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**Investigation of the Effectiveness of Audiovisual Materials on
English as Foreign Language Learner's Speaking Skill**

**Case study: Third year students at BRAHIMI MOHAMED Middle
School (BISKRA)**

A Dissertation Submitted to the Department of Foreign Languages Mohamed Khider
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Dedication

This thesis is totally dedicated to:

- + My beloved and the light of my life, my mother who devoted all her time and her efforts to me during my preparation of this work, and to my father for his trust, love, and support. For my sisters: Nadjeh, Yousra, Imen and my dearest brother Midou.***
- + My uncle Adel and my grandfather who always encouraged me and stand by my side whatever the matter. I am thankful for all my extended family “Riguet”.***
- + My best friends: Rania and Linda.who were with me in each step of preparing this work. I’ll not forget to thank: Samia, Amina, Mayada, Bariza, Ibtisseem, Okba.***
- + I extend my special dedication to you Brahim Douida. for your patience and your advice.***
- + All my friends’ promotion 2012 and teachers of English department in the division of Biskra.***
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Abstract

In this thesis, we investigate the usefulness of the educational materials in the process of teaching foreign languages which are audio-visual aids precisely the educational videos. The present study aims to study the impact of these aids on improving learner's oral communication in Brahimi Mohamed Middle School at Bsikra. It concerned with the significance of these videos in creating a pleasurable and comfortable environment as far as the work attempts to make students use the target language successfully. The essential hypothesis approved in this study sets that the use of the audio-visual aids can assist teachers to increase their students' speaking skill. This study is conducted through the quasi-experimental method. The results of the investigation demonstrate that there is a considerable difference in the speaking ability between the students in the pre-test and post-test. The significance value calculated showed that the hypothesis of this study is accepted. It means that the AV notably developed the students' speaking ability in the EFL.

List of Abbreviations / Acronyms

3MS: third year Middle School

AV: Audio-Visual

DV: Dependent Variable

DF: Degree of Freedom

IV: Independent Variable

EFL: English as Foreign Language

ICT: Information and Communication Technologies

N: Number

P: Percentage

PV: Probability Value

OG: Observation Grid

S-EG: Single-Experimental Group

SD: Standard Deviation

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General Introduction:

As in all the countries, the English language becomes an essential language in different fields (mathematic, biology). From the educational side, most of the students in Algeria at the beginning of their way in learning English they have to study it in an effective way. At this period the teacher plays a major role in helping students to improve their English so that he/she needs to choose the most suitable and dynamic way to teach them.

Teaching English in a desirable manner require creative, interesting approaches and methods. Teachers use a variety of teaching aids to make an interactive environment in the classroom. audiovisual aids or in another word the instructional materials are one of the predominant tools that make the process of learning and teaching much easier, realistic and enjoyable. These materials allow students to use their senses (seeing and hearing) because they learn much better by using them, their understanding becomes more easy and concrete; the AV materials also encourage them to participate and show their interests and abilities.

Students who are learning English as foreign language nowadays are trying to improve their speaking skill which is considered as one of the major competence they should acquire. It plays a significant role in communication as well as it has more influence on the listener. Furthermore, speaking skills make students express their ideas and feelings. Finally, the use of audiovisual materials may have a positive effect on both teachers and students on the learning and teaching process.

1. Statement of the Problem:

The process of teaching English as the foreign language is not an easy matter. From previous studies, we observed that most of the Teachers do not use technical materials especially the audio-visual ones and rely more on the traditional strategies. The problem is either the lack availability of these instructions or the negligence of the teachers in using them. So far, this neglect may have an effect on teaching and learning English as a second language. Every teacher should assist his students to develop their speaking skills. In this research, we claim as the future teacher to use audio-visual aids to promote the learner's motivation, self-confidence and mainly their speaking skill.

2. Significance of the Study:

This study investigates the importance of using audiovisual aids and how they could be beneficial in facilitating the teaching process, motivate students to improve their speaking skills and encourage them to participate in the lessons also increase the learner's intention and interests.

3. Aims of the Study:

This work seeks to shed the light on how audiovisual materials increase the effectiveness of the teaching process and the relationship between the use of the instructional materials also the student's speaking improvement; moreover, to investigate the student's production before and after using the audiovisual materials.

4. Research Questions:

- 1) Do Audio Visual materials motivate learners and help them to enhance their speaking skills?
- 2) To what extent Audio Visual materials facilitate the teaching process?

5. Research Hypothesis:

If teachers at middle take into consideration the use of audiovisual materials in the process of teaching and learning process they will probably encourage students to reach the level of proficiency in speaking skills.

6. Research Methodology:

6.1. Research tools for collecting and analyzing data:

- In order to verify our hypothesis and take out the information from this study, we will use the experimental method (quantitative research).
- The quasi-experimental study and the achievement test as a tool for research.
- The data show for presenting the educational videos.

6.2. A sample of study:

We have decided to choose third-year students at Brahimi Mohamed middle school in Biskra because we claimed that they need to learn English in a motivated manner. We randomly choose 20 students among 46 from the same class.

We apply for them the treatment which is the educational videos. We are concerned with this population because we noticed that there is a poor speaking ability and practice at this level. So, they should learn to speak with appropriate materials in the classroom from Middle school.

Chapter one

The audiovisual material

Chapter One: the audio-visual materials

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Introduction:

The teaching process is not an easy matter, it requires efforts and organization. Previously, schools and educational institutions do not have materials to support the explanation of the teacher; they only depend on the traditional methods such as blackboard and printed aid.

Learners depend totally on the teachers. Thus the teachers need to play several roles: organizer, controller, and facilitator. They used to use verbal communication as a manner to express ideas and concepts in the teaching process.

Nowadays, the use of technology is widely used in the process of teaching and learning especially in the scientific fields, later it has been used in teaching the foreign languages. Teachers are using different methods to help learners to reach the required level.

The teaching process requires experience to achieve an effective learning; this process demands the use of real objects because it is insufficient to understand what the teacher wants to say or explain, as well as it would be more ambiguous for learners to comprehend. Audio-visual aids like television, drawing, maps, educational videos, pictures are the most appropriate tools to present knowledge in an interesting way and make an entertaining environment in the classroom.

In this chapter, we will talk about the audiovisual materials as means of the teaching-learning process, the definition, types of audiovisual aids and the importance of audiovisual materials as well as how do these aids help first teachers to convey information and second how it helps learners to enhance their skills and especially speaking skill. Besides; we will see the obstacles that hinder teachers from using those aids and to what extent audio visual aids are useful and different from the traditional materials.

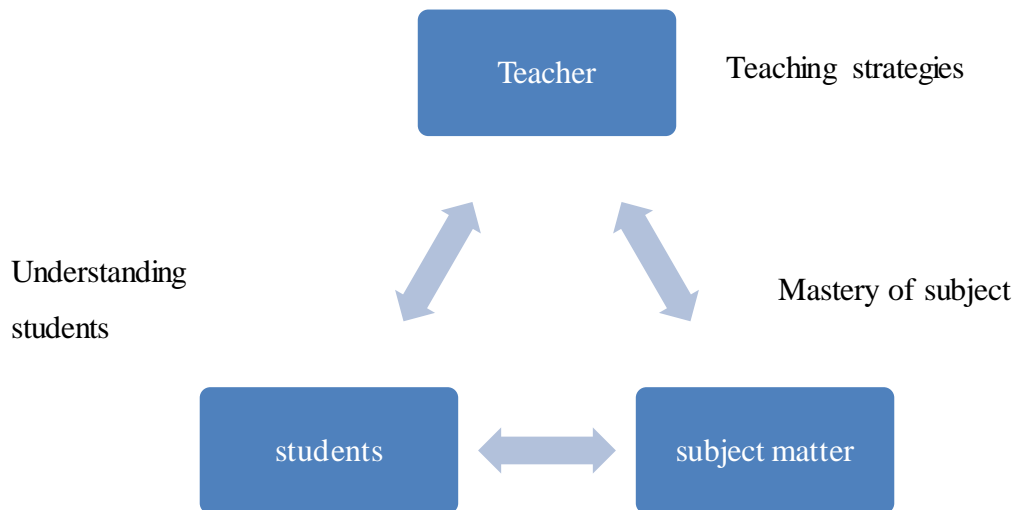
I. teaching-learning process:

1. Definition of teaching:

Teaching is the process of attending to people's needs, experiences, feelings, and make specific interventions to help them learn particular things.

Interventions commonly take the form of questioning, listening, giving information, explaining some phenomenon, demonstrating a skill or process, testing understanding and capacity, and facilitating learning activities (such as note taking, discussion, assignment writing, simulations, and practice).

In addition, teaching means the process of conveying and transmitting information; it is the art of imparting skills and knowledge. This process involves the teacher, students and the subject matter as follow:



Graph01: the components of teaching.

2. Definition of learning:

Learning is the process of gaining and acquiring new skills, knowledge, and experiences. It is the change of one's attitudes and abilities (react and behave in a certain way). Learning is not only in schools and from the teacher but also from outside (home, street, and friends).

Kimble and Garnezy (1963; p: 133) "Learning is a relatively permanent change in behavioral tendency and is the result of reinforced practice".

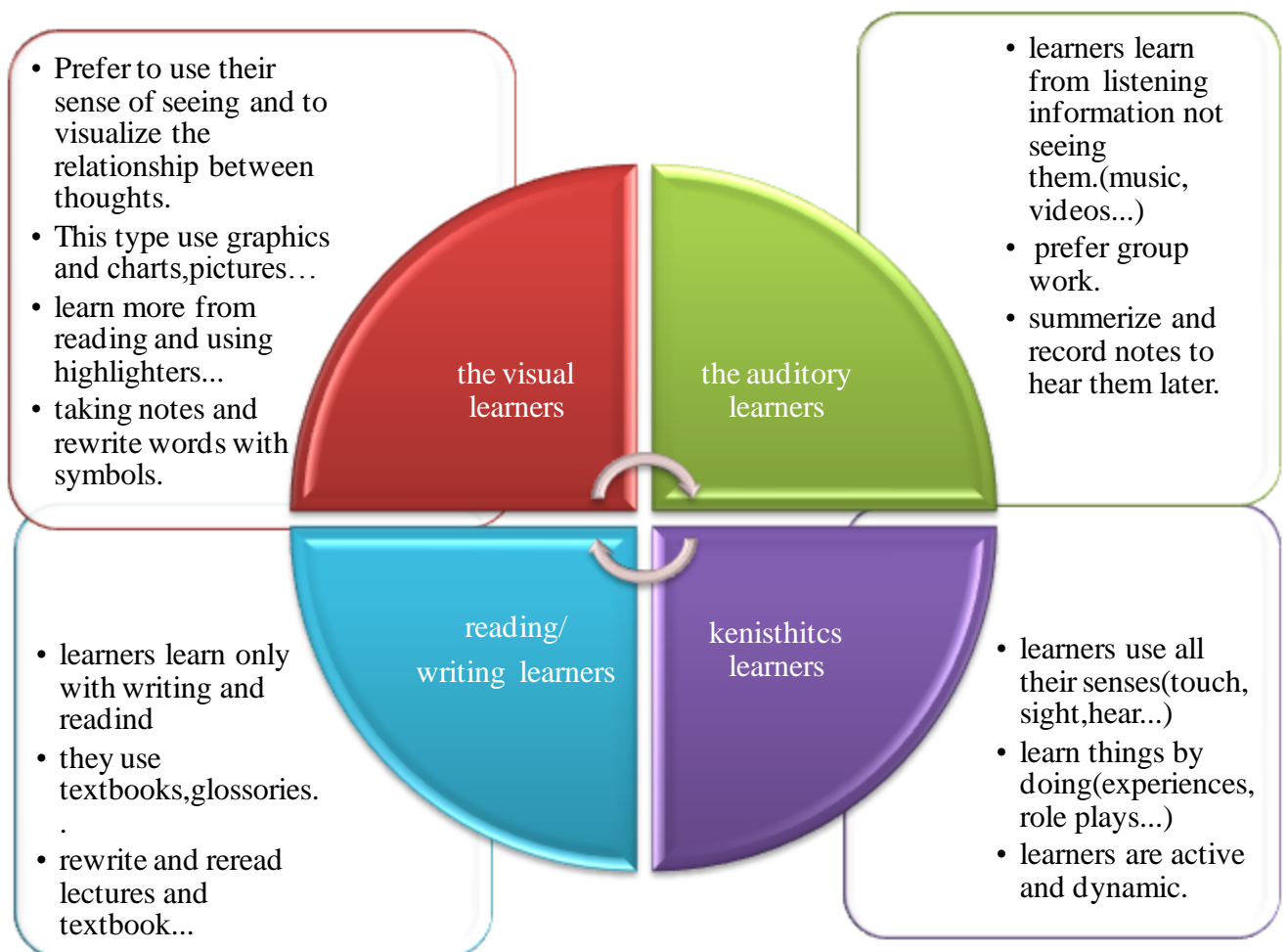
3. Learning style:

This term refers to the different methods, patterns, and ways that are used in teaching and learning process. It may be defined as the attitudes, factors that facilitate the teaching and learning process or to understand the new input, express and remember information, also its influence on the output of the learners.

Learning style is the way in which learner begins to concentrate, process, absorb and retain new and difficult information. Dunn and Dunn (1992; 1993; 1999).

Learning style differ from one learner to another because each one has his own characteristics. It has four major types: the visual, auditory, reading/writing and kinesthetic.

These types can be detailed by Dr. Neil Fleming in the the late 80's as followed:



Graph 2: the types of learning style.

The input received is absorbed through senses; then, the latter transmit it to the brain. If the senses work correctly and influence positively, the brain will process it and give the best output.

I. Overview of audiovisual materials:

Audiovisual material is not a new term; it traced back to the beginnings of history. It started with the visual aids: Egyptian pictographs, cave wall drawings, and Renaissance woodcut. Audiovisual materials were used first in museums than in schools. It has been widely used during and after the Second World War by the armed services as encouragement for soldiers to promote their learning.

John Amos Comenius (1592–1670), a Bohemian educator, was one of the first to propose a systematic method of audiovisual education. His *Orbis Sensualium Pictus* (“Picture of the Sensual World”), published in 1658, was profusely illustrated with drawings, each playing an important role in teaching the lesson at hand. Comenius was followed by other great educators, including Jean-Jacques Rousseau, John Locke, and J.H. Pestalozzi, who advocated the use of sensory materials to supplement teaching. (Wikipedia)

The term audiovisual aids refer to the materials that help both students and teachers in the learning and teaching process. There are a lot of websites, scholars provide different definitions.

According to the Webster dictionary, audio-visual aids are defined as ‘training or educational materials directed at both the senses of hearing and the sense of sight, films, recordings, photographs, etc. used in classroom instructions, library collections or the likes’.

. From another side, instructional materials are supplementary devices that are used to clarify and facilitate the learning through the use of sensory.

Eze, E.U (2013) “The human being learns more easily and faster by audio-visual processes than by verbal explanations alone. His ability to arrive at abstract concept through perceptual experience is, however, a phenomenon not clearly explained and perhaps not explicable.”

Audio-visual aids are beneficial materials which help both learners and teachers in acquiring and teaching a language (English language).

The previous definitions show that audiovisual materials are the main tool for teachers and students; they encourage students to use their skills (listening and speaking) and from another side, they simplify the teaching process.

II. Types of audiovisual materials:

The diverse types of audiovisual materials are the following:

1. The audio aids:

The audio materials which are concerned with the sense of hearing; students may use them out or in the classroom. These aids can record player, music, radio, and language laboratory.

2. The visual aids:

These materials are helpful to visualize things (sense of seeing). They classify as pictures, charts, illustration, and object.

3. The audio-visual aids:

The audiovisual materials are paramount in teaching which uses the sense of hearing and seeing at the same time; such as television, Prezi presentation, educational DVDs PowerPoint, YouTube, microforms, filmstrips, slides.

3.1.videos:

3.1.1. Definition:

Videos are materials which help learners to appoint their attention and enhance their skills (seeing and hearing) and help the teachers by facilitating the teaching process.

Demirezen, (1992; p:290) ‘Video brings a change from the routine of teachers and textbook and helps students for better understanding through the visual and audio clues to meaning’.

3.3.2. Stages for using videos in the classroom:

Pre-viewing:

The teacher should give an overview for the students about what are they going to see in the video.

Viewing:

In this stage, the teacher makes the students watch the video.

Post-viewing:

After the students see the video, the teacher evaluates the students by asking them some questions about the content of the video. He/she may repeat the video again for better comprehension.

3.3.3. Techniques for teaching with videos:

Allan (1985; p: 66) mentioned that there are no specific ways or right ways but there are effective ones. The following are some strategies for teachers who use videos in language teaching.

1. Silent viewing:

In this stage, the teacher plays the video at normal speed but set the lowest volume so that students have to guess what the characteristics are saying. They will focus on each movement the video. The communication can be known from the context, gestures, face expression, body language.

Students in this stage will use the sense of seeing; they will be more motivated to learn the English language by visualizing the content

The teacher in the second viewing will allow them to hear the video. Learners will be able to judge whether they were close to the content they have seen in the silent viewing.

2. Sound only activities:

For this stage, the teacher turns the brightness of the screen and makes it dark or covers it with a paper so that students will hear the sound only (the sound may include animal sounds, phone ringing, and baby's voice) and concentrate on what is happening in the audio.

Unlike the silent viewing, sound only activities involve listening skill. Learners will hear the audio of the video and predict what is said after that they will be allowed to see the content and can positively confirm their guesses or laugh at their expectations immediately after seeing it.

3. Freeze Frame:

Freeze frame technique is about pressing the bottom "pause" to freeze the picture on the screen particularly in the plot of the events. At that point; the teacher asks the students to give their suggestions about what will happen next. This will make students excited to their imagination, expectation.

After that, the teacher presses the button “play” to continue the path of events and see whether his learners were similar.

Freeze frame is useful for introducing new vocabulary and training learners for pronunciation practice where repeated speaking and listening of an utterance is needful.

4. The paired viewing activities:

Paired activities are more enjoyable and need efforts but have good results. The teacher divides students into pairs and starts the work.

a) Description:

In this activity, one student in each pair turns their back to the screen. The other student faces the screen; the teacher makes the video plays silently thus the students who see the video describe what they can see to their partner.

The 'passive' student in each pair will be motivated and excited to see what they have missed. It is important to make sure that the pairs exchange the roles and the activity is done twice so that each partner gets a chance to perform the 'active' role.

b) Narration:

This is more difficult to organize, as it involves sending half the class out of the room while the rest stay and watch the video. When they return they are told about the video in pairs by those who saw it.

The teacher's selection of the educational videos in the classroom should have some measures these last are:

- The age and the level of the students whether they are beginners, advanced because of it the teacher will choose language and vocabulary.
- The length of the video should be short not to get the learners feel bored and not interested in the topic.

- The selection of the content should fit the needs of the learners and must be within the syllabus.

- The selection of the appropriate time to teach with videos.
- Usage: educational videos are used to support and convey messages. So, the teacher has to explain and ask questions about them.
- Practice: use the videos and check them before presenting to the learners.
- Room layout: The teacher must confirm that the audience (students) will be able to see and hear you as well as the video clearly and the room is suitable for that.

3.3.3. The benefits of using videos in the classroom:

From previous studies the use of educational videos in the teaching-learning process has several advantages:

- a) Willmot et al (2012; p:3) show that there is strong evidence that digital video reporting can inspire and engage students when incorporated into student-centered learning activities through:
 - ❖ Increasing student motivation.
 - ❖ Enhancing learning experience.
 - ❖ Learners get better marks.
 - ❖ Developing potential for deeper learning of the subject.
 - ❖ Developing of learner autonomy.
 - ❖ The enhanced team-working and communication skills.
 - ❖ Source of evidence relating to skills for interviews.
 - ❖ Opportunities for staff development (CPD).
- b) the uses of videos in the classroom help to save time and exploit it in different activities.
- c) Learners enjoy observing similarities and differences between the behaviors of the characters in a video.

- d) Facilitate the role of the teacher and support his explanation.
- e) Stimulate learners to participate in the classroom and encourage the group work.
- f) Marshall (2002; p: 7-8). cites the conclusions of Wiman and Mierhenry (1969), extending Dale's "Cone of Experience," that: "people will generally remember:

10% of what they read.

20% of what they hear.

30% of what they see.

50% of what they hear and see.

IV. The significance of audiovisual materials:

In this study, we are going to investigate the importance of audiovisual materials and they help learners to increase their speaking skill. either teachers or students will benefit. Teachers will be able to present the lesson easily and stimulate the interest of learners and improve Learning. Besides learners can use the sense of seeing and hearing.

According to Rowtree (1994), the importance sums up as:

- Audiovisual materials encourage integration in individuals and group learning.
- Audio-visual materials help people to share expert knowledge which reaches a lot of people simultaneously.
- These materials get the attention and concentration of learners.
- They facilitate the teaching and learning process.
- They help learners to memorize things effectively.
- Instructional materials increase the motivation of learners and allow them to participate and show their capacities.

- Promote the interaction in the classroom environment.
- They play the role of entertainment in the classroom.

Gopal (2010) state that the Audiovisual Aids provides significant gains in informal learning, memorization, activity, interest, imagination and personal growth...also, help the teacher to overcome physical difficulties of presenting subject matter.

Audio-visual resources can, therefore, contribute to the clarity of information presented by allowing students to visualize what is learned. It becomes clearer why audio-visual materials are important in the teaching and learning processes. This is because they bring the different senses contributions together to get the high clarity. With audio-visual materials, the obstacles of communication and distance are broken.

The culture and climatic conditions of other countries can be brought into the classroom with the aid of slides, films, filmstrips and projectors. This is important because according to Dike (1993; p:87) “once the phenomenon is visualized, the picture and knowledge become very clear and permanent”. In another words, students certainly like it more and involve within the classroom environment.

Use of audio-visual aids help in maintaining discipline in the class since all the students’ attention is focused on learning. This interactive session also develops critical thinking and reasoning that are important components of the teaching-learning process.

Moreover, Nupur (2012) mentioned that there are a lot of advantages of using audio-visual aids:

Variety: Audio-Visual aids provide variety and provide different tools in the hands of the teacher.

Freedom: The use of audio-visual aids provide various occasions for the pupil to move about, talk, laugh and comment upon. Under such an atmosphere the students work because they want to work and not because the teacher wants them to do so.

Audio visual aids are tools that convey meaning in an efficient and attractive way furthermore it gives value to study and show the teacher's efforts in making a plan of the lessons. By using audiovisual aids, the students will get used to enhance their ability to practice the examples given.

The students are not only listening, seeing, and comprehending the materials but also learning and practicing to speak after they have studied it. If they understand the materials easily, they can speak it properly, therefore, it has positive effects on the learner's outcomes.

VII. The obstacles that hinder the use of audiovisual aids:

The use of technology and especially the audiovisual materials has an effective role in the teaching and learning process but there are some constraints and barriers that can affect negatively on this process and may lead to an unsatisfied educational result.

These problems may be in the teacher himself (he is inexperienced in using the audiovisual materials) or of the materials as well (the availability of these materials).

From previous studies, researchers and educators agreed that there are major obstacles. They sum up as:

1) The apathy of the teacher:

The teacher plays a major role in the classroom and has a clear influence on his students. So when the teacher is not interested and not aware about the significance use of audiovisual aids this will demotivate the students and make them careless.

2) The indifference of the students:

The teacher should take into consideration the selection of the aids. They must be appropriate for the students (level, age...) and their preferences so that the session will pass in an active way.

3) Ineffectiveness of the aids:

When using audio-visual aids there should be a preparation for the lesson in order to make the lesson successful.

4) Need for training:

The teacher must be knowledgeable about the use of these materials and choose the appropriate one.

5) Not catering to local needs: the selection of audio-visuals should be equivalent with regional, sociological, psychological, cultural and pedagogical features.

6) School management and teacher focus on the student's average and marks in examination rather than learning.

7) Many teachers consider the use of the audiovisual material as a waste of time and money that's why they prefer to use the verbal communication.

Conclusion:

Several researchers and educators have discussed and focused on the use of audiovisual materials in different fields. These materials become important in the teaching learning process because they assist the teacher and the learners in facilitating the making the classroom environment more interesting and dynamic.

In this chapter, we have mentioned the use of technology and especially the audiovisual materials in EFL learner's classroom, its definition, the importance of these aids, and types of audiovisual aids and within these types, we concentrate on the educational videos, and how they are useful in the classroom, techniques of using them.

In addition; the obstacles that face whether the teachers and learners in using the instructional materials. Teachers must be aware of using multiple kinds of materials but at the same time, he/she shouldn't overuse them because they may lead to the failure of the teacher and lose his verbal communication.

In the next chapter, we will discuss the speaking skill and that is related to it; moreover, we will mention the effect audiovisual materials and how they enhance EFL learner's speaking skill.

Chapter two

speaking skill

Chapter two: speaking skill

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Introduction:

Learning a foreign language means the learners will be able to deal the four skills that complete communication: listening, speaking, reading, and writing. Speaking skill is considered as an important part of teaching and learning EFL. Thus, speaking is not an easy matter because it has difficulties in using the language. EFL learner in some situations attempts to express their thoughts through speaking instead of writing to interact with people (teachers, friends, classmates.). Speaking skill is the predominant skill between the three skills of language learning. In learning any language; we try to speak before any other skill. The teacher has to provide learners with a manner for enhancing this skill and increasing the opportunities of language use.

In this chapter, we are trying to give definition about the speaking skill, the significance of it and what are the difficulties that face the learners from reaching the level of proficiency of speaking. Moreover, we will talk about the main activities that are available in the classroom to develop that skill. We should not forget the role of the teacher in supporting the learners in enhancing their abilities of speaking and how s/he motivates them to participate in the classroom.

I. Definition of speaking skill:

Speaking skill is considered as the most predominant skill that students must acquire more than the other skills; it helps the speakers to express their feelings and ideas, share their knowledge fluently, orally and in a coherent way. Speaking skill is the productive skill. It is more convenient because the speaker uses the language in different contexts and in different meanings (synonyms, antonyms, body language) and gets more interest from the listener so that the interaction between the interlocutors becomes more enjoyable and effective. Speaking is the ability to perform the linguistic knowledge in actual communication and by speaking the learners will be able to acknowledge the language and grasp the meaning.

Bygate (1987; P:1) quoted that: "Speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is also the medium through which much language is learned, and which for many is particularly conducive for learning. Perhaps, then, the teaching of speaking merits more thought".

Most learners argued that speaking is to produce utterances and words and conveying messages through the mouth, and it is a way to convey information and knowledge in a convincing manner. Speaking skill is also called oral skill or communication skill.

According to Chaney (1998; p:13), speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of contexts. Oral communication has five key components: phonological skills, pragmatics, syntactical morphological skills and vocabulary (semantics). Moats (2010) summarized them into:

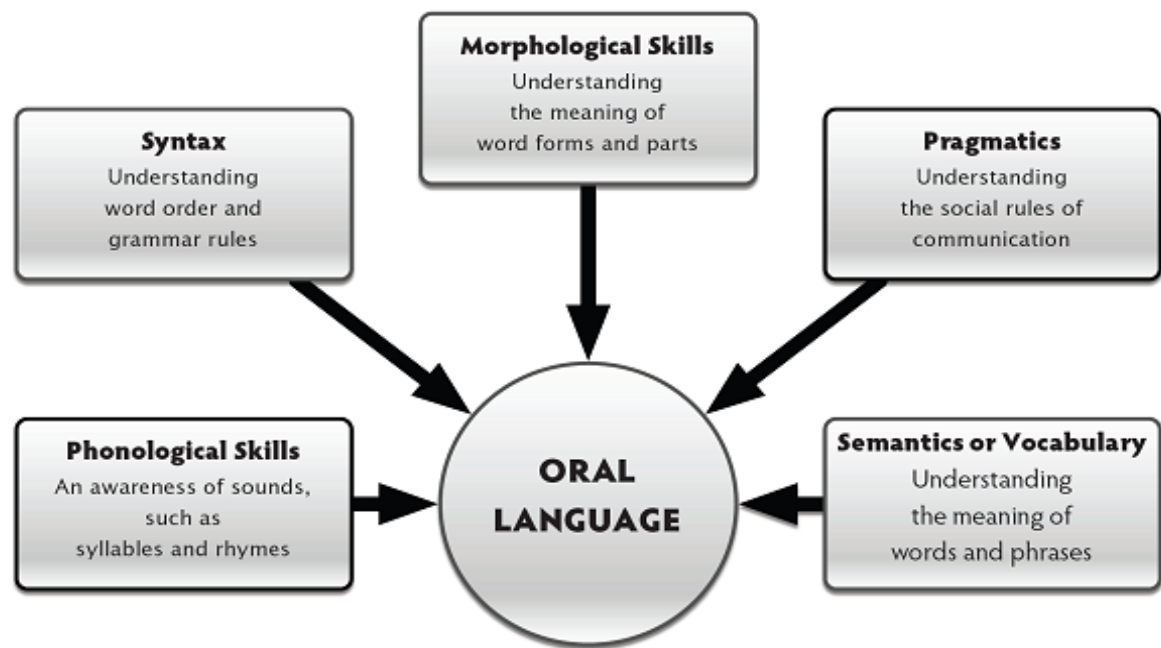


Figure 2.1 Components of Oral Language

In another hand, Syakur (1987; p: 3) claimed that speaking is a complex skill because it concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

1) Comprehension:

it refers to the understanding of the participants and their ability to perceive knowledge and discourse also to avoid the misunderstanding of information. oral communication requires a subject to respond to speech as well as to initiate it.

2) Grammar:

Grammar means the rules that governed the language, how the words combined to form sentences and large units. students should learn how to arrange sentence grammatically correct (word order, tenses of the verb..). Grammar is a systematic way of predicting the speaker's or hearer's knowledge of the language.

3) Vocabulary:

Vocabulary is an important component of speaking skill. without vocabulary, nothing can be conveyed. Learners must know a lot of words, their meanings, spelling, and their pronunciation; In addition, they have to use easy and common vocabulary. Knowing a lot of vocabularies make the speaker express his ideas, feeling easier both in written or oral form.

4) Pronunciation:

pronunciation is the way for students to produce the utterance words clearly when they are speaking (Kline; 2001:69).it deals with all aspects of language (grammar, utterances, phonology).

Pronunciation is the way for learners to produce the utterances clearly when they speak.students will be able to convey information and opinions freely and in conviction way.

5) Fluency:

Fluency refers to the student's to talk freely and fluently without the feeling of fear of making mistakes. in language, learning fluency is a major aim. The teacher may help learners by letting them express their ideas and emotions without interruption and did not correct their mistakes immediately so that he can measure the student's fluency.

II. The importance of speaking skill:

As we have mentioned in the definition above speaking skill is a productive skill; it is different from the written skill because oral language can be understood immediately and quickly whereas the written form can be read more than one time.

Ur (2000; p:12) states “of all the four skills, speaking seems institutively the most important: people who know a language are referred to as ‘speaker’ of the language as if speaking included all another kind of knowing”.

J. Baker and H. Westrup (2003; P: 5) declare that “a student who can speak English well may have a greater chance for further education, of finding employment and gaining promotion.”

Speaking skill demands to be skilled in the other language skills. Therefore, learners can improve their writing skill and develop their vocabulary and grammar. The good speaker needs a good listener to improve his/her communication skill. For instance, EFL learners can express themselves, argue, give opinions, ask, request and do other functions of language.

Speaking skill means the speaker has the ability to combine words together in a correct meaning so that he/she can reflect his /her idea to the audience. Oral communication has several advantages:

- ✓ **Career enhancement:** Employers hire people according to their ability to speak and performance. Employees show their dexterity clearly and persuasively so they will get the job freely and easily and get a good reputation.

- ✓ **Ability to benefit derivatively:** communication skill allows speakers to develop their negotiation abilities and increase their self-confidence especially when they talk in front of a large number of audiences. Speakers will feel comfortable and relax when they speak.

✓ **Ability to inform, persuade, and direct:** Business managers, educators, military leaders, and politicians seek to develop their speaking skills. The way of their speaking should be clear and confident in order to gain the attention of an audience as far as the sending message will be effective, informative, and understood.

✓ **Ability to stand out from the rest.** When one thinks of speaking skills he/she tends to think of it as a common skill. The ability to stand before others and speak effectively is not an ordinary ability. Many people are deathly afraid of public speaking; others have little ability to form thoughts into sentences and then deliver those words in a believable way.

Furthermore, speaking skill is a manner of communication; people communicate with each other to express their feelings, ideas, imagination also to send and receive knowledge and information. Witho Gammidge (2004; p: 7) states that "Speaking is a highly challenging yet essential skill for most learners to acquire.").In addition, Renandya and Richards (2002; p:201) state that "a large percentage of the world's language learners study English in order to develop proficiency in speaking" cited in M, Meriem (2014/2015).

Speaking skill is used in a different situation from a variety of people: teachers and learners in schools, people in the street, doctors, and soldiers. This skill supposes to fill the gap of misunderstanding and avoid problems.

III. Student's difficulties toward speaking skill:

Oral communication is a dynamic skill in EFL learner's education. Learners still have difficulties and problems in speaking skill; these problems appear in all levels of education.

According to previous studies and researches student's difficulties can be:

1) Linguistic Problems:

Learners have to be knowledgeable about the linguistic side because it plays a major role in speaking skill. These linguistic problems (the lack of vocabulary, grammar rule, pronunciation mistakes) will affect the learner's performance while speaking.

1.1. Lack of vocabulary:

EFL learners try to master speaking skill so that they are required to have great knowledge of vocabulary; they need to select and choose the appropriate words when they speak. Learners find themselves facing some problems when they try to express what they want because the lack of the vocabulary, this last will affect the learner's participation in speaking activities.

1.2. Pronunciation mistakes:

Pronunciation is the first thing that students evaluated because speaking English is related to the good pronunciation. EFL learners have to be aware of the rules of sounds (phonolog) like intonation, stress, the syllabus of the words.

Pronunciation mistakes are one of the main factors that affect the student from talking; this because of the lack of knowing the rules and the lack of listening to native speakers or the miss pronunciation of the teacher.

1.3. Grammar mistakes:

EFL learners need to know the grammar rules (word order, word structure.) so that they will be able to improve their speaking skill. Making the grammar mistakes will impede them from participation.

2) Psychological Barriers:

The psychological obstacles of EFL learners refer to the psychological negative feeling that prevents them from speaking and performing. Barriers can be a lack of self-confidence, anxiety, shyness, and fear.

2.1. Lack of self –confidence:

The majority of students prefer to hide their abilities and they do not express their thoughts. In addition; they hesitate to participate because they find it hard and embarrassing to stand in front of their teacher and classmates all these problems are because they do not have enough confidence in themselves and afraid to make mistakes even if they have the correct answer or they prepared themselves.

2.2. Anxiety and fear:

Anxiety refers to the sense of worry and uneasiness, fear; it considers as one of the essential handles for EFL learners. Anxious learners do not learn as the other learners because this negative emotion creates problems in the learning process. They do not participate during the lesson also they feel uncomfortable while speaking in front of their classmates.

Besides all the barriers above, Articulation Speech impairments where the learners produce sounds in wrong way.also the language that the speakers use is hard to understand so the listeners will pick up the words and their pronunciation incorrectly.

3) Age or Maturational Constraints:

Previous studies and researchers show that learning a foreign language in the childhood is much better in reaching the proficiency rather than learning it in adult because the children learn from their natural environment and their brains are so flexible in receiving new information and knowledge. While adults may face some troubles like fossilization (they cannot receive information). We sum up that age has an important effect on EFL learner's ability to speak fluently.

4) Mother tongue use:

Mother's tongue has a predominant effect on EFL learner's speaking skill; students prefer to use their mother tongue in and outside the classroom because it allows them to express themselves freely especially when they cannot say what they want in the foreign language; sometimes they borrow words from their mother tongue. The native language overlaps the English language because of the lack of vocabulary in the foreign language.

5) Lack of interest in the subject:

In EFL classes, especially the oral expression session the students aim to increase their speaking skill in order to be able to express their opinion confidently. In the classroom, discussion and conversation are the main stimulation for students to speak and to participate.

Many students have nothing to say or simply remain silent because they are not interested in the subject or have negative feelings toward it. Therefore, the lack of interest prevents students from participation. As a result, their oral communication will decrease.

As far as, a large number of the students in the classroom is considered as an obstacle for both teachers and students, also in the teaching-learning process. Teachers won't be able to handle their classroom as well as EFL students occasions reduced.

Oral expression course aims are to encourage the students' participation and to improve their speaking skill; however, large classes prevent students from getting the equal opportunity of participation during the session. Moreover, in large classes, students fear about speak especially asking for more clarification from their teachers. They fear from showing others that they do not understand.

Jack C. Richards (www.professorjackrichards.com) mentioned the Reasons for poor speaking skills:

- Lack of curriculum emphasis on speaking skills.
- Teacher's limited English proficiency.
- Class conditions do not favor oral activities.
- Limited opportunities outside of class to practice.
- Examination system does not emphasize oral skills.

IV The relationship between the listening and speaking skill:

Definition of listening skill:

According to Everson (2009; P:26), listening is “a vital skill of language in the sense that it enables one to be able to understand what other people are saying or communicating”. Listening skill is defined as the ability to understand what the speaker is saying and gather the ideas in his/her mind.

Through listening skill, the listener should pick up different things: pronunciation, new vocabulary, the way of speaking and the tenses that are used.

Listening is the skill that related to the understanding and comprehension of the spoken language. Listening is an essential skill present in most of the activities of our lives.

Learners listen to a wide variety of things: others conversation, face to face or on the telephone; announcements ex: at an airport, the weather forecast on the radio, music, a lecture, professional advice ex: at the doctor's place, instructions.

Comprehending and understanding a language is necessary when students are learning a new language due to the fact that people always need to communicate and interact with others in different moments or situations in their life.

Listening skill has a significant impact on EFL learner's speaking skill. Previous and recent studies showed that the development of speaking skill is connected with the development of listening skill which is very important because the EFL learner cannot master speaking skill without listening to the utterances of this language.

As well as speaking can be related to listening as two interconnected ways of accomplishing communication. "Every speaker is simultaneously a listener and every listener is at least potentially a speaker" (Oprandy, (1994; p:153) & EL Menoufy, (1997; p:9) cited in The Effectiveness of Plays in Enhancing the Speaking Skill in EFL classes.

Listening skill can be one of the main problems that face EFL learners in increasing their speaking skill; many students know the rules of English language; however, they find many difficulties when they try to speak and discuss with people. These are because they do not understand what the speakers are saying.

Listening comprehension plays a major role in understanding the different function of English language to help students in making a further contribution to any discussion and conversation.

To conclude, the listening skill is related and connected to the speaking skill simply because successful learners who want to improve their abilities in speaking, they must be good listeners in order to accomplish their speaking skill.

V . Strategies for enhancing speaking skill:

Speaking skill is considered as the productive skill that learners want to attain. It should be taught in an attractive and enjoyable way in order to achieve the learner's proficiency. Hedge (2000; p:261) confirms that "students do not only practice speaking in a controlled way in order to produce features of pronunciation, vocabulary, and structures accurately but also practice using these features more freely in purposeful communication."

Baker and Westrup (2003; p: 5) also put forward the following reasons to practice speaking during a lesson:

- Speaking activities can reinforce the learning of new vocabulary, grammar or functional language.
- Speaking activities give students the chance to use the new language they are learning.

- Speaking activities give more advanced students the chance to experiment with the language they already know in different situations and different topics. Cited in I, Houhou (2012/2013)

Aspects of speaking skill are crucial to EFL learners which they need to know and to put them into consideration. These aspects create challenges and identify some rules for understanding this skill. Consequently; this later designs instructional activities to train learners to communicate successfully in real life situations.

M, Mizab (2014/2015; p: 12,15) mentioned in her thesis, there are a lot of methods and strategies that allow learners to develop their speaking skill:

1. Acting from the script:

Acting from the script is one of the beneficial activities that increase students' speaking skill. In this task, the teacher asks the students to act out a scene from plays, from their course books or act out a conversation from their own imagination and abilities. During this activity, the teacher should be as a theater director, monitor and observe their works to evaluate them. Additionally, he should give students the chance to prepare and practice their conversations before the final performance as well as he should create a relaxed classroom environment to help them to perform well.

2. Communicating games dialogue:

Games which are made on the principle of “information gap” are designed to provoke communication between students in the classroom. Whereas, one student has to talk to his classmate in order to solve a puzzle, draw a picture, put things in the right order, or find similarities and differences between pictures.

3. Discussion:

The discussion is one of the most useful activities that the teacher use in the classroom; this activity allow and encourage students to talk and share their ideas and knowledge in different topics also it build up their self-confidence so that they speak fluently.

4. Prepared talk:

Prepared talk is an activity in which students make presentations on free topics. Such talks are prepared and are “writing like”. However, it is better to ask students to speak from notes rather than from scripts.

5. Questionnaires:

Questionnaires are helpful because they are pre- designed students have the opportunity to arrange what they are going to ask. Students could prepare questionnaires on any free exciting subject. Thus, the teacher may play the role of assistant and support them with the hints they need.

6. Simulation and Role Play:

Simulation and role- play are vital activities that enlarge students speaking aptitude and fluency. Simulation and role-play are widely used to support student’s oral communication or to train students for specific situations, especially those learners who are studying English for specific purposes (ESP).

7. Acting out dialogues:

Teachers need to give students time to prepare their dialogues before they perform them. Students will gain much more from the whole experience. This strategy will encourage students to perform better.

8. Speaking is Face to Face:

Speaking face to face is the most effective way to improve and develop EFL learner's speaking skill because it allocates speakers to have a direct opinion. Hence, communication has many facial expressions, gestures and even body movements, speaking also takes a place in most of the time when the both of the participants or interlocutors are present. Speaking face to face show the real sense of the person so that the interlocutors have a clear idea and understand what is said as well as they will be able to speak easily.

9. Speaking is Interactive:

During any conversation or chat whether it is face to face or phone call. There should be smooth turn-taking between the participants. Turn taking is the major element in dialogue or communication. It is considered to be an unconscious element of ordinary talk, then, turn-taking varies from one culture to another, as a result, this makes the learner in a challenge to communicate with people from different cultures and languages. furthermore; interaction will increase their speaking capacities.

The teacher has a significant role in the classroom, s/he has carried out a big responsibility toward the students and the teaching process as a whole. Those roles can be controller monitor, facilitator, lesson planner, manager.

The teacher needs to expose the discipline in the classroom so that the students will concentrate and pay attention to what the teacher is saying. As a result; the learners will enhance their skills not only the speaking skill.

10. Audiovisual materials:

In order to help students to increase their speaking ability, teachers should use audio-visual aids to support learning in the classroom. Audio-visual materials give students the opportunity to see and to hear the foreign language as it is used by native speakers in real life situations. There are a lot of types of these aids: videos, television, radio, pictures, charts, powerpoint presentation.

Conclusion:

through this chapter, we shed the light on the importance of oral communication and the difficulties (linguistic barriers, Psychological barriers) that face EFL learners from participation and how these barriers decrease their speaking skill development. In another hand, we have mentioned the Speaking skill as productive skill and how it is very important in developing the learner's proficiency in foreign language. In the teaching learning process, there are some strategies the Teachers must follow to help students to increase their skill since it is the main skill in which the learners assess their level in the English language. In fact, the students have to participate and speak as well to achieve a high level of proficiency in the oral skill. However, many EFL students do not participate because of the above discussion difficulties that we have discussed. Moreover, we have dealt with the relationship between speaking and listening skill and this last has a major effect on EFL learner's speaking skill.

Chapter three

the field work

Chapter three: the field work

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Introduction:

The problem of EFL learners is the low performance in the speaking activities, most of them are unable of expressing themselves and their thoughts in a proficient and suitable way, and that may affect negatively on their achievements as English students. Hence, in this chapter, we shed the light on the impact of the audiovisual materials (the educational videos) on the students' speaking skill.

Therefore, in this chapter we will deal with two sections; the first section is on the implementation side i.e. we will describe and explain with details our experiment, how we have done the pre-test, the treatment, the post-test .This experiment which has conducted with the MS3 on BRAHIMI MOHAMED middle school in BISKRA. From another side, the second section is about the experimental study where we will analyze the data; so that we will confirm or disconfirm our hypothesis about the impact of using audio-visual aids in teaching speaking in foreign language classes.

I. The first section:

1. The implementation of the study:

The aim of this study is to investigate the usefulness of the use of audio-visual aids (educational videos) in teaching speaking English as a foreign language. We have conducted MS3 students of BRAHIMI MOHAMED middle school at BISKRA. The whole population was about 200 student divided into four classes. We have chosen one class from the whole classes; it contains around 46 people in the age of 13 to 15 years old, our sample consists of 47% males and 53% females.

gender	Female	male
percentage	53%	47%

Table 1: student's gender

The participation of all the students is not an obligation for successful learning process; the sample of our study consists of 20 students who have been selected randomly.

Our choice of the topic was not random; we have chosen a subject from the syllabus to attract the students to participate. The chosen lesson was about how the students introduce themselves and the description of the moral and physical appearance. Our investigation was spread over a period of three weeks in ten sessions. The pre-test has taken three sessions.

In the first session, we tried to explain what we are going to do. We asked the students some questions to see their level of speaking, the degree of using adjectives, tenses and the word order etc. Also, we attempt to evaluate their interaction with the teacher, interest, and concentration. From this session, we noticed that the level of the students almost the same with the existence of small difference.

At the beginning, we tried to do such kind of warm-up and ask the students to introduce themselves as if we want to know their names and so on. Secondly, we introduced ourselves to the students for the second time with more details(name, age, work, personality, the most important thing in my life.) in order to show the learners how it works and they should follow and do the same thing.

We move to the pre-test where we asked the students to prepare themselves for about 5 minutes and go to the stage to introduce themselves, their physical appearance, the moral side, their goals etc. we have recorded their scores in order to analyze them later on.

For the third session, it was the treatment itself we have prepared some videos that have relation with the topic (how to introduce yourself and the description of physical and moral appearance). As support, we have seen also short video contained some adjectives that help them to describe well. Those videos have contributed to three sessions so the students save the information and get a clear idea about how to talk about themselves.

For the four last sessions, we have done the post-test in a form of role play because the majority of the students will have the opportunity to participate in this task. We gave the students the keywords and the principle information they need and the rest was depending on their understanding and their concentration while we were watching the videos.

These are examples of the key vocabulary that they need to use in the role-play:

Hello... How are you? Fine, thanks. How are you? I'm fine, thank you.

My name is... What's (is) your name ... I'm ...years old.

Where are you from? I'm from... Are you (Algerian, Spanish, American, German, etc.)

Goodbye Goodbye. See you tomorrow! Have a nice evening. Thanks, you too!

Or the students can use such expression to describe their moral and physical appearance:

I'm (thin, fat, tall, small...) I have ...hair and Eyes/ my face is...

I'm shy, nervous, pretty, handsome, intelligent

The roleplay should not be boring and repetitive i.e. we keep the same idea but the students need to perform it in different ways. whether a new student presenting himself for the class or people meeting each other for the first time, a student describe a famous artist and the others try to guess who is the one.

II. The second section:

2. The experimental study:

2.1. Data analysis:

For our research, we drew a model observation grid for the experimental group. The following are the observation grids for:

MS3 students pre-test

The Rating Scale:

1 = Limited 2 = Average 3 = Good 4 = Well developed

Criteri a	Fluency				Vocabular y				Pronunciatio n				Grammar				Communicati on ability				Content				Score
Stude nt No	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	A/ 24
1		√				√				√			√				√				√				9/24
2	√				√				√				√				√				√				6/24
3	√				√				√				√				√				√				6/24
4	√					√				√			√					√				√			10/24
5			√				√			√				√					√				√		16/24
6			√			√				√			√					√					√		13/24
7			√				√		√				√						√				√		15/24
8			√				√			√				√				√					√		15/24
9	√				√					√			√					√				√			9/24
10			√		√						√			√				√			√				12/24
11			√			√					√			√			√				√				12/24
12		√			√				√				√				√					√			8/24
13		√				√				√			√					√				√			11/24
14		√				√					√		√						√		√				12/24
15		√			√				√				√				√					√			8/24
16			√			√					√				√				√				√		17/24
17	√				√					√			√				√				√				7/24
18	√				√				√				√				√				√				6/24
19			√			√				√			√					√				√			12/24
20	√				√					√			√				√				√				7/24
Total	2.05				1.35				1.9				1.3				1.75				1.8				10.15

Table2.1: the OG of the S-EG

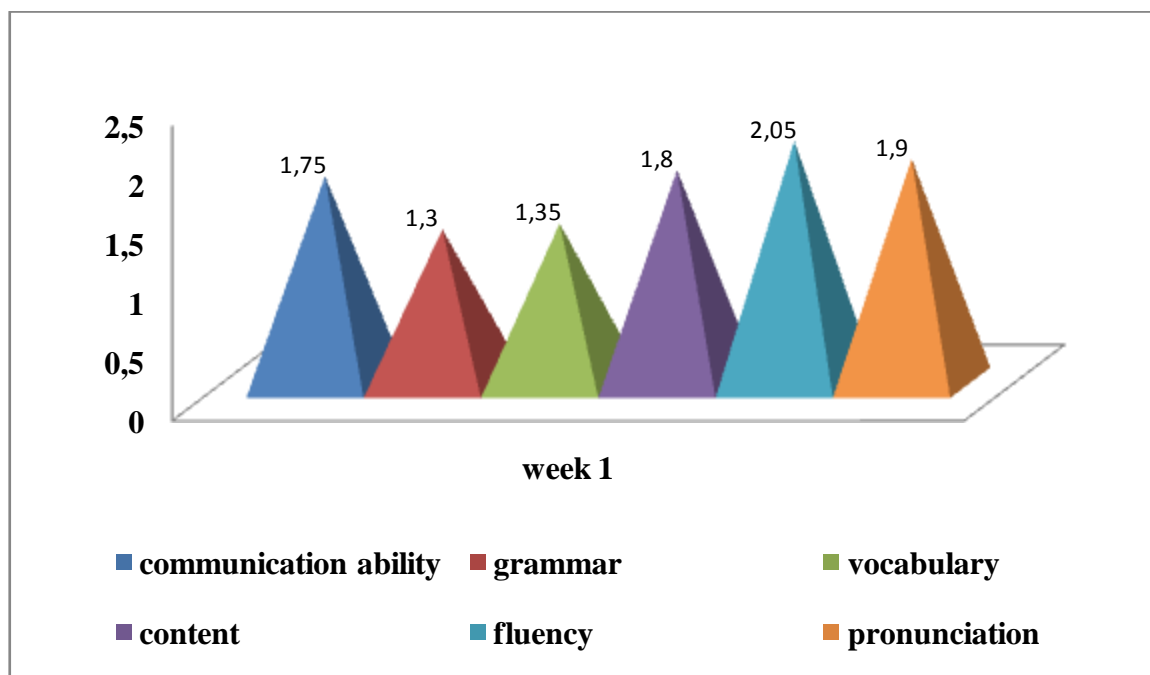
MS3 students Post-test

The Rating scale:

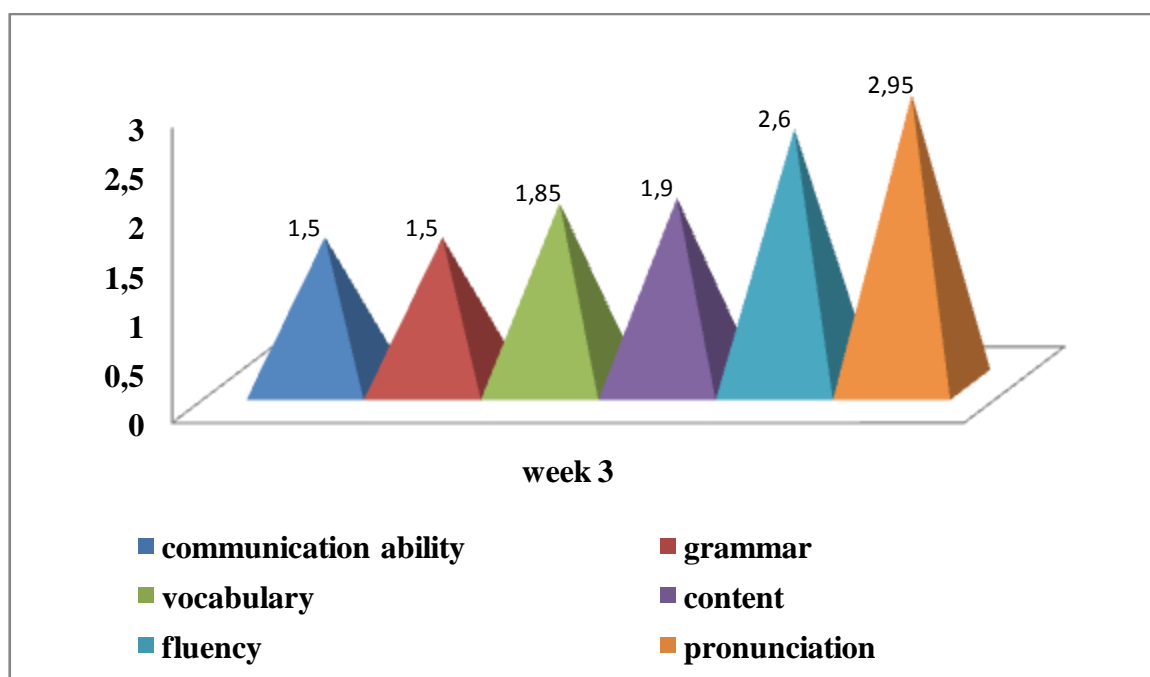
1 = Limited 2 = Average 3 = Good 4 = Well developed

Criteria	Fluency				Vocabulary				Pronunciation				Grammar				Communication ability				Content				Score
Student No	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	A/ 24
1		√					√				√			√				√					√		15/24
2		√				√					√				√		√					√			13/24
3			√			√				√				√				√					√		14/24
4			√				√				√		√					√					√		15/24
5		√				√				√				√				√					√		13/24
6			√			√					√			√					√			√			15/24
7			√			√					√			√					√				√		16/24
8		√					√			√			√				√						√		12/24
9	√					√					√				√			√				√			13/24
10	√					√				√			√					√					√		11/24
11		√			√					√				√					√			√			12/24
12		√					√			√					√			√			√				13/24
13			√			√					√		√					√					√		14/24
14			√			√				√					√				√				√		17/24
15	√						√				√		√					√					√		13/24
16			√			√					√			√				√					√		15/24
17			√				√			√				√				√				√			14/24
18	√				√				√				√					√				√			8/24
19		√			√					√				√			√							√	12/24
20		√					√				√		√					√				√			13/24
Total	2.2				2.2				2.45				1.9				2.05				2.6				13.85

Table 2.2: the OG of the S-GE



Graphic 2.1: the improvement of the pre-test of the S-EG.



Graphic 2.2: the improvement of the post-test of the S-EG.

3. The experimental results:

1. The Categorization of Single-Experimental Group Pre and Post Test Scores:

The pre-test of the single experimental group was conducted to discover the student's speaking ability scores before applying the treatment. The post-test was made to see the impact of the treatment (educational videos) on the EFL learners speaking skill so that we will compare before and after the use of the treatment. A more detailed report of their observed progress during the whole experiment can be summarized as followed:

- **Fluency:**

The fluency is the smoothness in which sounds, syllables, words, and sentences are connected together when speaking quickly. In the pre-test, the students are obliged to give their answers verbally, rapidly and sometimes they may repeat their answers more than ones .but after having the treatment they became more confident and aware of what are they saying so they speak more fluently than before and that was really advantageous.

- **Vocabulary :**

The S-EG was weak in the matter of vocabulary as we have seen in the criteria above, the terms that are used from the students were almost limited in the pre-test, they used a common vocabulary. The use of educational videos gave quantitatively and qualitatively better results. The treatment provided the students with a rich source of vocabulary that allows them to speak better English.

- **Pronunciation**

The same thing about pronunciation, the group started with a feeble level in English pronunciation, the post-test showed better results. Undoubtedly that this was achieved because of the use of educational videos and the oral activities associated with them. Our biggest focus was on how to pronounce such words, so the student's concentration was on that. Meanwhile, we believe that combining what students learn during "Phonetics" course with the progress achieved during Oral Expression would bring them achieve full accomplishment in the pronunciation domain.

- **Grammar:**

The S-EG in the pre-test were having difficulties with grammar (the rule of the language) they cannot use the word order and tenses correctly also they do not utilize the verbs with the subject in most cases as far as, the students misuse the pronouns. This because the student's focus was on the oral side (according to them) that contains fewer grammar rules and structures. After using the videos the students attain slight progress. They look to have more information about how to use grammar and coordinate it with the oral activities.

- **The communication ability:**

The communication ability is simply the act of transferring information from one person to another in any place or time. From the OG above, EFL learner's communication ability has been improved from 1.75 to 2.05. This improvement is due to the fluency, pronunciation, the vocabulary, and grammar in which the student's utterances become accurately, clearly and long. As far as, their responses are more complex.

- **The content:**

For the content, the students have been progressed from (1.8 to 2.6). In the pre-test, they had enough information in the percentage of 45% but they did not know how to combine them. The educational videos really help the students in arranging their thoughts and sentences in a coherence and cohesion way; the students used the suitable connectors during their speech. As a matter of fact, the treatment considers as an effective manner in enhancing EFL learners speaking skill.

General Findings:







criteria	Groups	Pre-test	Post –test
fluency	S-EG	2.05	2.2
	Prg	00	
vocabulary	S-EG	1.35	2.2
	Prg	00	
pronunciation	S-EG	1.9	2.45
	Prg	00	
grammar	S-EG	1.3	1.9
	Prg	00	
Communication Ability	S-EG	1.75	2.05
	Prg	00	
content	S-EG	1.8	2.06
		00	

Table 2.3: Scores matching of the S-EG

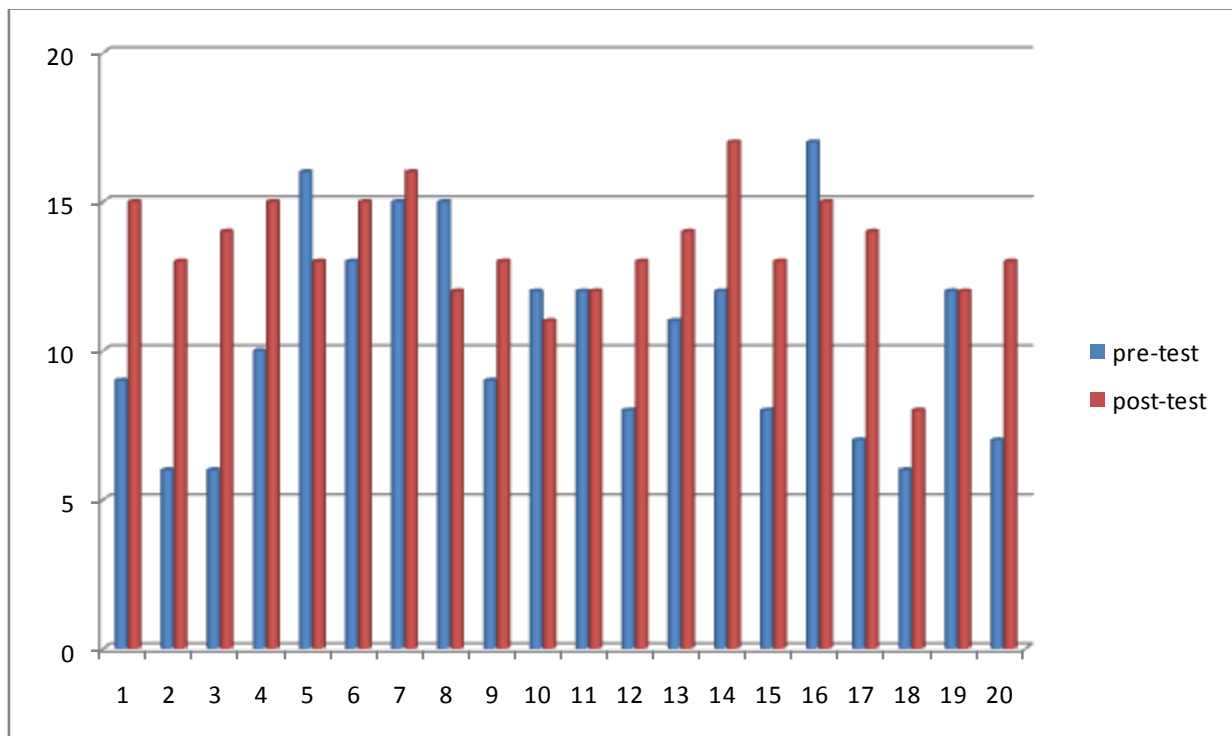
The above scores matching table shows evidently the greater progress of the single experimental Group.

students	Pre-test	Pre-test scores square	Post-test	Post-test scores square
1	9	81	15	225
2	6	36	13	169
3	6	36	14	196
4	10	100	15	225
5	16	256	13	169
6	13	169	15	225
7	15	225	16	256
8	15	225	12	144
9	9	81	13	169
10	12	144	11	121
11	12	144	12	144
12	8	64	13	169
13	11	121	14	196
14	12	144	17	289
15	8	64	13	169
16	17	289	15	225
17	7	49	14	196
18	6	36	8	64
19	12	144	12	144
20	7	49	13	169
sum	20	2457	20	3664

Table2.4: pre-test and post-test scores square

Sum of scores (Σx)	211	268
--	------------	------------

Table2.5: Students' Scores in the Pre-test and Post-test



Graph 2.3: Histogram Representing Students' scores of the Pre-test and Post-test.

The table N4 indicates the noticeable progress of the post-test scores over the pre-test, which is expressed in terms of the sum of scores (**211 vs. 286**). The statistical picture of how the students have achieved in both tests. Comparing the means of scores will certainly clarify the matter in the table below:

In order to facilitate analysis and comparison, the test scores obtained from the pretest to post-test were compared and classified. The comparison of the pre-test means aimed at determining the learners' proficiency level.

Tests	Pre-test	Post-test	The difference in the means
Means	10.55	13.4	2.85

Table 2.6: comparison of the pre-test and post-test means of the S-EG.

We can infer from this table of the student's mean scores find in the post-test differ totally from the mean scores obtained in the pre-test with an overall mean score of 10.55 which represents the average score for this variable. Go back to this table, we remark that the difference between the post-test and the pre-test is 2.85 confirming that the participant's speaking skill improvement is remarkable. The obtained data confirm that the treatment was proficient in that the large majority of the participants developed not only their speaking skill but even their capabilities of how to use strategies to understand the material that they were exposed to.

From that difference, our assumption leads to that progress is a result of the audiovisual materials (educational videos) treatment that the students had gone through during the three weeks. The use of educational videos allows EFL learners to become comfortable and easy to communicate with each other and with their teachers. In the same path, it permits them to participate in the courses. In addition, the role-plays helped them in the teaching/learning process and they obtained better results in the post-test. The instructional advantages of the treatment increase students' concentration and efficiency.

The student's progress in the post-test supports the hypothesis set for the current study, which maintains that the use of audiovisual materials (educational videos) develops EFL learner's speaking skill and raises their motivation, thus facilitates them to achieve a better result in different language skills.

Analysis and Interpretation

The statistical analysis of the experimental study that can be applied in the pre-test and post-test study integrates calculating the frequency distribution of scores in both tests, the variance, the standard deviation, and finally checking the validity of all the statistical results using the t-test.

Frequency distribution of the pre-test and the post-test (the arrangement of score values from high to low and the frequency of each score value) is displayed in the following table:

Pre-test			Post-test	
Scores	Frequencies		Scores	Frequencies
6	3		8	1
7	2		11	1
8	2		12	3
9	2		13	6
10	1		14	3
11	1		15	4
12	4		16	1
13	1		17	1
15	2			
16	1			
17	1			
Sum=211	20		Sum= 268	20

Table2.7: pre-test and post-test frequency

Pre-test		
Score “ X_{pre} ”	Frequency “ F ”	Frequency score Fx
6	3	18
7	2	14
8	2	16
9	2	18
10	1	10
11	1	11
12	4	48
13	1	13
15	2	30
16	1	16
17	1	17
Sum of “ F ”	$N=20$	$\Sigma FX= 211$

Table2.8: Frequency of Scores, Square of frequency score of the Pre-test Scores.

$$\Sigma X_1 = 211$$

$$\Sigma X_1^2 = 2457$$

$$\overline{X}_1 = \frac{\Sigma X_1}{N_1} = \frac{211}{20}$$

$$\overline{X}_1 = 10.55$$

Lowest score = 6

Highest score = 17

The sample variation (Standard Deviation)

1/ the pre-test:

$$S_1^2 = \frac{\sum X_1^2}{N_1} - \bar{X}_1^2$$

$$S_1^2 = \frac{2457}{20} - (10.55^2)$$

$$S_1^2 = 122.58 - 111.30$$

$$S_1^2 = 11.55$$

$$S_1 = 3.39$$

Post-test		
Score " <i>X_{pre}</i> "	Frequency " <i>F</i> "	Frequency score <i>Fx</i>
8	1	8
11	1	11
12	3	36
13	6	78
14	3	42
15	4	60
16	1	16
17	1	17
Sum of " <i>F</i> "	<i>N</i> =20	$\sum FX= 268$

Table2.9: Frequency of Scores, Square of frequency score of the Post-test Scores.

$$\sum X_1 = 268$$

$$\sum X_1^2 = 3664$$

$$\overline{X}_1 = \frac{\sum X_1}{N_1} = \frac{268}{20}$$

$$\overline{X}_1 = 13.4$$

Lowest score = 8

Highest score = 17

2/ the post-test:

$$S_2^2 = \frac{\sum X_2^2}{N_2} - \overline{X}_2^2$$

$$S_2^2 = \frac{3664}{20} - (13.4^2)$$

$$S_2^2 = 183.21 - 179.56$$

$$S_2^2 = 3.64$$

$$S_2 = 1.91$$

T-test:

1.The Degree of freedom

The degree of freedom (DF) for the t-test of independent means is the first sample size minus one plus the second sample size minus one. It helps to find the critical value for “t”

$$DF = (N_1 - 1) + (N_2 - 1)$$

$$DF = (20 - 1) + (20 - 1)$$

$$DF = 38$$

The T-test is applied on the post-test; the post-test scores were used as a reference. The following procedure has to be applied to calculate the T value:

$$TN_{1+N_2-2} = \frac{(\bar{X}_2 - \bar{X}_1) \sqrt{(N_1 + N_2 - 2) N_1 N_2}}{\sqrt{(N_1 S_1^2 + N_2 S_2^2)(N_1 + N_2)}}$$

$$TN_{1+N_2-2} = \frac{(\bar{X}_1 - \bar{X}_2) \sqrt{(N_1 + N_2 - 2) N_1 N_2}}{\sqrt{(N_1 S_1^2 + N_2 S_2^2)(N_1 + N_2)}}$$

$$TN_{1+N_2-2} = \frac{2.85 \times 123.29}{97.63}$$

$$TN_{1+N_2-2} = \frac{351.37}{97.63}$$

$$TN_{1+N_2-2} = 3.59$$

Alpha decision level

“The language researcher should once gain set the alpha decision level in advance. The level may be at $\alpha < 0.50$ or at the more conservative $\alpha < 0.01$, if the decisions must be surer” (Brown 1995, 159).

In the present pre-test and post-test study, we decided to set $\alpha < 0.05$ which means only 05% chance of error can be tolerated.

Critical value

Since alpha is set at $\alpha < 0.05$ for a two-tailed decision, $DF = 38$, and the corresponding critical value for “t” in the table of critical values, is 1.68, then we get $t_{obs} > t_{crit}$ ($3.59 > 1.68$).

Hypothesis Testing:

Now, we have collected the necessary information for testing the hypothesis from Dr.HAMLAOUI (2013/2014)

Statistical hypothesis: $post\ pre-H : X = X_0$

$post\ pre-H : X > X_1$

The null hypothesis H_0 means that there is no statistically significant difference between the means of the group in the pretest and posttest. The alternative hypothesis H_1 suggests that there is the statistically significant difference between the means in the pretest and Post-test.

Alpha level: $\alpha < .05$, one-tailed (directional) decision.

Observed statistics = 3.59 *obs t*

Critical statistics: = 1.68 *crit t*

Degree of freedom: $df = 38$

Table 2.10: Hypothesis Testing Rule

Interpretations

Statistical Significance and the Size Effect of the Tests:

In view of the fact that the observed statistics is superior to the critical value ($3.59 > 1.68$), the null hypothesis H_0 is not supported at $P > 0.05$. Having rejected the null hypothesis, then the alternative hypothesis H_1 is automatically accepted.

This means that there is only 05% probability that the observed mean difference: $\overline{X}_{pre} > \overline{X}_{post}$ (13.4 > 10.55) occurred by chance, or a 95% probability that it was due to other factors than chance factors. The null hypothesis is rejected which means that we are 95% sure that the relationship between the dependent variable “*D*” (the post-test scores) and the independent variable “*ID*”. (educational videos treatment).

Consequently, we support the alternative hypothesis H_1 which suggests that EFL learner’s better output is affected by the instructional materials (the educational videos treatment).

The implementation of the educational videos had a positive effect on EFL learners speaking skill they are effective to middle school courses.

Summary of the Quantitative Findings

In this part, we will summarize what we have concluded. The hypothesis that we have assumed at the beginning in this research was not rejected, we used the descriptive analysis for the collective data of both groups (control and experimental groups).

Recommendations:

Results from research in this study led us to draw the following suggestions and recommendations:

➤ The teacher should provide the learners with audiovisual materials and ICT instrument such as educational videos which enable them to increase their language skills (speaking skill); in the same path, they will be able to use the language without facing problems.

➤ In teaching learning process, teachers should take into account the importance of classroom management in order to facilitate this process.

➤ Teachers should support the learners and give them the opportunity to talk using different tasks like presentations and role plays, they should design different speaking activities and use different teaching aids to expose students to a valid foreign language to develop their speaking abilities.

➤ Students should rely more on themselves and try to develop their speaking abilities by using audio-visual aids outside the classroom.

Conclusion:

The experiment results are drawn in this research work, as described and discussed in this chapter, confirm the effectiveness of using educational videos in teaching the EFL learners speaking skill to third-year level at BRAHIMI MOHAMED middle school in BISKRA. In fact, Educational videos enhance the students speaking skill proved by inferential statistics used to test the hypothesis that was predicted in this study.

The results also indicate the predominant development in the student's oral communication; this means if theses aids are used in an appropriate way, the teaching and learning process will be easier and more enjoyable for both teachers and students. They also motivate students and encourage them to be careful and pay attention to each element in the course (pronunciation, grammar, the content itself etc).

General Conclusion

The present study is an attempt to investigate the effectiveness of the use of audiovisual materials (educational videos) on EFL learners speaking skill. This study was conducted at BRAHIMI MOHAMED middle schools in BISKRA, during the academic year 2016/2017. The sample of the study was selected randomly. This work used the achievement test as collected to test the hypothesis of this study. It aimed at confirming or rejecting the hypothesis which states that if teachers use audio-visual aids in their classes, they will be able to develop their students' speaking ability. Moreover, the main data gathering tool of this study was the achievement test.

This work has led us to confirm our hypothesis and to conclude that using educational videos in the classroom is very significant in teaching English as foreign language. In addition, we conclude that oral practice is a very important activity in the classroom because mastering the speaking skill requires more than learning about grammar rules of the language. Finally, audio-visual aids are successful and effective tools since they give students an opportunity to hear and to see English in its real use, facilitate teaching and learning process, motivate students and help them to feel comfortable to practice freely in different speaking activities.

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Appendix A

Pre-test of Speaking

Describe yourself physically and morally.

You should mention:

- Personal information
- hobbies
- dreams, future plan.

Instructions

- You will have to talk about the topic for 2 minutes.
- You have 5 minutes to think about what you're going to say.
- You can make some notes to help you if you wish.

Best of luck

Post- test of speaking

Prepare the role plays.

You should:

- Introduce yourself in appropriate way
- Describe the physical and the mental appearance

Instructions:

You will have to talk about the topic for 4 minutes.

You have 5 minutes to prepare yourselves

You can write down the dialogues into your notebooks.

Best of luck

Speaking test evaluation

Criteria	Description	1 pt	2pts	3pts	4pts
Fluency	-the speed of speech -the length of answers -pausing correctly	limited <input type="checkbox"/>	Some <input type="checkbox"/>	Good <input type="checkbox"/>	Well developed <input type="checkbox"/>
Vocabulary	-the use of new, wide, varied vocabulary, words, and phrases, idioms related appropriately to the topic and the context	Limited	adequate	Sound	Extensive
pronunciation	- basic word pronunciation - linked speech sounds - correct sentence stress - correct use of intonation (rising and falling)	Unclear <input type="checkbox"/>	Parts clear <input type="checkbox"/>	Mostly clear <input type="checkbox"/>	Very clear <input type="checkbox"/>
Accuracy/Grammar	-grammar mistakes (tenses) -grammatical structure(verbs, sentence structure , functional phrases ...)	Limited <input type="checkbox"/>	Some <input type="checkbox"/>	Good <input type="checkbox"/>	Excellent <input type="checkbox"/>
Communicative ability	-the length of utterances -flexibility to the speakers of different levels -complexity of responses.	Limited	Some	Good	Well developed
content	-organization. -coherence & cohesion -suitable linkers and connectors	Poor <input type="checkbox"/>	Fair <input type="checkbox"/>	Good <input type="checkbox"/>	Excellent <input type="checkbox"/>

Appendix B

T-Table

cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.378	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.908	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.784	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.058	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
Z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	Confidence Level										

الملخص

في هذه المذكرة نسعى إلى استكشاف دور وأهمية الوسائل السمعية والبصرية (الفيديوهات التعليمية) في تحسين وتطوير مهارة التحدث والتواصل لتلاميذ السنة الثالثة متوسط بمتوسطة براهيم محمد بولاية بسكرة. الفرضية الأساسية في هذه الدراسة هي أن استخدام هذه الوسائل يسهل عملية التعليم والتعلم من جهة، ويطور مهارة التعبير الشفهي لدى تلاميذ اللغة لتأكيد أو رفض هذه الفرضية قمنا بإتباع المنهج التطبيقي الذي من خلاله تم تقييم التلاميذ قبل وبعد تدريسهم الانجليزية. بالفيديوهات التعليمية لرؤية مدى فعاليتها على تحسين مهارة التحدث. من خلال تحليل النتائج تم تأكيد الفرضية على ان الوسائل السمعية والبصرية تساعد على تعزيز قدرات التحدث. وأخيرا تم تقديم توصيات لكل من المعلمين والتلاميذ لاستخدامها داخل وخارج القسم.