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Master thesis

Letters and Foreign Languages
English Language
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The Integration of Audio Visual Authentic Materials to Foster EFL Learners' Oral Competence The Case of First Year Students at Biskra University

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Academic Year : 2019/2020

DEDICATION

In the name of «ALLAH» the Most Gracious, the Most Merciful and the most compassionate.

I dedicate this work to my wonderful and my dearest parents

Thank you for your support and your endless love.

To all my dearest teachers and students of English

To all my friends with whom I shared the university life with its lights and shadows.

To all who love me

Acknowledgements

I would like first to thank ALLAH for giving me strength and capacity to complete this work.

I would like to express my sincere gratitude to my supervisor Mr. SENOUSI Zakarya For his unaccountable guidance, support, help and patience.

I would like to express my warm thanks to Dr. MEDDOUR Moustapha , Dr. RABEHI Salima and Miss .AICHOUI Theldja who accepted to examine my research work.

I sincerely wish to thank all the teachers and the first year LMD students of the Department of English for their help and seriousness in completing the questionnaire.

I would like to extend my deep appreciation to all the staff members of the library of Biskra University, without their help, this study would have been impossible.

I would also like to thank all my colleagues for the nice times that we spent together helping each other.

My deep appreciations go also to all who helped me in one way or another to realize this work.

Abstract

Authentic audiovisual materials are an effective factor in enhancing the oral production of students because it gives them with the opportunity to use the target language fluently. In addition, using audiovisual materials in the oral expression sessions gives learners a chance to use the language naturally and to play a greater role in building students oral abilities. According to this study, we hypothesize that EFL learners need to use audiovisual materials in the classroom that will help them certainly to develop their speaking skills. So in order to confirm this hypothesis, we investigated this study through two questionnaires to both first year LMD students and teachers of oral expression at the department of English at Biskra University. Moreover this study aims at showing the impact audiovisual materials on developing the learners' oral production. Our present study is divided into two main parts a Theoretical part that includes two chapters in which we made a general overview about audiovisual materials and some important elements that include it. We also, discussed the different aspects of the speaking skill, and gave a detailed description of the difficulties that EFL learners face during their oral production. Moreover the analysis of the questionnaire showed that both learners and teachers consider audiovisual materials as an important factor in enhancing the speaking skill. For that , EFL learners need to learn through using audiovisual materials that help them to find the suitable atmosphere in order to enhance their speaking weaknesses.

List of Abbreviations

EFL: English as a Foreign Language

LMD: License Master Doctorate

M,K,U: Mohammed Kheider University

FL: Foreign Language

Q: Question

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الملخص

General Introduction

General Introduction

English is an international language that plays a significant role in teaching and learning process. For that it is the most widely used language in the world. Nowadays, many people use English in order to interact and communicate. People need to master the four skills of English namely listening, speaking, reading, and writing and the language aspects such as pronunciation, grammar, and vocabulary to support their language skills. Oral competence (speaking) is a crucial part of foreign language teaching and learning. Therefore, Students have to improve their oral competence, and the teachers should motivate them. Moreover learning English is important for no native speakers from all over the world who decide to study it as a second language target language. Many countries include English in their school syllabus, and children start learning it at a young age. There are a variety of ways to learn English including computer programs, audio tapes, language classesbut, the fact that learners are not native speakers makes the process of EFL teaching and learning more difficult to study; so teachers are required to use new methods and techniques of teaching. One of these methods is using Authentic Audiovisual Material, which make the learning process more fun, interesting, and easier to handle. Audiovisual materials include computer, the TV, the internet, the social media, video, and audio materials students encounter in their daily lives which are also good for teaching vocabulary, pronunciation and grammar.

In this study; we are going to investigate the integration of authentic audiovisual materials to foster EFL students' oral competence and in what ways student's problems within speaking can be overcome.

1. Statement of the Problem

In Algeria, English is considered as the foreign language. When learning the latter, there are four skills that must be mastered by learners. Those are listening, speaking, reading and writing. Speaking is important for students to be mastered in order to attain oral competence. The Speaking skills is a crucial part of foreign language teaching and learning. This actually shows the great importance of this skill in foreign language classes. Through speaking, we can share our ideas and thoughts with other people. Students prove not to be highly motivated when dealing with the classroom speaking tasks. They encounter problems at different levels (shyness, anxiety, fear of making mistakes, fear of negative feedback). That is why teachers are required to try new methods and strategies to deliver the information for their students. Authentic audiovisual materials could be the most useful way especially in oral expression classes. In oral expression classes, teachers need to use alternatives technique to avoid or at least to reduce anxiety and stress. This technique is using authentic audiovisual materials such as videos, DVD's, broadcasts, power point presentations... The main purpose of using this method is to enhance the learner's level in oral competence and performance in order to improve their speaking skill.

The present study will be carried out in the English branch at Biskra University . We will investigate the integration of using Authentic audiovisual materials on students oral competence and how they work to improve the learners speaking performance and the problems that learners faced during speaking tasks.

2. Research Question

The main questions of this study are:

1. How does teaching the speaking skill through using authentic audiovisual materials effective to overcome students' oral competence difficulties
2. What are the main speaking problems encountering EFL learners?
3. What are the methods that teachers use to improve EFL teaching process?

3. The Aims of the Study

Through this research, we aim at investigating:

1. The use of authentic audiovisual materials in teaching process. and its effectiveness to overcome the students' problems during classroom's speaking .
2. The investigation of the role of audiovisual materials in the learning and teaching context and reducing students difficulties..
3. To investigate the effect of authentic audiovisual materials on the learners' oral competence and the way they improve it in particular.

4. Research Hypothesis

In this research, we hypothesize the following:

- Methods that use audiovisual authentic material will affect and develop EFL teaching process.
- The use of Audiovisual in the classroom will develop and improve EFL learners' speaking skill

Main Hypothesis

- If students learn through audiovisual authentic materials, their level of achievement in oral competence will increase.

5. Significance of the Study

This study was designed to examine if using authentic audiovisual materials as a supplementary activity promote the performance of students in oral competence and students can learn more vocabulary and grammar through audiovisual authentic materials. It would help teachers to see whether these techniques are effective tools to make students participate in class and motivate them. In addition, this research aims to demonstrate how much the audiovisual materials are useful in improving the students' performance as foreign language learners. It is very beneficial to have a look at this work from both sides; the students' and the teachers' and to see the importance of its role in facilitating and enhancing their work in the classroom especially in the oral expression sessions. Therefore, they can master the grammar and vocabulary well.

6. Research Methodology

In this study, was opt for the descriptive research method as it fits the outlined objectives; it aims to describe two variables, audiovisual authentic materials as the independent variables and its role is fostering the students oral competence speaking skill as the dependent one. The quantitative method suits the study since it permits a close examination and the role of audiovisual authentic materials to help students enhancing their oral production.

6.1. Research Design

We have chosen as a research design a questionnaire to both teachers and first year LMD students the whole number is (526) in order to obtain data about the effect of audiovisual authentic materials on student's oral competence to get the exact information and how students feel when they learn through using audiovisual authentic material.

6.2. Data Collection Method

In order to ensure the validity of the research, we will use one main tool: two questionnaires for both learners and teachers. The first questionnaire will be administered to the first year students at the English division in order to investigate their stand points towards the integration of the audiovisual authentic materials and how help this to communicate and improve the oral competence. The second questionnaire will be directed to teachers at the English division as they have been exposed to various teaching; in order to examine their views and attitudes about the audiovisual materials efficiency in enhancing their students' oral competence.

6.2.1. Population

Since the aim of this study is to confirm about the importance and the efficiency of using audio visual authentic materials as an attractive way that will help the EFL learners to foster their oral competence , so here first year students of English department are concerned by this study.

6.2.2. Sampling

-The Students:

First year students of English at the University of Biskra represent the research population; we will deal with forty (40) students out of the total population which is about (600). This sample of study is already been introduced to the course of oral expression and has an experience with it is nature. Students at that level start to recognize the existence of many psychological barriers which call for remedial techniques.

-The Teacher

Teachers of oral expression will be representing the teacher's population; we will deal with the sample of six (06) teachers of oral expression.

7. Structure of the Study

This present dissertation consists of three main chapters. The first two chapters contain the literature survey and the full explanation ;then chapter one represents a review of authentic audio visual materials ; the main focus of this chapter is on its brief history about audio visual aids ,the definition and their main features; teachers role in audioligualism ; characteristics of good audio visual authentic materials and its types . Chapter two is devoted to the skill of speaking; its definition, importance, aspects of speakers' performance, difficulties and speaking activities to be practiced in the classroom. The last chapter concerns the analysis of the collected data by means of both the teachers' and the students' questionnaires that contains their opinions.

Chapter One
Authentic audiovisual
materials

Introduction

Nowadays, the use of authentic materials in EFL classrooms the aim of many teachers involved in foreign language teaching, therefore Bacon and Freeman (2000), said “if learners want to learn English language properly, they must be exposed to language exactly as it is used in real life situation by native speakers (p.459). So language teachers mostly depend on using authentic materials in class as it helps learners to learn new vocabulary, grammar etc. There are persuasive voices insisting that the English presented in the classroom should be authentic, not produced only for instructional purposes. Generally, what this means is that authentic materials in general and audiovisual ones in particular involve the language that naturally occurs as communication in the native speaker contexts of use, or rather in the selected contexts where standard English is the norm: real newspaper reports, real magazine articles, real advertisements, cooking recipes, horoscopes, etc. Many teachers throughout the world agree that authentic materials are beneficial to the language learning process, but what is less agreed is when authentic materials should be introduced and how they should be used in an EFL classroom.

1.1. Definition of Authentic Materials

There are many common definitions of the term "authentic materials", from the point of view of the following writers House (2008) sees the role of authentic material as a means to “link the environment of the classroom with the real world in which we hope our students will eventually be using the language they are learning” (p. 53).

Herrington and Oliver (2000) suggested a new pedagogical term, called "authentic learning" . This term is directly related to the students' real life and prepares them to face and deal with real world situations. In addition, Herod (2002) authentic learning 'materials and activities' are designed to imitate the real world situations. In the same way, Nunan (1988) defined authentic materials as the materials "which have been produced for purposes other than to teach language. He (1989) also claimed that authentic materials as spoken or written language data that has been produced in the course of genuine communication and not specifically written for purposes of language teaching.

Moreover, native speaker's always creating authentic material for their real life purpose, teaching language is not authentic material's main objective. Therefore it can be noticed that if the teacher uses authentic material in their classes students are benefit because they are introduced to new ways of learning language.

The term authentic is originally used to identify any real or natural communication contexts. As Kramsch (1993: 177) points out authentic refers to how everyday language used, it is not intended to academic purposes. The term authentic materials or authentic texts refer to any ‘written or spoken texts’ which are commonly not intended to language teaching (Tomlinson, 1998). Similarly, Wallace (1992: 145) defines authentic texts as ‘real-life text, not written for pedagogic purposes’. Therefore, these materials are likely not provided or designed for teaching English especially to non-native speakers. They are initially not proposed to foreign learners (Porter and Roberts, 1981:37: Harmer, 2002.p.205).

Similarly, American international journal of Research studies and education (2007) Define authentic materials as print, video, and audio materials, students encounter in their daily lives. Such changes of address forms, job applications, menus, voice mail messages, radio, and video. Authentic materials are not created specifically to be in the classroom, but they make excellent learning tools for students precisely because they are authentic. They divided authentic materials into print (web sites, newspaper, magazines, TV guide) and auditory (radio, broadcast,

video, movies).It is important to use materials in authentic ways not in traditional school based ways. The purpose or function of authentic materials often will determine how teachers use them.

1.2. Types of authentic materials

Teaching materials are a very important part of teaching and learning a foreign language. These days, the resources for teaching materials are available for everybody. The internet is regarded as an essential and rich source for authentic materials Gibhard (1996 ,p.98). He classified authentic materials into three categories as follows:

- a. Authentic audiovisual materials, such as videos , cartoons, songs, etc.
- b. Authentic visual materials, such as street signs, magazines and newspapers pictures, post cards, etc.
- c. Authentic printed materials, such as sports reports, newspapers, restaurant menus, train tickets, etc

1.2.1. Audiovisual materials

This Involves those that learners can listen to and see such as Videos and TV shows are the most important; , therefore TV shows provide pictures and notions that add other meanings and give the exact intended meaning .It helps for more concentration and development of body language. Using audiovisual materials in teaching process enhances the speaking skill since it offers different topics in real ways; it is a good source for both extensive and intensive practices.

According to Cakir (2006), to teach students different types of language skills, language teachers use many audiovisual authentic materials in the class. In listening class, the use of audiovisual materials makes the class interesting and enjoyable for learners. Cakir (2006) added that when teachers use any audio visual material in class, learners are motivated by that and they pay more attention in class (p.67).Hattori (1987) explained that the target language learners use audio visual information for learning language, this helps them to understand the language better. In addition, audiovisual materials make learning process more active, which is helpful for learners to learn fast (as cited in Ghani, 2013, p.26). Therefore it can be said that using audio visual materials in listening class makes the class more enjoyable and interesting for learners as they can watch and learn at the same time.

1.2.2. Visual materials

These, on the other hand, are materials that the learners can see. These include photographs, paintings and drawings, children's artwork, wordless road signs, pictures from magazines, and wordless picture books. Functional texts that can be illustrated by these materials include road signs, notices, directions, instructions, warnings, descriptions, expository texts, time tables, and X-ray reports.

1.2.3. The printed materials

These include the writing materials such as newspapers (articles, movie reviews, advertisements, astrology columns, sports reports, obituary columns, TV guides, recipes, directions, notices etc.), restaurant menus, directories, minutes of a meeting, memoranda, diaries, tourist information brochures and travel guides, greeting cards, letters, billboards, posters, bus schedules, and forms (medical history forms, application forms, tax forms, etc.). Production of such functional texts as newspaper articles, menus, directories, obituaries, bus schedules, and travel guides can be facilitated by the printed materials listed here.

1.3. The benefits of using authentic materials

Using authentic material in teaching process is essential for many reasons. Some of them are:

1. Students are exposed to real discourse, as in videos of interviews with famous people where intermediate students listen for gist; They provide exposure to real language.
2. Authentic materials have a positive impact on motivating student to concentrate with the teacher during the course.
3. "Authentic materials keep students informed about what is happening in the world, therefore, they have an intrinsic educational value. As teachers, we are educators working within the school system, so education and general development are part of our responsibilities" (Sanderson, 1999).
4. Using authentic materials and media can concrete language input (Brinton 1991) but Gibhard (1996,p.68) said that puts authentic materials as a way to contextualize language learning .
5. "Reading texts are ideal to teach/practice mini-skills such as scanning, e.g. students are given a news article and asked to look for specific information (amounts, percentages, etc.), basic students listen to

news reports and they are asked to identify the names of countries, famous people, etc. (ability to detect key words)” (Martinez, 2002).

6. Books, articles, newspapers, and so on contain a wide variety of text types, language styles not easily found in conventional teaching materials. Therefore, for an effective and practical use, it is useful to deal with real language for many reasons,

According to Underwood (1989) “Authentic materials help the students to hear as much more real act of communication with all the interactional features which are not normally found in scripted materials. it gives them a true representation of real spontaneous speech with its hesitation, false starts and mistakes, which will make them more able to cope with real life speech when they meet it outside the learning situation”.(p. 100). It means that, by authentic material students have the ability to acquire the foreign language as it is like native speakers, with all its own features.

In the same context, Glisan (1994 cited in Seguni 2009, p.43) claims that, “students process information in meaningful ways, take responsibility for their own learning, and become independent learners.” Similarly, Dudley-Evans and St John’s (1998) opt for four reasons for using materials significantly, as a source of language, as a learning support, for motivation and stimulation, for references” (p. 170). In other words, authentic materials are a technique that can involve opportunities for learners to think about the real language and the responsibility to use those materials on their own.

On the other hand, Ozkan (2002) claims that the use of audio visual materials is getting popular nowadays because using different audio-visual materials helps expose learners to the native language .Language teachers can download listening materials from the internet according to the proficiency level of their learners within minutes (p.39). Similarly, Mayer (2001) claims that “audio-visual materials can facilitate to the teachers to bring an important change in the class environment as well as in the teaching process.

Using audio-visual material during the course helps the teachers to present the topic both verbally and visually which is very helpful for the learners to pay more attention in the lesson. Because sometimes the topic may not be clear to the learners and they may have difficulty to understand that the teacher means .However, using audiovisual

materials helps learners understand better and get the information quicker (cited in Dolati, 2011, p. 6). Moreover authentic materials involve focus on the foreign language features, therefore it shed the light on the use of language naturally of direct exposure to it is reinforcing self-confidence and more focused structures.

1.4. Challenges of using authentic materials

Using authentic material is not an easy task because they are not easy to use, costly and require .In addition to that in some institutes teachers are not getting proper training of using authentic materials in their teaching process .For that Hedge (2000), the difficulties of using authentic materials lie in the speed of speech delivery, varying accent and background noise as shown. According to Martinez (2002, p.6):

1. They may be too culturally biased; their difficulty represents the culture gap.
2. The vocabulary might not be relevant to the student's immediate needs, which means that, vocabulary may not the needs of students.
3. Too many structures are mixed; it can be challenging for beginners.
4. Authentic materials may be too culturally biased, so unnecessarily difficult to be understood outside the language community.
5. The vocabulary might not be relevant to the student's immediate needs.
6. Too many structures are mixed so lower levels have a hard time decoding the texts.
7. Special preparation is necessary which can be time consuming.
8. Too many different accents can be heard which can cause some confusion.
9. The material can become outdated easily, e.g. news.
10. There are many headlines, adverts, signs, and so on that can require good knowledge of the cultural background.

1.5. Students materials the classrooms

Teacher objectives in teaching is to maximize student understanding thus, the use of authentic materials reflect natural and appropriate target language and culture. In addition, it represents suitability in language form and situation of context. According to Nihei (2002), the aim of the language learning should be that the learners can use the target language in their real life, not only in the classroom. If learners only use prepared materials in the classroom, they might face difficulties in real life (p.22).

Moreover, using authentic materials help students to be students engaged in the classroom and this make them interested with more concentration in an activity and want to work hard so that they feel positive when they finish a task.

Peacock (1997) also added that while applying authentic materials in the language classes, a teacher has to ensure that the material is exploited well. Sometimes teachers need to shorten authentic texts, or add a glossary in order to make them more accessible (Cited in Gower, 1995, p. 83). Therefore it can be noticed that using effective authentic material in classroom helps learner to understand the input better.

1.6. Effects of using audiovisual materials on students' speaking skill

Authentic audiovisual materials are an important tool that most teachers use in the classroom to help their student to acquire the foreign language easily and to develop fluency.

Abbas (cited in .Nazneen, 2009 p.180) has described the importance of audio-visual materials in this way:

- Mood of mutual understanding and sympathy in the classroom.

Bring about significant changes in student behaviour.

- Show the relationship of subject matter to the need and interests of pupils, with a consequent heightening of motivation for learning.
- Show the relationship of subject matter to the needs and interests of students.

Bring freshness and variety the learning experience.

- Make learning meaningful over a wide range of student's abilities.

- Encourage meaningful use of subject matter by allowing for imaginative involvement and active participation the "I was there" feeling that results increase learning.
- Provide needed feedback that will help the pupil to discover how well he has learned.
- Furnish the rich experiences from which meaningful concepts will be developed.
- Widen the range of student experience in a process of non-verbal learning and the making of accurate generalization.
- Assure the order and clarity of thought that student will need if they are on from conceptual structures and establish meaningful system of ideas.
- Help the students in understanding languages by making them in direct contact with objects and things that are to say to create realistic world in language learning.
- Help students understand different cultural backgrounds.
- Audio-visual materials promote remembering by involving the many senses of the learners, by arousing their curiosity, by making use of pictorial content and by providing variety in teaching.
- They make teaching effective by creating situations for presentation and practice of language items and by reducing dependence on the mother tongue.
- They help in formation of language habits by drills, repetition and constant practice.
- They increase the pupil's experience of language by providing rich variety and better quality.
- They promote teacher's efficiency by saving time and energy.
- They provide recreation to the learners.

Accordingly we notice that using audiovisual materials in teaching and learning process is an essential part because through using those teachers can help their students to acquire many skills.

1.7. Challenges learners face with Authentic Materials.

1.7.1. Psychological

These kinds of problems originate from the great diversity of the learners within the same class and inhibition is one among other psychological problems. Inhibition is related to the Student themselves because of Shyness and fear of making mistakes .The latter will lead to criticism from peers and teachers, as well as their teachers. This was proved by UR (1991.p:121).

In addition to that Littlewood said that the developmental process happens inside the learners, a crucial in helping or hindering them is the learner's psychological clearly States "it is all too easy for a foreign language classroom to create inhibition and anxiety ... they react only in response to immediate instruction from the teacher or tope, etc"(1984, p. 93). The non-motivating atmosphere and the lack of self-esteem have a great role in controlling the learners to acquire a foreign language.

1.7.1. Accuracy

Studies show that the words that are difficult to pronounce are difficult to learn. Potentially difficult words will be those that contain sounds which are unfamiliar to some group of learners. If the linguistics Security is available, this would lead to master the language naturally.

1.7.2. Fluency

Hedge (2000, p.54) claimed "the term fluency is related to the production and it is normally reserved for Speech. It is the ability to link units of speech with facility and without Strain or inappropriate slowness, or under hesitation. In the same path UR provides a Scale to test the Speech orally, but when applying these rules, there are problems at the level of accuracy and fluency (1991, p.153).

8. Sources of Audiovisual Materials

In today's globalized world, the most common sources used are , TV programs, computer, movies, songs, videosSo we move in detail to see some sources of audiovisual materials and their impact on teaching foreign language.

a. Television

T.V. programs have a great importance in teaching. The teacher may ask students to see a T.V. show then make it the subject of discussion, Oxford learner's pocket Dictionary, Television is piece of electrical equipment with a screen on which you can watch movies and sounds." (p. 456).

In addition, Lee (2000, p. 61) claims, "Television was seen in industry, government and tertiary education as being able to provide the desired expert instruction." Similarly Misha (2005) said "Teachers need to be aware that using television for language learning a medium . The formulas of such programs, the sort of topics to expect and the language register. It means that, television is an authentic source providing foreign language learners with target language and developing such skills. Television as a universal medium relates with the target culture language as it is in host community, it enables them to see their traditions and relations with each other. (p.135) therefore, Television enriches students 'English vocabulary, lexical power, and enhancing their speaking skill when it enables them to see their linguistic features.

b. Videos

According to Renedya and Richards (2002,p. 364) "video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experience in addition to spoken language "videos are an important material which help students to learn the foreign language through both hearing and viewing. In addition, Harmer (2005,p.iv) states that mastering the speaking skill needs more than the ability to learn how to produce correct grammatical sentences because speaking is interactive which takes place in real time. Moreover, using videos has great positive influences on students speaking skill. In this context Demirezen (1992) states that "since video recording is able to present real life or life-like situation in which the student interacts, it promotes developing oral skills".

Thus the use of video can help to:

- Make instructors familiar with how to use the material effectively. Instant replay of subject material
- To record both audio and visual.

c. Computer

Computer is an electronic device that can store, organize and find information, do calculation and control other machines. According to Renandya and Richards (2002, p.361) she use of different technological materials, especially computer-based instruction, has become a common feature in language teaching and learning.

In addition, the computer " is a specific technology that has had an enormous impact on the language learning process, enabling learning to engage in activities and communication for the enhancement of all language skills and language areas"(Stockwell, 2012, p.11). Computer is an important that helps students to improve their speaking skill through different programmes which they could use to practise speaking. Thus it gives them feedback to evaluate their oral performance then to pronounce words in the right way.

d. Songs

According to Mishan (2005, p. 196) "Music is an excellent alternative for language learning because, nowadays thanks to technology, learners can listen to songs anytime, everywhere. This helps them to learn new authentic language expressions while entertaining themselves. In addition music and song are consistently well represented in the language classroom."

So most teachers around the world try to provide some authenticity in their classes and they look for the songs as one which make learners practice the language as it is in real language and improved their listening skill.

In the same way Morales,(2007cited in Castro Vilada 2009, p. 17) ,claims that evidently, music can give meaningful content for EFL students to learn many aspects of the English language with regards to language usage in a real context. In other words, Tourki (2013) Students would potentially internalize the elements of culture presented in the song as well as enjoying with song lyrics which combined with a melody. In addition, he says that songs give an excellent authentic example of grammar in action that is to enable learners to use sentence structure. It means that, songs have a closer appeal to our language acquisition device than spoken language.

Moreover Mishan (2005, p. 200) stated “A widespread attitude in language teaching is to use songs merely as authentic example of grammar structure.” In other words, songs can be helpful for comprehension, where students concentration the lyrics.

E. Films

Mishan (2005, p.223) states that “films are the one that is designed to appeal most directly and fully to our emotions (and) it is also the one most clearly entrenched in the minds as a medium of entertainment”. In addition films may be used in the classroom give students a glimpse of what was the reality of the target language culture. Thus it can be a good method to achieve students speaking skill, by seeing the linguistic features of language as it is in context.

Therefore Films help learners with familiarity information taken about the native speakers culture, where this cultural information is taken from the implicit-values and ideals, to the explicit- so students see how people speak, move, and behave.

1.9. Authentic VS on- Authentic Materials

In the table below there is a short comparison between a recording of natural speech among native speakers and recording made for English language learners.

Authentic language	Non-authentic language
Variation in the speed of delivery often fast	Slaw space with little variation
Natural intonation	Exaggerated intonation pattern
Natural features of connected speeches: Elisions	Carefully articulate pronunciation
Variety of accents	Received pronunciation
Any grammatical structures natural to the Topic	Regularly repeated structures
Colloquial language	More formal language
Incomplete utterances	Complete utterances
Restricting in longer more complex sentences	Grammatically correct sentence
Speakers interrupt or speak at the same time	Speakers take careful turns
Speakers use ellipsis (i.e. miss out parts of sentences)	Ellipsis infrequent
Background noise present	Background noise absent

Table 1.1: The Difference between Authentic and non- authentic Materials (In Hedge.2000, p. 42)

The table above explains many features that distinguish between authentic and non-authentic materials. As far as language is concerned, authentic materials provide a close relation with the target language since they introduce all the natural features of the language which enable the learners to access all those features as it is in real language such as pronunciation, intonation, incomplete structures of expressing meaning from its different types.

1.10. The Role of the Teacher

Teachers have an important role in developing students progress in learning a foreign language through using authentic audiovisual materials to create the best conditions for learning, all those tasks related to teachers responsibility . At that point Renandya and Richards (2002,p.362) state that "it is the teacher, not the video, who can make video-based lesson a fruitful language learning experience". Therefore the teacher responsible to choose the video and integrate it in the curriculum, design activities that take students' attention focuses on specific language points.

In addition to that Spelleri (2000 as cited in Segueni 2009, p. 47) Claims that the teacher should perform the following roles:

-Filter: Teachers present the language to meet learners' level, needs, and interest.

-A culture guide: teachers should provide their classrooms as well learners with all Information of culture that is available in authentic materials.

-An objective chairperson: In many cases, the use of authentic material involves some discussion in some topics; here the teacher should be leader listener. Generally, the good selection of teaching foreign language authentic materials enable the teachers to design activities that meet the needs of their learners, and motivate them.

In addition the teacher may play other roles such as:

1. Prompter:

When students get lost the teachers should encourage the learners to think creatively, and motivate them to work effectively in order to understand any presented activity .by increasing their capacities to involve with the others.

2. Controller:

Teachers have to take the responsibility of their students and classroom in teaching and learning process .Harmer (2001) suggests that teachers are responsible here to transmit knowledge to the learners . Therefore, teachers are most responsible in giving decision about all the things that happen inside the classroom.

3. Organizer:

In this case, teachers have to guide learners about all the point that they are going to do in order to answer easily the activities. According to Harmer, (2001) the teachers in the classroom work as organizing pair- group work, giving learners instruction about how they will interact and finally stopping everything when the time is over. For example, teaching group students and give them an activity to work on and then guide their steps and show them how they will work.

4. Assessor:

This role is so important; teachers have to evaluate their students' progression through testing them and correcting and praising them. (Harmer. 2001:p.60) Students need to know how and what they are being assessed'. therefore we notice that students have to know how they are being assessed, by telling them their strengths and weaknesses in order to have an idea about their level of progression and how will they work .

5. Participant :

In any part of lesson teachers have to introduce new information to help student involvement and create an effective atmosphere for discussion .Thus students will express their opinion in the subject.

6. Resource:

Teachers in this role should answer student's questions. for example in any activity students may not understand how to work , or answer , so the teachers help them and play the role of source to facilitate all questions ,avoiding ambiguity and reduce problems that students face when working on the activity.

7. Observer :

Teachers use observation to evaluate the progress of the learners in the classroom learning process, and know their feedback , thus teachers do not only observe the feedback of their learners , but they also watch in order to judge the success of the different materials and activities that they take in the lesson. Sparrt et al (2005 ,p.145) see

that when the teachers make an observation method , they do not focus only on observing the students progression but they also focus on observing the validity of the equipment that have been used in supporting the course. The next table is about other roles of teachers:

Roles	The Teachers
Planner	Prepare and think through the lesson in detail before teaching it so that it has variety and there are appropriate activities for the different learners in the class.
Informer	Gives the learners detailed information about the language or about an activity.
Manager	organizes the learning space, makes sure everything in the classroom is running smoothly and sets up rules and routines (i.e. things which are done regularly) for behavior
Monitor	Goes around the class during individual, pairs and group work activities, checking learning.
Involver	Makes sure all the learners are taking part in the activities.
Parent/ Friend	Comforts learners when they are upset or unhappy.
Diagnosticien	Is able to recognize the cause of learners' difficulties
Resource	Can be used by learners for help and advice.

Table 1.2: Teachers' roles adopted from Sparrt et al (2005:145)

Conclusion

Many researchers have conducted studies about the use of authentic audiovisual materials in the teaching process. They support the use of them and do have different views, exposure , real language, and real life. In other words, the benefit students get from being exposed to the language in authentic audiovisual materials. Moreover the use of audio-visual material can be very helpful to improve students' speaking abilities, through using them as tools to provide them with an important exposure to the authentic foreign language

In addition, using different kinds of audio-visual materials such as computer,, television and video , songs and films can be good step to motivate students and create a relaxed classroom atmosphere for better learning. Therefore using those materials appropriately help the students to develop theirs speaking skill because they are the only way to expose them to the real use of the foreign language.

Chapter Two

Speaking Skill

Introduction

Nowadays, English language is used widely in the whole world. Many students try to use English to interact and communicate with native speakers in order to maintain good communication, but in fact learners need to master the four skills and all the language aspects in order to support their language skills, therefore, teaching English as a foreign language (TEFL) requires learners' exposure to what is called the foreign language skills: reading, speaking, writing and listening. Speaking skill is considered to be one of the major skills that has to be developed by EFL learners because it is necessary for displaying the language proficiency. The speaking skill is a crucial part of foreign language teaching and learning. Thus EFL teachers are concerned to find appropriate procedures and ways to solve students' problems and increase their capacities to promote this skill. In this second chapter, light will be shed on the most important issues about speaking skill, how to teach and learn it. Through speaking, we can share our ideas and thoughts with other people; the effort to improve students speaking skill as well as the teachers' ability needs to be enhanced to motivate the students.

In this present chapter, we will shed the light on general issues about speaking; definitions of speaking, its main importance, in addition the relation between speaking and other skills, also we are going to discuss student's problems in learning speaking. Moreover, we will mention categories and aspects of speaking, then the process of teaching speaking, and its functions. The two last points discussed is difficulties in teaching speaking and oral competence strategies.

2.1. Definition of speaking skill

Learning how to speak a foreign language is not an easy process because it needs more attention and capacity from the student to master this language. Therefore, speaking is not a simple skill; its complete mastery requires some experience and practice. According to the researcher Luoma (2004 , p.1) argues “speaking in a foreign language is very difficult and competence in speaking takes a Long time to develop.”Therefore it can be seen that speaking is quite different from writing in its typical grammatical, lexical and discourse patterns. Moreover, some of the processing skills needed in speaking differ from the ones involved in reading and writing.

In addition, to learn how to speak a second language is totally differs from first language speaking in terms of the lack of grammar and vocabulary knowledge of learners, i.e., the process of building utterances accurately and retrieving words does not yet become automatic in second language speaking (Thornbury 2005).In the same way Hedge (2000, p.261) defines speaking as “a skill by which they [people] are judged while first impressions are being formed.” That is to say this skill has an essential part which deserves more concentration in both first and second language because it reflects people’s thoughts and personalities.

In addition , speaking is a process that build and share meaning by using verbal and non-verbal symbols, in a different context. In whole, speaking means to express, every day, occurrence for most of us, and it’s usually requires little thoughts, efforts or preparation. Also, Burns and Joyce (1997)cited in Luoma (2004,p.2)define speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking”.

2.2. Learning speaking skill through Interactions between students in the classroom

The interactional nature of language was examined by Baygate (1987,p.5-6), he distinguishes between Motor-perceptive skills, which are concerned with correctly using the sounds and structures of the language and interactional skills which involve using motor-perceptive skills for the purpose of communication. Motor-

perceptive skills: are developed in the language classroom through activities such as model dialogues pattern practice and oral drills among student's participations.

2.3. The Importance of Speaking

In language teaching and learning in the traditional approaches, speaking skill was neglected in many classrooms where the emphasis was mainly on reading and writing. The Grammar-Translation method is one example, Richards and Rodgers (2001) mention that reading and writing are the essential skills to be focused on however, little or no attention is paid to the skill of speaking and listening.

But, speaking skill is the important one which revealed with the integration of the other language skills. Therefore, speaking skill can be a good tool that help students to flourish their vocabulary and grammar and then improving their writing skill. Through this skill, learners can show their personal feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss, i.e. speaking can display the different functions of language. Speaking is very important outside the classroom as well. Many companies and organizations look for people who speak English very well for the purpose of communicating with other people. Therefore, speakers of foreign languages have more opportunities to get jobs in such companies.

Baker and Westrup (2003,p. 5) supported “a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion.”

In a similar point of view Ur (2000 ,p.12) affirms “all the four skills [listening, speaking, reading and writing, speaking seems intuitively the most important: people who know a language are referred to a speaker's of the language, as if speaking included all other kinds of knowing. Because learners who master the speaking skill seem to master the language by its aspects that is why the most common question is “do you speak English?” but do not you write English?” ;from this we understand that speaking skill become an important key to communicate a foreign language”.

2.4. Listening and speaking relationship

Concerning a lot of cases, listening should lead naturally into speaking; there is “a natural link between speaking and listening” (Brown, 2000,p.275). Therefore the teacher has to bear in mind and not hesitate to

incorporate these two skills in the teaching process. In fact; both skills happen to gather the link is so clear in almost all the activities used to teach speaking they both strengthen each other. In a similar point Redmond and Vrchota (2007,p.120) “*speakers are at the mercy of listeners.*” Moreover, the listening skill involves a list of processes of perception, interpretation, evaluation, retaining, recalling, and reaction to the speakers. Therefore, listening will not occur in isolation as well, there must be a speech to listen to. Finally, Harmer (2007,p.133,134) point out ‘one of the main reasons for getting students to listen to the spoken language is to help them acquire language spontaneously; so that students get vital information about grammar, vocabulary, pronunciation, rhythm, intonation, pitch and stress.’ Therefore, it can be seen that for communication to occur, both a speaker and a listener must take parts in it through interacting and negotiating verbally. The speaker produces comprehensible output, and the listener pays attention and then tries to process these output effectively.

2.5. Speaking and writing differences

When we make a small comparison on both productive and receptive skills, it is clear that are totally different, each one of them have its own aim .Receptive skills include skills that the learners acquiring knowledge (input) through them, however productive one include learners output.

The researcher Brown , (2000, P.303)pointed out that speaking and writing are different at many levels. First performance, the oral production is ephemeral; it disappears as one finishes speaking. However the written language is enduring, one can read what was written centuries ago. The other difference is orthography; the spoken language contains phonemes, stress, rhythm, intonation and “verbal cues”, in contrast; writing contains only graphemes.

Similar point of view by Harmer (2005) founded it is important to define some differences between speaking and writing for better understanding of their nature. He claims that because the audience to whom we are writing is not always present and most of the cases are unknown audience. When we write, all the information have to be on the page. So the reader cannot stop and ask a question to make things clearer. But in speaking, we have the

advantage of interacting with “co-participants”, whether we know them or not. This is, of course, is highly beneficial because the speaker may modify his speech according to his co-participant reactions. Another important difference between the two productive skills lies in the concept of durability. Writing is more durable. However, when we speak, our words just live to few moments. When we write, our words may live for years or even centuries. For this reason, writing is used to provide a record of events.

In other hand, there are also similarities between writing and speaking. Lindsay and Knight (2006 , p. 60) stated “we speak differently depending on whom we are speaking to and for what reason. Similarly with written language, the type of writing varies depending on whom it is written for and why.

2.6. Students problems in learning speaking skill

Most EFL students face many problems within the classroom during their learning process that may hinder their progress in speaking among them. Furthermore, EFL learners often find problems when they practicing their oral presentations. Parrott (1993) said EFL teacher must perform a series of activities that aims at guiding learners with the confidence and skills that required taking advantages of the classroom opportunities in order to speak English effectively and being successful in communication. In addition, students speaking problems are categorized into three elements: The Linguistics problems, the psychological problems and the cultural problems .

2.6.1. Linguistic Problems

Is the ability to communicate correctly in English is the main goal of any speaker. Thornburg (2005,p.11) suggested that point: Being skilful assumes having some kind of knowledge base ...Knowledge that is relevant to speaking can be categorized either as knowledge of feature of language (linguistic knowledge) or knowledge that is independent of language (extra linguistic knowledge).

1. Lack of vocabulary

Students often find difficulties when they are trying to express what they want to say, they lack the appropriate vocabulary. So, the lack of vocabulary is one of the most problems that makes students cannot participate effectively in the classroom, so they feel that they cannot find the appropriate words to use them when they are communicating with others. Moreover, Ur (1996,p.120) says that ‘vocabulary is the only instrument on which we

can construct a speech'. From this point of view students will have poor vocabulary in their oral presentation, so students have to select the appropriate words during speaking with others. In addition Harmer (2001) any knowledge of the word classes and allows speakers to perform well formed utterances.

2. Pronunciation mistakes

This is another problem that occurs in oral expression sessions pronunciation mistakes, most of students are fear to speak during the course because of their poor pronunciation. Thus, they must listen well to native speakers as much as possible and knowing the correct pronunciation of certain words especially those less common words in order to acquire the correct way of pronunciation and the correct use of grammatical rules as well as new vocabulary.

Redmond and Vrchota (2007, p.104) argued 'It is imperative that you use the correct word in the correct instance and with the correct pronunciation means to say words in ways that are generally accepted or understood.' However if students cannot pronounce well the word the hearer cannot understand, therefore; students should practice the language by knowing different sounds and their features, also they have to know word stress and intonation, all these rules can help students to speak English effectively.

3. Poor grammar

Another common problem that students face during their learning process is the difficulties of certain grammatical rules. Thus, grammar is an important issue in learning and teaching process. So students must know how they can enhance those grammatical rules in order to improve their oral production. Moreover, in English grammar knowledge is important in order to communicate accurately, meaningfully and appropriately. Therefore grammar rules students cannot produce a complete or meaningful sentence. Also, Davies and Pearse (2000, p.82) agreed that 'Many people do not like speaking in front of large groups of people. This is especially true in a foreign language, because we may worry about producing utterances with many errors or oddities in them.'

4. Mother tongue interference

EFL learners always use communicate with each other inside the classroom using their tongue. Therefore when teachers ask students to do tasks higher than their capacities they prefer to use their mother tongue to express their thoughts and what want to present about the subject matter. Moreover, this is what makes them face many difficulties, when for example when they are translating ideas mentioned by the teacher into their mother tongue use. At this side Baker and Westrup (2003 ,p. 12) ‘barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.’

2.6.2. Psychological Problems

The main aim of teaching and learning EFL oral skill is to enhance communicative efficiency but students may have difficulties that may hinder them to learn effectively in the classroom. One of these difficulties is students’ psychological problems which have a wide influence on learning process. In this psychological side learners may feel board during oral presentation, so it influences their emotions.

1. Inhibition

Inhibition is one of many psychological problems. The problem of inhibition is related to the students themselves because of shyness and fear of making mistakes, this latter will lead to the criticism of their peers, as well as; their teachers and they think that whenever they make mistakes/errors are in their views signs of ignorance. This proves by Ur (1991, p. 121) who claims that “Learners are often inhibited about trying to say things in foreign language in the classroom worried about making mistakes, fearful of criticism, or losing face or simply shy of attention that their speech attracts”. We can claim that inhibition is a bridge to the psychology of the students to be shy.

2. Anxiety problem

In EFL classes, anxiety is very famous and familiar as Brown (2001, p. 51) suggested there are: “trait anxiety” which is permanent feeling; so students always feel anxious about anything in life and “state anxiety” that is not temporary according to such situation and circumstances. We can say that anxiety is when the students are not satisfied about her/ his self or her/his work. Nascente (2001) saw that among other affective variables, anxiety becomes one of the main blocking factors that prevent learners to have effective language learning.

3. Lack of self confidence

Another psychological problem that has a great impact on the learners is lack of self confidence, this latter will make student prefer to keep their thoughts and ideas to themselves, so students hesitate to participate in the discussion because they are not sure about their capacities to show their abilities in the classroom. Brown (2000, p. 145) ‘It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and belief in your own capabilities for that activity.’ So teachers should be aware of their students when they manage classrooms by encourage them during oral presentation and Self-confidence, it is important for successful learning.

4. Lack of motivation

Another common psychological problem that disturbs EFL students to communicate effectively during an oral presentation is lack of motivation, if students are not motivated to learn they will not participate or show their abilities in the classroom. More widely Little wood (1984, p. 53) said ‘Motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he perseveres.’

5. Shyness

Many students have the ability to show their capacities and make effective efforts during the oral tasks, but they could not participate or express their selves because of shyness. Baldwin (2011,p.33) reported that speaking in front of people is as a kind of phobias, that student’s shyness makes their minds go blanks ignoring their

thoughts and ideas or they will forget what they will say. In this case Shyness is related to feelings or emotions of fear of falling in mistakes and to be evaluated by others, in other words it is a feelings that can hinder learners to participate, talk, enjoy tasks, and even interact with others in the classroom.

2.6.3. Cultural problems

Speaking over laps with other areas which control and determine our structure of the conversation, Harmer (2001) claimed speakers from the same cultural background know how to speak with each other, and kind of language they can use. Some cultural habits that are shared by all people determine behaviours in such conversation situation. In addition it determines how women and men speak to each other, how conversation is framed when the participants are of different social or professional status. This leads to guide our behaviour in number of well recognized speech. Socio cultural rules and habits change overtime but at any a given moment they exist in the public conscious. Through here, we can say that the cultural back ground determines the perspective, personalities, and the conversation style, and attitudes; this leads to find out differences types of students. Such as talkative one, silent, and others who feel shyness to speak in front of their classmates.

2.7. Students practice of speaking skill inside and outside the classroom

Practicing the speaking skill outside the classroom is the role of listening. In a foreign country, the students will hear the spoken language regularly and then without any conscious efforts they will imitate and perform their own utterances on the basis of what they have heard. Progressively, they will come at a stage where they can speak like people around them.

In the mother country, SL students need to practice the language regularly inside the classroom through performing different activities. O'Mlley and Pierce (1996, p. 59) assert the American Council of Teachers of Foreign

Language (ACTFL) suggests that “different kinds of speaking activities (and consequently assessment task) are appropriate at different levels of proficiency.” it is clear that learners have to give sample practice in classroom at all levels to express themselves in situations where they can use spontaneous language.

Practice activities may serve the learning/teaching goal of speaking proficiency. in similar point Richards and Lockhart (1996) define practice activities as tasks used to perform or learn a particular item or involve the use of a given model. For example, dialogues may be used to perform sentence patterns. In other hand Richards, Platt and Weber (1985 p. 289) add that “the use of variety of different tasks in language teaching is said to make language teaching more communicative[...]since it provides a purpose for classroom activity” (cited in Lee, 2000, p. 31). Tasks, then, are also used to achieve communication beyond that of practicing the language itself.

2.8. Categories of speaking skill

Brown (2004, p. 271) describes six categories of speaking skill area. Those six categories are as follows:

1. Imitative

This category of speaking includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. So the teacher uses drilling in the teaching learning process. The reason is by using drilling, students can get opportunity to listen and to orally repeat some words.

2. Intensive

This category focuses on the students’ speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

3. Responsive

Responsive performance includes interaction and text comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to

teacher or student-initiated questions or comments, giving instructions and directions, those replies are usually sufficient and meaningful.

4. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

5. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

6. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

2.9. Aspects of speaking

2.9.1. Speaking is face to face

All conversations take place face to face which give a chance to the speakers to get immediate feedback, i.e. “Do listeners understand? Are they in agreement? Do they sympathize? Thus oral communication through speaking has many assets, such as facial expressions, gestures and even body movements. Speaking also happens, most of the time, in situations where participants or interlocutors are present factors that facilitate communication.

2.9.2. Speaking is interactive

Whether we are speaking face-to –face or over the telephone, to one person or a small group, the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments, with no undue gaps or everyone talking over each other (Bygate, 1987, p.30)

Moreover, the essential feature interaction among people is Turn taking, which is an unconscious part of normal conversation. Turn takings are signalled differently across different cultures, for that causing possible communication difficulty in conversation between people of different cultures and languages.

2.9.3. Speaking happens in real time

During any conversations, responses are unplanned and spontaneous in addition the speakers think on their feet, producing language which reflects this. These time constraints affect the speaker's capacities to plan, to organize the message, and to control the language being used. Moreover, speakers sometimes began to say something and change their mind midway; which is termed a false start. Therefore speaker's utterances also cannot be as long or as complex as in writing. Similarly, speakers occasionally forget things they prepared to say; or they may even forget what they have already said, and so they repeat themselves.

This implies that the production of speech in real time imposes pressures, but also allows freedoms in terms of compensating for these difficulties. The use of formulaic expressions, hesitation devices, self correction, rephrasing and repetition can help speakers become more fluent and cope with real time demands (Hughes,2002 ,p. 76).

Therefore, exposing students to these spoken discourse features can be a step that facilitate learner's oral performance and helps them compensate for the problems they encounter. It also helps them sound normal in their use of the foreign language.

2.10. The nature of oral communication

The speaking skill is a way to communicate effectively by producing and receiving messages among peoples, in this path Byrne (1986, p.8) saw Oral communication is tow way process between speaker and listener (or listeners) and involves the productive skill of speaking and the receptive skill of understanding (or listening with

understanding).’ So from this we deduce that oral communication involves the negotiation of meaning between two or more peoples which including the participant, the place (environment), the purpose of speaking.

The interaction between speakers and listeners is a difficult process, because speakers have encoded messages that he/she is conveying in an appropriate language, but the listener has to decode the message .In the same context Kramsch (1983, p. 367) affirmed ‘speaking involves Anticipating the listener’s response and possible misunderstanding, clarifying one’s own and the other’s intentions, and arriving at the closet possible match between intended, perceived and anticipated meaning.’

2.11. The process of teaching speaking skill

Brown (2000:7) states that

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understand, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation”.

In order to give the learner a chance to develop communicative efficiency in speaking, teachers have to use balanced activities approach that combines language input, structured output, and communicative output. Language input comes in the form of teacher talking in the classroom, listening activities, reading passages, and the language heard and read outside of class. This tool gives learners the material they need to begin producing language by them.

2.12. Functions of Speaking skill

Many research attempts to classify the functions of speaking in human interaction. Brown and Yule (1983) made a useful distinction between the interactional functions of speaking (in which it serves to establish and maintain

social relations), the transactional functions (which focus on the exchange of information) and performance functions. Brown and Yule's framework mentions three categories that peaking skill functions: talk as interaction, talk as transaction, talk as performance, they are quite distinct in terms of form and function and require different teaching approaches.

➤ **Talk as Interaction**

It means what we normally mean by “conversation” and describes interaction which serves a primarily social function. When people meet each other they exchange greetings, engage in small talk and chit chat, recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal depending on the circumstances and their nature has been well described by Brown and Yule (1983, p. 155). The main features of talk as interaction can be summarized as follows:

- Has a primarily social function.
- Reflects role relationships.
- Reflects speaker's identity.
- May be formal or casual.
- Uses conversational conventions.
- Is jointly constructed.

Some of the skills involved in using talk as interaction are:

- Opening and closing conversations.
- Choosing topics.
- Making small-talk.
- Turn-taking.

- Interrupting.

➤ **Talk as Transaction**

This type of talk refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. In transactions, talk is associated with other activities. For example, students may be engaged in hands-on activities to explore concepts associated with floating and sinking.

In this type of spoken language, students and teachers usually focus on meaning or on talking their way to understanding". Burns distinguishes between two different types of talk as transaction. One is a situation where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. The second type of transactions which focus on obtaining goods or services, such as checking into a hotel. The main features of talk as transaction are:

- It has a primarily information focus.
- The main focus is the message and not the participants.
- There may be negotiation and digression.
- Linguistic accuracy is not always important.

Some of the skills involved in using talk for transactions are:

- Explaining a need or intention.
- Describing something.
- Asking questions.
- Making suggestions.
- Clarifying understanding.
- Making comparisons. (cited in Jones; 1996 p.14)

➤ **Talk as Performance**

The third type of talk which can usefully be distinguished has been called talk as performance. This refers to public talk, that is , talk which transmits information before an audience such as morning talks, public announcements, and speeches.

Spoken texts of this kind Jones (1996 ,p. 14), often have identifiable generic structures and the language used is more predictable because of less contextual support, the speaker must include all necessary information in the text. Talk as performance tends to be in the form of monolog rather dialog, often follows a recognizable format and is closer to written language than conversational language. The main features of talk as performance are:

- There is a focus on both message and audience.
- It reflects organization and sequencing.
- Form and accuracy is important.
- Language is more like written language.
- It is often monologic.

Some of the skills involved in using talk as performance are:

- Using an appropriate format.
- Maintaining audience engagement.
- Using correct pronunciation and grammar.
- Using appropriate vocabulary.
- Using appropriate opening and closing.

2.11. Difficulties in teaching speaking skill

Teaching how to speak is a very difficult task for second language learners, Brown (2000 ,p. 270-271) mentioned some difficulties that make teaching speaking difficult to master and teachers have to pay attention to it in order to help students to reduce it :

1. Clustering

According to Brown “the fluent speech is phrasal not word by word, students tends to divide their speech into words phrases; for that reason teachers have to help their students to produce fluent speech”.

2. Redundancy

“The spoken language is redundant which means that it is possible for the learners to repeat, rephrase, and use these expressions such as; “I mean” or “you know” from timeto time during their oral performance in order to make their meaning understood”.

3. Reduced Forms

“The spoken language has several reduced forms; it might be phonological, morphological, and syntactic. Such reductions might be hard for students who have been studying “full forms” of the language”.

4. Performing Variable

“Second language learners are subject to hesitation, false starts, correction, teachers should help their students to think at the same time of their oral performance using (uh, um...etc.)

5. Colloquial Language

“It is very difficult for students to get used to the colloquial language (idioms, slang, and cultural knowledge.) the role of the teachers is to get his students communicate usingthese forms.”

6. Rate of Delivery

“Another problem which may face second language learners is to communicate fluently using the target language, here, the teacher have to speak the language rapidly and fluently”

7. Stress and Rhythm and Intonation

“These are characteristics of English pronunciation and they are considered to be very important to convey meaningful speech”.

8. Interaction

“Interaction helps the student to develop their language when they are negotiating meaning. (Giving feedback, asking for explanation) they learn new words and structures”.

2.12. Oral Competence Strategies

The main objective in teaching and learning a foreign language in the classrooms should be the acquisition of the oral communicative competence, i.e. the ability to speak appropriately and confidently, but most time learners face some difficulties that may hinder their progress in achieving speaking. Moreover, the useful tool that can help students to speak is using communicative strategies.

Ellis and Barkhuizen (2005, p.170-71) define communicative strategies as “Speakers-oriented; that is they are used by learners to compensate for lack of L2 knowledge or their inability to access the L2 knowledge they have.”

These strategies help learners to avoid the breakdown of the oral communication. In addition, Hughes (2002) also defines this term as the ability of the learners to manipulate a conversation and negotiate interaction in an effective way. Such strategies are particularly important where there are problems of expression and communication.

In the same way Bygate (1987, p. 255) classifies two main types of communicative strategies. First, achievement strategies which include: guessing strategies, paraphrase strategies and cooperative strategies, second, reduction strategies which involve avoidance strategies.

1. Achievement Strategies

Most students try to use such strategies to compensate for language gap by using a substitute; so they find a way to convey their messages without losing or changing it, achievement strategies involve the following sub strategies.

1.1. Guessing Strategies

We have many kinds of guessing strategies that the speaker uses. The speaker may foreignism his mother tongue word and pronounce it as it belongs to the target language like a Frenchman who is speaking English and who uses the word 'manoeuvre' as it is an English word. The speaker might also use a word from his mother tongue without changing it hoping that the interlocutors will understand them. For example, an English speaker says ; il y a deux candles sur la cheminée. A lastguessing strategy can be used to coin a word, i.e. a learner creates a new target language word on the basis of his knowledge of the language, such as using „air ball for balloon.

1.2. Paraphrase Strategies

This strategy involves an alternative to the word or the expression that the speaker needs in the target language. Therefore , he can use a synonym or a more general word; this is called a lexical substitution strategy. For that the speaker may explain a concept or a word by making some sort of phrases to express his meaning, this is also called circumlocution. For example, a mixing of beige and brown: light brown.

1.3. Co-operative Strategies

These are happen when the speaker gets help from the other interlocutors. He may ask for the word through using it in the mother tongue and the interlocutors help him to find it in the target language, or through indicating the object that he means.

2. Reduction Strategies

Learners reduce their communicative goals through giving up the topic or abandoning specific message.

2.1. Avoidance Strategies

The students sometimes try to use such strategies in order to avoid various type of trouble they can have. They may want to avoid some particular sound sequence, for example, “the” in English. Some learners wish to avoid the conditional in English, and others like to avoid words whose gender is unknown or unsure for them. In using this kind of strategies, the learners may sacrifice part of their intended meaning. To conclude students may avoid some difficulties in expressing their thoughts too, because of the lack of vocabulary, so, they avoid some of the message content and look for something else to talk about or simply they prefer to keep silent.

Conclusion

All in all, we have attempted through this chapter to shed the light on the speaking skill as an important tool in teaching and learning a foreign language, as a productive skill, speaking helps to evaluate students’ proficiency in the foreign language. So teachers have to follow certain aspects to teach speaking for the students since it is the skill through which people evaluate their level in the English language. So teachers have to provide students with the best space to practice and develop their speaking abilities. In fact, the students have to participate and speak as well to achieve high level of proficiency in oral skill.

Chapter Three

Field Work

Introduction

This chapter is designed to analyze the results obtained through “The Integration of Audio Visual Authentic Materials to Foster EFL Learners’ Oral Competence” .Our aim from conducting this study is to test the validity of topic . Since the teachers and the learners are the main important tool in this study. Their views and opinions are very significant to our research and the most appropriate and useful tool to investigate that is through addressing a questionnaire to both learners and teachers. For that, we have opted to work on first year LMD students of the English division at Biskra University.

3.1. Review of research methodology

3.1.1. Research method

In order to undertake this study, a descriptive method is the most convenient method according to the nature of the investigation of our research, for that, Singh and bajpai (2008, p. 203) claim that “a descriptive study describes and interprets what is. It is concerned with conditions or relationships that exist”. Furthermore, we chose the descriptive method because it serves our main aims, which are to describe the obtained results about “The Integration of Audio Visual Authentic Materials to Foster EFL Learners’ Oral Competence”.

3.1.2. Sample of the study

From a population of 600 students , a sample of forty (40) of first Year English students at the department of English at Biskra University for the academic year 2019-2020 is randomly selected in order to conduct our research. In addition, six (6) teachers of oral expression module have been chosen to provide us with their valuable thoughts through responding to the questionnaire and giving their attitudes toward “The Integration of Audio Visual Authentic Materials to Foster EFL Learners’ Oral Competence”.

3.1.3. Data gathering tools

The research tool used in this study is a semi-structured questionnaire. It has been administered to first Year English students and teachers at the department of English at Biskra University in order to collect their opinions and attitudes about our research topic.

3.2.2. Students' Questionnaire

3.2.1. Aims of the questionnaire

The students' questionnaire is mainly designed to find out whether authentic audiovisual materials are important to help them to develop their speaking skill. Second, it also attempts to investigate the actual state of learning in terms of using authentic audiovisual materials in the learning process of a foreign language and to obtain different views that students have concerning our topic.

3.2.2. Description of the questionnaire

This questionnaire is addressed to first Year English students at the department of English at Biskra University for the academic year 2019-2020, the participants of this questionnaire are 40 students from different groups, Thus they are chosen randomly to explore the efficiency of "The Integration of Audio Visual Authentic Materials to Foster EFL Learners' Oral Competence" . It also consists of 17 questions that are arranged in a logical way .They involve two types of questions "Closed questions" and "open-ended questions". Closed questions required answers with dichotomies (yes/no question), or picking up the most appropriate answer from a series of options, and or open questions demand the students to give their personal opinions about the subject or to explain their choices . The questionnaire is divided into three sections:

Section One: General information

This section is about student background information. It contains five items, the students' gender , age , their choice to study the English language, students' consideration of their level in English and how they found speaking skill.

Section Two: Authentic audiovisual materials

This section consists seven (7) items which seeks information about Authentic audiovisual materials as an important factor in this research .And more specifically, “The Integration of Audio Visual Authentic Materials to Foster EFL Learners' Oral Competence”

Section Three: Teaching speaking

This part is composed of six (6) items attempting to obtain information about the students' attitudes towards authentic audiovisual materials and its relationship to speaking skill and how can teach strategies helps students to develop their speaking skill and mastering the English language.

3.2.3. Administration of the questionnaire

This questionnaire of first Year English students at the department of English at Biskra University for the academic year 2019-2020 was posted online where we receive a good amount of interaction; eventually we have received more than 40 questionnaires.

3.2.4. Analysis of the questionnaire

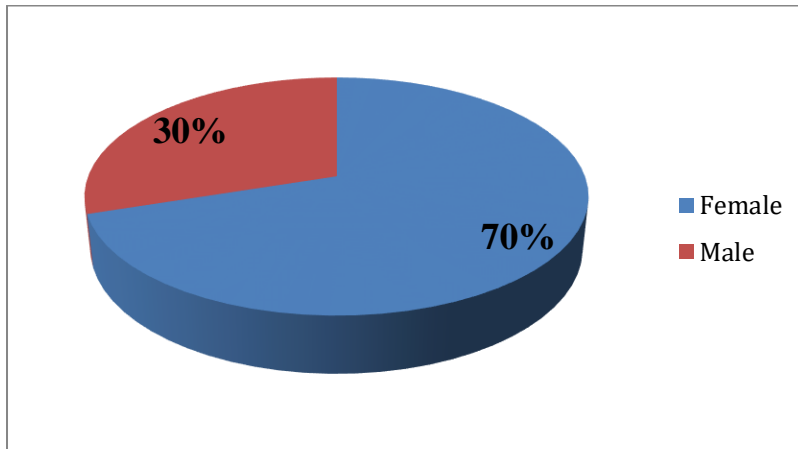
The procedure of analyzing data from the questionnaire is as follows:

- ✓ The results of the questions are presented in the form figures.

Section One: Background information

Item 01 : *Students' gender* . This questions aims to collect information about student's gender.

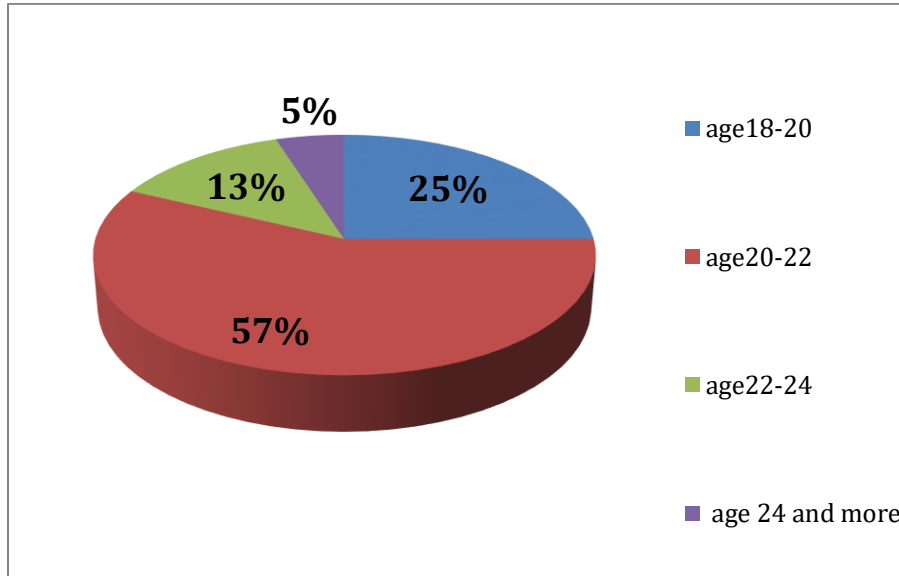
Figure 3.1.*Students' gender*



The results displayed in the results above show that the majority of students are girls (70%) who study English as a foreign Language in the first year LMD, and only (30%) that represent boys from the rest. Also as shown in the table, females (28) are about three times the number of males (12).

Item 02 : Students' age. This question aims to gather information about students' age .

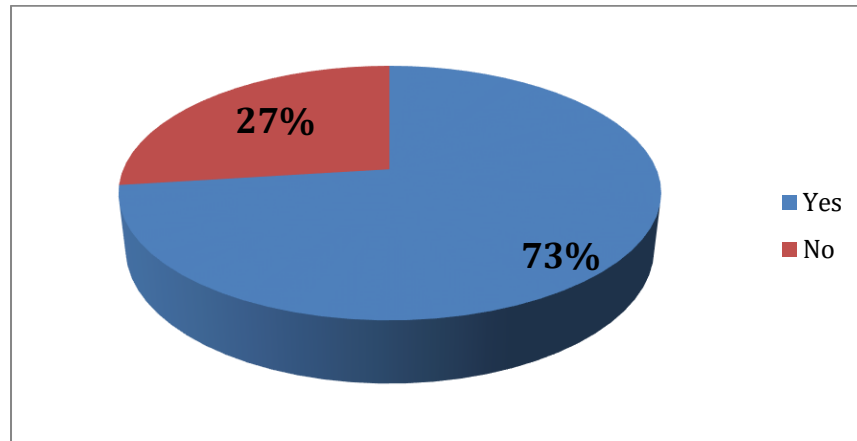
Figure 3.2. Students' age



As it shows in the figure 2 students' age are varying from 18 to 24 and more years old. It shows that the majority (57%) is 22 years old. The second part (25%) represents the students at the age 20 .the third one (13%) shows the learners who might repeat one or two years, they are 24 years old. Finally (5%) represents the aged students who may be repeat more than twice, changed their field of study or they get their Baccalaureate later on or they study English as additional diploma (24 and more).

Item 03: *Was the choice to study English your own choice?* This present question aims to collect information about students' choice in studying English language .

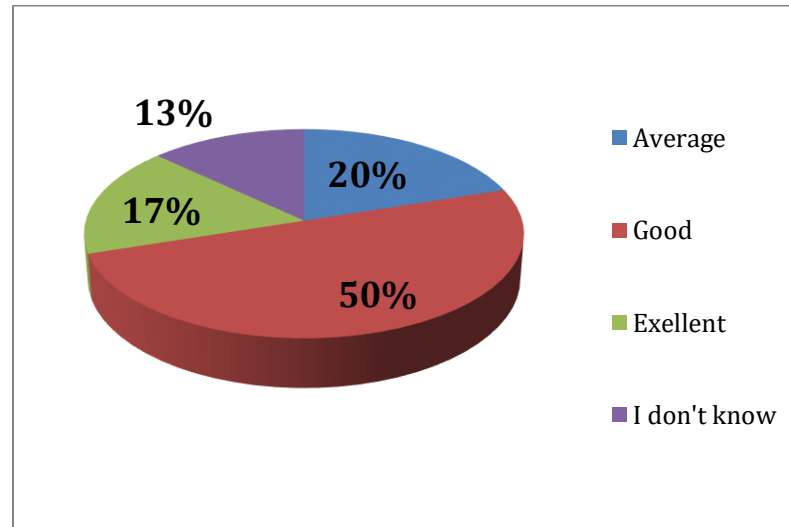
Figure 3.3. *Students' Choices for studying English*



From the above figure 3, we can see clearly the choice to study the English language was the choice of the vast majority of students (29) out of (40) making up (73%). This means that they found the good atmosphere and techniques for learning effectively. However, the rest of the sample which consists of (11) students- making up (27%)-opted for 'No'. We suggest that their baccalaureate level did not give them the opportunity to study the specialty they wanted to follow.

Item 04: *How would you assess your present level at English?* This question aims to ask the students about the present level at English.

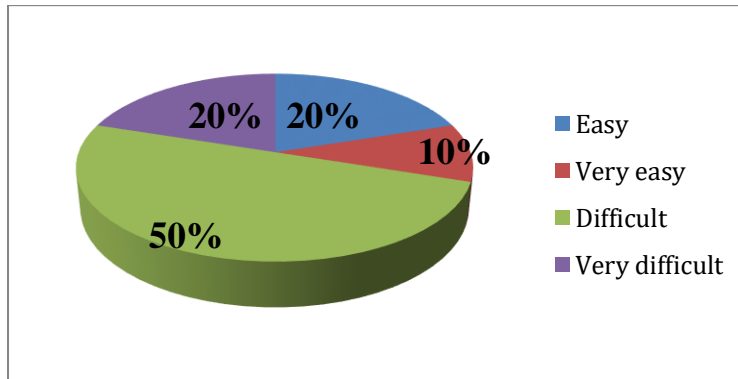
Figure 3.4. *The Students' consideration of their level in English*



We can notice from the results that the highest percentage of students (50%) claim that their level in English is good. Others (20%) show that they are average in English. Some of them (17%) say that they are excellent in English. The least percentage (13%) of students shows that they do not know their level at all.

Item 05: *How do you find speaking English?* This question aims to ask students how they found speaking English.

Figure 3.5. *students' attitude towards speaking skill*

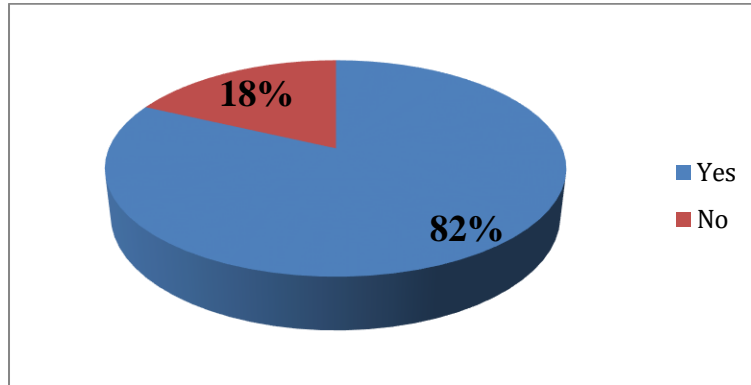


These results represent the evaluation of the level of students in English .half of students (50%) found speaking in English is very difficult .the second part(20%) they found that it is so easy to talk, but others (20%) they found it very difficult .the last part(10%) few students speak the English fluently because they found it very easy

Section two: Authentic audiovisual materials

Item 06: *Do you know what audio-visual material are ?* This question aims to know if students know audiovisual materials.

Figure 3.6. Student's opinion about Audiovisual materials



It can be seen from the results above that (82%) from the EFL students know what is meant by audiovisual materials i.e. they know some teachers techniques and how they build a good step that help them to enhance speaking , However; about (18%) from the rest of the respondents believe that they do not know audiovisual materials.

If yes, please define it briefly.

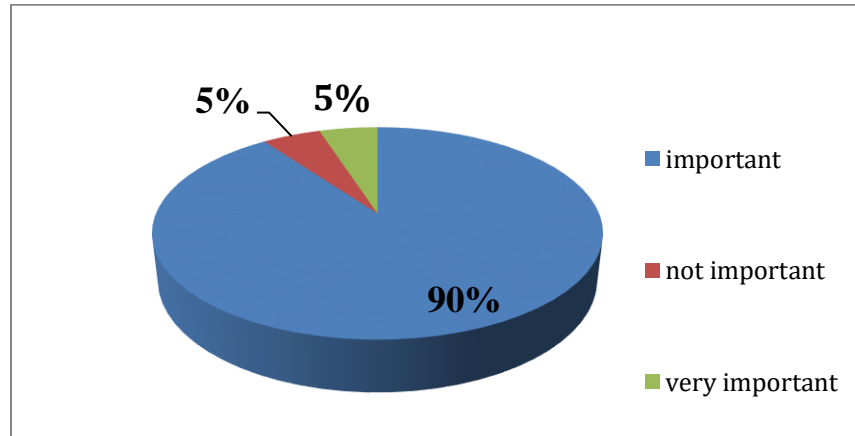
Different definition get from students are summarized as :

Authentic materials are a tool that helps students to improve some aspects of language as pronunciation since they provide learners with real exposure to the target language. In addition , authentic materials can a good step that improve productive skills also , it might be one of the important tools that contribute in the improvement of speaking skill especially when integrating these genuine materials in oral sessions, this might help students to perform the oral presentation tasks more successfully since they help to create a motivational climate which leads to better understanding and learning .

Item 07:How important do you think audiovisual materials are ?

This questions aims to ask students about how much audiovisual materials are important .

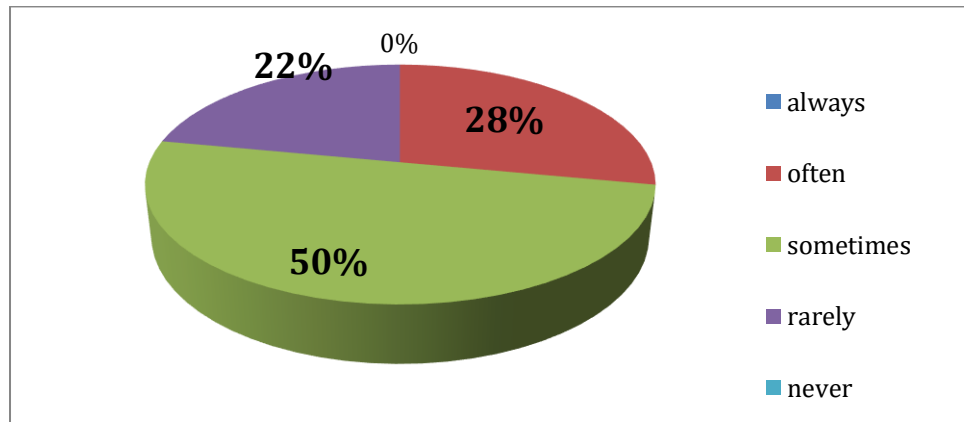
Figure 3.7.Students evaluation of audiovisual materials



The results obtained from the above question show that (90%) of students state that audiovisual materials are important method to enhance learning .On the other hand, (05%) students say that did not give much care to audiovisual materials they claim that it is not important , and(05%) also say that using audiovisual materials is a very important step from the teacher which help student to develop a various skills

Item 08: *How often does your teacher introduce audiovisual materials in oral expression course?* The figure below explains student's opinion about how much their teachers introduce audiovisual materials in oral expression sessions.

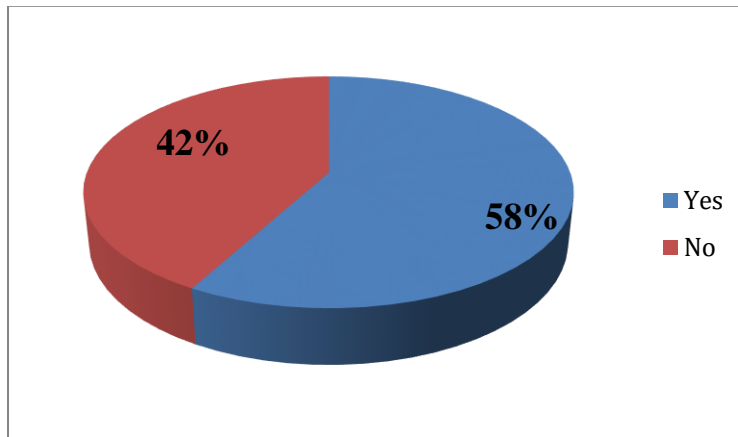
Figure 3.8. *Audiovisual materials use*



Half of the questioned students (50%) said that their teachers use audiovisual materials 'sometimes'. This indicates that most students feel relaxed during the learning process as results of using audiovisual materials in oral expression courses. (28%) of the students, affirms that audiovisual materials is used often'. And the least part (22%) audiovisual materials is 'rarely used by their teachers

Item 09: Do you prefer to learn with audio visual materials? The figure explain if students prefer to learn with audiovisual materials or not .

Figure 3.9. students' opinion about if they prefer learning with audiovisual technique

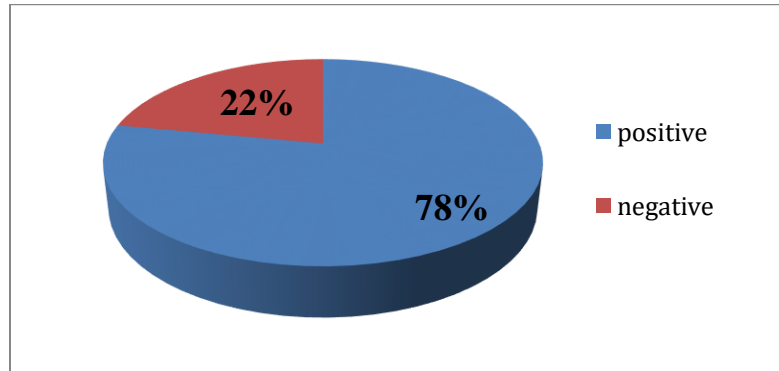


It can be seen from figure 9 that (58%) of students argue that they prefer learning with audiovisual materials because it is a good techniques that help them to achieve their learning process and enhance the four skills , but the rest (42%) opted for ' no', and this because they prefer the teachers natural technique of explain . In addition the answer of this correlation revealed that students mention different type :

- Using pictures
- Using songs
- Using videos
- Using games , cross words

Item 10: *What is your attitude toward using audiovisual materials as teaching aids in EFL classrooms?* This figure aims to collect information about students attitude towards using audiovisual materials as teaching tool in EFL classrooms

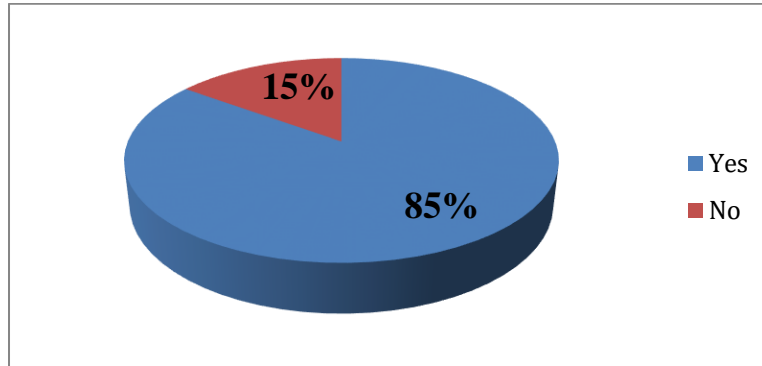
Figure 3.10. *students' attitude toward using audiovisual materials as a teaching aids*



The results as shown in the results reveal that (78%) of the respondents claim that their teachers use audiovisual materials as a teaching aid in specific tasks and this is a positive tool . However, (22%) opted for students, who claim that it is negative to use audiovisual materials in learning process .

Item 11: *Do you think that audiovisual materials help you to foster your self confidence to speak?* The present figure mentions students opinion about the important role that audionvisual materials play in fostering self confidence to speak English .

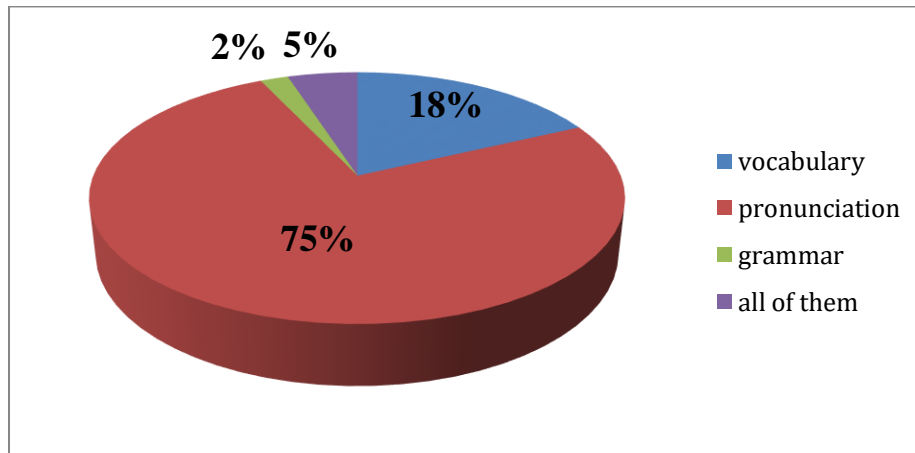
Figure 3.11. *Developing students self confidence to speak through audiovisual materials*



The results show that the majority (85%) of the students affirm that audiovisual materials encourage them to speak and decrease their problems in learning. But the rest (15%) opted for 'no'. They see that audiovisual materials did not help them to work in the classroom.

Item 12: Which of the following language elements can be improved when listening to audiovisual materials? This figure collect information about student's attitude towards the listening to audiovisual materials which language elements may improved.

Figure 3.12. How using audiovisual materials can improve some of language elements



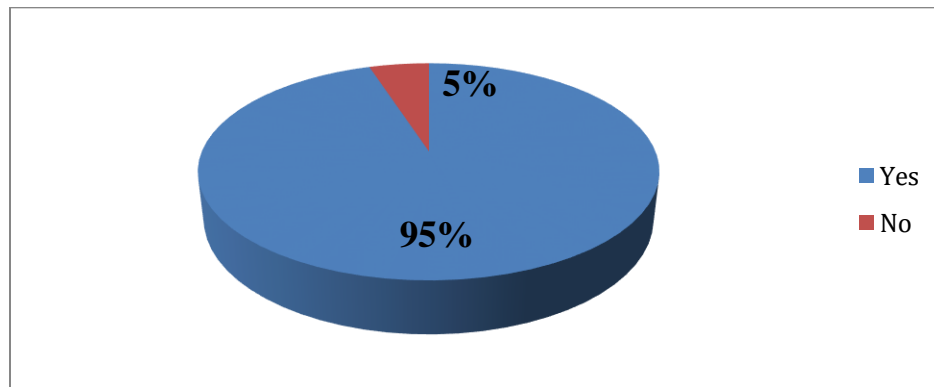
The figure above indicates that (30) respondents (75%) claims that pronunciation is the most language element that can be improved through using audiovisual materials because if you want to know how to speak a language you have to listen to it. Other (7) respondents (18%) state that listening to audiovisual materials vocabulary can be improved; while some others (2) respondents (5%) said that all of them can be developed through audiovisual materials. The remaining (1) respondents (2%) opted of grammar.

Section three: Students attitudes towards using audiovisual materials to enhance the speaking skill.

Item 13: Do you think that the fact of using audiovisual materials help you to speak the target

Language and know its culture . The figure explains student's opinion about using audiovisual materials can be a tool that help them to speak the target language.

Figure 3.13. *The effect of using audiovisual materials on students' speaking skill of FL*



We can notice that the highest percentage of students (95%) claim that audiovisual materials can help them to develop speaking skill and know the culture of foreign language in addition , they can learn better and achieve other skills, while others (5%) said no, because they look at their failure due to other factors.

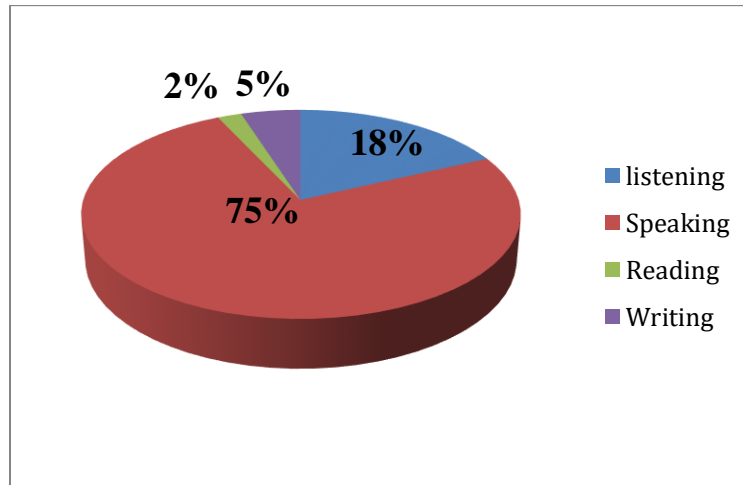
When asked to explain :

The answer to that correlation revealed that some EFL learners do not emphasize that using audiovisual materials is a way for improving their speaking skill because using it consumes time without having any explanation. Also, it is a complicated method for learning, in this case she cannot develop their speaking skill, so they look for other ways to improving heir speaking skill like practicing tasks .

Item 14: Which of the four skills would you consider the most important?

The figure indicates students opinion about which of the four skills is the important one .

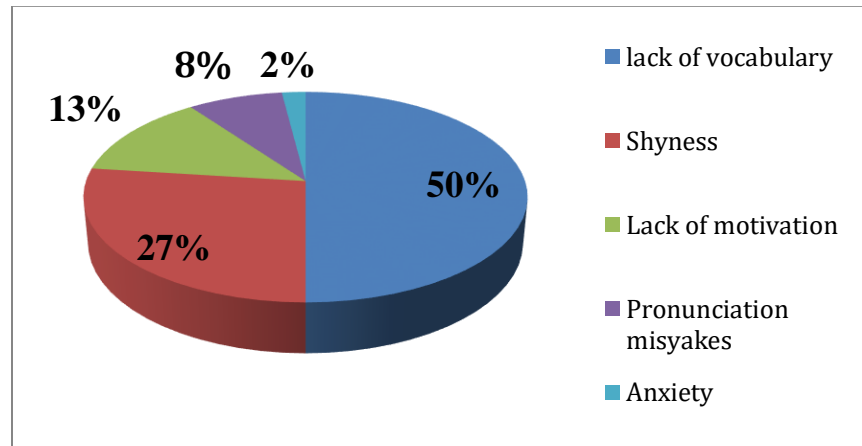
Figure3.14. Emphasis in learning the skills



The figure 14 indicates that (30) respondents (75%) claim that the speaking skill is the most important skill because if they have to speak a language you have to speak it, other (7) respondents (18%) state that the listening skill is the important one; while some others (2) respondents (5%) wish to master the writing skill. The remaining (1) respondents (2%) like to master the skill of reading.

Item 15: Which kind of problems do you face during your Oral expression course? The present figure explain students problems they face in oral expression sessions .

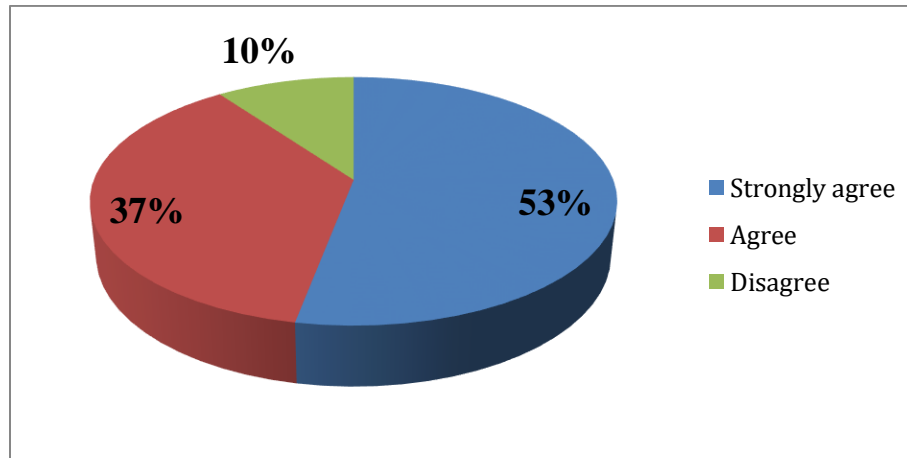
Figure 3.15. Speaking difficulties



The choices come to discuss the learners' problems toward practicing the speaking skills, and here the majority of the students (50%) students struggling from the lack of vocabulary that takes the first place among speaking difficulties. In addition, to that about (27%) from the students struggling from shyness , they are not comfortable when they want to say something, also (13%) represents students who feel not motivated during their oral classes and here it could be as reason from the teacher method of presenting his /her oral courses to the students. In addition, (8%) Who are suffering from their pronunciation mistakes, finally (2%) EFL learners feel anxiety on what they want to say.

Item 16: Do you agree that in order to improve speaking the FL and be fluent the teachers have to use of audiovisual materials? The figure bellow indicates if students are agree with the fact that in order to improve the speaking skill teachers should use audiovisual materials .

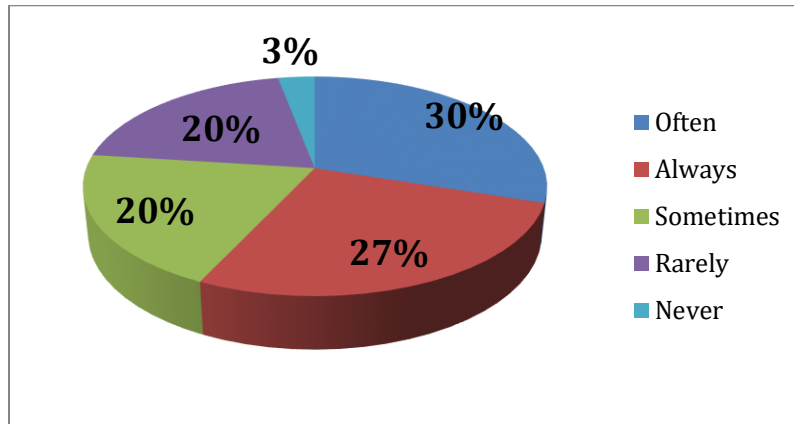
Figure 3.16. Students speaking ability as a result of using audiovisual materials



It is commonly accepted that in order to learn a language and speak it fluently you have to prepare the right strategy through using audiovisual materials for learning better. Most students (53%) strongly agree with this. Others (37%) say that they agree. But others they are disagree (10).

Item 17: *How often does your teacher give you the turn to speak?* The present figure explain how often the teacher give the teacher the turn to speak .

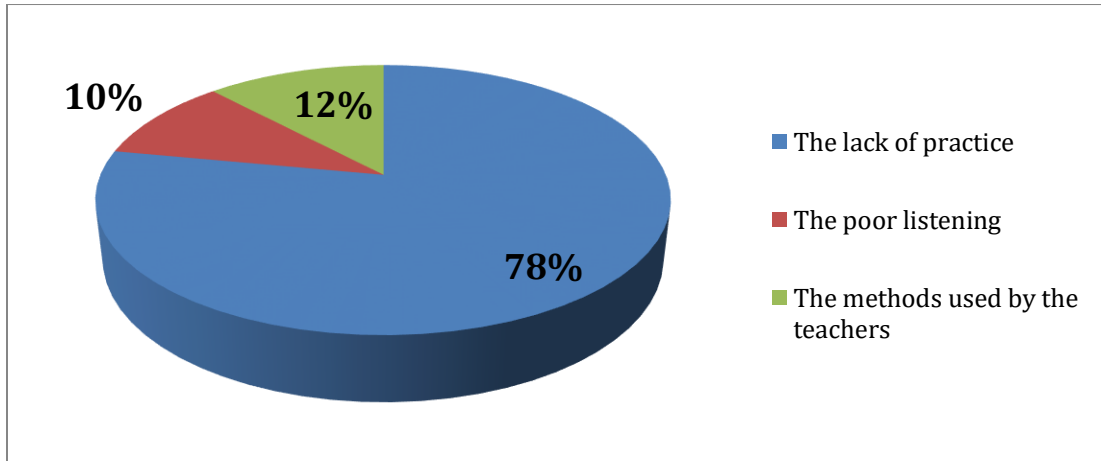
Figure 3.17. *The Students opinion about the teachers' amount of speaking*



The results as shown in the figure 17 reveals that (30%) of the respondents claim that they are often encouraged to speak by their teachers. (27%) opted for 'always'; (20%) is the percentage obtained by the participants who opted for 'sometimes' and 'rarely'. However, the rest of the students (3%) opted for 'never', because the teachers always guide the learners.

Item 18: *Do you think that your weaknesses in speaking are due to?* The figure represent students weakness in speaking are due to what .

Figure 3.18. *The Causes behind the Students' Difficulties in Speaking*



As we notice that (78%) of the students declare that their difficulties are due to the lack of practice because their teachers did not give them much activities in order to fulfill the answers. Others (12%) found that the methods used by the teachers is the most weak point. the least point (10%) it represents students said that their weaknesses due to the poor listening.

3.2.5. Findings

First of all, all the results showed in the figures order to test our hypothesis and knowing if audiovisual materials can be an effective factor to enhance the speaking skill.

- Audiovisual materials strategy according to the students is both an entertaining and educating technique.
- Using audiovisual materials in oral expression sessions is an effective tool that helps learners to acquire new words.

- The appropriate factor that can help students to improve speaking skill while listening to audiovisual materials is getting a large number of words and know its pronunciation.
- Some students think that learning with audiovisual materials is beneficial in the classroom.
- EFL learners are motivated to speak outside and inside the classroom.
- some students are good in English , others are average
- most of the students answered that their first choice was to study the English language,
- The teachers' techniques in speaking sessions help students to practice more.
- Students consider that speaking is the most important skill to learn a language; in other words, mastering this skill means mastering all the other skills.
- In addition, most students claim that they can develop their speaking skill only if they know how to pronounce and write the words in the audiovisual materials.

3.2. Teachers' Questionnaires

3.2.1 Aims of the questionnaire

The teachers' questionnaire is intended to investigate the teachers' opinions about "The Integration of Audio Visual Authentic Materials to Foster EFL Learners' Oral Competence". It also aims at investigating the teachers thought of how language is being taught and the problems being encountered with teachers in their teaching tasks.

3.2.2. Design of the questionnaire

The teacher's questionnaire consists of teachers of oral expression in the department of English at the University of Biskra. The questionnaire was distributed to eight (08) teachers. The questions were divided into two types either closed questions, requiring teachers to choose "yes" or "no" answers, or to pick up the appropriate answer from a number of choices, and open questions where teachers are requested to give explanation to their answers. The teachers questionnaire consists of (16) questions which were divided into two main sections.

Section One

The first section aims at collecting items of information on the sample. The first question (item01) teachers are asked to specify their gender ,and in (item02)seeks information about the teachers in terms of degrees in order to see if the high degrees are needed or it is sufficient to be a fluent speaker with a first degree (i.e. a licence) to teach Oral Expression, without any consideration to the high degrees. In (item 03), teachers are asked to give the numbers of years they have been teaching English, because we need to know whether those teachers have already experienced in teaching the oral skills or not.

Section Two

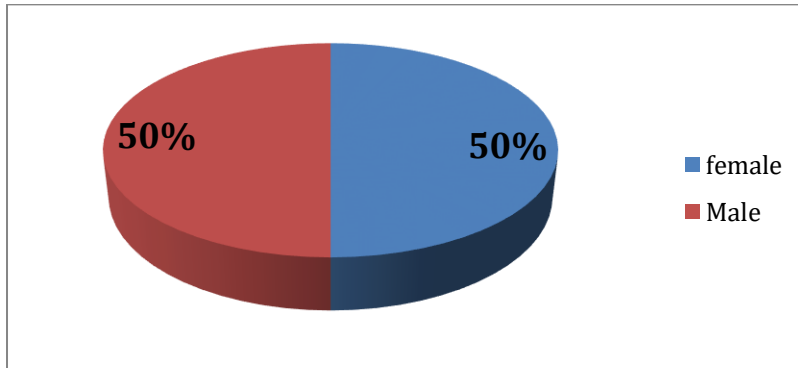
The second section consists of ten (13) questions; seek information about the teachers' attitudes and opinions about "The Integration of Audio Visual Authentic Materials to Foster EFL Learners' Oral Competence".

1.2.3. Analysis of the Questionnaire:

Section one: Background information

Item 01: Gender: This figure explains the results that asks teachers about their gender .

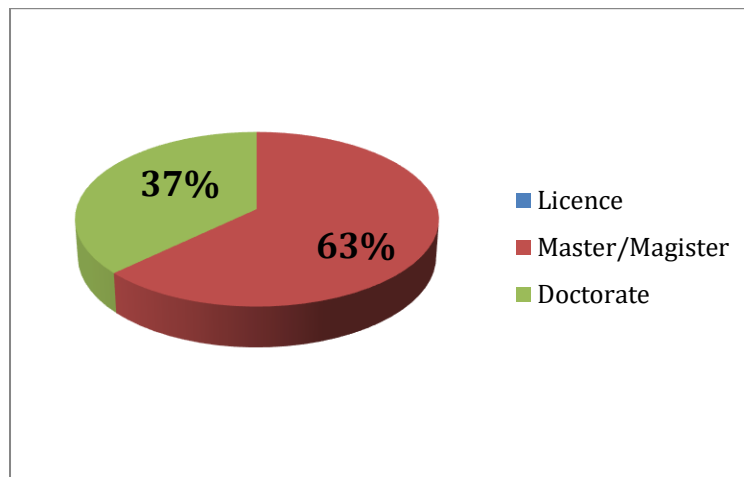
Figure 3.19. Teachers' gender



The results show that the number of both male and female teachers is equal, So (50%) for each.

Item 02: Degree (s) held: The figure shown the teachers degree .

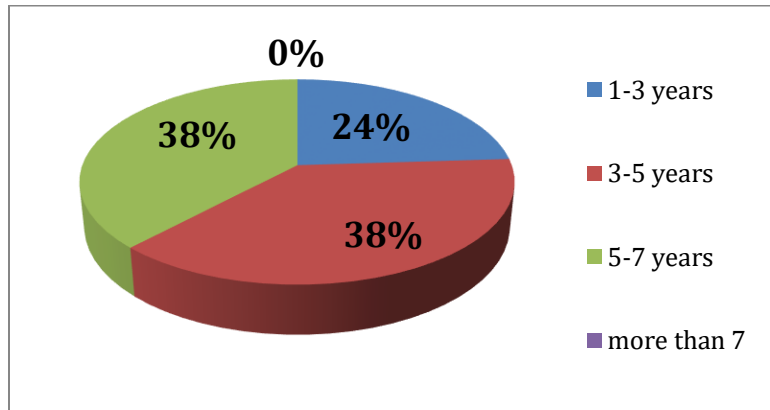
Figure 3.20. Teachers' academic degree



From results , we found that among the eight teachers five of them have their Magister degree and three of them have their doctorate, but no one have the License degree.

Item 03: *How many years have you been teaching the Oral Expression course?* This figure collect information about teachers years in teaching the oral expression course.

Figure 3.21. *The Teaching experience of the Oral Expression course*

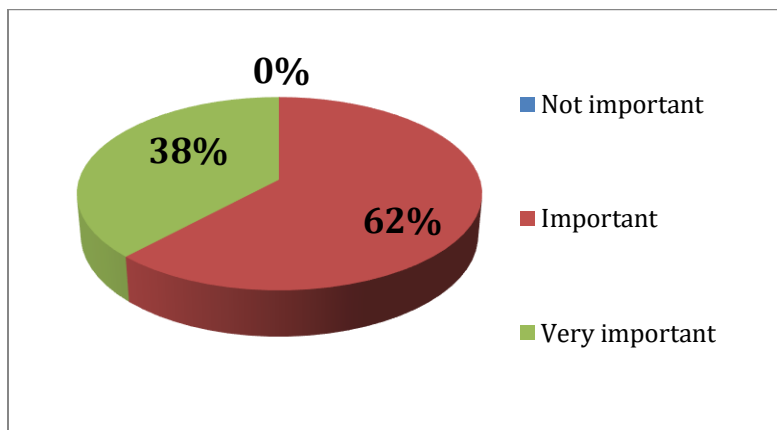


Most of the teachers (76%), affirm that they teach ‘oral expression’ from 3 to 7 years, while the rest of the teachers (24%) claim that they teach oral expression from 1-3 years, also (0%) opted for ‘more than 7 years’.

Section Two: Audiovisual materials and speaking skill

Item 04: *How would qualify audiovisual materials?* The figure represent teachers qualification of audiovisual materials .

Figure 3.22. *Teachers' opinion about audiovisual materials*



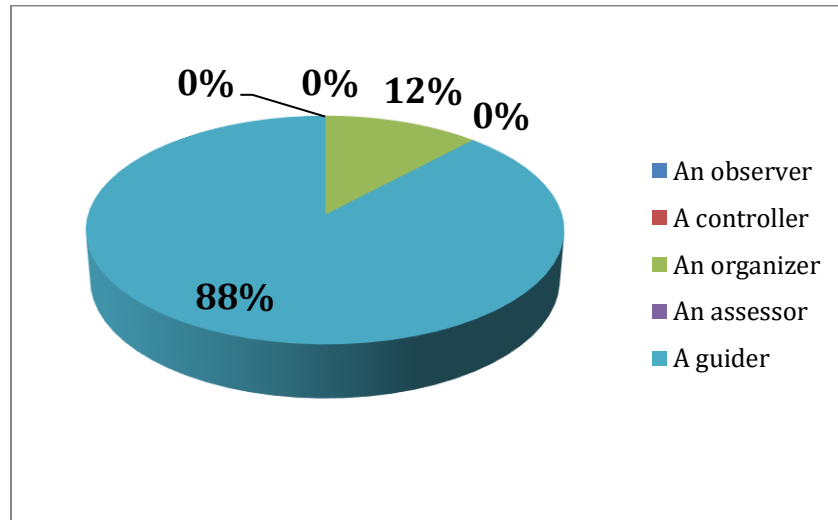
The figure shows that the majority of teachers (62%) claim that audiovisual materials are important. however, the rest of the teachers (38%) see that it is very important for facilitating learning process.

When asked to justify, respondents .

In addition the answer to this correlation revealed that most of teachers see that audiovisual materials are an efficient way and important factor that help them to facilitate both teaching and learning and it works as a guide that lead learners to show their abilities and enhance skills. For using audiovisual materials let them get the right pronunciation and be motivated for better learning.

Item 05: According to you, which role(s) does an oral expression teacher have in the classroom? The figure explain the teachers role in oral expression course.

Figure 3.23. The Teachers' Role in oral expression course

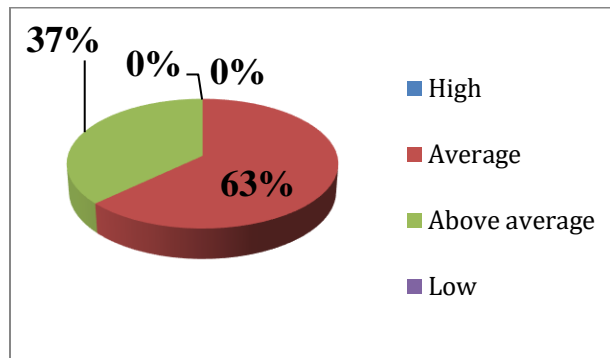


We can notice from the results that, the vast majority of teachers (88%) affirm that teachers should be guides and help learners to learn effectively. While, one teacher, making the equivalent of (12%) believed that the teacher is an organizer and help learners to be active in their learning process.

Item 06: Which of the following describes your students' level in oral proficiency in English?

The figure explains teachers amount about which level is their students in oral proficiency in English language .

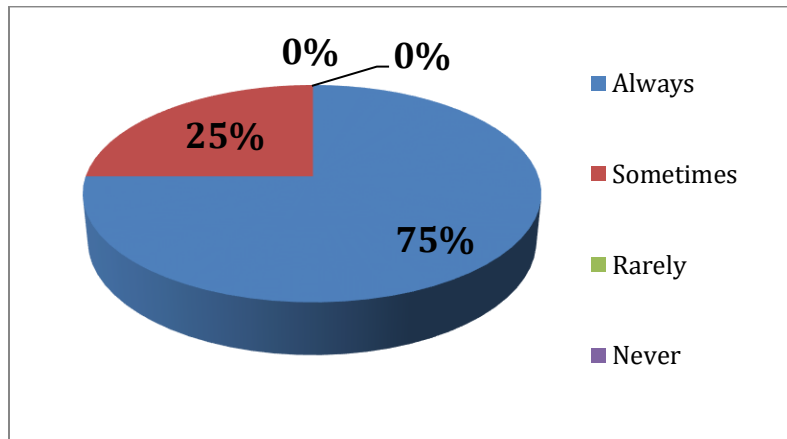
Figure 3.24. Teachers' evaluation of students' level of oral proficiency



Teachers, here, are asked to describe their students' level of oral proficiency. From the table above it seems to us that (5) teachers, translating into (63%), claim that their students have an average level in oral proficiency. However, (3) teachers, translating into (37%) believe that their student's level in oral proficiency is above average. No one teacher has opted for the 'high' or 'low' options.

Item 07: Do you tend to use authentic audiovisual materials to establish a motivating atmosphere to push students to speak? The information in the figure indicates teachers' opinion if they use audiovisual materials to establish a motivating climate to push students to speak.

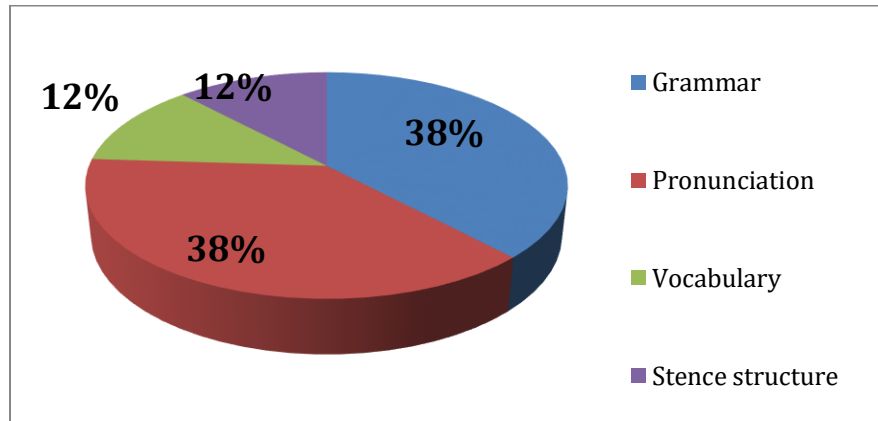
Figure 3.25. Establish a motivating atmosphere through audiovisual materials



This table reveals that all most teachers (75%) affirm that they always attempt to use audiovisual materials in order to create a motivating atmosphere in the class and raise students' curiosity, and this strong step that can be a positive factor to develop learner's oral proficiency. On the other hand, just two teacher (25%) opted for "sometimes", Because they see that the main objective is to explain the lesson and students understand the input.

Item 08: Which language aspects do you find most difficult in teaching speaking? The figure explain which language aspects is the most difficult in teaching speaking skill .

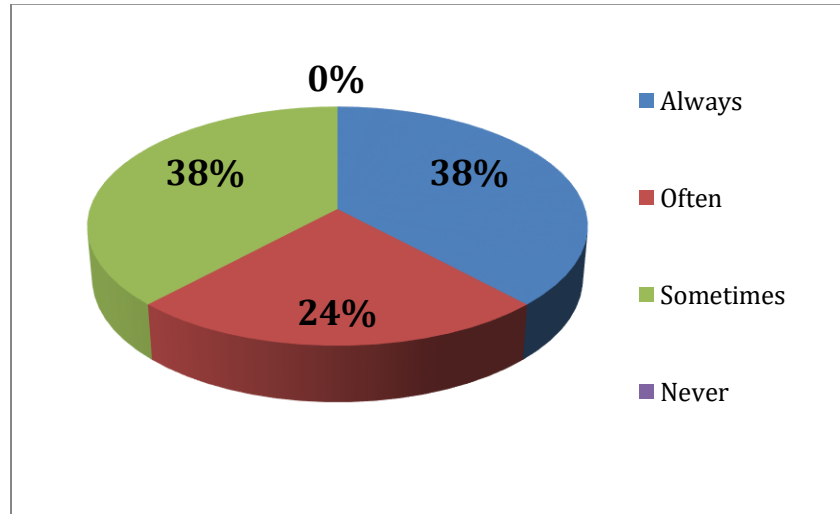
Figure 3.26. Teaching difficulties in teaching speaking



According to the figure 26 the majority of the teachers (76%) claim that the most difficult part in teaching spoken English are in terms of grammar and pronunciation (38% for each category). They are followed by sentence structure and vocabulary (12% for each category) is less difficult for teaching oral expression.

Item 09: *How often you evaluate your learners' oral performance?* The present figure introduce how often teachers evaluate their students .

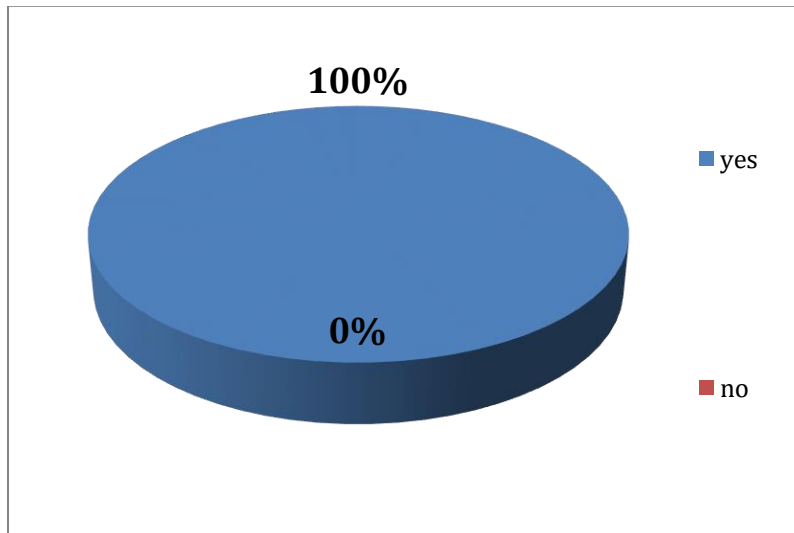
Figure 3.27. *The teachers' attitudes towards the students' oral performance*



From the figure 27 the majority of the questioned teachers (76%) justify their answers by saying that they(sometimes) others (always) evaluate their learners, in order to know their progress (38%for each one), but (24%)opted for 'often' .

Item 10: *Do your students face problems during an oral presentation?* The figure explain information about teachers opinion about if their students face information during the oral expression course.

Figure3.28. *The teachers' evaluation towards the Students' problems*



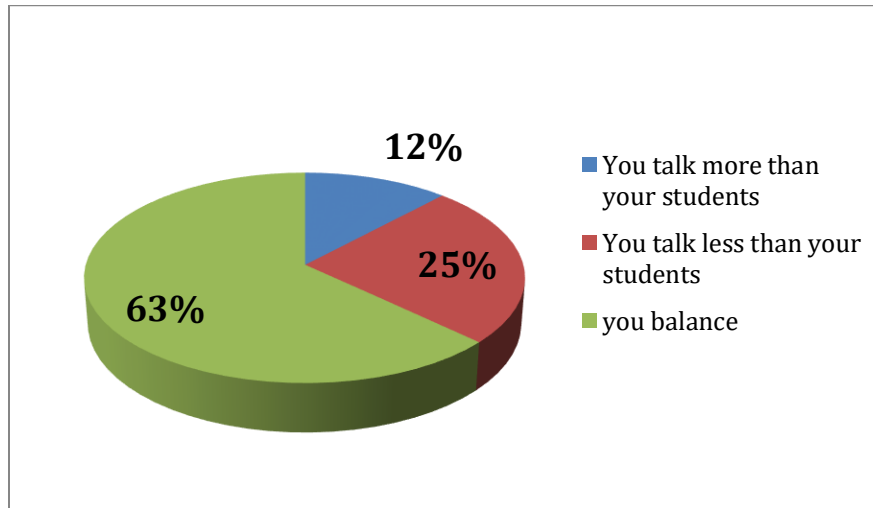
All (100%) of the questioned teachers have the same opinion that students face problems in their learning.

When asked to state some problems students face , teachers or respondents highlighted yhr following:

- Lack of motivation
- Shyness to speak in front of their classmates
- Lack of vocabulary
- Pronunciation mistakes
- Anxiety
- Poor grammar
- Lack of self confidence

Item 11: In the classroom: The figure explains the teachers position in the classroom.

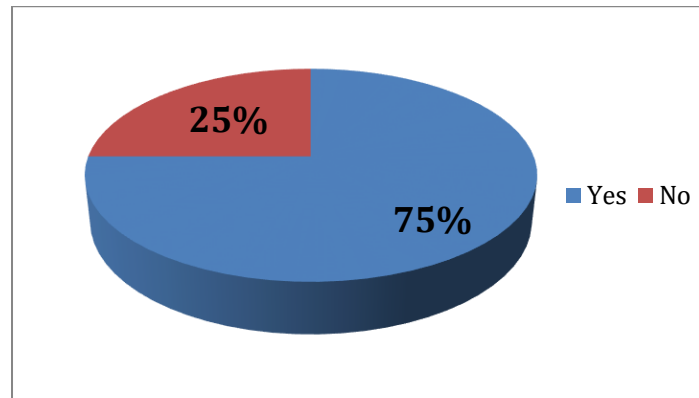
Figure 3.29. Teachers' Amount of Talking



Most of the questioned teachers (5) making up a (63%) claim that they balance in talking with their students during the course, while just (2) teachers making up of (25%) said that they talk less than their students. Just one teacher claims that he talks more than their students do.

Item 12: *Do your students show interest and pay attention when you use audiovisual materials in oral expression course?* The figure mentions teachers attitude towards students interested when they use audiovisual materials in the classrooms .

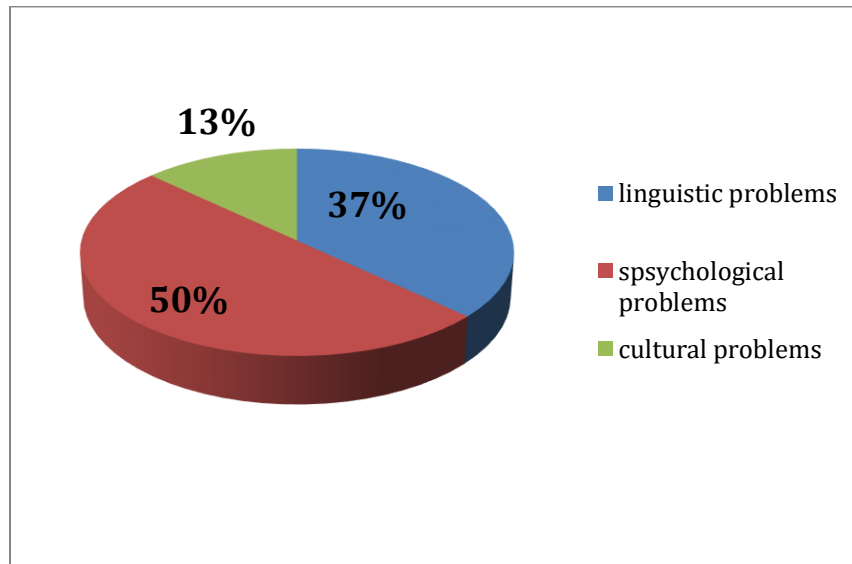
Figure 3.30. *Teachers' knowledge about students interest inside the classroom when using audiovisual materials*



According to the results , we can say that the majority of EFL teachers (75%) say that when using audiovisual materials students show an interest in using the language in the classrooms . However, only (25%) of teachers claim that their students did not show any interest in speaking during the course or in any or an activity they have been given in the form of AVM .

Item 13: *what are the main student's problems when speaking?* The figure shows teachers opinion about the main students problems when they speak .

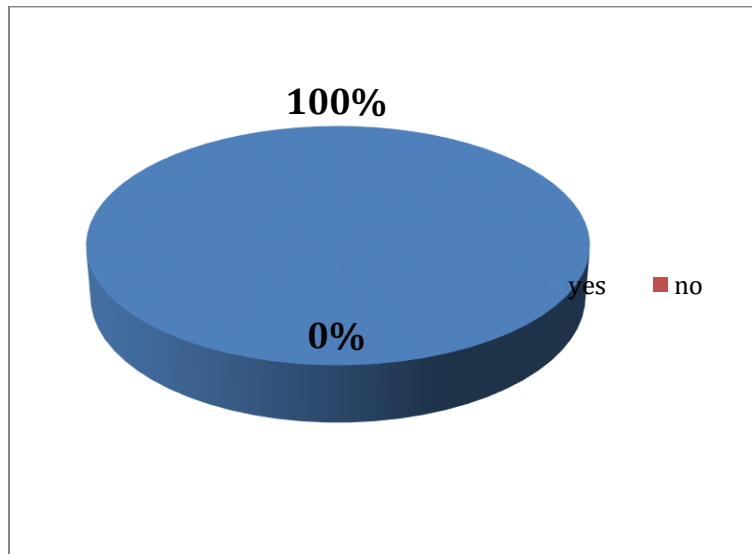
Figure 3.31. *Teachers' justifications about students 'problems*



Half of the teachers justify their answers (50%) by saying that their learners face a psychological problems, and (37%) of teachers affirm that their learners have a linguistic problems interest , and just a (13%) of them say cultural problems .

Item 14: *Are audiovisual materials among the remedial devices to improve student Oral competence?* The figure present teachers amount that audiovisual materials are among the remedial devices that develop students speaking skill.

Figure 3.32. The teachers' evaluation towards audiovisual materials as remedial devices that improve speaking



All (100%) of the questioned teachers have the same opinion that audiovisual materials is an effective tool applied among the remedial devices that help students to enhance speaking skill and their learning.

Item15: Teachers suggestions or comments concerning **'The Integration of Audio Visual Authentic Materials to Foster EFL Learners' Oral Competence'**

-Different answers derive from this Q we summarize hem:

1. Audiovisual materials are certainly an effective component in FL mastery.
2. Give more time and space in TEFL (Teaching English as a Foreign Language) programs.
3. Teachers should advise their learners to be motivated and listen to audiovisual materials in order to maximize learning vocabulary and enhance speaking.
4. Learners have to practice English through using audiovisual materials.
5. Teachers have to use different type of activities in audiovisual materials in teaching speaking skill.

6. Encourage students to speak in English inside the classroom.
7. Authentic audiovisual materials are serious issue in teaching languages, so we have to give it more attention.
8. Using audiovisual materials help students to become familiar with a variety of vocabulary pronunciation and this helps them to practice and speak the language.

3.3.5. Findings

The results obtained from the analysis of the students' and the teachers' questionnaires demonstrate the most pertinent points that have been stated in this research. After analyzing teachers' answers, we find the following results :

- Audiovisual materials according to the teachers experiences are beneficial and important tool that should be used it in oral expression lessons .
- Most of teachers' prefer implementing audiovisual materials because it helps students to improve their level in learning foreign language in general and speaking skill in particular.
- The appropriate skill that deals more with enriching language is speaking skill.
- The most difficult problem that student face is psychological one.
- All teachers think that the use of audiovisual materials enhances student's pronunciation in speaking in the classroom.
- This technique it may improve the teacher and students relationship.
- Most of teachers are motivated to use audiovisual materials.
- Teachers affirm that EFL learners are motivated to learn English after listening to audiovisual materials.

This can be explained by the fact that, teachers like to use audiovisual materials in their teaching career that helps their students to show their abilities during the course, practice more, be motivated, and enhance their speaking skill.

Conclusion

In conclusion, one can say that students show high awareness of the value of audiovisual materials that lead them to practice the language which has a great impact on the development of their oral proficiency. This means that there is a positive relationship between audiovisual materials and students' oral production. On the other hand, the analysis of the teachers' questionnaire also affirms that they show strong agreement with what we have assumed in our piece of research. Moreover, audiovisual materials is one way of facilitating learning and teaching process, according to many years of research and practical application by hundreds of thousands of teachers, speaking skill now exist for virtually every imaginable instructional purpose. Furthermore, we now know a great deal about the effects of audiovisual materials on students and the conditions necessary for effective learning, especially for teaching speaking. Consequently, it affirms the results of both students and teachers' questionnaires.

Recommendations and Suggestions

Audiovisual materials are surely a fundamental basis that makes up a language; therefore, our case study aims at shed the light on the impact of audiovisual as a strategy to enhance EFL learners' speaking skill. Therefore, in our present study, we suggest that in order to develop students' speaking skill. It is quite important to focus on enriching students proficiency in English to listen to audiovisual materials for learning better the language, as well as varying and investigating activities in order to enlarge their speaking abilities stock. Teachers should focus more on students' speaking difficulties which could hinder their progression in learning English.

- Teachers should play the role of guider and controller who encourage them to take part in their lectures.
- ✓ Teachers must make sure that their students improve their speaking for that student should practice more activities in speaking course so this will help them to increase their ability to speak better.
- ✓ Allowing time for oral expression courses
- ✓ Motivating learners to speak more in order to enlarge their abilities and show their thoughts.
- ✓ Teachers have to prepare different speaking tasks by using audiovisual materials that help learners to improve their proficiency in English speaking.
- ✓ Speaking should considered as an essential additional element, it should be received more consideration For example; designing speaking syllabuses in the curriculum, pave the way more to master the language of the learners.
- ✓ Teachers should suggest easy and interesting audiovisual materials for their students in order to encourage them to speak.
- ✓ Teachers have to invite their students to speak more during the oral course.
- ✓ Teachers must give the chance to their students to give their opinion and practice the language.

To sum up, Teachers cannot take all the responsibility alone; they need the help of the administration and even that of their students. As a result, it would be a useful step if both teachers and administration work together to help students to learn better during the course. For example, Teachers help in preparing effective lessons in speaking

skill and manage students and classrooms, the university administration can help in providing useful tools (audiovisual materials) and different materials and appropriate tools. Finally, the students' role is to take an active role in the classroom and be motivated for better learning and teaching.

General Conclusion

Enhancing the speaking skill for foreign language learners is a difficult task in the teaching process. It requires directing the teachers' attention to the a significant affective factor namely, 'audiovisual materials' and the role it plays in boosting students to better speak the foreign language. The present study has dealt with the relationship that exists between authentic audiovisual materials and speaking skill. The main concern in our research was investigating whether using audiovisual materials in teaching helps students to speak better or not. The present study is composed of three chapters, the first one is an overview of audiovisual materials and its main characteristics that built it, and its vital role in the learning process in general and for developing the speaking skill in particular. Then, the second chapter investigates speaking skill, it highlights some definition and a set of speaking strategies that helps learners to come over the deficiencies they face in their learning process, then it focus on the relationship between audiovisual materials and speaking skill. Finally, the third chapter is devoted for the analysis of the data obtained from the students' and teachers' questionnaire, as a matter of fact, 'audiovisual materials is a crucial element that helps learners to come over the difficulties they face in speaking skill. As a result, they develop their pronunciation and learn new words. This is confirmed after the analysis of the questionnaire of both first year LMD students and teachers. The discussion of the students' questionnaire results demonstrates that the majority of students show a great deal of interest and willingness to participate in speaking tasks in classes for the sake of improving and developing their speaking skill. Audiovisual materials get learners engaged in the various activities and take pleasure in doing. As a result, audiovisual materials have a great impact on students to have the chance to achieve oral production better than others do since they are interested to learn and show volition and willingness to participate. This provides them with more opportunities to practice the language and use it. The results obtained from the analysis of the teachers' questionnaire show that teacher is aware of the value of audiovisual materials in fighting students' reluctance to speak by providing them with opportunities to speak and get the right pronunciation. This, we believe will motivate learners to speak out their thoughts and thus develop their speaking skill.

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Appendices

The People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Kheider University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

Branch of English

The Students' Questionnaire

Dear student,

We are preparing a research on "The Integration of Audio Visual Authentic Materials to Foster EFL Learners' Oral Competence". We would be thankful if you could answer the following questions to help us to gather information about evaluating the Foreign Language production. Your answers are very important for the validity of this research; we hope that you will give us your full attention and interest. I assure that your answers will be kept private and your names anonymous, and that your help is seriously taken into account when interpreting the data.

Thank you very much in advance.

Section one: Background Information

1. Gender?

a. male?

b. female?

2. Age ?

a. 18-20

b. 20-22

c. 22-24

d. more than 24

3. was the choice to study English your own choice?

a. Yes

b. No

4. How would you assess your present level at English?

a. average

b. Good

c. excellent

d. I do not know

5. How do you find speaking English?

a. easy

b. very easy

c. difficult

d. very difficult

Section two: Authentic audiovisual materials

6 . Do you know what audio-visual material are ?

a. Yes

b. No

if yes , please define it briefly.

.....
.....

7. How important do you think audiovisual materials are ?

a. Important

b. Not important

c. Very important

8. How often does your teacher introduce audiovisual materials in oral expressioncourse?

a. always

b. often

c. sometimes

d .rarely

f. never

9. Do you prefer to learn with audio visual materials?

a. yes

b. no

If yes, please what is your favorite type?

.....
.....
.....
.....

10. What is your attitude toward using audiovisual materials as teaching aids in EFL classrooms?

a. Positive

b. Negative

11. Do you think that audiovisual materials help you to foster your self confidence to speak?

a. yes

b. no

12. Which of the following language elements can be improved when listening to audiovisual materials?

- a. Vocabulary
- b. Pronunciation
- c. Grammar
- d. All of them

Section three: Students attitudes towards using audiovisual materials to enhance the speaking skill.

12. Do you think that the fact of using audiovisual materials help you to speak the target language and know its culture?

a. yes

b. no

If no , please explain :

.....
.....

13. Which of the four skills would you consider the most important?

- a. listening
- b. speaking
- c. reading
-

d. Writing

e.

14. Which kind of problems do you face during Oral expression sessions?

a. lack of vocabulary

b. pronunciation mistakes

c. lack of motivation

d. shyness

e. anxiety

15. Do you agree that in order to improve speaking the FL and be fluent the teachers have to use of audiovisual materials?

a. strongly agree

b. agree

c. disagree

16. How often does your teacher give you the turn to speak?

a. always

b. often

c. sometimes

d. rarely

f. never

17. Do you think that your weaknesses in speaking are due to?

a. The lack of practice

b. Poor listening

c. The methods used by your teacher

Appendix I: The Students' Questionnaire

The People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research

Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages
Branch of English

Teachers' questionnaire

Dear teachers,

This questionnaire is serves to collect information about "The Integration of Audio Visual Authentic Materials to Foster EFL Learners' Oral Competence". We would be grateful if you could answer these questions to help us in our research for the master's degree in language. I Assure you that your answers will be kept private and your names anonymous, and that your collaborations are seriously taken into account when interpreting the data .

Thank you very much in advance.

Section one: personal Information

1. Gender:

a. female

b. male

2. Degree (s) held:

a. (Licence)

b. MA (Master/ Magister)

c. PH.D. (Doctorate)

3- How many years have you been teaching Oral Expression?

a. 1-3

b. 3-5

c. 5-7

d. more than 7 years

Section Two: Audiovisual materials and speaking skill

1. How would you qualify audiovisual materials?

a. not important

b. important

c. very important

If it is important, please justify.

.....
.....

2. According to you, which role(s) does an Oral Expression teacher have in the classroom?

a. an observer

b. a controller

c. an organizer

d. an assessor

e . a guide

You may give more than one option

3. Which of the following describes your students' level of oral proficiency in English?

a. high

b. average

c. above average

d. low

4. Do you tend to use authentic audiovisual materials to establish a motivating atmosphere to push students to speak ?

a. always

b. sometimes

c. rarely

c. never

5. Which language aspects do you find most difficult in teaching speaking?

a. grammar

b. pronunciation

c. vocabulary

c. sentence structure

6. How often do you evaluate your learners' oral performance?

a. always

b. often

c. sometimes

d. never

7. Do your students face problems during an oral presentation?

a. yes

b. no

If yes , please state some of these problems.

.....
.....
.....

8. In the classroom:

a. you talk more than your students

b. you talk less than your students

c. you balance

9. Do your students show interest and pay attention when you use audiovisual materials in oral expression course?

a. yes

b. no

10: what are the main student's problems when speaking?

a. Linguistic problems

b. Psychological problems

c. Cultural problems

11. Are audiovisual materials among the remedial devices to improve student Oral competence?

a)Yes

b)No

why.....
.....
.....

13. Would you please add (below) any other comments you consider important for this issue?

.....
.....

Thank you for your collaboration

Miss. Zammit Nessrine

AppendixII:The Teachers' Questionnaire

المخلص

تتناول هذه الدراسة الحالية استعمال الوسائل الطبيعية في تطوير متعلمي اللغة الانجليزية كلغة أجنبية على الكفاءة الشفوية في قسم الانجليزية بجامعة محمد خيضر-بسكرة. في بداية بحثنا اعتمدنا على الفرضية انه لو كان أساتذة اللغة الانجليزية يستعملونالوسائل الطبيعيةبفعالية فإنهم ربما يساعدون الطلبة في تطوير مهاراتهم الكلامية , لهذا يجب على الأستاذ القيام بدوره الحقيقي من اجل أن يتفاعل الطالب في القسم , وآخر فرضية انه إدارة الجامعات , الأساتذة و جميع الطلبة مدركون لأهمية الكبيرة التي تلعبهاالوسائل الطبيعيةفي تطوير الكفاءات الشفوية , لاتحدوا في تشجيعهم على تطويرها .وللتأكد من صحة الفرضية قمنا بالبحث على مجموعة طلاب السنة الأولى (ل,م, د) قسم الانجليزية بجامعة بسكرة وليضل فئة من الأساتذة مدرسي مادة التعبير الشفوي من نفس المستوى .و الهدف من هذه الدراسة هو معرفة مدى أهميةالوسائل الطبيعيةفي تطوير المهارات الكلامية لدى الطالب أثناء حصص التعبير الشفوي . إن عملنا هذا ينقسم إلى قسمين, القسمالأول ويتضمن مفهومالوسائل الطبيعية والعناصر المهمة التي تتضمنه.والقسم الثاني يحتوي مهارة الكلام أو الخطاب مفهومها والصعوبات التي يواجهها الطالب أثناء تعلمه.أما الجزء الأخير فيحتوي على الجهة التطبيقية للبحث ويتضمن التحليل المفصل لاستبيان الذي قمنا بتوزيعه على طلبة السنةالأولى (ل,م, د) وأساتذة التعبير الشفوي في قسم اللغة الانجليزية .وقد حصلنا من خلال بحثنا هذا على أنالوسائل الطبيعية لها دور فعال وكبير في مساعدة الطلبة في تطوير كفاءاتهم الشفوية, كما أن الإدارة الجيدة تساعدهم في التقليل منالصعوبات أثناء تطويرهم لمهاراتهم الكلامية في حصص التعبير الشفوي .