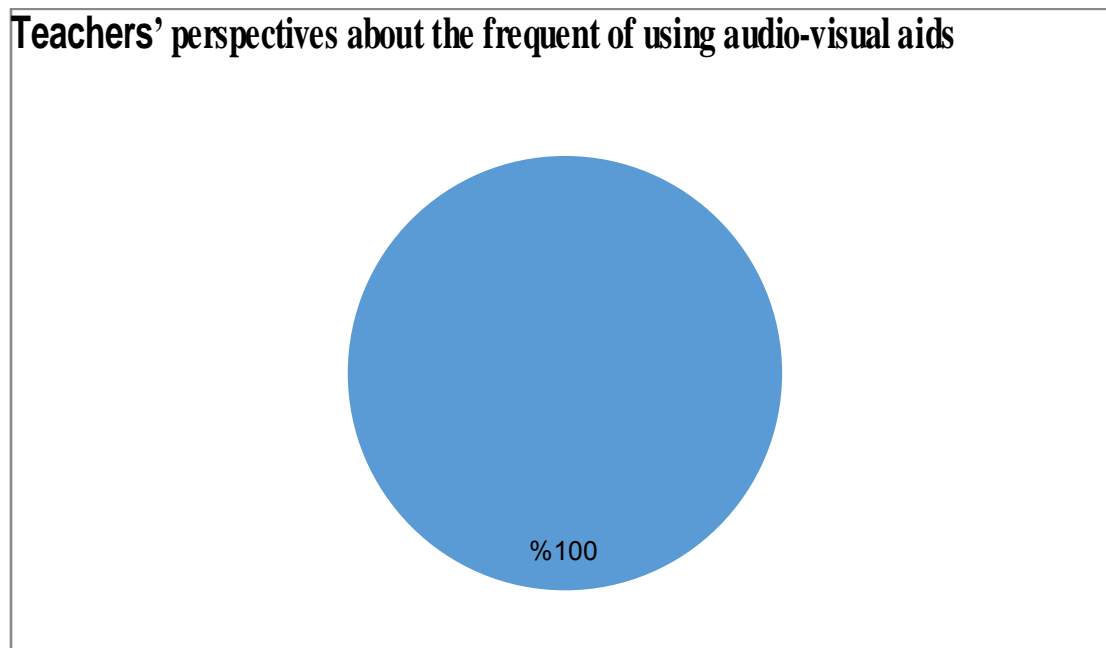
Figure 30: Teachers' perspectives about the frequent of using audio-visual aids in improving speaking

From the table 30, all the teachers 100% agree that the use of audio-visual aids is effective in improving students" speaking skills.

Q15:If yes how?:

All teachers claim that through AVA students will be exposed to correct English therefore AVA facilitate the communication between teachers and there students and also between student with each others also AVA reduce psychological factors that prevent student to learn English language such as anxiety .Finally, all the teachers consider audio-visual aids as a best tool to improve speaking abilities.

Q16: would you list some difficulties you have faced using audio-visual aids in teaching speaking:

In this question we try to shed light on the difficulties that the teachers faced when they use AVA. All of them said that the big number of students and class size is the biggest problem that they faced when they use AVA ,therefore; most of them suggest from the

administration to provide them with classes linked or connected with the net in order to facilitate the use of those technological aids.

V. 3. Discussion:

After the analysis of students" questionnaire we confirmed our hypothesis and reveals that students are aware of the fact that proper and regular use of audio-visual aids is the way to better achievement in speaking English. Students" responses in section two demonstrate that they are aware of their weaknesses concerning speaking and they are able to evaluate themselves. However; they claim that activities used in class do not satisfy their needs and they find them ineffective in improving their speaking skill. The analysis of students" questionnaires also shows that the use of audio-visual aids to improve speaking is fruitful with conditions of proper use of the aid (the right aid in the right time) and regular use of the aid and sufficient time, the class size too is an obstacle in front of successful use of audio-visual aids from the point of view of students. Teachers" questionnaire as the students" one affirms that the use of audio-visual aids is a very effective method to improve speaking skill. In the second section the analyses show that all teachers do motivate their students to speak the language in order to master it. Analysis also shows that teachers of second year of English at Biskra university make efforts to improve students" speaking skills through choosing and varying speaking activities. In section three the analysis shows that teachers are aware of the fact that audio-visual aids are helpful in improving students" speaking skills. Teachers" responses in section three affirm that the majority of teachers do use audiovisual aids in oral expression courses but unfortunately not regularly and not as it required to make a change. Teachers justify their failure in using audio visual aids to the difficulties they face using those materials for example they do not to have enough time and class size .

We conclude that both teachers and students affirm the effectiveness of using

audio-visual aids to improve speaking but there are conditions and required rules and strategies that are necessary to achieve better results using those materials.

VII. Recommendations:

➢ The teacher should take into consideration his/her students" preferences, needs when using audio-visual aids.

➢ The teacher should pre-prepare the aid and pre-plan the lesson before the course time.

➢ The teacher should motivate his/her students to use audio-visual aids outside the classroom like watching TV shows of native speakers and to use internet for education ,for example, download videos.

➢ The teacher should motivate students to practice listening because it is the way to speaking.

➢ Administration should provide teachers with variety of aids.

➢ Administration of the department should look again on the time devoted to speaking skill courses and give it sufficient time.

VI. General conclusion:

The present study was conducted in the department of English at Biskra University .It aimed to shed light on relationship between the use of audio-visual aids in teaching and speaking skills improvement. In order to confirming the hypothesis which claims that if teachers use AVA the students speaking skill will improve. The research cases study was first year LMD students and teachers of English they were selected at randomly. The main tool of this study was questionnaire.

which administered for both teachers and students of English at biskra University.

Speaking is an important part of second language acquisition therefore; we devoted the first chapter to speak about it. We have defined speaking in brief we introduced the characteristics of good speaker too. We have also mentioned difficulties faced in speaking foreign language, we also proposed some activities used to teach speaking .In addition to that we have dealt with ,the definition ,the important, the different kind of audio visual aids at the second chapter and also the obstacle that the teachers faced when they use it.

All teachers and student appreciate the role of AVA in improve students speaking skill, they claim that the use of AVA such as video, and computer has an important influence on students' speaking skill because they give them the opportunity to hear and to see the foreign language as it used in real life .

Finally, we hope this work has helped to shed some light on the importance of using audio-visual aids in teaching speaking for students of foreign languages we hope also that teachers increase the use of AVA in their courses because it create a relax atmosphere that help the student to improve their speaking abilities.

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Peoples' Democratic Republic of Algeria

Mohamed Khider university of Biskra

Faculty of Letter and Foreign Languages

Branch of English

Students' questionnaire:

Dear students, we would be very grateful if you accept answering the following questionnaire. Your answers will help us in a study about the effect of using audio-visual aids in teaching speaking in EFL classes. Thank you in advance for your collaboration. Please, put a tick (√) in the corresponding box and make full statements whenever necessary.

Section one: general information

Q1: How do you consider your level in speaking English?

a-Very good ……………………………………………………..

b-Good…………………………………………………………..

c-Average………………………………………………………..

d-Bad……………………………………………………………

e-Very bad………………………………………………………

Q2:When you speak do you find difficulties in
a-Vocabulary…………………………………………………….

b-Pronunciation…………………………………………………

c-Grammar………………………………………………………

d-All……………………………………………………………..

Q3: How often do you talk English inside the classroom?

a- Often…………………………………………………………

b- Sometimes………………..…………………………………

c- Rarely …………………………………………………………

d- Never…………………………………………………………..

Q4: Does your teacher encourage you to speak?

a- Yes……………………………………………………………

b- No……………………………………………………………

Q5: Which speaking activities does your teacher use most?

a- Discussion……………………………………………………

b- Role- playing…………………………………………………

c- Language games………………………………………………..

Q6: Which activity do you prefer most?

………………………………………………………………………..

Q8: Do you find them effective? Do you feel that they help you improving your speaking?

a-Yes……………………………………………………………

b- No……………………………………………………………..

Q9: Does your teacher use any kind of audio-visual aids during speaking lesson?

a-Yes……………………………………………………………..

b- No……………………………………………………………..

Q10:How often?

a- Always…………………………………………………………

b- Often…………………………………………………………

c- Sometimes …………………………………………………..

d- Rarely………………………………………………………..

Q11: Do you enjoy them ?do you find them helpful in improving your speaking skills?

a-Yes……………………………………………………………

b- No……………………………………………………………

Q13:If yes how?

……………………………………………………………………………....................

....

Q14:If no why?

……………………………………………………………………………………..

Q13: Do use any type of audiovisual aids at home to improve speaking?

a-Yes…………………………………………………………………..

b- No…………………………………………………………………..

Q14: Which type of audio-visual aids do you prefer more?

a-Audio aids……………………………………………………………

b-Visual aids……………………………………………………………

c-Audio-visual aids…………………………………………………….

Appendix B:

People's Democratic Republic of Algeria

Mohamed khider University of Biskra

Faculty of letter and foreign languages

Branch of English

Teachers' questionnaire

Dear teachers, we would be very grateful if you accept answering the following
questionnaire. Your answers will help us in a study about the effect of using audio-visual aids
in teaching speaking in EFL classes. Thank you in advance.

Please, put a tick (√) in the corresponding box and make full statements whenever necessary.

Section One: General Information

Q1: How long have you been teaching English at university?

a- One to five years…………………………………

b- Five to ten years…………………………………

c- More than ten years…………………………..

Q2: Teaching a language means:

a- Teaching grammatical rules and lists of vocabulary..

b- Teaching how to communicate using these rules…

c- Both

Section two: teaching speaking

Q3: Do you urge your students to speak?

a- Always…………………………………………

b- Often…………………………………………

c- Sometimes…………………………………………

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d- Rarely…………………………………………………

e- Never…………………………………………………..

Q4: How do you evaluate your students' level in speaking English?

a- Good……………………………………………

b- Average…………………………………………

c- Bad…………………………………………….....

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

a-They are not exposed to language……………………………

b-They are not aware that language is communication………...

c- Lack of linguistic competency……………………………….

d- Lack of training and practice…………………………………

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

a -Role play…………………………………………

b- Information gap activity……………………………

c- Free discussion task…………………………………

d- Storytelling task………………….........................

Other suggestions……………………………………………………………….

Q7: For what purpose do you choose this king of activity?

………………………………………………………………………………………

……………………………………………………………………………………

Section three: using audiovisual aids in the classroom

Q7:Are audio-visual aids available in your university?

a- Yes………………………………………………… b-

No……………………………………………….

Q14: Do you use any type ………………

b-No…………………………………………………….

Q9:If yes what kind do you use frequently?

a- Audio-visual aids……………………………….

b- Visual aids ………………………………………...

c- Audio-visual aids……………………………….

Q10:If no why?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

…………………………………………………………………………………………

Q11: What is the frequency of using audio-visual aids?

……………………………………………………………………………………………………

……………………………………………………………

Q12: Do you think that the more you use AVA the more students achieve better?

a- Yes……………………………………………………………

b-No………………………………………………………………….

Q13:If no why?

……………………………………………………………………………………………………

…………………………………………………………………………………………

Q14: Do you think that the use of audiovisual aids will improve students speaking skill?

a-Yes……………………………………………………

b-No……………………………………………………….

Q15: If yes how?

……………………………………………………………………………………………………
………………………………………………………....

Q16: Do you consider teaching speaking with audiovisual aids as

a-An education strategy………………………………..

b- Entertainment strategy……………………………

c-Both……………………………………………

d- Waste of time…………………………………….

Q17: What kind of difficulties do you face when you use audio-visual aids in teaching oral expression course?

……………………………………………………………………………………