

Mohamed Kheider University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

Branch of English



**The Role of Audio-visual Aids in Improving EFL Learners' Listening Skill:
A Case Study of Third Year LMD Students at the University of Biskra**

A Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment for
the Master's Degree in Sciences of Languages

Submitted by:

Touati Mossaab

Supervised by:

Mrs. Bekhouche

Rime

2012-2013

Dedication

This work is dedicated to my parents, my brothers, and my friends: Tadj eddine, Yacine, Larbi, Nacer, Sofiane, Salah, Laid, Hamza, and Abdelghani.

Acknowledgement

I am very grateful to my supervisor Mrs. Bekhouche Ryme for her constant guidance, patience, and understanding, for without her, this work could have never been completed.

I am also indebted to my friends: Karim, Tadj eddine, Sofiane, Salah, and Nacer for their help and support.

Abstract

Recently, it was obvious that the importance of the listening skill is growing but a simultaneous negligence by the educators is in the way of giving more attention to this crucial aspect of language. This negligence has a huge effect in the progress of the learner in improving the listening skill and by that the acquisition of the target language. The present study aims at investigating the impact of using audio-visual aids in EFL classrooms as a medium to enhance the listening skill. For this purpose, we have conducted a questionnaire for both the students and the teachers of third year LMD at the English department of the University of Biskra. The students' questionnaire is composed of nineteen questions while the teachers' questionnaire constitutes of eleven questions. Findings from this study have shown that the achievement of competency in listening through audio-visual aids leads to a better achievement in comprehension ability.

List of Abbreviations

E g: example

L1: first language

L2: second language

EFL: English as foreign language

List of tables

Table 1: Gender distribution	41
Table 2: Age distribution	42
Table 3: The experience of learning English	42
Table 4: The use of audio-visual aids as a good strategy to improve the level in English learning.....	43
Table 5: Students' level in listening.....	44
Table 6: The advantage of using audio-visual aids.....	45
Table 7: The most preferable type of audio-visual aids	46
Table 8: The degree audio-visual aids fit with the students' needs	47
Table 9: Audio-visual aids as motivators	48
Table 10: The frequency of using audio-visual aids	49
Table 11: The time needed by the students to understand the content of an aid	50
Table 12: The employment of the audio-visual aids in listening	51
Table 13: The role of audio-visual aids in the enhancement of the listening skill	52
Table 14 The degree to which listening to native speakers, influences the improvement of listening skill.....	53
Table 15: The language components which can be enhanced through audio-visual aid.....	54
Table 16: The role of audio-visual aids with the acculturation of the target language.....	55
Table 17: Audio-visual aids as suppliers of language use and useful expressions.....	56
Table 18: Gender distribution	60
Table 19: The degree held by the participants	61
Table 20: The use of audio-visual aids in the instruction	62
Table 21: The frequency of using audio-visual aids in teaching	63
Table 22: The most preferable type of audio-visual aids in teaching.....	64
Table 23: The way of using audio-visual aids in class	65
Table 24: Difficulties when using audio-visual aids during the instruction.....	66
Table 25: Audio-visual aids as medium for the students in developing their ability to master some aspects of language like recognizing accent, stress, and intonations	67
Table 26: The role of audio-visual aids in gaining time	68

List of graphs

Graph 1: Gender distribution.....	41
Graph 2: Age distribution	42
Graph 3: The experience of learning English	43
Graph4: The use of audio-visual aids as a good strategy to improve the level in English learning.....	44
Graph 5: Students' level in listening.....	45
Graph 6: The advantage of using audio-visual aids	46
Graph 7: The most preferable type of audio-visual aids.....	47
Graph 8: The degree audio-visual aids fit with the students' needs	48
Graph 9: Audio-visual aids as motivators	49
Graph 10: The frequency of using audio-visual aids	50
Graph 11: The time needed by the students to understand the content of an aid	51
Graph 12: The employment of the audio-visual aids in listening	52
Graph 13: The role of audio-visual aids in the enhancement of the listening skill	53
Graph 14: The degree to which listening to native speakers, influences the improvement of listening skill.....	54
Graph 15: The language components which can be enhanced through audio-visual aids.....	55
Graph 16: The role of audio-visual aids with the acculturation of the target language.....	56
Graph 17: Audio-visual aids as suppliers of language use and useful expressions	57
Graph 18: Gender distribution.....	60
Graph 19: The degree held by the participants	61
Graph 20: The use of audio-visual aids in the instruction	62
Graph 21: The frequency of using audio-visual aids in teaching	63
Graph 22: The most preferable type of audio-visual aids in teaching	64
Graph 23: The way of using audio-visual aids in class	65
Graph 24: Difficulties when using audio-visual aids during the instruction	66
Graph 25: Audio-visual aids as medium for the students in developing their ability to master some aspects of language like recognizing accent, stress, and intonations	67
Graph 26: The role of audio-visual aids in gaining time	68

Table of contents

Dedication.....	I
Acknowledgement	II
Abstract.....	III
List of abbreviations.....	IV
List of tables.....	V
List of graphs.....	VI
Table of contents.....	VII

General introduction

Introduction.....	1
1. Statement of the problem.....	1
2. Aim of the study.....	2
3. Research questions.....	2
4. Hypotheses.....	2
5. Methodology.....	2
6. Research design.....	3

Chapter One: An Overview of Audio-visual Aids

Introduction.....	5
1.1. Definition of learning.....	5
1.1.1. Theories of learning.....	6
1.1.1.1. Sensory stimulation theory.....	6
1.1.1.2. Reinforcement theory.....	6
1.1.1.3. Holistic learning theory.....	6
1.1.1.4. Cognitive-Gestalt approaches.....	7
1.2. Definition of teaching.....	7
1.3. Audio-visual aids Background.....	8
1.4. Audio-visual aids.....	8
1.5. Significance of audio-visual aids in teaching English language.....	10
1.6. Types of audio-visual aids.....	11
1.6.1. Graphic aids.....	11
1.6.1.1. Types of graphic aids.....	11
1.6.1.1.1. Charts.....	11
1.6.1.1.2. Pictures	11
1.6.1.1.3. Diagrams	12
1.6.1.1.4. Graphs	12
1.6.1.1.5. Maps	12

1.6.1.1.6. Posters	12
1.6.1.1.7. Cartoons	12
1.6.1.1.8. Comic strips	13
1.6.1.1.9. Flashcards	13
1.6.2. Films	13
1.6.1.1.9.1. Using the flashcards.....	13
1.6.2. Films.....	13
1.6.3. Filmstrips	14
1.6.4. Language laboratory	14
1.6.5. Television	15
1.6.6. PowerPoint	15
1.6.7. Internet	15
1.7. Selecting the appropriate aid.....	16
1.8. Important values of the proper use of audio-visual aids.....	16
1.9. Characteristics of good audio-visual aids.....	19
1.10. Psychological bases of audio-visual aids.....	19
1.11. Success of audio-visual aids.....	20
1.12. Drawbacks of using audio-visual aids in teaching.....	20
1.12.1. Technical Problems	21
1.12.2. Student Distractions.....	21
1.12.3. Expenses.....	21
1.12.4. Time.....	21
1.12.5. Space.....	22
1.12.6. Convenience.....	22
1.13. Conclusion	22

Chapter Two: An Overview of Listening Skill

Introduction	24
2.1. Definition of listening	24
2.2. The Process of Listening.....	25
2.2.1. Receiving.....	26
2.2.2. Attending.....	26
2.2.3. Understanding.....	26
2.2.4. Responding.....	27
2.2.5. Remembering.....	27
2.3. Relationship between memory and listening.....	27
2.4. Listening comprehension and language learning.....	27
2.5. Strategies for Developing Listening Skills.....	29
2.5.1. Listening Strategies.....	29

2.5.1.1. Top-down strategies	29
2.5.1.2. Bottom-up strategies	30
2.5.2. Listening for Meaning.....	30
2.6. Types of Listening.....	31
2.6.1. Informative Listening.....	31
2.6.2. Relationship Listening.....	31
2.6.3. Appreciative Listening.....	32
2.6.4. Critical Listening.....	32
2.6.5. Discriminative Listening.....	32
2.7. Values for better listening comprehension in the classroom.....	32
2.7.1. Relevance.....	33
2.7.2. Authenticity.....	33
2.7.3. Engaging.....	33
2.7.4. Conversation.....	33
2.7.5. Hearing	34
2.8. Problems in listening	34
2.9. Studies on audio-visual aids	36
2.10. Multimodal processing	37
2.11. Conclusion.....	37

Chapter three: Data Description and Analysis

Introduction.....	39
3.1. Students' questionnaire.....	39
3.1.1. Aim of the questionnaire.....	39
3.1.2. Description of the questionnaire.....	39
3.1.3. Questionnaire analysis.....	41
3.1.3.1. Part one: general information.....	41
3.1.3.2. Part two: Audio-visual aids.....	45
3.1.3.3. Part three: Audio-visual aids in listening skill.....	51
3.2. Teachers' questionnaire.....	59
3.2.1. Aim of the questionnaire.....	59
3.2.2. Description of the questionnaire.....	59
3.2.3. Questionnaire analysis.....	60

3.3. Conclusion.....	69
General conclusion and recommendations.....	70
References.....	72
Appendices.....	75

Introduction

According to Rao & Jyoti, “teaching is communication” (2012, p. 311). It is through communication that teaching is accomplished. Teachers must make learning as enjoyable as possible; a duty which is hard to carry out without having the communication abilities required by every teacher. So in order to avoid any breaking of communication between the teacher and the student, it is mostly preferable to use audio-visual aids, especially when teaching receptive skills like listening. (Rao & Jyoti, 2012.).

Listening skill, as one of the most important skills in foreign language learning, has been neglected for a long period of time “in foreign language acquisition, research, teaching, and assessment.” (Hamouda, 2012, p. 1). It is believed “to facilitate the other language skills; reading, writing and speaking.” (Arosenius, 2011, p. 3). This negligence may be attributed to the complex processes involved in listening comprehension. (Arosenius, 2011). Nowadays, the use of audio-visual aids has become a necessity as the social aspects of learning “have become more important.” (Arosenius, 2011, p. 3); which means that listening comprehension is no longer a cognitive process but an interactive process. (Arosenius, 2011).

It is agreed by most of language teachers that employing audio-visual aids would be a great help in the process of enhancing students’ listening skill. (Ikeuchi, para. 1, n.d.). However, current conditions indicate that the use of audio-visual aids will take a considerable time before being adopted into the daily use of teaching and learning. (Ikeuchi, ‘Listening Comprehension and the Use of Audio-visual Aids at Home’ n.d.).

1. Statement of the problem

Teaching has witnessed a remarkable leap recently. There are a lot of means in teaching which are used to enhance learners’ interests, motivation. It is a great obligation nowadays to employ technology regarding the need to provide effective teaching and learning. Audio-visual aids are very crucial in EFL learning process; the learner generally reaches an advanced level where he is linguistically competent; he reads and writes well, he speaks effortlessly but he finds it a bit troubling to fully understand the native speakers. So this work deals with the role of Audio-visual aids in enhancing EFL learner’s listening skill (Çakir 2006).

2. Aim of the study

The present research aims to shed light on the relevancy between the use of audio-visual aids and listening comprehension, the nature and functions of audio-visual aids, and to what degree audio-visual aids help in learning English in general? And enhancing the listening skill among EFL learners?

3. Research questions

In order to check our assumptions, we have put the following question:

- What effects do audio-visual aids have on improving the listening skill of EFL learner?
- To what extent the use of audio-visual aids helps both the teaching and the learning process to improve the learner's listening skill?
- Is the focus on audio-visual aids a good strategy to help students overcome the difficulties in listening skill?

4. Hypotheses

If Audio-visual aids are used in EFL learning process, the learner improves his listening skill.

Achieving competency in listening through Audio-visual aids leads to a further and better achievement of the comprehension ability.

5. Methodology

In this study, we use the descriptive method, due to its appropriateness to this study, by using the data gathered from the questionnaire to describe and analyze the role of Audio-visual aids in the improvement of EFL learner's listening skill taking both the teachers and the students of third year LMD English at the University of Biskra as the population.

6. Research design

This research is divided into three chapters, the first chapter includes: the definitions of learning, teaching, and audio-visual aids, the significance of audio-visual aids, types of audio-visual aids, selecting the appropriate aid, characteristics of good audio-visual aids, success of audio-visual aids, and finally the drawbacks of using audio-visual aids in teaching. The second chapter includes: the definition of listening, the process of listening, listening comprehension and language learning, strategies for developing listening skills, types of listening, Values for better listening comprehension in the classroom, problems in listening, studies on audio-visual aids, multimodal processing. The third chapter is devoted to discuss questionnaires for both teachers and students concerning the current study.

Chapter One
An Overview of Audio-visual Aids

Chapter One

An Overview of Audio-visual Aids

Introduction

Learning requires experience which is the basis to attain knowledge. In order to achieve an effective learning, there must be a firsthand experience by displaying real objects of everyday life such as: chair, table, car, etc. It is insufficient to merely describe these objects, as it would make more ambiguity than there already is. Only by presenting a near reality experience that the information might be more clear and concrete. Audio-visual aids like: flash-cards, charts, diagrams, maps, the globe, pictures are the ideal means to help facilitate and present information in an interesting and entertaining way so the lesson would look more fun. ('Curriculum Transaction,' n.d.).

This chapter will deal chiefly with audio-visual aids in connection with learning and teaching, as the goal of using such tools can be used simultaneously with the two processes (learning and teaching). This chapter will deal with the definition of learning, teaching, and then audio-visual aids, the significance of audio-visual aids, types of audio-visual aids, selecting appropriate aid, characteristics of good audio-visual aids, success of audio-visual aids, and finally the drawbacks of using audio-visual aids in teaching.

1.1. Definition of learning

Learning as a natural process that human beings experience at an early age, has been discussed with many scholars within many subjects. Dunn argued that learning is: 'relatively permanent change in behaviour with behaviour including both observable activity and internal processes such as thinking, attitudes and emotions.' (as cited in Burns, 1995, p. 99). According to Dunn (2002), Burns clearly implies motivation to be part of the learning process. To Burn, it is only when the educational program is finished that an observable behavior can be seen as an outcome of learning. (Dunn, 2002). Also, it is related to the interaction of one person with the environment, which it helps afterwards with the personal adaptation ('Definition of Learning,' n.d.). Furthermore, learning happens when one person acquires new information, knowledge, or experience. Existing knowledge facilitates the

learning process since it does not happen at once but gradually. It is carried through experience, instruction, or study. In formal education, learning happens every time ‘errors are detected and corrected, or when a match between intentions and consequences is produced for the first time.’ (Chris Argyris, 1995, p. 20). Three components of learning are: learning as process not a product, it is the desired change in behavior that educators strive to achieve in their students, learning is a change in beliefs, knowledge, and behavior, and finally, it is what the students do not what is done to them. (Pittsburgh University, ‘Definition of Learning,’ n.d.). Whether teaching or learning, it is essential to know some of the theories of learning to adapt the appropriate theory into the teaching or learning conditions which is pervaded.

1.1.1. Theories of learning

Due to the individual differences among learners and the compulsory task for teachers to include activities that suit all the learners’ varieties and interests, it is essential to mention some theories of learning briefly.

1.1.1.1. Sensory stimulation theory

Learning happens when the five senses are stimulated; it is through the five senses that the improvement of learning can be achieved especially through the visual sense. This theory asserts as well that if more than one sense is used, the attainment of an immense learning occurs. Colors, volume levels, strong statements, facts expressed visually and media are varieties through which learning is achieved. (Dunn, 2002).

1.1.1.2. Reinforcement theory

It can be either positive or negative. Positive reinforcement occurs verbally by using encouraging statements such as: “that’s great” or “you’re doing very well, keep it up.” Or more concrete like giving certificates or promotions. Negative reinforcement as a way to strengthen a behavior occurs “when a negative condition is stopped or avoided as a consequence of the behaviour.” (Dunn, 2002).

1.1.1.3. Holistic learning theory

This theory emphasizes the activation of all that constitutes the personality from the intellect, emotions, and the body desires so the learning can be efficient. (Dunn, 2002).

1.1.1.4. Cognitive-Gestalt approaches

This approach emphasizes the importance of experience, meaning, and problem-solving. It focuses on the importance of “the individuals’ different needs and concerns at different times.” (Dunn, 2002). It is an obligation to deal with teaching in order to understand and facilitate the learning process.

1.2. Definition of teaching

According to Hoyle (2006), “Teaching is engaging students, engineering an environment in which they learn.” (As cited in Bain, 2004, p. 49). It is simply the distribution of knowledge possessed by the teacher and transferred to the learner about a specific subject on a specific domain. It aims, according to Pascal (2011) “to extend the learning by identifying the current level of understanding of each learner and planning activities.”

As the teacher might use teacher-centered approach which means he/she does all the work including being knowledgeable, reading, attending conventions, while the main task for the student is to take all the information imparted by the teacher as it is. Or, when the number of the students is low, the teacher addresses the student’s needs, interests, styles, and background; here he uses the learner-centered approach. It is to facilitate learning that the teacher’s role must be, and the learner needs to be active to get the necessary information and knowledge through interaction with the teacher or among the group. This contributes to develop the learner’s skills and understanding. Using either one of the two approaches depends on: teaching context and discipline. In teaching context, and when the teacher is in front of a very crowded classroom, teacher-centered approach will be the appropriate choice as he/she will be unable to provide for all the learners’ needs. On the other hand, when the number of students is low, the teacher might use the learner-centered approach as would addressing each one of them be easier. Choosing an approach from the other might be determined by discipline as well, which is divided into: hard and soft. As teachers of hard discipline; such as: physical sciences focus on teacher-centered approach, teachers of soft discipline like: human sciences choose the learner-centered approach. Institution norms also get to decide the kind of approach used by assigning the teacher to follow one norm from the other and one approach from the other. (Jebbour, ‘Definition and Teaching Approaches,’ n.d.). As this research tackle the audio-visual aids as tools to enhance the listening skill, a brief historical account of audio-visual aids is necessary to make.

1.3. Audio-visual aids Background

It was first mentioned by Desiderius Erasmus (1466-1536), a Dutch humanist, theologian and writer who opposed the use of memorization in learning and stressed the importance of using pictures or other visuals through which children should learn. A book known as *Orbit Sensulium Pictus* (the world of sense objects) was the first illustrated textbook for children education, prepared by John Amos Comenius (1592-1670) and contained 150 pictures ranging from different representations of everyday life. Other scholars emphasized the use of pictures and other means as learning aids including Jean-Jacques Rousseau (1712-1778) who focused on 'things' instead of 'words'. He called to drive the learning process according to the learner's natural curiosity. Pestalozzi (1756-1827) afterwards applied Rousseau's theory in his 'object method' by directing instruction on sense perception. The term 'visual education' can be traced as early as 1926 by Nelson Green. Four revolutions in education were identified by Eric Asliby (1967): education from home to school, written words as tool of education, invention of printing and use of books and lastly the fourth revolution in the use of electronic media, i.e. Radio, television, tape recorder and computer in education. (Selvi, 'Audio visual aids in education,' n.d.). many questions pose themselves concerning audio-visual aids such as: how audio-visual aids may be defined? And how they function?

1.4. Audio-visual aids

There are many different definitions by different scholars concerning audio-visual aids even though they share basic concepts.

1. Audio-visual aids are those aids, which help in completing the triangular process of learning, i.e. Motivation, classification and stimulation.
2. Audio-visual aids are any device, which can be used to make the learning experience more concentrate, more realistic and more dynamic.
3. Audio-visual aids are anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight. (Good & Kappa, 1973).

Audio-visual aids are instructional materials and devices for an effective teaching and learning. Examples of learning aids include visual aids, audio-visual aids, real objects and many others. The visual aids are designed materials that may be locally made or commercially

produced like: wall-charts illustrated pictures, pictorial materials and other two dimensional objects. There are also audio-visual aids, these are teaching devices such as: radio, television, mobile. The teacher-learning situation can be changed if there were many types of audio-visual aids used in teaching English. Using audio-visual aids is an important factor to facilitate the comprehension of both written and spoken words in the teaching-learning situation. Also, by using the audio-visual aids, the teaching process, especially that of languages and for the English case can be upgraded and students would gain practical learning experiences in all phases of learning activities. Diverse kinds of audio-visual aids can be helpful in the learning process since they are stimulators, motivators, and points of focus in which the learner's attention is concentrated. It is noteworthy that most of the qualified teachers and the professional training courses are able to rely on some of those learning aids. They apply them because their use has proved efficiency on learning outcomes and it is practiced consciously as revealed through the teaching process. (Rautrao, 2012).

Audio-visual aids can be characterized by many kinds of materials; those materials can be classified according to the learner's sense organs affected by the aids. An aid that has an influence on the auditory sense is called an audio aid which affects the listening and the hearing process like record players. An aid in which the sight sense is involved is called visual aids such as: black-board, maps, photographs, charts. In third category, the audio-visual aids both the auditory and the sight senses are involved like television, videos, motion pictures. ('Curriculum Transaction,' n.d.).

In teaching English, it is a very tiring task to define words without using visual representations that causes vagueness and perplexity in learner. Illustrating the content is very helpful in conveying the meaning without the need of verbalism. A verbal approach, which is used in many countries, is the use of words in a traditional way where there is no certainty of whether the learner has fully understood. Illustrations such as dictionaries and textbooks are used for a ready comprehension. The Swiss Linguist Ferdinand de Saussure has formulated a theory of sign which according to him includes a signifier and a signified: Sign = Signifier + Signified. In the latter formula, sign stands for a word while signifier signifies a real object, the sound-image, Signified as mental image. It is simply the concept, the meaning, the thing presented by the signifier. This does not mean to be a real object, but a referent to what the signifier means. (Rautrao, 2012).

The object signified is in the perceiver and is internal to them. Sharing concepts is done through signifiers. Unlike the signifier which is unchangeable, the signified differs between people and contexts. It is the signified, through habit that it becomes stable. It gives visual impression of the real thing. So language is related to the idea or image and it is not a separate entity. (Rautrao, 2012). Audio-visual aids have important role in education and being equipped with the necessary knowledge of its significance is very important to use them properly.

1.5. Significance of audio-visual aids in teaching English language

According to Kelley & Serb (1961), “the use of audio-visual aids in the classroom will free the teacher from work.” (p. 81). Traditionally, some materials have been given more significance. That involves direct experience like visits and expeditions, real things like natural specimens and in museums. That also includes pictorial and graphic materials. Currently, projected materials and moving pictures are used. All these aids are hard to come by, and their use is temporal in everyday teaching. Visual perception contributes to about 90% to all human learning. By emphasizing on whatever is being said, visual aids help reach the targeted objectives. Clear pictures augment the audience's level of comprehension of the current material, and they should be used to reinforce your message, clarify points, and create excitement. Visual aids make the audience involved and presuppose a change from one activity to another: from hearing to seeing. Upon using visual aids, their use tends to encourage body language and movement on one's part. This added movement helps to give the speaker the control that is needed over the presentation. Using visual aids, then, is beneficial to both the audience and the speaker. Visual aids create influence and excitement to a presentation. They help targeting more than one sense simultaneously, therefore increasing the audience's comprehension. With pictures, the concepts or ideas presented are no longer simply words - but words plus images. People tend to be eye-minded, and the impacts visual aids bring to a presentation are crucial. In many studies, experimental psychologists and scholars have found that retention of information three days after a meeting or other event is six times greater when information is presented by visual and oral means than when the information is presented by the spoken word alone. Studies by educational researchers suggest that approximately 83% of human learning occurs visually, and the remaining 17% through the other senses - 11% through hearing, 3.5% through smell, 1% through taste, and 1.5% through touch. According to Hilga 94% of knowledge comes to us through the sense of sight and the

sense of hearing. The studies suggest that three days after an event, people retain 10% of what they heard from an oral presentation, 35% from a visual presentation, and 65% from a visual and oral presentation. (Rautrao, 2012).

The use of visual aids, then, is important in teaching. Without them, the impact of presentation may fade the audience shortly after the audience leaves. By preparing teaching English with visual aids that reinforce the main ideas, reaching the audience will be far more effectively, and, maybe, will continue to "touch" them long after the presentation ends. (Rautrao, 2012). As the importance of audio-visual aids is vivid now, the types are clearly inevitable to present here.

1.6. Types of audio-visual aids

As the use of technology becomes a daily life habit for the students, audio-visual aids is very crucial in the classroom. Learning differs between students which is the main cause for using audio-visual aids components to improve the learning process. (Moss, 'Types of audio-visual material used in teaching, n.d.).

1.6.1. Graphic aids

Graphic aids are used to capture student's attention, convey and present information efficiently, make abstract ideas more real and concrete, and target student's interests and needs.

1.6.1.1. Types of graphic aids

1.6.1.1.1. Charts

Charts are the graphic teaching materials including diagrams, posters, pictures, maps and graphs. It is defined as an illustrative visual material for describing a logical relationship between main ideas and supporting facts. ('Audio-visual aids in teaching,' n.d.).

1.6.1.1.2. Pictures

Pictures are the most commonly used and available graphical aids, pictures includes photographs, painting, illustrations clipped from periodicals. They remind the learner of the meaning and help him/her communicate. They help the teacher as well save his/her voice. But

too much detail confuses and distracts, while too little prevents recognition. (Oakley & Garforth, 1985).

1.6.1.1.3. Diagrams

A diagram is the simplified drawing of an object, product, appliance or process to explain finer points of the same. A diagram is made to show relationships with the help of lines and symbols without the pictorial Elements. ('Audio-visual aids in teaching,' n.d.). Diagrams "aid in bringing before students' eyes a picture of the world and the things upon it." (Chandler & Cypher, 1948, p. 26).

1.6.1.1.4. Graphs

Graphs are the visual teaching aids for presenting statistical information and comparing the current situations and changes of certain attributes. Graphs deal with the presentation of quantitative data easily interpretable and readily understood. The use of huge data and long list of figure is always boring but the same represented by graphs arrests attention and induces students to think. ('Audio-visual aids in teaching,' n.d.). Accordingly, "Charts, particularly those showing time lines and historical sequences, help to visualize historical development." (Chandler & Cypher, 1948, p. 26). A well presented graph can be of a considerable help by conveying information just by a slight glance at it. (Joseph, 1982).

1.6.1.1.5. Maps

A map is a graphic aid that is considered as a diagram which depicts the surface of the earth, world or parts of it. A map is always drawn to scale, which is mentioned, on one corner of it. Every map should have the following descriptions on it: a title, a grid, a scale, a key, dates on which it has been prepared. ('Audio-visual aids in teaching,' n.d.).

1.6.1.1.6. Posters

Posters are the graphic aids with short, quick and typical messages with attention capturing paintings. (Oakley & Garforth, 1985).

1.6.1.1.7. Cartoons

A cartoon is humorous drawing, which gives an indirect twisted message. It is "a unique pictorial medium which has a visual appeal." (Chandler & Cypher, 1948, p. 22). In a cartoon, objects and people are depicted in an exaggerated manner with an understood

message which is perceived symbolically. It is simply a figurative and subtle graphic aid. ('Audio-visual aids in teaching,' n.d.).

1.6.1.1.8. Comic strips

A comic strip is the graphic depiction in a series of pictures or sketches of some characters and events full of action. Children find this tool of communication very interesting and exciting for telling stories and historical events. ('Audio-visual aids in teaching,' n.d.). As it is enjoyable by the young as well the old, "The appeal of this type of material lies, of course, in the universal attraction which pictures hold for young and old alike." (Chandler & Cypher, 1948, p. 23).

1.6.1.1.9. Flashcards

Flash cards are small cards of generally 25 to 30cm size which are shown for a few moments before the class to send across a message or impart an idea. The idea on the flash card should be brief. Flash cards are useful in the classroom in many subjects. Also, the lesson is more effective when using Flashcards with other graphic aids. ('Audio-visual aids in teaching,' n.d.).

1.6.1.1.9.1. Using the flashcards

For class room teaching, the flash cards are to be properly used. The following steps are used while displaying flash cards.

1. Give brief introduction about the lesson to students.
2. Give instructions to students about their actions while flashing the cards.
3. Flash the card in front of the class by holding it high with both hands so that all the students can see it.
4. Let the student respond as per instructions already given.
5. Review the lesson by selectively using flash cards. ('Audio-visual aids in teaching,' n.d.).

1.6.2. Films

Teaching with audio-visual aids provides many pluses so students can learn with varied stimuli. Playing English films to help students, they might be used along with texts presented in the syllabus. Other films can also be used for different purposes to achieve different goals. This method is very useful to shorten the distance between students and the

British and American English pronunciation and eventually with the culture reflected in the English literature. Lately, the use of audio-visual aids in teaching has become easier and affordable than before. Materials such as CDs, DVDs, CD/DVD player, computer/laptop, TV set, LCD projector can now be more easily available inside colleges/universities or outside. And even the English language movies are available in all genres nowadays. (Rautrao, 2012). In some parts of the world, especially in Europe, films have an immense significance when it comes to culture and education.

Audiovisual works, particularly films, play an important role in shaping European identities. They reflect the cultural diversity of the different traditions and histories of the EU Member States and regions. (European Commission, 2012, p. 1).

1.6.3. Filmstrips

Filmstrips are used mainly in an educational atmosphere. (Joseph, 1982). They are perfect for independent study and small size learning group since using this medium involves making films to observe and improve learning. Learning English through filmmaking can aid in studying subjects like literature and drama. A film making project by an entire class can create a live atmosphere in the classroom where students can be engaged in highly motivating activity while learning. (Rautrao, 2012).

1.6.4. Language laboratory

According to Deepika & kalaiarasan (2012), “Language laboratory is an audio-visual installation used in modern teaching methods to learn the foreign languages.” (para. 1). Good communication skills are very necessary for the success of any professional. If one wants to communicate with people, he or she has to speak their language. The English language, in particular, has become essential in the lives of young people who aspire to advance their careers anywhere in the world. The four skills of reading, writing, listening and speaking have to be practiced. The language laboratory plays an important role in the language learning process. If the classroom is using language laboratory, the student are more concentrated on the material and they feel more comfortable knowing they are controlling the equipment. (Agustin & Aisyah 2011). As it is a technological aid for learning, it has a number of advanced facilities that can help a student to learn a language to communicate efficiently. An active simultaneous participation of all students in a class is provided in listening and

listening speaking practice. “It is also useful for the teacher as it frees him from the tiring task of repetitive presentations, therefore puts him in a dual role simultaneously.” (Rautrao, 2012, p. 4).

1.6.5. Television

When using a program in a classroom and listen to it too, “audio-visual aids will be functioning as complete units for the enrichment of classroom teaching.” (Chandler & Cypher, 1948, p. 51). Television with its simultaneous appeal to the sense of sight and the sense of hearing is the most effective and the most sophisticated audio-visual aid available today. Described as “The queen of audio-visual aids” (Rautrao, 2012, p.4), it is used for educational purposes in more than one hundred countries today. T.V. combines a number of aids for teaching English tapes, models, films, charts, maps, diagrams and several others. All these go the make the T.V. lesson lively and useful. (Rautrao, 2012).

1.6.6. PowerPoint

PowerPoint is a way of attracting students towards your views and arguments. It is a type of presentation software that allows one to show colored text and images with simple animation and sound. PowerPoint is just one of many types of presentation software. It is a useful tool that is now being used in many classrooms. (Rautrao, 2012).

1.6.7. Internet

You can imagine literally any topic and find it on the World Wide Web. It is a great source for information and documentation as well as a source that learners can access for projects and research. You can tap the Internet in class to project images of website, products or information that ties to your session content. You might also have individual learners or groups search for material that they will present to the class in short “teach backs.” This type of event can help stimulate learning, add variety to your delivery, while allowing participants to become more actively engaged in their own learning. (Lucas, ‘The power of audio-visual aids,’ n.d.). Knowing the types is not enough in order to get the right aid; it has to be suitable and appropriate to the needs of both the teacher and the student.

1.7. Selecting the appropriate aid

Audio-visual aids are only efficient if they are suitable to the situation and are used suitably by the agent. Unsuitable aids or ones that are not used properly can at best divert and at worst mislead the audience. (Oakley & Garforth, 1985). Selecting the proper aid for a specific subject depends on the knowledge of the need and types of audio-visual aids.

According to (Chandler & Cypher, 1948, p. 46), “In selecting audio-visual aids the teacher should strive to get those which give as realistic and natural pictures of subjects as possible.” How to decide which type is necessary and appropriate in a particular situation is tied with the following questions:

- What are you actually trying to convey?
- Which aid will best serve your purpose?
- Which aid is easily available?
- Can it be used in the classroom situation?
- Can it be used in other situations like outside the classroom etc.?
- Can you use the same aid again? (‘Curriculum Transaction,’ n.d.). There should be also

Knowledge about the value of these aids in order to facilitate the learning process.

1.8. Important values of the proper use of audio-visual aids

According to Patil (2010), “Audio-visual aids help completing the triangular process of motivation, clarification, and stimulation.”

- **Antidote to the disease of verbal instruction**

They help to reduce verbalism and in giving clear concepts and thus help to bring accuracy in learning. According to Selvi (n.d.), “We (teacher) tell students, and we provide them with written material so they are easily produced, reproduced, stored and transported. But the overuse or excessive use of words can result in serious problem, chiefly, the problem of verbalism (using or adopting words or phrases without considering what they mean) and forgetting” (as cited in wyman, 1957).

- **Best motivators**

It is when the students indulge in more interest and excitement. They are more attentive. (Patil, 2010).

- **Clear images**

It is when we see, hear, touch, taste, and smell as our experiences are direct, concrete. It is natural and easy to rely on the senses in order to learn. . (Patil, 2010).

- **Vicarious experiences**

It is beyond doubts that the first-hand experiences are the best type of educative experience. But it is neither practicable nor desirable to provide such experience to pupils. Substituted experiences may be provided under such conditions. There are many inaccessible objects and phenomena. There are innumerable such things to which it is not all such cases, these aids help us. (Patil, 2010).

- **Variety**

Using just chalk and talk is not help. Audio-visual aids provide variety with multiple materials for the teacher. (Patil, 2010).

- **Freedom**

When audio-visual aids are used, there is great scope for children to think about, talk, laugh and comment upon. On such atmosphere the students work and not only because the teacher wants them to work. (Patil, 2010).

- **Opportunities to handle and manipulate**

Audio-visual aids provide opportunities to students to handle and manipulate things. (Patil, 2010).

- **Retentivity**

Audio-visual aids contribute to increase retentively as they stimulate response of the whole organism to the situation in which learning takes place. (Patil, 2010).

- **Based on maxims of teaching**

The use of audio-visual aids helps the teacher to follow the maxims of teaching like 'concrete to abstract', 'known to unknown', and 'learning by doing".(Patil, 2010).

- **Helpful in attracting attention**

The attention factor plays a significant role in every teaching and learning process. Audio-visual aids are very helpful in creating an appropriate atmosphere for arresting as well as retaining the attention and interest of the students in the classroom. (Patil, 2010).

- **Helpful in fixing up new learning**

What is gained in terms of learning needs to be fixed up in the minds of students? Audio-visual aids help in achieving this objective by providing several activities, experiences and stimuli to the learner. (Patil, 2010).

- **Realism**

While learning, using audio-visual aids contributes in creating a reality compatible with the situation of learning. By seeing a film show related to the subject being studied, students learn more effectively about 2 hours than by spending weeks reading.

The other points are as follows

- Meeting individual differences.
- Encouragement to healthy classroom interactions.
- Spread of education on a mass scale.
- Promotion of scientific temper.
- Development of higher faculties
- Reinforcement of learners.
- Positive transfer of learning and training.
- Positive environment for creative discipline. (Patil, 2010).

Knowing which aid is appropriate may depend on some characteristics on the aid being used, and this may facilitate the learning process.

1.9. Characteristics of good audio-visual aids

Using audio-visual aids properly depends on the good command of those aids and the knowledge of their true nature, “There is no one perfect audio-visual aid. The sooner we find this out, the better.” (Chandler & Cypher, 1948, p. 47). So in order to get good audio-visual aids, they should be meaningful and purposeful, simple, cheap, improvised, accurate, and large enough to be properly seen by all the students the material for whom they are meant. (Patil, 2010). Many psychological bases appeal to the use of audio-visual aids at the time of using them.

1.10. Psychological bases of audio-visual aids

Psychological studies on learning and retention reveal that 80% of information and its retention are through auditory and visual senses. Because of the sensory appeal of audio-visual aids, the retention span of learning increases is attached to audio-visual aids. (Byk, ‘The Uses of Audio-Visual Aids in Teaching,’ n.d.).

- **Motivation**

The sensory appeal of audio-visual aids motivates and stimulates students to learn easily in a related atmosphere. (Selvi, ‘audio visual aids in education,’ n.d.).

- **Curiosity**

The curiosity of students is aroused due to the novelty and variety in teaching aids when used for classroom teaching. (Selvi, ‘audio visual aids in education,’ n.d.).

- **Interest**

Many Audio-visual aids give students the opportunity of manipulative their learning environment and their interest in learning sustained. (Selvi, ‘audio visual aids in education,’ n.d.).

- **Real and contrived experiences**

With the use of Audio-visual aids, students have the direct experiences of real life situations or contrived situations similar to real one. Such direct experiences make learning meaningful to students. (Selvi, ‘audio visual aids in education,’ n.d.).

- **Attention**

Through the use of Audio-visual aids the attention of students can be secured, as learning becomes a pleasant experience.

Psychology also emphasizes multisensory experiences in learning. Psychologists advocates the maximum of 'more learning, faster learning and longer', which can only be achieved by arousing all possible senses or gateways of acquiring knowledge. (Selvi, 'audio visual aids in education,' n.d.). As the audio-visual aids may target the psychological factors in students, there are other factors that must be considered for the success of audio-visual aids.

1.11. Success of audio-visual aids

Mere possession and display of Audio-visual aids is not sufficient; they should be used efficiently along with their proper maintenance and enrichment. The main bases for the success of and audio-visual programs are as follows

- **Administrative support**

For its effective functions the program requires the support of the institutional head, financial support and cooperation of the faculty. (Selvi, 'audio visual aids in education,' n.d.).

- **Suitability**

The Audio-visual aids in an institution should be selected on their suitability to the age grade levels of students. (Selvi, 'audio visual aids in education,' n.d.).

- **Evaluation**

The effective use of Audio-visual aids on students learning should be assessed and strengthened through the scheme for improvement. (Selvi, 'audio visual aids in education,' n.d.). However, when looking closely to audio-visual aids, they seem to lack many characteristics and show some disadvantages.

1.12. Drawbacks of using audio-visual aids in teaching

Audio-visual aids can be a great material to use in classrooms. Often they can reinvigorate dull topics, maintain students more engaged in their lesson and enrich their

imaginations. Video presentations, PowerPoint and other media have revolutionized the way teachers reach their students. But these aids are not without their disadvantages. It is important to take into account both the pros and the cons when considering how to use audio-visual aids in the classroom. (Liberty, 'Disadvantages of audio-visual aids in teaching,' n.d.).

1.12.1. Technical Problems

Regardless of the equipment, there are many things that could go wrong that may block the presentation. A bulb might burn out on the projector or it might be blurry or hard to focus. When using a PowerPoint presentation, font and colors may show up differently on screen or the music and sound might not play. CDs can skip. DVDs may be scratched or not compatible with the player. (Liberty, 'Disadvantages of audio-visual aids in teaching,' n.d.).

1.12.2. Student Distractions

Visual aids are more of a distraction if used throughout the entire presentation versus during key points. Special effects and light from the projector can draw attention away from the speaker. Too much information can also be distracting, because the students will be trying to read and/or take notes while the speaker has moved on to the next subject. There also may be too many slides for the students to interpret or the audio and visual may not match up. An entertaining video can take the focus off the speaker and the presentation, while a dry video and low lighting can put students to sleep. (Liberty, 'Disadvantages of audio-visual aids in teaching,' n.d.).

1.12.3. Expenses

Professionally put together audio-visual aids can be expensive. Videos and films can cost money unless borrowed from a library, and the necessary equipment like television can be cost-prohibitive. (Dushi, audio-visual aids to teaching, n.d.). Due to budget constraints, some schools may not have enough audio-visual equipment for every classroom, and availability could be limited. (Liberty, 'Disadvantages of audio-visual aids in teaching,' n.d.).

1.12.4. Time

Audio-visual presentations can take a considerable amount of time to prepare. It takes time to produce one's own video or slides. Films may be difficult to obtain, or it can take time to get permission to use them. Posters may require extensive preparation. Creating a PowerPoint presentation can also be time consuming. Time spent in preparing these materials

could take away from the time it takes to prepare a clear, well-organized lesson plan. (Chandler & Cypher, 1948).

1.12.5. Space

If you choose to use an audio-visual aid, the size of the room should be taken into consideration. It is critical that all students are able to see or hear your presentation. If the room is too large for everyone to see the visual aid, or if part of your audience is forced to view the presentation at odd angles, some students will struggle to keep up with your lesson. (Liberty, 'Disadvantages of audio-visual aids in teaching,' n.d.).

1.12.6. Convenience

Certain audio-visual aids such as VCRs for older video recordings can be enormous and weighty and hard to transport. (Liberty, 'Disadvantages of audio-visual aids in teaching,' n.d.).

1.13. Conclusion

To sum up, we say that the significance of audio-visual aids is determined by the learners themselves, as it was mentioned above. For by using them, the learner is allowing to be progressed rapidly through the different types of materials provided by audio-visual aids. Besides, the teacher is also recommended to encourage the students learning with audio-visual aids to help them get a closer look at the culture of the target language so they can be always interested and motivated in learning.

This chapter was limited to the audio-visual aids, their significance, their types, the characteristics of good audio-visual aids, and their drawbacks. The next chapter, there will be a focus on the listening skill, and the role of audio-visual aids in improving the listening skill.

Chapter Two
An Overview of Listening Skill

Chapter Two

An Overview of Listening Skill

Introduction

Delivering courses by using audio-visual aids contribute immensely to both the teaching as well as the learning process. While competency in the listening skill is considered a big challenge for the learner of EFL, finding the appropriate tool to be skillful when it comes to listening to the natives effortlessly sounds very difficult.

In this chapter we will deal with: the definition of listening, the process of listening, listening comprehension and language learning, strategies for developing listening skills, types of listening, Values for better listening comprehension in the classroom, problems in listening, studies on audio-visual aids, multimodal processing.

2.1. Definition of listening

Nowadays, listening skill is no longer viewed as a passive process, there has been studies putting listening before speaking and considering placing speaking before listening in learning language as to "put the cart before the horse." (Vandergrift, 1999). It is defined as a complex skill that involves many simultaneous processes on diverse levels and engages a mixture of linguistic and non-linguistic knowledge. (Vandergrift & Tafaghodtari 2010).

In other disciplines the listening skill is often called listening comprehension, which is the combination of processes that transform an auditory stimulus to a mental interpretation on the part of the listener of the speaker's purpose. (Poelmans, 2003).

Listening comprehension is a highly integrative skill. It serves a significant role in the process of language learning and acquisition, facilitating the appearance of other language skills. For these reasons, an open-mindedness and use of efficient listening comprehension strategies can assist students to profit from the language input they are exposed to. In the complicated process of listening, speech is divided into meaningful units and momentarily stored in working memory. At the same time, the listener recalls general knowledge stored in long-term memory and relates it to what has been said earlier, as well as relating it to the contextual

information available, such as the speaker's body language and facial expressions. (Vandergrift, 1999). It is noted in the listening process that listeners are inclined to predict by making hypotheses of what is to be spoken next in the flow of speech. For the experienced learners who have the ability to predict what is to be spoken next, it is very useful for them in listening comprehension. Listening situations might also require the listener to respond, which involves interpretation and evaluation of the speaker's purposes, as well as conceiving what outcomes the speaker might be trying to achieve. Moreover, having background knowledge about the speaker might influence the listener's reaction, interpretation and respond to what has been said. So, listening goes beyond the comprehension of linguistic knowledge. (Arosenius, 2011).

For a long time, researchers believed that comprehension is a general construct that applies to both reading and listening. However, it is now perceived that listening is a group of skills in its own right, and that research may not automatically transfer from reading to listening. It is important to bear in mind that listening comprehension requires substantially different skills from those required for reading comprehension. (Osada, 2004).

2.2. The Process of Listening

According to Kline (1996, p. 15): "to listen effectively is to recognize certain falsehoods or false notions. The next step is to understand the process." Listening is a complicated process, a part of the communication process, although an ignored part. This negligence is the consequence of two factors. (Kline, 1996).

First, for speaking and writing (the productive skills) are greatly noticeable, and are easier when it comes to assessment than listening and reading (the receptive skills). Reading behavior can be tested much more easily and frequently than listening behavior; for this, we are more often assessed in terms of what we read than in what we hear. (Kline, 1996).

Second, a lot of are us are unwilling to develop our listening skill. Much of this unwillingness comes from our incomplete comprehension of the process—and comprehending the process may guide us to how to enhance. (Kline, 1996).

2.2.1. Receiving

By sending a message beautifully written and plain by E-mail, this message may provoke a great concern in the receiver. But the not turning on the computer, it will jeopardize the message from reaching the receiver and the message lingers somewhere between sender and receiver. “Much human listening fails for the same reason. Receivers simply are not connected or “tuned in” to the senders.” (Kline, 1996, p. 17). The problem might be physiological; for instance, hearing deficiency by the receiver because of an inherited weakness, an accident, a disease, or long time exposure to loud noises. (Kline, 1996).

2.2.2. Attending

By turning on the computer, the message is reached. Moreover, the receiver has to attend to the message himself to carry on with the process. An interruption like receiving a phone call stands between attending the message. Whatever the case, the message might be unattended to. “Human listening is often ineffective—or does not occur—for similar reasons. Receiving occurs, but attending does not.” (Kline, 1996, p. 18).

2.2.3. Understanding

According Poelmans (2003, p. 10), “To communicate adequately it is important for a listener to understand what the speaker says.” Understanding spoken language may be considered as an inferential process which relies on the awareness of numerous signs “rather than a simple match between sounds and meaning.” (Poelmans, 2003, p. 10). It happens that a message is sent and received and also being attended to by the receiver, however, no effective communication takes place. It is only by understanding the message that effective communication takes place; for, “effective communication does not take place until the receiver *understands* the message. Understanding must result for communication to be effective.” (Kline, 1996, p. 20).

There are many plausible factors for the misunderstanding. maybe anticipating something in the message which it does not contain; the understanding of it may match what was anticipated than what it actually contained. “We often hear or read what we expect rather than what was actually said or written.” (Kline, 1996, p. 21).

2.2.4. Responding

Responding is an important part of the communication chain, as misunderstanding can break the listening process, “since effective communication and effective listening may be defined as the accurate sharing or understanding of meaning.” (Kline, 1996, p. 25). For that a response may be needed such as verbal responses, nonverbal responses, response that needs paraphrase. (Kline, 1996).

2.2.5. Remembering

To memorize things is not the key to good listening. “Yet memory is often a necessary and integral part of the listening process.” (Kline, 1996, p. 26).

At times, hearing a good joke is likeable but an inability of remembering creates an immense confusion. So what is the relationship between memory and listening?

2.3. Relationship between memory and listening

Understanding the differences between short-term memory and long-term memory will help explain the relationship.

In the case of short-term memory, information is utilized instantly, in a few seconds, for instance, as the case of a phone number that we search for. According to , “Short-term memory has a rapid forgetting rate and is very susceptible to interruption.” while the amount of information that can be preserved is rather limited, despite the fact that, it differs a bit with variations in the material to be preserved. (Kline, 1996).

By Long-term memory, we can remember information and incidents of hours, days, weeks, even years, later. we recall, for instance, incidents since the time of growing up, songs, and people of past times. “We may have been unaware of those memories for long periods of time, and then the right stimulus caused us to recall them.” (Kline, 1996, p. 27).

2.4. Listening comprehension and language learning

According to Vandergrift (1999, p. 168), “it is now generally recognized that listening comprehension plays a key role in facilitating language learning.” Granting pre-eminence to listening comprehension mainly throughout the early stages of second language

teaching/learning, gives pluses of four different types: cognitive, efficiency, utility, and affective. (Vandergrift 1999).

The cognitive benefit of an initial stress on listening comprehension is its respect for a more natural way to learn a language. To place speaking before listening, as advocated by the audio-lingual method, is to 'put the cart before the horse'. Processing and decoding auditory input requires recognition knowledge, whereas encoding and generating speech output requires retrieval knowledge. Insisting that learners produce what is not yet assimilated in long-term memory (LTM) leads to cognitive overload. This explains why, when students first begin to learn a language, they have difficulty listening for accurate meaning and learning to produce correct sounds at the same time. (Vandergrift 1999).

Short-term memory (STM) is not capable of retaining all of this information, so when learners are forced to speak before they are ready to do so, they have to resort to native language habits. Concentrating on speaking leaves little room for listening, and little room for comprehension; that, understands meaningful messages. Closely related to the cognitive advantage is the efficiency advantage. Language learning can be more efficient if learners are not immediately required to produce all the language material to which they are exposed. This allows for more meaningful language use earlier in the course, since learners can use all of the limited attentional resources of STM to concentrate on meaning. This has been shown to enhance the acquisition of other language skills as well. A preliminary emphasis on listening is also more efficient, because students are exposed only to good language models (the teacher and realistic recordings) instead of the imperfect utterances of classmates. This makes more efficient use of everyone's time than the oral class, where one can spend a great deal of time waiting for answers that are slow in coming. This leads to the third advantage: the usefulness of the receptive skill, or the utility advantage. Research has demonstrated that adults spend 40- 50% of communication time listening, 25-30% speaking, 11-16% reading, and about 9% writing. It follows that language learners will make greater use of comprehension skills. Whereas speakers can, at their own pace, use paralinguistics and other communication strategies to maintain communication, listeners must adjust to the speaker's tempo and active vocabulary. This is probably the most important reason for teaching listening comprehension strategies, and provides the rationale for the continued inclusion of listening activities throughout a language program, even at advanced levels. The final advantage of an emphasis on listening comprehension is the psychological advantage. Without the pressure of early oral production there is less potential embarrassment about

producing sounds that are difficult to master, especially for adults and teenagers. Once this pressure is eliminated, they can relax and focus on developing the listening skill, and on internalizing the rules which will facilitate the emergence of the other skills. Moreover, listening comprehension results in earlier achievement and a sense of success. The student has greater motivation to continue learning. (Vandergrift, 1999).

2.5. Strategies for Developing Listening Skills

According to National Capital Language Resource Center (2007): "Language learning depends on listening." Listening provides the auditory input that functions as the foundation for language acquisition and allows learners to interact in verbal communication. Efficient language teachers demonstrate to their students the way of adjusting their listening behavior within different kinds of situations, types of syllabus, listening goals. They assist students build up a set of listening strategies and match suitable strategies to each listening situation. (National Capital Language Resource Center [NCLRC], 2007).

2.5.1. Listening Strategies

Listening strategies are techniques or actions that contribute directly to the understanding and remembrance of listening input. It is according to the processing of the input by the listener that listening strategies could be classified. (National Capital Language Resource Center [NCLRC], 2007).

2.5.1.1. Top-down strategies

According to (Morley, 2007, 'Listening: Top down and bottom up'), top-down strategies are summarized "the use of background knowledge in understanding the meaning of the message." They are listener based; the listener uses background knowledge of the subject being discussed, which, the background knowledge, consists of context, that is to say, the situation and topic, and co-text, in other words, what came before and after, and the language. (Morley, 2007). This background knowledge turn on a set of anticipations that assist the listener to understand what is heard and predict what will come next. Top-down strategies include

- listening for the main idea
- predicting

- drawing inferences
- summarizing (National Capital Language Resource Center [NCLRC], 2007).

2.5.1.2. Bottom-up strategies

Bottom-up strategies are text based; “they are based on the information coming from the message itself.” (Equipped for the Future, ‘Using Listening Strategies,’ n.d.). This information constitute of a combination of sounds, words, and grammar that produce meaning. Bottom-up strategies include

- listening for specific details
- recognizing cognates
- Recognizing word-order patterns. (National Capital Language Resource Center [NCLRC], 2007).

Strategic listeners also use metacognitive strategies to plan, monitor, and evaluate their listening.

- They plan by deciding which listening strategies will serve best in a particular situation.
- They monitor their comprehension and the effectiveness of the selected strategies.
- They evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one. (National Capital Language Resource Center [NCLRC], 2007).

2.5.2. Listening for Meaning

To extract meaning from a listening text, students need to follow four basic steps:

- Know the goal for listening. Activate background knowledge of the subject to anticipate or predict content and identify suitable listening strategies.
- Concentrate on the parts of the listening input that are related to the underlined goal and neglect the rest. This selectivity allows students to concentrate on particular items in the input and decreases the amount of information they have to keep short-term memory in order to recognize it.
- Pick top-down and bottom-up strategies that are fitting to the listening task and employ them flexibly and interactively. Students' understanding enhances and their confidence augments when they use top-down and bottom-up strategies simultaneously to construct meaning.

- Check understanding during listening and when the listening task is over. (National Capital Language Resource Center [NCLRC], 2007).

This leads us to the types of listening, considering their importance in this research.

2.6. Types of Listening

According to Kline (1996, p. 29). “Different situations require different types of listening.” It may be to obtain information that we listen, or enhance a relationship, get appreciation for something, and make discriminations. While certain skills are basic and necessary for all types of listening (receiving, attending, and understanding), each type requires some special skills. (Kline, 1996).

2.6.1. Informative Listening

According to Derrington, Groom & Chapman (2004, p. 42), informative listening is “Where your aim is to concentrate on the message being given.” It is a situation in which a learner tries to understand the message. Listeners are capable of understanding when their comprehension of the meaning of the message is close to the intention of the sender. (Kline, 1996).

Informative listening, or listening to understand, “is found in all areas of our lives. Much of our learning comes from informative listening.” (Kline, 1996, p. 30). It is through listening that our learning depends, especially during lectures or instructions. (Kline, 1996).

2.6.2. Relationship Listening

The purpose of relationship listening is “either to help an individual or to improve the relationship between people.” (Kline, 1996, p. 32). Therapeutic listening is a special type of relationship listening. Therapeutic listening is “where the listener's role is to be a sympathetic listener without much verbal response.” (Goh, 2002, ‘Five types of listening’). it is a situation where the listener allows someone to talk freely about a problem. It is very crucial in building good interpersonal relations. (Goh, 2002). Though relationship listening requires you to listen for information, the point of it is to understand other people. (Kline, 1996).

2.6.3. Appreciative Listening

In appreciative listening, “focus is on enjoying what one listens.” (Goh, 2002, ‘Five types of listening’). listening to music for enjoyment, to people because of their likeable styles, to plays in theater, television, radio, or film are all included in the appreciative listening. “It is the response of the listener, not the source of the message that defines appreciative listening.” (Kline, 1996, p. 34). However, what might provide appreciative listening for one person may provide something else for another. (Kline, 1996).

2.6.4. Critical Listening

It is a type of listening “where listeners have to evaluate the message.” (Goh, 2002, ‘Five types of listening’). The ability to listen critically is essential in a democracy. It is essential everywhere; on the job, in the community, at service clubs, in places of worship, in the family, there is no place where critical listening is considered unimportant. Listeners are recommended to give opinions about what they hear in everyday life. (Goh, 2002).

2.6.5. Discriminative Listening

The final type of listening is discriminative listening. It may be the most important type, for it is basic to the other four. It is a type of listening “where the objective is to distinguish sound and visual stimuli.” (Goh, 2002, ‘Five types of listening’). In this type of listening, it is only by detecting the changes in speaker’s rate, volume, force, pitch, and emphasis, the informative listener can perceive the differences in meaning. (Kline, 1996). However, it is the level of the students which determines whether listening in a given situation is discriminate sounds or identify individual words. (Goh, 2002). There are values that need to be followed for better listening comprehension in the classroom.

2.7. Values for better listening comprehension in the classroom

Teaching students listening skills gives them a key advantage when it comes to linguistic interaction. Listening comprehension is a important feature of any form of effective communication in the language being learned. Listening comprehension helps improving on different levels of language comprehension than exercising with formal written assignments. As there are special skills involved in deciphering sounds to meaning, and students must

depend on their short-term memory to keep up with what is being spoken. (Smith, 'Principles for Listening Comprehension in the Classroom,' n.d.).

2.7.1. Relevance

Picking spoken material which has some relevance to the students' experiences may contribute to the comprehension in listening activities. It is a lot easier for many people to understand materials which are relevant to their perception., and this is applicable in the language learning context. An important skill in listening comprehension is deciphering sounds into meaning, and choosing material that is related to students helps this process. (Smith, 'Principles for Listening Comprehension in the Classroom,' n.d.).

2.7.2. Authenticity

Employing spoken language fragments which are originated from authentic sources is an excellent strategy in an effective listening comprehension. Realistic, or rather real, discourse is appropriate to the learning context, since it adjusts the learner's ear to the kind of spoken language he will be exposed to in real situations. Materials like news reports, films and other media is a recommended to be used in order to practice in listening comprehension. (Smith, 'Principles for Listening Comprehension in the Classroom,' n.d.).

2.7.3. Engaging

It may seem clear, but choosing spoken language fragments that the learners are expected to find motivating can help to encourage comprehension. Employing engaging subjects and also regularly using varied kinds of topics can decrease the possibility of students becoming fed up and losing concentration. As with normal everyday conversation, listening comprehension in the language learning situation is easier to attain if the listener is concerned about what is being spoken. (Smith, 'Principles for Listening Comprehension in the Classroom,' n.d.).

2.7.4. Conversation

Engaging students in some form of conversation helps in Listening comprehension; by offering the opportunity to the students to ask and be asked following a pattern of a spoken language being heard. Exposing students to this type of process increases students' interest in listening by paying more attention to what they hear absorbing the meaning properly. (Smith, 'Principles for Listening Comprehension in the Classroom,' n.d.).

2.7.5. Hearing

Offering students situations in which they are listening to a spoken material and at the same time they are reading what is being spoken on paper like (lyrics of a song). It is preferable to make the students only hear the material spoken, since this is when the listening skill is really exercised. (Smith, 'Principles for Listening Comprehension in the Classroom,' n.d.). Listening comprehension is not attained some times, this may be attributed to many factors which stand between the learners comprehending speech especially that of the natives.

2.8. Problems in listening

Listening problems (which lead to miscommunication) might have several sources; the problem can be pure physical, for example a damage of the inner ear, the problem can be linguistic, for example a problem with the recognition of speech sounds, or the problem can be of a more abstract cognitive level, for example with the interpretation of the message. (Poelmans, 2003).

One sub-process that can be a source of problems is the identification of L2-phonemes. According to Poelmans (2003, p. 19):

“Native speakers identify speech sounds due to the so-called perceptual magnet effect, which means that they recognize sounds by comparing them to prototypical phonemes.”

These kinds of prototypes are identified in a “range of allowable variation,” (Poelmans, 2003, p. 19), categorizing the sound correctly depends on the characteristics of the input sound being in this range. Not knowing the prototypes of the L2 results in incorrect categorization and which can be the first problem for second language learners in processing spoken language; so learners of L2 have to have enough knowledge about the specific phonemes of L2 to be able to categorize the input sounds properly. An example for this is the case of the Chinese learners of English to distinguish between the sounds /l/ versus /r/. For the Chinese people do not notice the contrast between the two sounds in their mother tongue, it is only after severe practice that they become capable of recognizing these sounds. It is noteworthy, to say that not all L2 sounds will cause problems. (Poelmans, 2003).

According to Poelmans (2003, p. 21), “Language users learn to categorize speech sounds in terms of phonetic categories of their L1 before the age of seven”. (In fact, they begin at birth, or even earlier). New sounds, for instance, the L2 sounds are to be categorized when the categorization of L1 sounds is completed. Unlike older children and adults, young children are capable of creating new categories for the L2 sounds. (Poelmans, 2003).

Another sub-process which is the identifying of spoken words, this in turn makes the listening comprehension so difficult. One feature of continuous speaking which makes the listening comprehension hard to reach is that there is no clear aural equivalent to the simple ‘inter-word white spaces’ that we encounter in written text. “It is important to realize that sounds in continuous speech are fluently assimilated, not only within words but also across word boundaries.” Poelmans (2003, p. 21).

Other problems which can be summarized as such:

- The endeavor to understand everything.
- Ignorance about the important vocabulary
- The accents
- Mental block
- Lack of listening stamina (students get tired and fed up).

Problems can as well be the result of a ‘form-meaning mismatch’. According to Poelmans (2003, p. 21):

“If a listener identifies the form of a word correctly but has not enough knowledge of its meaning, the recognition process (and ultimately the communication process) will fail accordingly.”

‘Word-recognition’ problems, whether the result of incorrect ‘word-boundary identification’ or by inadequate knowledge of vocabulary, are the main sources of miscommunication in listening comprehension, particularly in the case of the L2 listening comprehension process. (Poelmans, 2003).

Anxiety which is the result of trying to get a complete understanding, as in the present case of listening comprehension, by L2 learners especially when being exposed to an authentic material without missing any fragment of the message. (Poelmans, 2003). So the distinction between the important and the less important points becomes a significant feature

of the L2 listener. For the important words are uttered carefully and more slowly. For now, we conclude that problems in L2-listening can be due to recognition and comprehension. (Poelmans, 2003).

2.9. Studies on audio-visual aids

Scholars attempt to assist learners to improve their listening skills "by assigning them videotape, audiotape or computer-based activities," (Jones, 2003, p. 1), in order to complete either at home or in the language lab setting. With these resources, students can practice hearing vocabulary words, sentence structures, and dialogues in the target language. For years, educators and publishers followed a unimodal approach to listening comprehension and presented auditory texts without visual or verbal/textual helpful information. (Jones, 2003).

Jones (2003) presented a study called 'Supporting Listening Comprehension and Vocabulary Acquisition with Multimedia Annotations'. The subjects of the study were English college-students of French, who were divided in four groups, and each one of them was given a multiple-choice test with either 1) no annotations, 2) only verbal annotations, 3) only visual annotations or 4) verbal and visual annotations and the results of each group were then compared. Jones found that the ones who took both the verbal and visual annotations scored the best, while the ones who took only the audio test with no annotations scored the lowest. She states: "Throughout this study, students performed best when they had access to visual and verbal annotations," (2003, p. 1), Then averagely when they are exposed to either verbal or visual aids alone.

According to Hoven (1999, p. 88), multimedia aids, "enable learners to pool their knowledge in more effective ways and enhance peer correction and language repair work." Moreover, videos and other multimedia resources are becoming more commonly used in L2 learning contexts and there is a immense need to involve the argument of the effects of visual comprehension on listening. (Hoven, 1999).

Technology is still viewed to be as an improvement to the progression of language acquisition. The large blending of computers in language teaching programs in the past decade is a proof to this notion. (Meskill, 1996). The reason behind what is now rising as a support for Computer Assisted Language Learning (CALL) is not different than earlier zeal for audiotape based technologies. That is to say, both aids give "individualized access to

target language material that the learner can control and use in a self-study format.” (Meskill, 1996, p. 181). Learning a language through this medium, individualized instruction with the computer, particularly when audio and video are combined (as audio-visual aids) is an extremely interesting proposition. (Meskill, 1996).

2.10. Multimodal processing

According to Meskill (1996, p. 182), “Multi modal processing refers to the engagement of more than one perceptual modality at a time.” The chance for multimedia users to mix several media (text, sound, and video) simultaneously is a likeable trend in software design in general, and language learning products in particular. The Proponents who advocate for the teaching with multimedia have strongly argued that:

“the increase of sensorial input available via the technology coupled with the potential for active engagement in, and interaction with this input predicts that content (in this case the target language) will be more readily integrated into a learner’s developmental system and, in turn, recalled more thoroughly.” (Meskill, 1996, p. 182).

However, a speculation on dual processing, which is a “processing that involves both aural and visual modalities at once, such as with television or film,” (Meskill, 1996, p. 182), that it can disrupt understanding of a single auditory stream.

2.11. Conclusion

To conclude, we say that this chapter was limited to listening in general and the listening with audio-visual aids. We have seen the definition of listening, the process in which listening takes place, listening in accordance with language learning, strategies and types of listening, the problems with listening, and the studies concerned with audio-visual aids in listening where it was obvious that the employment of audio-visual aids has a noticeable impact on the listening comprehension and by that the language learning in terms of development. In the next chapter, there will be a field work with questionnaire as the tool that is used in data collection besides the analysis of the data.

Chapter Three
Data Description and Analysis

Chapter Three

Data Description and Analysis

Introduction

This students' questionnaire deals mainly with the efficiency of using audio-visual aids in improving EFL learners' listening skill and explores the students' views about the current subject. The questionnaire is divided into three parts: part one is about general information and includes five questions, part two concerns audio-visual aids and includes six questions, and part three focuses on the audio-visual aids in listening skill and eight questions are included. Type of the questions varies from "yes" or "no" questions to open questions. The current questionnaire is planned to meet the population chosen, which is third year English students LMD at the University of Biskara.

3.1. Students' questionnaire

3.1.1. Aim of the questionnaire

This questionnaire aims to research the utilization of audio-visual aids in learning English as a foreign language and the degree to which they are helpful in improving the listening skill among EFL learners.

3.1.2. Description of the questionnaire

This questionnaire was handed out to thirty (30) students of English third year LMD at random, and the questions vary from "yes" or "no" questions to open questions. The present questionnaire is divided into three parts:

Part one: general information, there are five questions in this part concerning: gender, age, general view on the experience of learning English (Q1, 2, 3). The next question is about whether the use of audio-visual aids as a good strategy to improve the level in English learning (Q4). Then the students were asked about their level in listening (Q 5).

Part two: Audio-visual aids; this part includes six questions, the first question (Q6) is about their opinion on whether the use of audio-visual aids is beneficial or not, the second

question (Q7) concerns the type of audio-visual aids they (the students) find it mostly preferable, the third question (Q8) is about the degree audio-visual aids fit with the needs of the students, the fourth question (Q9) asks the students of whether audio-visual aids motivate them or not, the fifth question in this part (Q10) asks how often the teachers use audio-visual aids in the courses. The sixth, and the last question in this part, (Q11) is about the times students need to understand the content of the aids.

The third part: audio-visual aids in listening skill; there are eight questions in this part, the first question (Q12) inquires about the students' opinion about the employment of the audio-visual aids in listening, the second question (Q13) is about whether using audio-visual aids always enhances the listening skill, the third question (Q14) concerns the degree to which listening to native speakers, influences the improvement of listening skill, the fourth question (Q15) tries to find out the language components which can be enhanced when using audio-visual aids, the fifth question (Q16) seeks to know whether the use of audio-visual aids helps with the acculturation of the language, the sixth question (Q17) asks the students of whether audio-visual aids provide enough exposure of language use and useful expressions, the seventh question (Q 18) inquires about the reaction of the students upon finding difficulties to understand an audio-visual document, the last question in this part (Q 19) is opened to any advice or suggestions by the students.

3.1.3. Questionnaire analysis

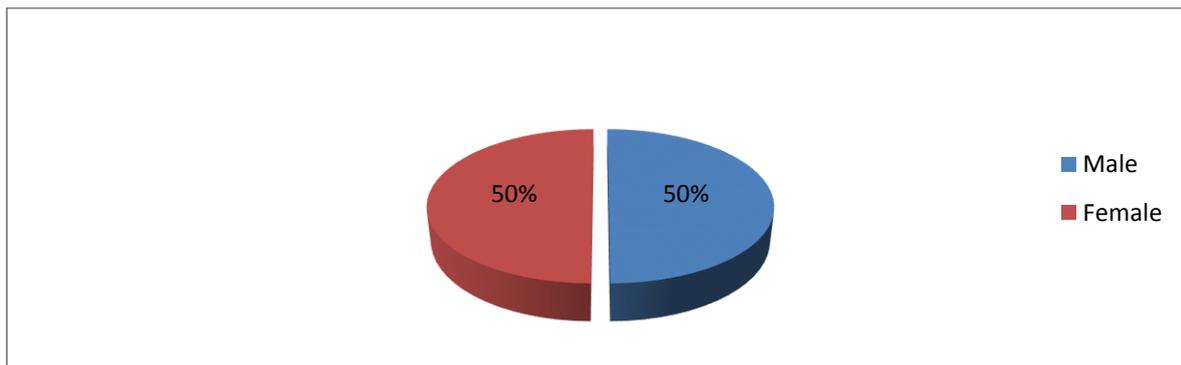
3.1.3.1. Part one: general information

This part, general information, provides us with an overview on the students' learning and helps us predict the answers to get a vivid statistics.

Item 1: Gender distribution

Table 1

Gender	Male	Female
N°	15	15
Percentage	50%	50%



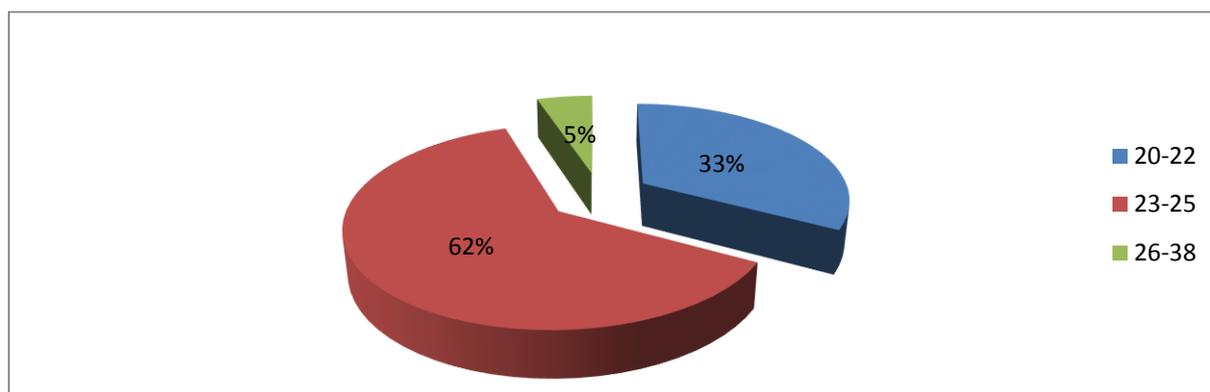
Graph 1: Gender distribution

Table 1 shows that number of the two genders are equal, 50% males and 50% females, indicates the purpose of making the inquiry on both levels, on a male level and on a female level, so the study can get results with nothing to do with gender issues.

Item 2: Age distribution

Table 2

Age	20-22	23-25	26-38
N°	9	17	4
Percentage	33%	62%	5%



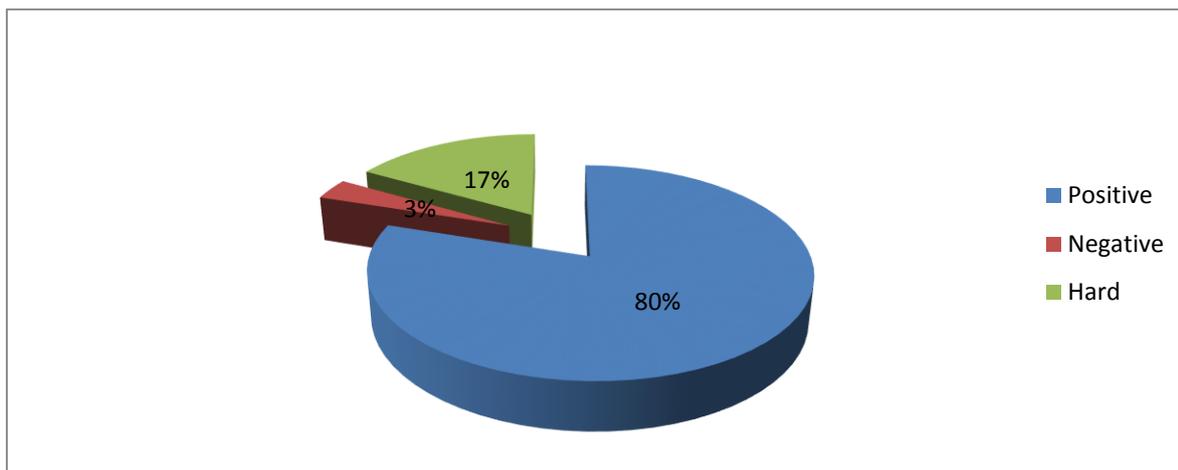
Graph 2: Age distribution

Table 2 shows that the majority of the students involved in this questionnaire are between the ages of 23 to 25, which represent 62%. The students between the ages of 20 to 22 represent 33% of this population and the students between the ages 26 to 38 represent 5% of the whole population of this study.

Item 3: The experience of learning English

Table 3

Opinion	Positive	Negative	Hard
N°	24	1	5
percentage	80%	3%	17%



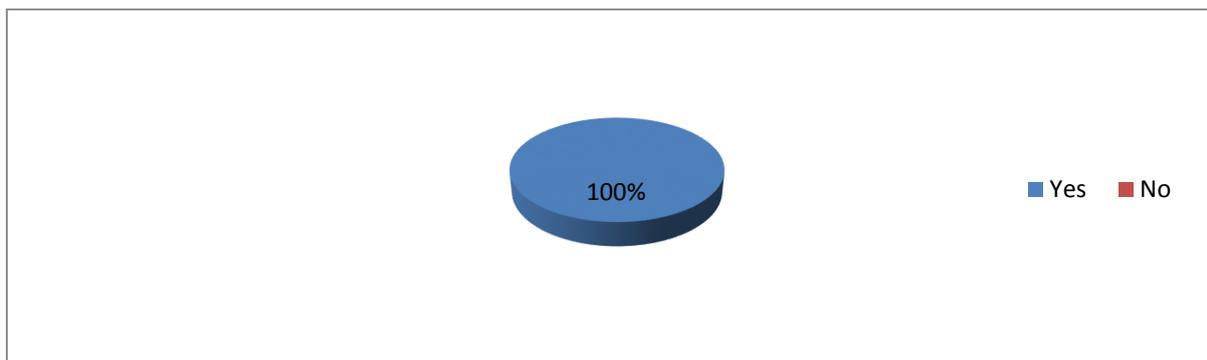
Graph 3: The experience of learning English

Table 3 shows that the majority of the students, 80%, see their experience in learning English as positive, while 17% of the students see their experience as hard, and only 3% describe their experience as negative. Those who described their experience as positive, reflect the majority of students who consider learning English as an enjoyable and important experience.

Item 4: The use of audio-visual aids as a good strategy to improve the level in English learning

Table 4

Opinion	Yes	No
N°	30	0
percentage	100%	0%



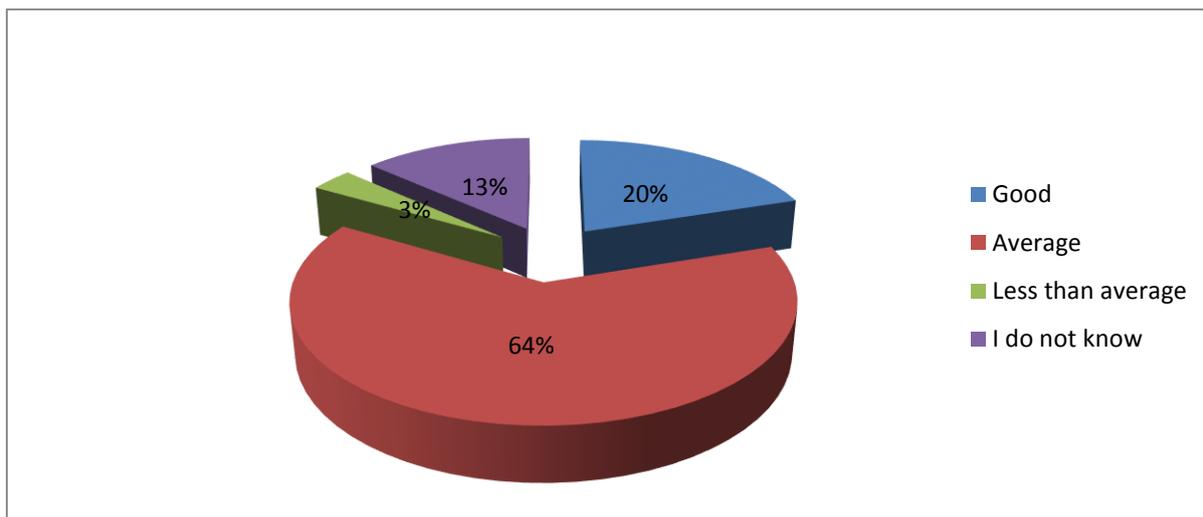
Graph 4: The use of audio-visual aids as a good strategy to improve the level in English learning

Table 4 shows that all the students think that using audio-visual aids is a good strategy to improve the level in English learning. This indicates that the audio-visual aids are very helpful for the students in improving their level.

Item 5: Students' level in listening

Table 5

Opinion	Good	Average	Less than average	I do not know
N°	6	19	1	4
percentage	20%	64%	3%	13%



Graph 5: Students' level in listening

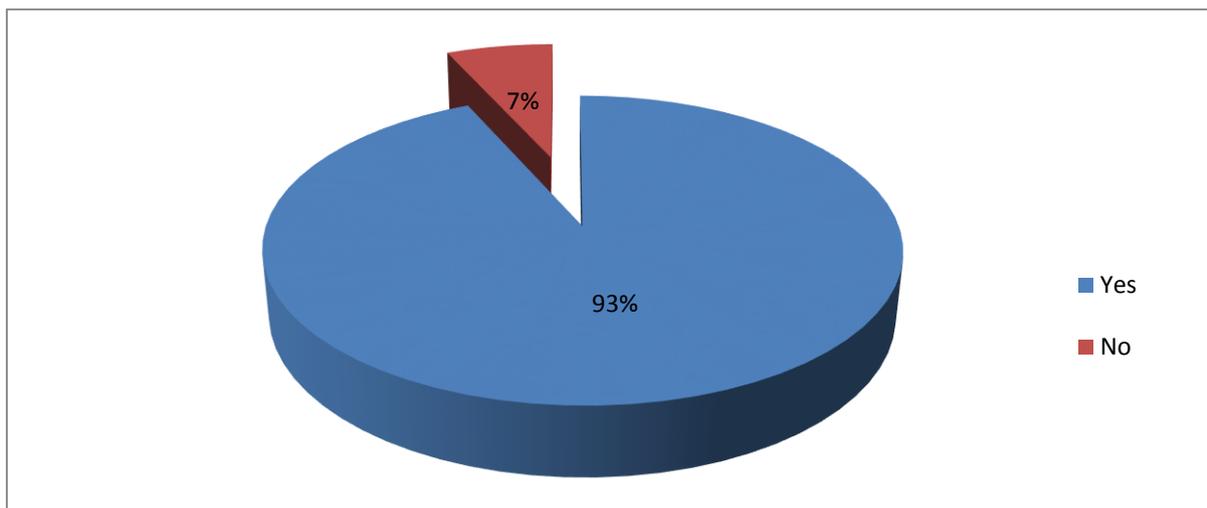
Table 5 shows that students who consider their level in listening as average constitute the majority with 64% of the population, while 20% evaluate their level in listening as good, 13% cannot make the evaluation, whereas 3% as less than average.

3.1.3.2. Part two: Audio-visual aids

Item 6: The advantage of using audio-visual aids

Table 6

Opinion	Yes	No
N°	28	2
percentage	93%	7%



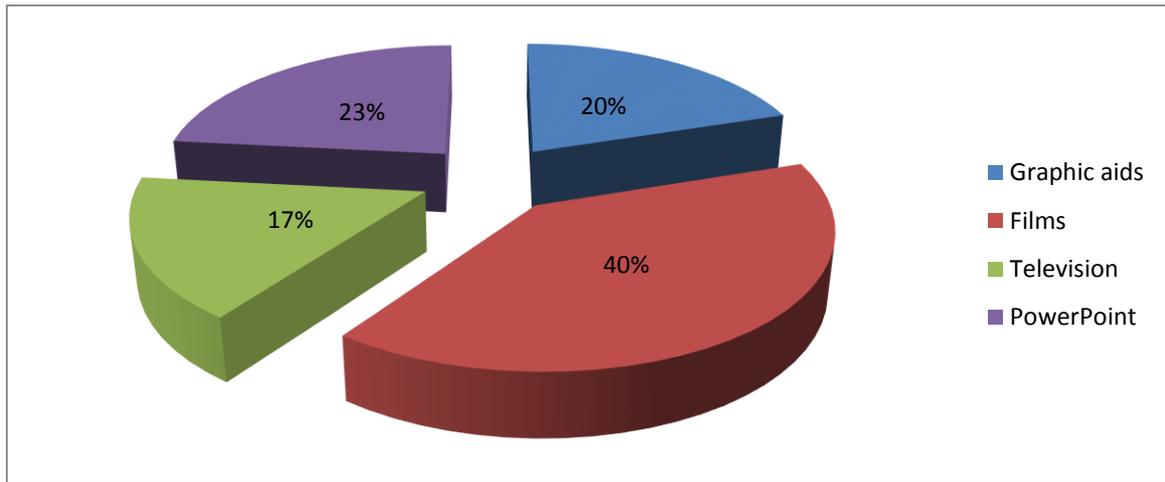
Graph 6: The advantage of using audio-visual aids

The majority of the participants, with 93%, consider using audio-visual aids as beneficial because learning is more interesting and fun with the audio-visual aids, and those materials help understand a large number of subjects by making every point clear and easy. On the other hand, 7% disagree on this matter, justifying their opinions by pointing out that English is already easy and does not need the audio-visual aids, and there are other sources of information and knowledge more helpful.

Item 7: The most preferable type of audio-visual aids

Table 7

Opinion	Graphic aids	Films	Television	PowerPoint
N°	6	12	5	7
percentage	20%	40%	17%	23%



Graph 7: The most preferable type of audio-visual aids

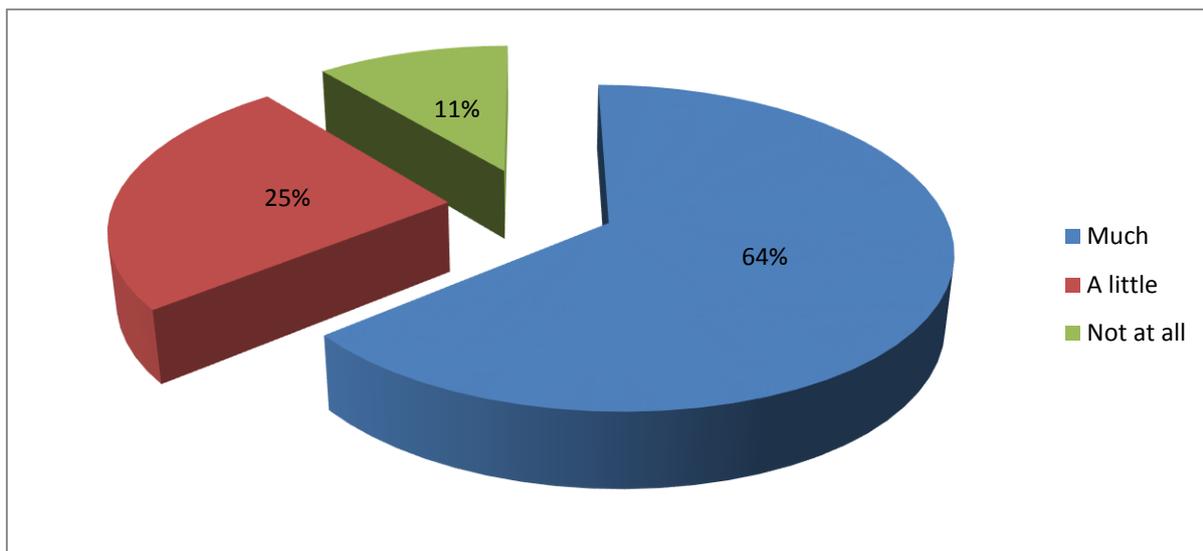
Table 7 shows that 40% of the students prefer films, 23% prefer using PowerPoint, 20% prefer learning with graphic aids (pictures, flashcards), while 17% prefer television as a medium of learning. Besides, some students listed some of the other audio-visual aids they see as important such as: internet, mp3s, and radio.

Helping in exploring the students' needs through this questionnaire, this table indicates that students prefer using films as aids due to their nature and characteristics of combining both the audio and the visual parts and targeting the students needs by providing subjects and videos which suit the students at the moment.

Item 8: The degree audio-visual aids fit with the students' needs

Table 8

Opinion	Much	A little	Not at all
N°	20	6	4
percentage	64%	25%	11%



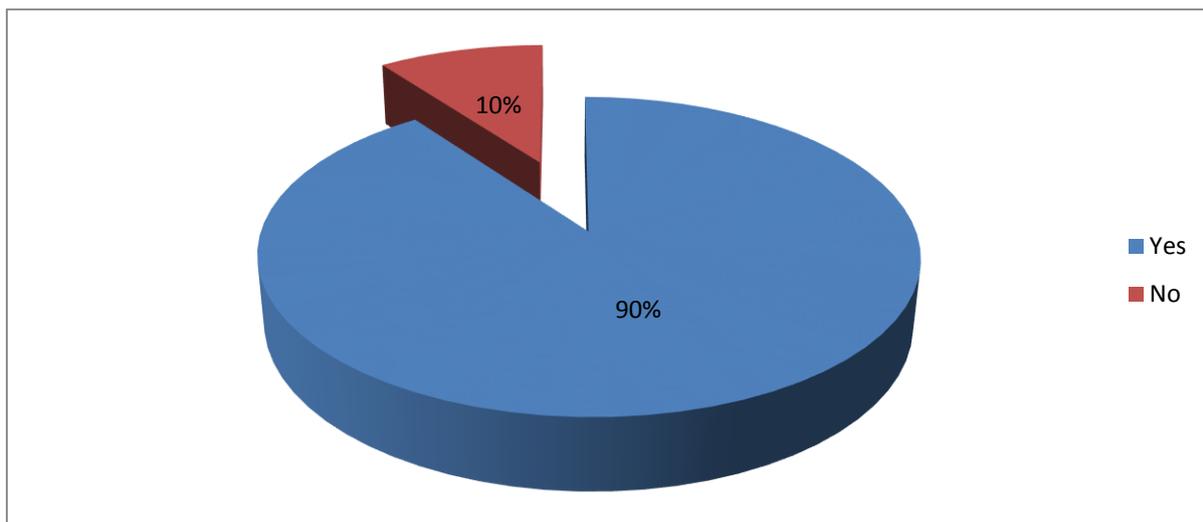
Graph 8: The degree audio-visual aids fit with the students' needs

The majority of the participants, 64%, see that audio-visual aids fit with their needs very much because they are helpful in many ways; they facilitate learning, they simplify ideas and make them look more easier, while 25% of the participants see that audio-visual aids fit with their needs a little because relying on them completely is not recommended and the student needs to look for other sources, 11% see that audio-visual aids do not fit with their needs at all because, according to them, there are some subjects which cannot be accomplished through audio-visual aids and learners can get any information by themselves by just using the books.

Item 9: Audio-visual aids as motivators

Table 9

Opinion	Yes	No
N°	27	3
percentage	90%	10%



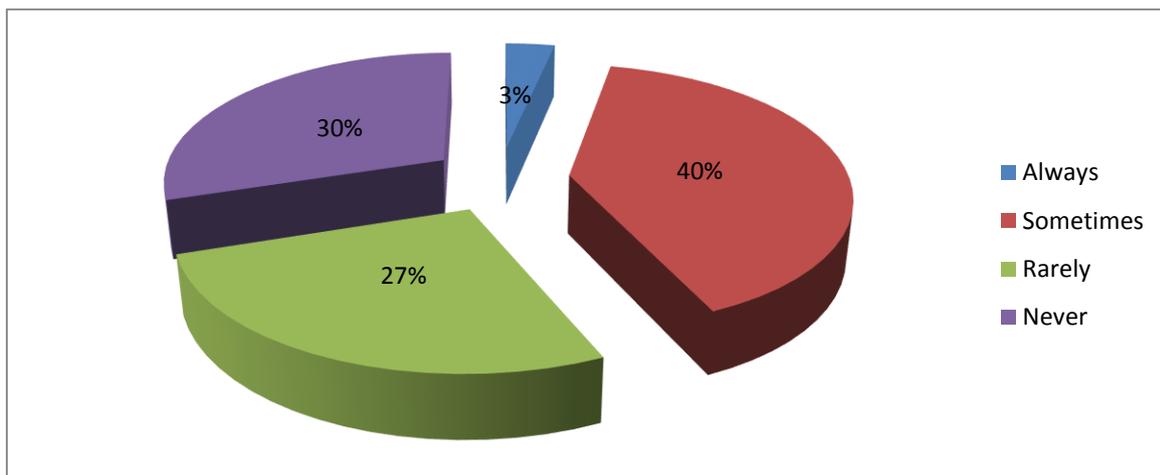
Graph 9: Audio-visual aids as motivators

Table 9 shows that 90% of the students consider audio-visual aids as motivators because they simulate the real world and that is reflected in the development of students while learning, as they get the authentic version of spelling, pronunciation, everyday expressions... etc. while 10% of the students do not consider audio-visual aids as motivators, as learning becomes frustrating sometimes because of being exposed to the natives and finding difficulty in understanding them.

Item 10: The frequency of using audio-visual aids

Table 10

Opinion	Always	Sometimes	Rarely	Never
N°	1	12	8	9
percentage	3%	40%	27%	30%



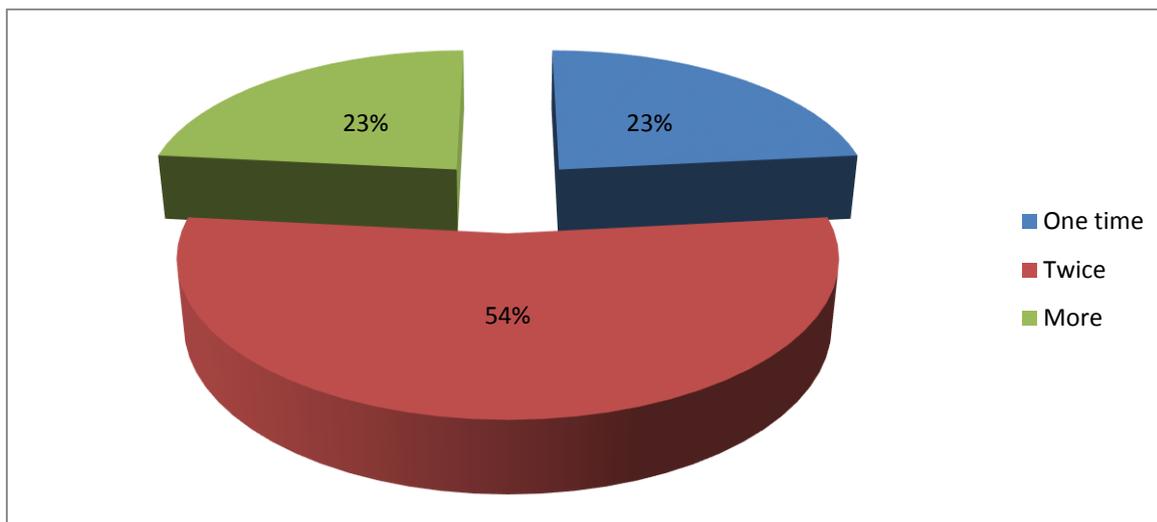
Graph 10: The frequency of using audio-visual aids

The participants describe their teachers' use of audio-visual aids in classes as follows: sometimes 40%, never 30%, rarely 27%, and always 3%. This indicates that using the audio-visual aids depends upon the teacher, since the questionnaire was distributed at random; every student was drawing his/her opinion according to what he/she was being accustomed to by every teacher. Some teachers use the audio-visual aids sometimes, when they find it necessary according to the subject, some never use it and they depend upon their teaching abilities and books, others they use them rarely, while only few use them all the time.

Item 11: The time needed by the students to understand the content of an aid

Table 11

Opinion	One time	Twice	More
N°	7	16	7
percentage	23%	54%	23%



Graph 11: The time needed by the students to understand the content of an aid

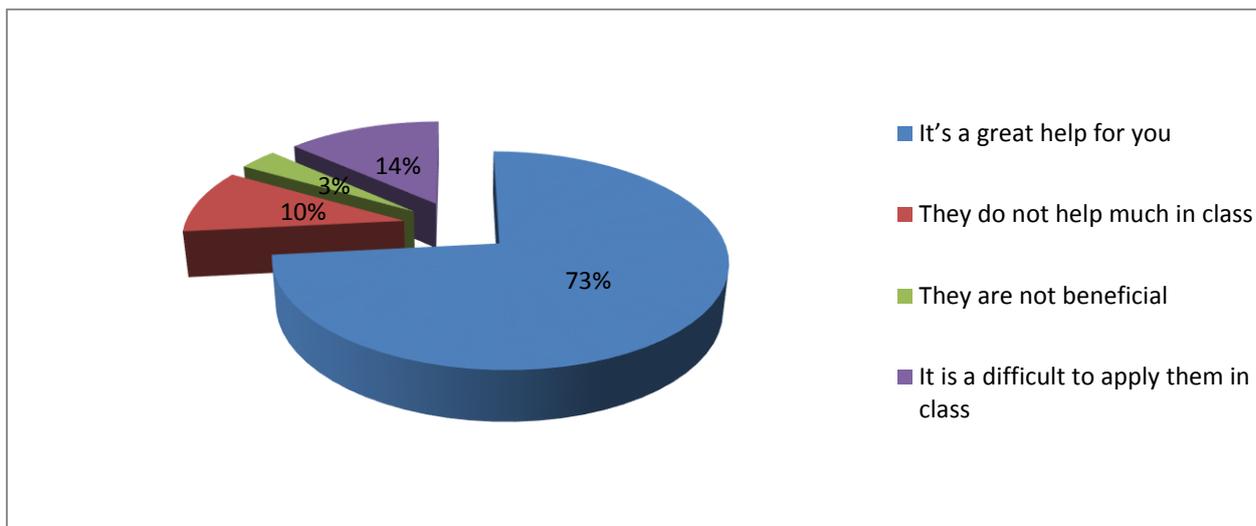
Table 11 shows that 54% of the students need two times to understand the content of an aid, and 23% need more than one or two times to understand; this may be attributed to the difficult words used in the aid, since the students are usually exposed to authentic materials like films and comic strips, and they are confronted with new words or expressions which are hard to grasp, or due to the long duration of an aid which makes it arduous to carry on until the end without losing concentration. Whereas, 23% of the students need only one time to understand the content of an aid.

3.1.3.3. Part three: Audio-visual aids in listening skill

Item 12: The employment of the audio-visual aids in listening

Table 12

Opinion	It's a great help for you	They do not help much in class	They are not beneficial	It is a difficult to apply them in class
N°	22	3	1	4
percentage	73%	10%	3%	14%



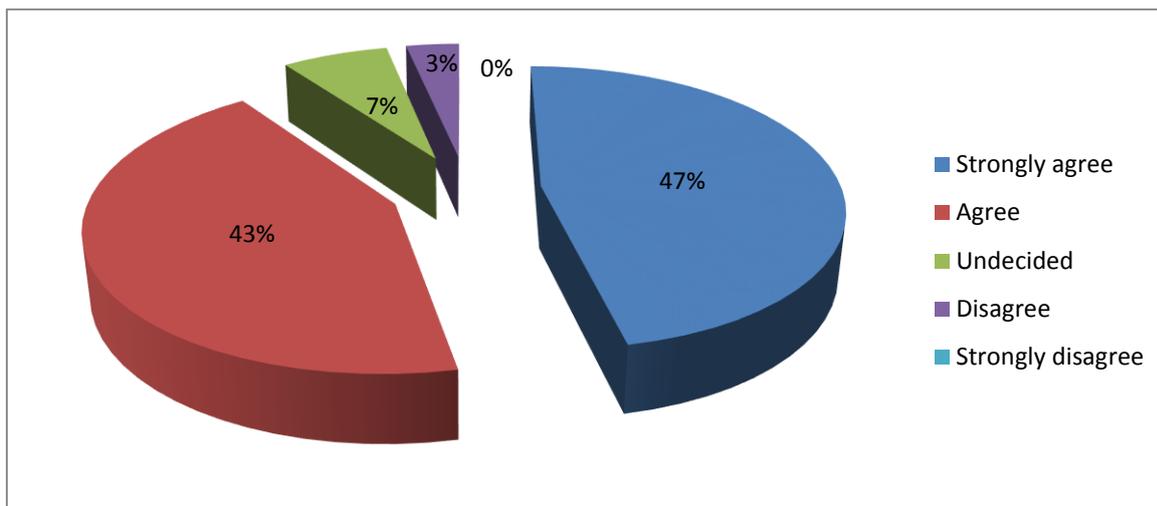
Graph 12: The employment of the audio-visual aids in listening

Table 12 shows that 73% of the participants think of the employment of audio-visual aids in listening as a great help for them, as use is beneficial to developing the listening skill, 14% of the students find it difficult in applying them in class, and 10% of the students think that using audio-visual aids in listening do not help much, while 3% of the participants consider them not beneficial at all when used in listening.

Item 13: The role of audio-visual aids in the enhancement of the listening skill

Table 13

Opinion	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
N°	14	13	2	1	0
percentage	47%	43%	7%	3%	0%



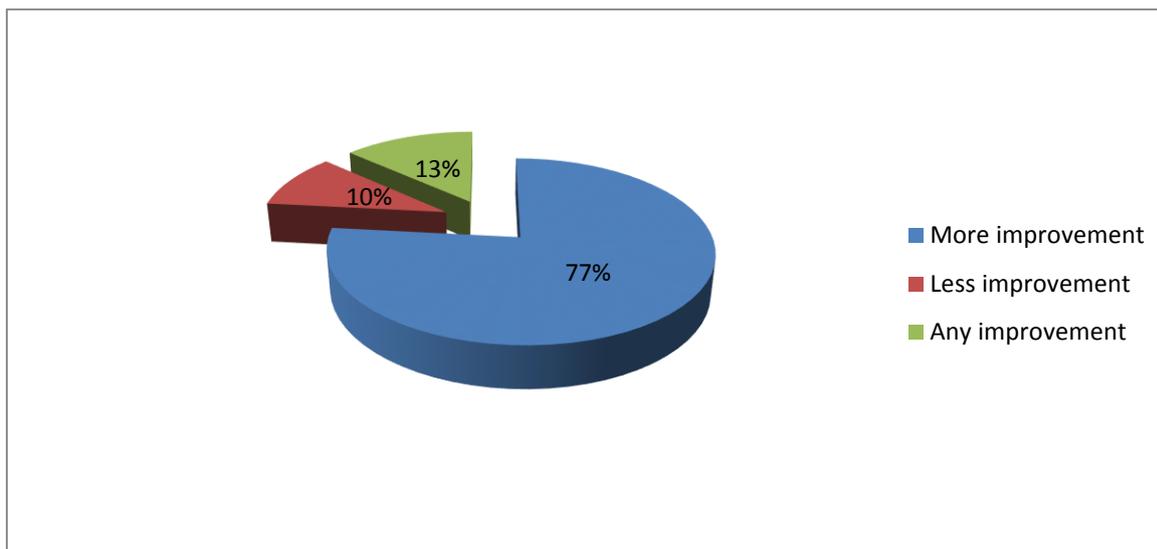
Graph 13: The role of audio-visual aids in the enhancement of the listening skill

The graph above indicates that 47% of the participants strongly agree with using the audio-visual aids to enhance the listening skill, proving their enthusiasm about learning with such materials, and 43% of the population agrees with using the audio-visual aids as a medium to enhance the listening skill, while 7% found themselves undecided about the current issue, 3% of the students disagree with using the audio-visual aids to enhance listening skill, considering other sources like books to be more beneficial, while none of the students strongly disagreed with using the audio-visual aids to enhance the listening skill.

Item 14: The degree to which listening to native speakers, influences the improvement of listening skill

Table 14

Opinion	More improvement	Less improvement	Any improvement
N°	23	3	4
percentage	77%	10%	13%



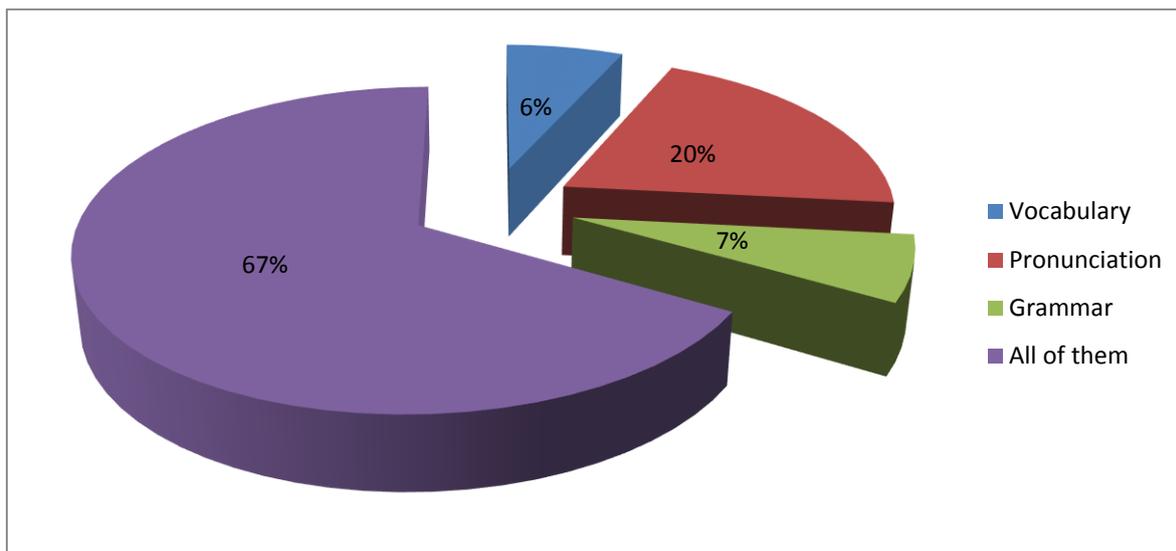
Graph 14: The degree to which listening to native speakers, influences the improvement of listening skill

Table 14 shows that the majority of the students, 77%, consider the influence of listening to native speakers as more improvement of the listening skill, as it helps with the discrimination of talking, accents, and the way word are pronounced, while 13% of the students see that there is any improvement of listening to native speakers ranging from developing vocabulary, improving grammar, to the exploration of the native speakers' culture, 10% of the students see that there is less improvement in the listening skill when listening to native speakers.

Item 15: The language components which can be enhanced through audio-visual aids

Table 15

Opinion	Vocabulary	Pronunciation	Grammar	All of them
N°	2	6	2	20
percentage	6%	20%	7%	67%



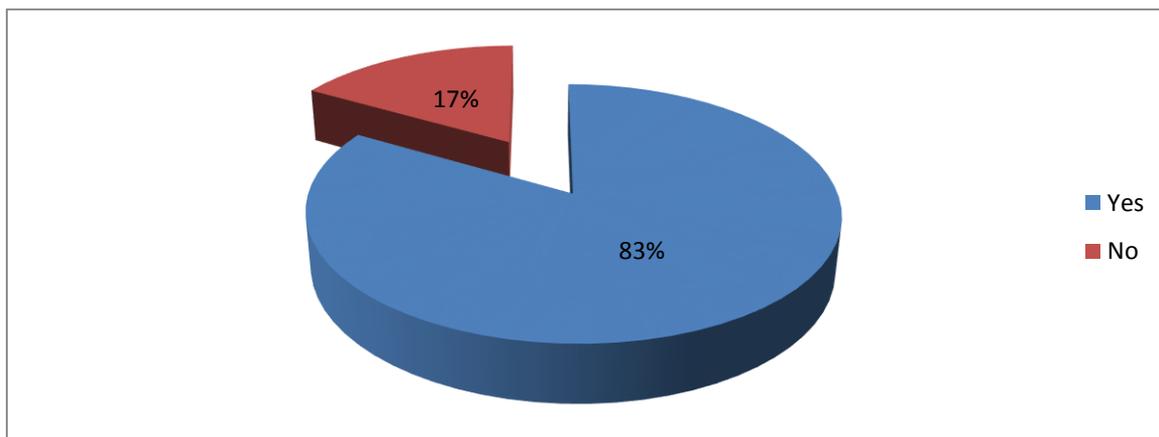
Graph 15: The language components which can be enhanced through audio-visual aids

Table 15 demonstrates that 67% of the students see that all language components: vocabulary, pronunciation, and grammar all together can be enhanced through the use of audio-visual aids, which means that audio-visual aids are very crucial in the learning process and this is confirmed by the results above, while 20% of the students consider that pronunciation as one of language components can be enhanced when using audio-visual aids, 7% see that audio-visual aids enhance mostly grammar among language components, whereas 6% of the participants see that using audio-visual aids contributes mainly to the enhancement of vocabulary.

Item 16: The role of audio-visual aids with the acculturation of the target language

Table 16

Opinion	Yes	No
N°	25	5
percentage	83%	17%



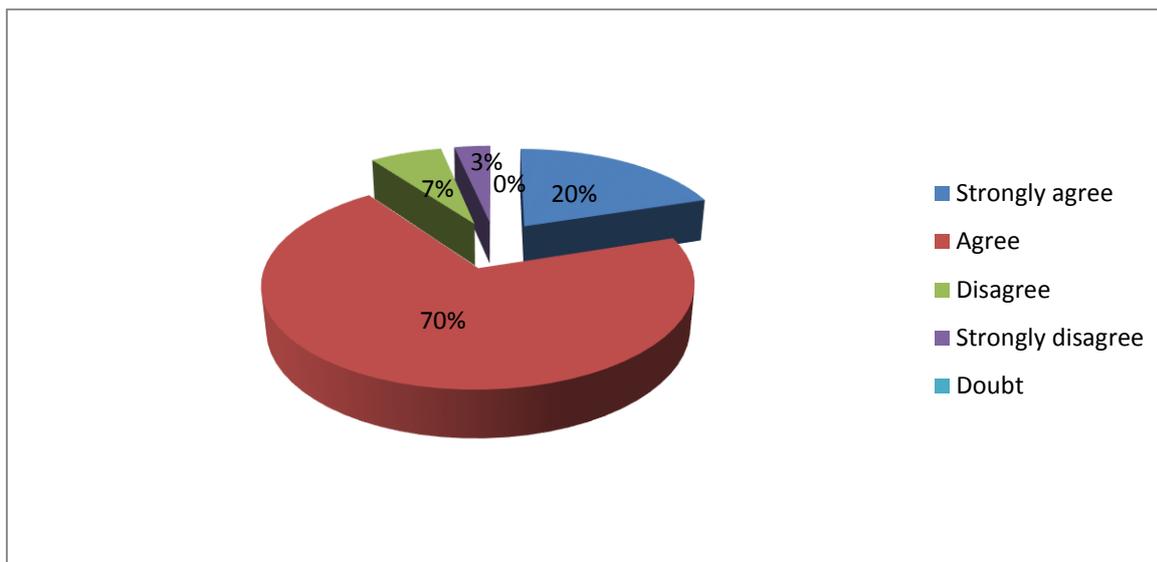
Graph 16: The role of audio-visual aids with the acculturation of the target language

The graph above shows that 83% of the students consider that audio-visual aids help with the acculturation of the target language, for they are a great help to get an overview of the culture of the native speakers through watching and listening to them culminating in getting the correct patterns of pronunciation, accent, and grammar, while 17% of the participants do not consider them as helpful with the acculturation of the target language.

Item 17: Audio-visual aids as suppliers of language use and useful expressions

Table 17

Opinion	Strongly agree	Agree	Disagree	Strongly disagree	Doubt
N°	6	21	2	1	0
percentage	20%	70%	7%	3%	0%



Graph 17: Audio-visual aids as suppliers of language use and useful expressions

Table 17 shows that 70% of the students agree that audio-visual aids provide enough exposure of language use and useful expressions, and 20% of the participants strongly agree, while 7% of the students see that audio-visual aids do not provide enough exposure of language use and useful expressions, and 3% of the students strongly disagree, and none of the participants had doubt about that.

Item 18: The students' reaction when they find difficulties to understand an audio-visual document

The students were asked about the difficulties confronted to understand an audio-visual document and what is to be done about that, and they responded as follows:

- Students must repeat the document many times.
- Go to the books or reach the teacher for help.
- Look for other sources.
- Guidance to the students is recommended to fulfill the planned goals of the syllabus.
- They need to be introduced beforehand to the aids.
- Picking the unclear fragments and explain them with the teacher then repeat the document.

On this we can say that audio-visual aids help a great deal in the learning process in general and in enhancing the listening skill, as they provide the necessary factors of improvement (materials) and what they (these factors) result in motivating and facilitating learning.

Item 19: Advice or suggestions

In this last question, the students were allowed to propose any advice or suggestions that may help with the present research. The students suggested the following:

- Audio-visual aids should be used in English classrooms in Algeria.
- Every university must provide audio-visual aids to enhance learning.
- Teachers have to encourage students to learn with audio-visual aids.
- A variety of audio-visual aids must be used to meet up with the different needs of the students.
- Audio-visual aids must be indulged with every teaching method and technique.

The students involved in this questionnaire made it clear that they are hoping to make the audio-visual aids available in every classroom, and learning will involve not only the teacher as a model for the foreign language being learned, but also an exposure to the culture of the target language by watching and listening to native speakers and this can be reached only by audio-visual aids, at least at the present time.

It is also necessary to get a closer view on what the teachers think about using the audio-visual aids to improve the listening skill. So a teachers' questionnaire is necessary to be made in order to cover the whole issue.

3.2. Teachers' questionnaire

3.2.1. Aim of the questionnaire

The aim of this questionnaire is to investigate the efficiency of employing the audio-visual aids in learning English as a foreign language, and to get the teachers' overview about their effectiveness in improving the listening skill of EFL learners.

3.2.2. Description of the questionnaire

The present questionnaire was distributed to (12) teachers of English third year LMD at the university of Biskra at random. The questions are of the kind of "yes" or "no" questions and open questions.

Fourteen questions are included in this questionnaire, ranging from general information about the participants to information about the current issue, which is the role of audio-visual aids in improving EFL learners' listening skill.

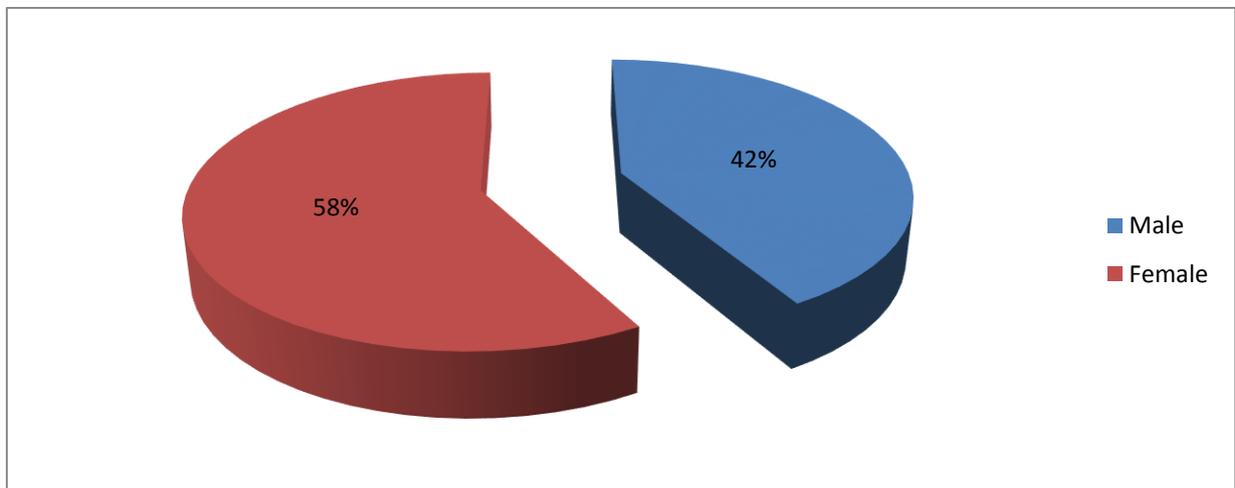
The first two questions (Q 1, 2) concerns the gender and the degree held by the participant, the third question (Q 3) asks teachers whether they use audio-visual aids in their instruction, the fourth question (Q 4) asks how often teachers use them, the fifth question (Q 5) is about the preferable type of audio-visual aids to use, the sixth question (Q 6) is about the way of using audio-visual aids in the class, the seventh question (Q 7) focuses on the difficulties of using audio-visual aids during the instruction, the eighth question (Q 8) asks whether audio-visual aids are of any help to the students in developing their ability to master some aspects of language like recognizing accent, stress, intonations, the ninth question (Q 9) asks whether audio-visual aids are helpful in gaining time, the tenth question (Q 10) is about the advantages of using these aids, and the last question, (Q 11) is opened to add any comments that are of any importance to the study.

3.2.3. Questionnaire analysis

Item 1: Gender distribution

Table 18

Opinion	Male	Female
N°	5	7
percentage	42%	58%



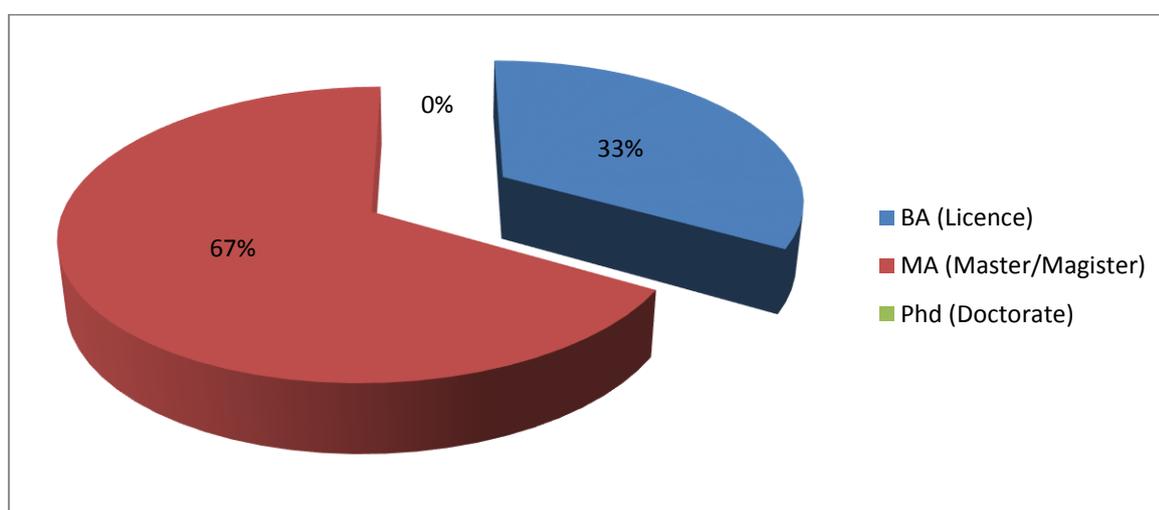
Graph 18: Gender distribution

Table 18 shows that the majority of this population are females, 58%, and 42% for males, this indicates the stamina possessed by females especially in teaching.

Item 2: The degree held by the participants

Table 19

Opinion	BA (License)	MA (Master/Magister)	PhD (Doctorate)
N°	4	8	0
percentage	33%	67%	0%



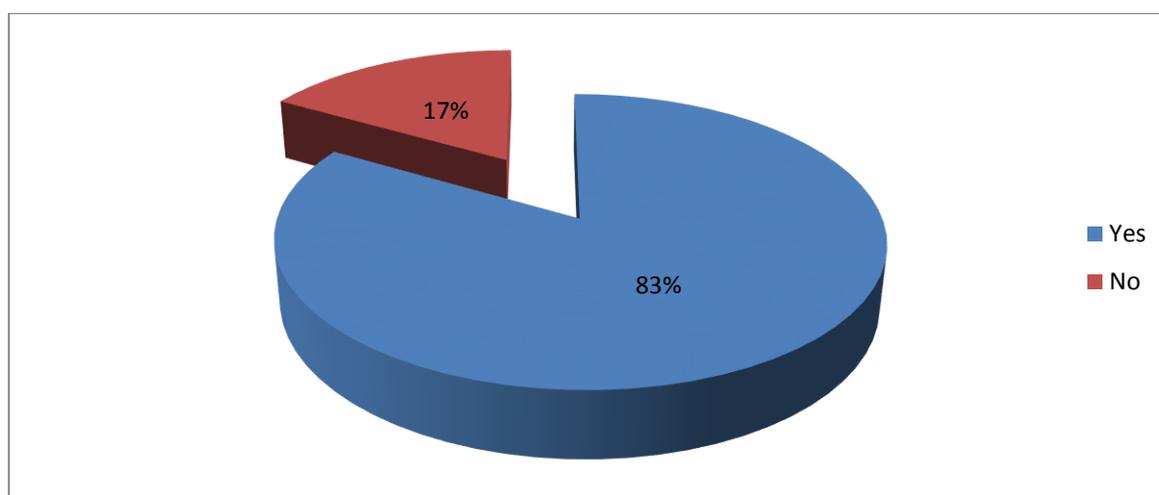
Graph 19: The degree held by the participants

Table 19 shows that the majority of the teachers of this population have an MA (Master/Magister) degree, and it is mostly Magister degree due to the general requirement to hold a Magister degree in order to teach in the university, while 33% of the participants have BA (License) degree, and no PhD (Doctorate) degree has been recorded.

Item 3: The use of audio-visual aids in the instruction

Table 20

Opinion	Yes	No
N°	10	2
percentage	83%	17%



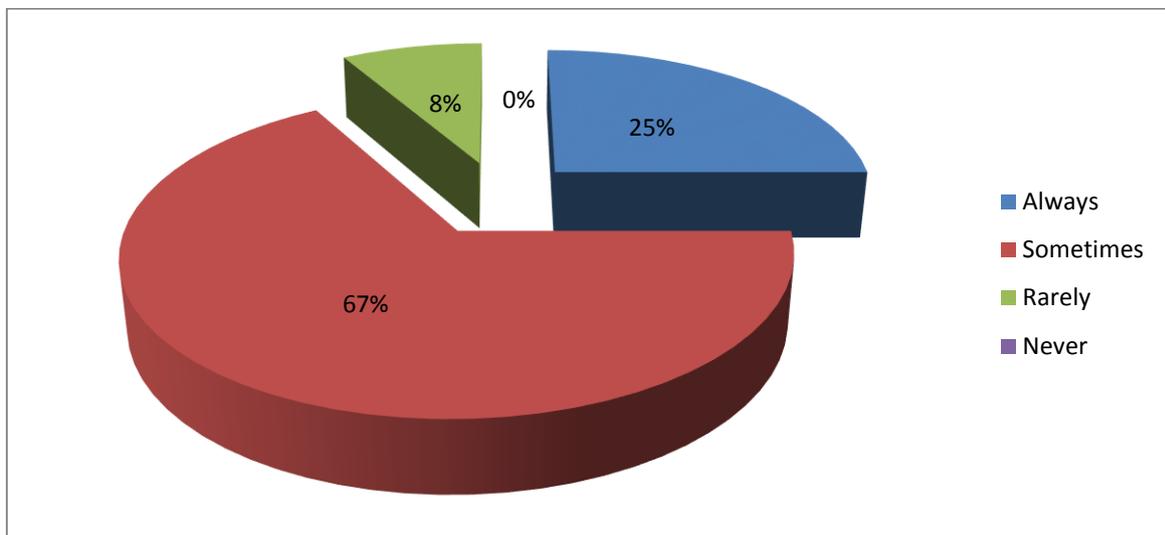
Graph 20: The use of audio-visual aids in the instruction

The graph above indicates that 83% of the teachers involved in this study, use audio-visual aids in their instruction, for it is very efficient especially in improving students' listening skill, since students are in direct focus with the native speakers, and they cannot learn better, also it is a good way to provide learners with vocabulary and illustrate the points, that not all the class can understand, more vividly. While 17% of the participants do not use audio-visual aids in their instruction because there are subjects which do not need to be taught with audio-visual aids.

Item 4: The frequency of using audio-visual aids in teaching

Table 21

Opinion	Always	Sometimes	Rarely	Never
N°	3	8	1	0
percentage	25%	67%	8%	0%



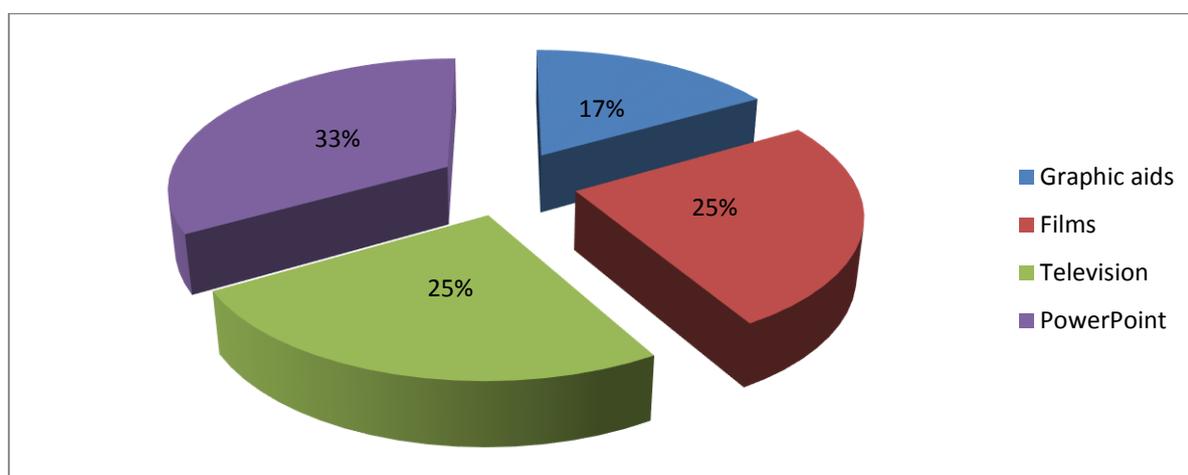
Graph 21: The frequency of using audio-visual aids in teaching

The graph above shows how often the teachers of this population use audio-visual aids; 67% of the participants use them sometimes, 25% of the teachers use them always, 8% use them rarely, while none of the participants refrains from using them as indicated by the graph above (never 0%).

Item 5: The most preferable type of audio-visual aids in teaching

Table 22

Opinion	Graphic aids	Films	Television	PowerPoint
N°	2	3	3	4
percentage	17%	25%	25%	33%



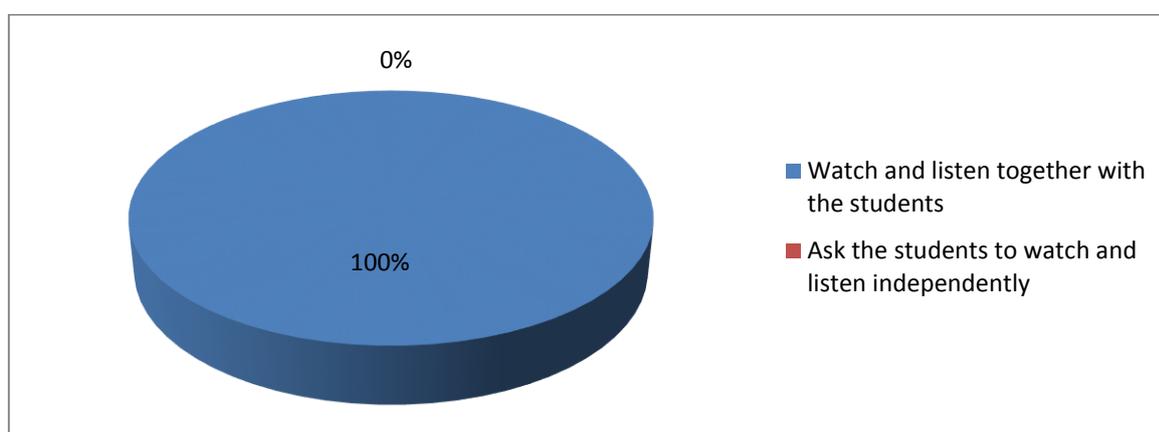
Graph 22: The most preferable type of audio-visual aids in teaching

Table 22 shows that the teachers involved in this study prefer the following audio-visual aids to be used in their instruction: PowerPoint 33%, Films 25%, Television 25%, these last two, they provide a reality simulated atmosphere (with both auditory and visual exposure) to learn and grasp information without being endangered to be lost, while Graphic aids 17. The use of audio-visual aids helps with breaking the routine and creating a relaxed atmosphere that helps the learner in comprehension and level enhancement.

Item 6: The way of using audio-visual aids in class

Table 23

Opinion	Watch and listen together with the students	Ask the students to watch and listen independently
N°	12	0
percentage	100%	0%



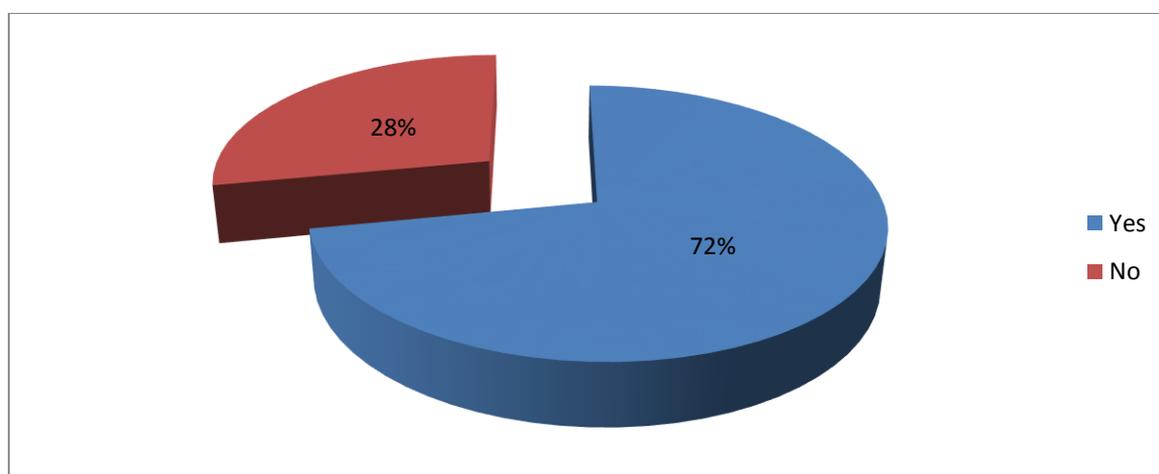
Graph 23: The way of using audio-visual aids in class

Table 23 indicates that all the participants of this study, 100%, use the audio-visual aids together with the students, as the students encounter many unclear points and new words unknown to them, so here comes the role of the teacher in surveillance and guidance.

Item 7: Difficulties when using audio-visual aids during the instruction

Table 24

Opinion	Yes	No
N°	8	4
percentage	72%	28%



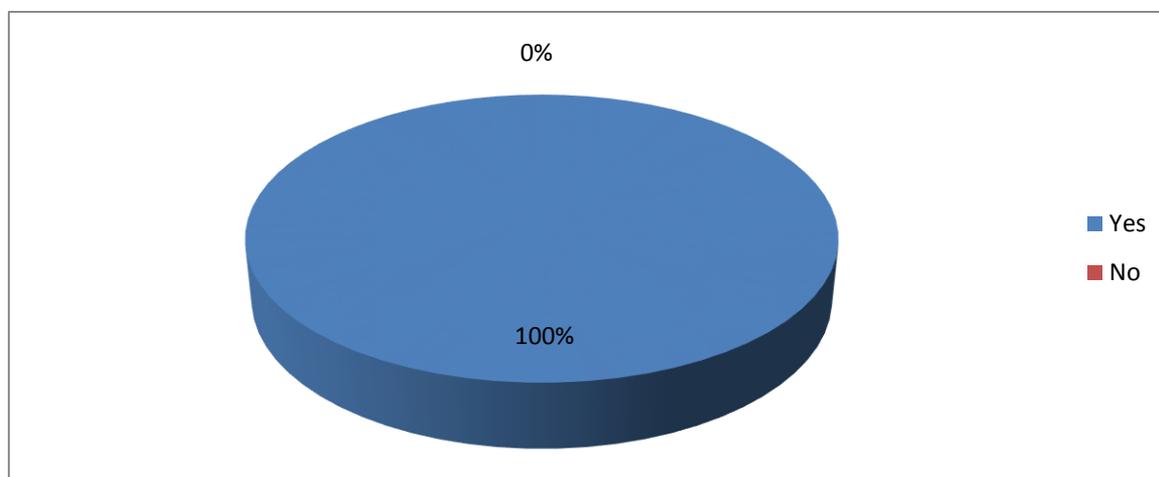
Graph 24: Difficulties when using audio-visual aids during the instruction

Table 24 shows that the majority of the participants, 72%, find difficulties when using audio-visual aids in their instruction due to lack of aids and materials (like laboratory, internet), crowded classrooms especially when trying to draw students' attention, while 28% of the participants do not find difficulties when using them especially when the teachers are familiar with these means and it becomes a great relief when the students themselves are familiar with using them.

Item 8: Audio-visual aids as medium for the students in developing their ability to master some aspects of language like recognizing accent, stress, and intonations

Table 25

Opinion	Yes	No
N°	12	0
percentage	100%	0%



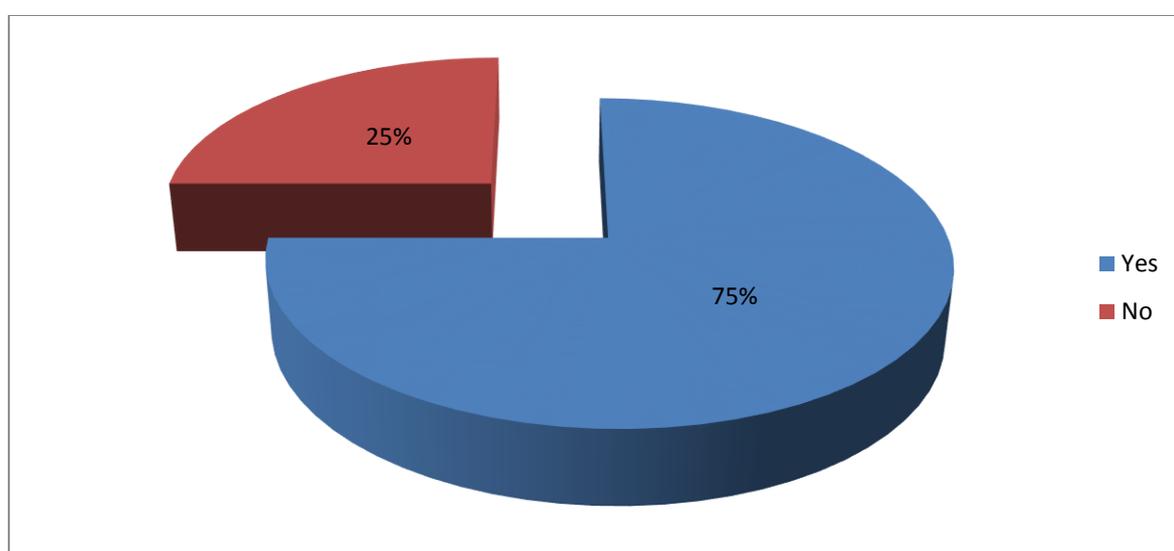
Graph 25: Audio-visual aids as a medium for the students in developing their ability to master some aspects of language like recognizing accent, stress, and intonations

100% of the participants consider using audio-visual aids helps the students in developing their ability to master some aspects of language like recognizing accent, stress, and intonations, for by being exposed to the native speakers, a big amount of information and patterns (accent, stress, and intonation) are received as long as this is under the supervision of the teacher in order to provide consolidation and feedback.

Item 9: The role of audio-visual aids in gaining time

Table 26

Opinion	Yes	No
N°	9	3
percentage	75%	25%



Graph 26: The role of audio-visual aids in gaining time

Table 26 demonstrates that 75% of the participants regard audio-visual aids of great help when it comes to gaining time, since the use of them induces students to grasp information easily without having the premonition of losing that information, so it facilitates the process of shifting from one subject to another one and by this gaining time and effort. Whereas 25% of the teachers see that they are sometimes (audio-visual aids) a waste of time like in the case of having a long video, so the students have to watch it two or three times or maybe more to understand the content.

Item 10: The advantages of using audio-visual aids

The teachers were asked to name the advantages of employing audio-visual aids in teaching, so the answers were the following:

- They help in developing autonomy.
- They provide real life situations.
- They enable both the teacher and the student to know more about others' cultures.
- Listening to native English (better pronunciation, stress, and accent).
- They motivate both the teacher and the student.
- They enhance and increase listening comprehension.
- Being exposed to speaking patterns (of the native speakers).

Item 11: Added comments that are considered important to this study

In this last question, the teachers of this population were asked to freely add any comments relevant to the current study.

One idea is that teachers should avoid the intensive use of audio-visual aids and make their presence when possible to keep their teaching abilities and to guide the students, and to prevent any derail by the students. So a balance is required to achieve the underlined objectives at the end of the course.

3.3. Conclusion

As a conclusion we say that this chapter was devoted to field work by driving a questionnaire as a tool of data collection on both the students and the teachers. After the distribution of the questionnaire, a data analysis was provided and at the end it was clear that the need of using audio-visual aids was clear and expressed by both the students and the teachers. It is obvious now that the statistics and the results of this questionnaire are relevant with the hypothesis presented before; that audio-visual aids are effective in improving the listening skill of EFL learners, by taking the students and the teachers of English third year LMD at the university of Biskra as the population of this research.

General conclusion and recommendations

A popular concept is very common nowadays, states that the achievement of a language, especially a foreign language, lies in the good command of both writing and speaking skills. There are even modules teaching these two skills, even though some may argue that by writing, students are required to read. And by speaking, students have to be good listeners to get a good interaction in communication and thus encompassing all the four skills of language.

The current study deals with the effectiveness of using audio-visual aids in the enhancement of EFL learners' listening skill. This is confirmed by the results obtained from the questionnaires conducted for both the teachers and the students of third year LMD. Moreover, it was proved that these same results are relevant to our hypothesis which stresses that the achievement of competency in listening through audio-visual aids leads to a better achievement in comprehension ability. As a matter of fact, this study is conducted mainly to investigate the degree to which the employment of audio-visual aids helps with the improvement of the listening skill.

It was clearly noticeable through the analysis of the questionnaire that the students, during the use of audio-visual aids, are able to relatively recognize accent, stress, and intonations. The students have showed also a vehement desire to learn with the audio-visual aids all the times to increase their learning abilities and simultaneously gaining time and effort.

In order to decrease difficulties faced by the learners and to facilitate the learning process of the listening skill, we recommend the following:

- An official attention to audio-visual aids is required by the educational facilities in learning and teaching.
- The use of audio-visual aids need to be employed by both the teacher and the learner.
- Teachers must introduce and adapt audio-visual aids into the classroom and later these aids be adopted in the learning process by the learners.
- The good choice of the type of audio-visuals aids appropriate to the designed task of achieving competency in the listening skill.
- There must be a variation in the use of audio-visual aids, not to be focused on just one aid from the others, so the employment can be helpful.

Lastly, we hope that this study has covered all the necessary points related with the current research and it can be useful for the students to improve their listening skill.

Restriction of time has obliged us to confine our study to the descriptive method not the experimental. A lack of sources was one of the difficulties faced in this study, a few books and articles not ample to carry on with this study. Despite the stated limitations, the underlined goals of this study were accomplished.

References

1. Argyris, C. (1995). Action science and organizational learning. *Journal of Managerial Psychology*. MCB University Press. 10(6), 20-26.
2. Arosenius, D. (2011). A study on the impact of visual cues in listening comprehension on Swedish learners of English. Gothenburg: University of Gothenburg.
3. Byk, J. (n.d.). The Uses of Audio-Visual Aids in Teaching. Retrieved from http://www.ehow.com/about_5454141_uses-audiovisual-aids-teaching.html
4. Case, A. (n.d.). Why your students have problems with listening comprehension. Retrieved from <http://www.usingenglish.com/articles/why-your-students-have-problems-with-listening-comprehension.html>
5. Çakir, I. (2006). The use of video as an audio-visual material in foreign language teaching classroom. *The Turkish Online Journal of Educational Technology*, 5(4), 67-72.
6. Chandler, A.C., & Cypher, I.F. (1948). *Audio-visual techniques for enrichment of the curriculum*. New York: Noble and Noble.
7. Deepika, V., & Kalaiarasan, M. (2012). The role of language lab in learning English as a second language. *Journal of Technology for ELT*, 2(2). Retrieved from <https://sites.google.com/site/journaloftechnologyforelt/archive/april-2012/1-role-of-language-lab-by-deepika-kalaiarasan>
8. Definition of Learning. (n.d.). In Pittsburgh University. Retrieved from <http://www.cidde.pitt.edu/ta-handbook/teaching-and-learning-principles/definition-learning>
9. Derrington, C., Groom, B., & Chapman, P. (2004). Different types of listening. *A Team Approach to Behaviour Management*, 42-45.
10. Dunn, L. (2002). *Theories of learning*. Oxford Centre for Staff and Learning Development.
11. Equipped for the Future. (n.d.). Using Listening Strategies. Retrieved from http://eff.cls.utk.edu/toolkit/support_listening_strategies.htm
12. European Commission. (2012). *Communication from the Commission on state aid for films and other audiovisual works*. Brussels: European Union.
13. Goh, C. C. (2002). *Teaching listening in the language classroom*. Singapore: SEAMEO Regional Language Centre, RELC Portfolio Series 4.
14. Good, C.V., Kappa, P.D. (1973). *Dictionary of education*. New York: McGraw-Hill.

15. Hamouda, A. (2012). Listening Comprehension Problems: Voices from the Classroom. *Language in India*, 12(8), 1-49.
16. Hoven, D. (1999). A model for listening and viewing comprehension in multimedia environments. *Language learning and technology*, 3(1), 88-103.
17. Ikeuchi, T. (n.d.). Listening Comprehension and the Use of Audio-visual Aids at Home: a case study at a high school.
18. Jebbour, M. (n.d.). Teaching: Definition and Teaching Approaches. Retrieved from <http://www.upublish.info/Article/Teaching--Definition-and-Teaching-Approaches/802010>
19. Jones, L.C. (2003). Supporting Listening Comprehension and Vocabulary Acquisition with Multimedia Annotations: The Students' Voice. *CALICO Journal*, 21 (1), 41-65.
20. Joseph, P.C. (1982). Religious program specialist three and two Rate training manual and nonresident course. Florida: The Center.
21. Kelly, W., & Serb, T.J. (1961). Audio-visual aids and equipment. Chicago: American society of planning officials.
22. Kline, J.A. (1996). *Listening Effectively*. Alabama: Air University Press.
23. Liberty, M. (n.d.). Disadvantages of audio-visual aids in teaching. Retrieved from http://www.ehow.com/list_6717310_disadvantages-audiovisual-aids-teaching.html
24. Lucas, R.W. (n.d.). The power of Audio-visual aids. Retrieved from http://www.selfgrowth.com/articles/The_Power_of_Audio-Visual_Aids.html
25. Meskill, C. (1996). Listening skills development through multimedia. *Journal of Educational Multimedia and Hypermedia*, 5(2), 179-201.
26. Morley, C. (2007). Listening: Top down and bottom up. Retrieved from <http://www.teachingenglish.org.uk/articles/listening-top-down-bottom>
27. Moss, L. (n.d.). Types of audio-visual material used in teaching. Retrieved from http://www.ehow.co.uk/facts_5574757_types-audiovisual-material-used-teaching.html
28. National Capital Language Resource Center (NCLRC). (n.d.). *The essentials of language teaching*. Retrieved April 23, 2007 from <http://nclrc.org/essentials>
29. Oakley, P. & Garforth, C. (1985). Guide to extension training. Rome: Food and agriculture organization of the United Nations.
30. Osada, N. (2004). Listening comprehension research: a brief review of the past thirty years. *Dialogue*, 3, 53-66.

31. Patil, V.G. (2010). Importance of Audio -visual in teaching Methodology. Retrieved from <http://www.articlesbase.com/tutoring-articles/importance-of-audio-visual-in-teaching-methodology-3667855.html>
32. Poelmans, P. (2003). Developing second-language listening comprehension: Effects of training lower-order skills versus higher-order strategy. Amsterdam : University of Amesterdam.
33. Rao, T.S., & Jyoti, A.A.V. (2012). Utilization of audio-visual aids in teaching English as primary level. *International Journal of Multidisciplinary Educational Research*. 1(2), 311-318.
34. Rautrao, S. (2012). Significance of audio-visual aids in teaching English. *Indian Streams Research Journal*, 2(9).
35. Selvi, T. (n.d.). Use of audio-visual aids in teaching. Retrieved from <http://nursingempower.blogspot.com/2007/10/audio-visual-aids-in-education.html>
36. Smith, S. (n.d.). Principles for Listening Comprehension in the Classroom. Retrived from http://www.ehow.com/info_7864424_principles-listening-comprehension-classroom.html
37. Vandergrift, L. (1999). Facilitating second language listening comprehension: acquiring successful strategies. *Oxford University Press*, 53(3), 168-176.
38. Vandergrift, L., Tafaghodtari, M.H. (2010). Teaching L2 Learners How to Listen Does Make a Difference: An Empirical Study. *Language Learning: A journal of research in language studies*, 60(2), 470-497.

Appendix One

Students' Questionnaire

Dear students

The aim of this questionnaire is to investigate the role of **Audio-visual aids** in enhancing listening skill, and show how the EFL students of third year LMD Mohammed Kheider University are dealing with this issue.

Please, tick the appropriate answer. Answering these questions is very helpful for this study.

Part one: general information

1-gender: Male Female

2- Age:

3- How do you see your experience learning English?

a- Positive

b- Negative

c- hard

4- Do you think that using audio-visual aids in English foreign language class is a good strategy to improve your level?

a- Yes

b- No

5- How do you evaluate your level in listening?

a- Good

b- Average

c- Less than average

d- I do not know

Part two: Audio-visual aids

6- Do you think using audio-visual aids is beneficial?

- a- yes
- b- No

Justify in both:

.....
.....

7- Which type of the following audio-visual aids is preferable for you?

- a- Graphic aids (pictures, flashcards)
- b- Films
- c- Television
- d- PowerPoint

Others:

.....
.....

8- How much do they fit with your needs?

- a- Much
- b- A little
- c- Not at all

Justify your answer:

.....
.....

9- Do they motivate you?

- a- Yes
- b- No

10- How often do your teachers use them in your courses?

- a- Always
- b- Sometimes
- c- Rarely
- d- Never

11- How many times do you need to understand its content?

- a- One time
- b- Twice
- c- More

Why?

- a- Long duration
- b- Difficult words to understand
- c- Difficulty in using the aid

Part three: Audio-visual aids in listening skill

12- What is your opinion about the employment of audio-visual aids in listening?

- a. It's a great help for you
- b. they do not help much in class
- c. they are not beneficial
- d. It is difficult to apply them in class

Others:

13- Is using audio-visual aids always enhances your listening skill:

- a- Strong agree
- b- Agree
- c- Undecided
- d- Disagree
- e- Strong disagree

14- To what degree is the influence of listening to native speakers in enhancing the listening skill?

- a- More improvement
- b- Less improvement
- c- Any improvement

15- Which of the following language components can be enhanced when using audio-visual aids?

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

16- Do you think the use of audio-visual aids helps with the acculturation of the language?

- a- Yes
- b- No

How?

.....
.....

17- Audio-visual aids provide you with enough exposure of language use and useful expressions:

- a- Agree
- b- Strongly agree
- c- Disagree
- d- Strongly disagree
- e- doubt

18- What do students do when they find difficulties to understand an audio-visual document?

.....
.....

19- Any advice or suggestions:

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

Appendix Two

Teacher's Questionnaire

Dear teachers

For the preparation of a master dissertation, this questionnaire serves as a data collection tool on the role of **Audio-visual aids** in improving listening skill, your answering this questionnaire will be of an immense help to this research study in attaining its objectives. Please tick the choices in the boxes or write your information when necessary.

Thank you

1-Specify your gender:

Female Male

2- What is your Degree?

- a. BA (Licence)
- b. MA (Master/ Magister)
- c. PHD (Doctorate)

3- Do you use audio-visual aids in your teaching?

- a- Yes
- b- No

If yes, how do you consider them effective in improving the listening skill of your students?
Justify?

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

4- How often do you use them?

- a- Sometimes
- b - Rarely
- c- Always
- d- Never

5- What type of audio-visual aids do you prefer to use?

a- Graphic aids

b- Films

c- Television

d- TV PowerPoint

Why?

.....

.....

6- How do you use the audio-visual aids in the class?

a- Use the aids together with the students

b- Ask the students to use them independently

Why?

.....

7- Do you find any difficulties when using audio-visual aids in your courses?

a- Yes

b- No

How?

.....

8- Do audio-visual aids help your students developing their ability to master some aspect of language like; recognizing accent, stress, intonation...

a- Yes

b- No

Justify:

.....
.....

9- What are the advantages of using these audio-visual aids?

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

10- Does it make you gain time?

a- yes

b- No

Why?.....

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

11- Any added comments you see important to this study?

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