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## **The Significance of Audio Visual Aids in Foreign Language Teaching**

The Case of Second Year English Students at Mohamed Kheider  
University of Biskra

**A Dissertation Submitted in Partial Fulfillment of the Requirements for the Master  
degree in science of language**

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I declare that I have worked on this thesis independently,  
using only the primary and secondary sources listed in the references

## *Dedication*

*To the dearest people to my heart*

*To my parents with love*

*To my sisters "Anfel" and "Nouha"*

*To my brothers "Mouhaymen" and "Mouhab"*

*To my soul mate Fou Fou*

*To my best friend Reema*

*To my cousins and friends for their great help and support:*

*yasmine, nesrine, ikhllass iness meriem, sara, baki, racufaya, lina, israa, melina,  
amani, walid, mounim, khaled, iliass, mo3ud, mostafa, amine, riad, melki, aniss, mehdi, h  
akou, madjib, aniss, cussama, ridha, haroun, linda*

*Special gratitude is due to all these extraordinary People who have stood by me in  
very hard moments*

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## **Abstract**

Teachers of English as a foreign language are in a constant search of what may help learners increase their level of language proficiency. As a matter of fact, the frequent use of the foreign language in class should be conducted through good techniques and procedures. Therefore, the learner's mastery of the four skills especially language fluency depends to a great extent on the teacher's use of the most appropriate methods of teaching the speaking skill. This research work aims to investigate the effect of audiovisual aids in enhancing learner's level of the English language. To evaluate the effectiveness of the audiovisual aids in improving the learner's proficiency in speaking, we have conducted a field work at the University of Biskra. The outcomes of the investigation seem to be highly significant because they evidently indicate and confirm that audiovisual aids improve particularly the students' performance in the speaking.

## **Résumé**

Les enseignants de l'anglais comme une langue étrangère sont dans une constante recherche de ce qui peut aider les apprenants à améliorer leur niveau de la maîtrise de la langue. En fait, l'usage fréquent de la langue étrangère en classe devrait être mené par de bonnes techniques et procédures. Par conséquent, la maîtrise de l'apprenant des quatre compétences particulièrement maîtrise de la langue dépend dans une large mesure sur l'utilisation par l'enseignant des méthodes les plus appropriées de l'enseignement de la compétence de parole. Ce travail de recherche vise à étudier l'effet des aides audiovisuelles dans l'amélioration du niveau de l'apprenant de la langue anglaise. Pour évaluer l'efficacité des aides audiovisuelles dans l'amélioration des capacités de l'apprenant en parlant, nous avons mené un travail de terrain à l'Université de Biskra. Les résultats de l'enquête semblent être très importants car ils indiquent de toute évidence et confirment que les moyens audiovisuels améliorer en particulier les performances des élèves dans la langue.

## **List of abbreviation**

**EFL: English Foreign Language**

**ICT: Information Communicative Technology**

**AVA: Audio Visual Aids**

**List of tables**

|  |    |
|--|----|
| Table 3.2 teacher's satisfaction about student's general achievement.....                          | 48 |
| Table 3.3 teacher's view about student's deficiency.....   | 49 |
| Table 3.4 teacher's view about student's under-achievement.....                                    | 49 |
| Table 3.5 teacher's view about the importance of audiovisual aids.....                             | 50 |
| Table 3.6 teacher's view about the appropriate aids to each course.....                            | 50 |
| Table 3.7 teacher's view about the lack of audiovisual aids.....                                   | 51 |
| Table 3.8 teachers view about the lack of audiovisual aids.....                                    | 51 |
| Table 3.9 teachers view about student's motivation in the speaking skill.....                      | 51 |
| Table 3.10 student's age.....  | 54 |
| Table 3.11 Student's Gender.....   | 54 |
| Table 3.12 student's streaming.....  | 55 |
| Table 3.13 Student's choice to study English at the University.....                                | 55 |
| Table 3.14 student's reasons for choosing English.....   | 56 |
| Table 3.15 student's considerations.....   | 56 |
| Table 3.16 student's preferable aids.....  | 56 |
| Table 3.17 student's view about if audiovisual aids are good way to present lectures.....          | 57 |
| Table 3.18 student's explication about if audiovisual aids are a good way to present lectures..... | 57 |
| Table 3.19 student's attitude toward using authentic materials.....                                | 58 |
| Table 3.20 student's preferable method of teaching.....  | 59 |
| Table 3.21 student's view about if audiovisual aids facilitate oral expression courses.....        | 59 |

## **Table of contents**

|  |     |
|--|-----|
| <b>Declaration</b> .....   |     |
| <b>Dedication</b> .....  | i   |
| <b>Acknowledgements</b> .....  | ii  |
| <b>Abstract</b> .....  | iii |
| <b>Résumé</b> .....  | iv  |
| <b>List of Abbreviations</b> .....                                       | v   |
| <b>List of Tables</b> .....  | vi  |
| <b>List of contents</b> .....  | vii |
| <b>General introduction</b> .....  |     |
| Introduction.....  |     |
| Statement of the problem.....  |     |
| Significance of the study.....   |     |
| Hypotheses.....  |     |
| Methodology.....   |     |
| Limitation of the study.....   |     |
| Literature review.....   |     |
| <b>Chapter one: the impact of audiovisual aids in the speaking skill</b> |     |
| Introduction.....  |     |
| An overview of audio visual aids.....                                    |     |
| Definitions of audio visual aids.....                                    |     |
| Audio equipments.....  |     |
| Visual equipments.....   |     |
| An overview of speaking skill.....                                       |     |
| Definition of speaking.....  |     |

The impact of audio visual aids in teaching speaking.....

Conclusion.....

**Chapter two:** the role of audiovisual aids in teaching

Introduction.....

Teaching with audiovisual aids.....

Advantages of audiovisual aids.....

The role of audiovisual aids.....

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

Conclusion.....

**Chapter three:** field work

Introduction.....

The population.....

The means of research.....

The teachers questionnaire.....

Results and interpretations.....

Discussion of the results of the teachers questionnaire.....

The students questionnaire.....

Discussion of the results of the students questionnaire.....

Comparison between Students' Questionnaire results and Teachers' Questionnaire results.....

Pedagogical suggestions.....

Conclusion.....

**General conclusion**.....

**References**.....

**Appendices**.....

**Appendix 1**.....

**Appendix 2**.....

**General introduction**

Language learning is a complex process which requires the language teacher to use modern technology which implies the application of scientific knowledge to practical tasks by organizations that involve people and machines. It is a fact that technology cannot be separated from society. Machines have social origins and they emerge from the needs of society. Therefore, teachers need technologies relevant to the teaching/learning process. If the educationalists want students to be technologically equipped, all the changes and preparations ought to be done within the curriculum, school, teaching organization and finance.

It is a well-known fact that audio-visual materials are of a great help in stimulating and facilitating the learning of a foreign language. According to Wright (1976:1) many media and many styles of audiovisual presentation are useful to the language learner. That is to say, all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. In language learning and teaching process, the learner uses his eyes as well as his ears; however, his eyes are basic in learning. River (1981:399) claims that it clearly contributes to the understanding of another culture by providing vicarious contact with speakers of the language, through both audio and visual means.

In recent years, the use of audiovisual aids in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Being a rich and valuable resource, audiovisual aids are well-liked by both students and teachers (Hemei, 1997:45). Students like them because audiovisual aids presentations are interesting, challenging, and stimulating to watch and listen. Audiovisual aids show them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations. Another important factor for teachers that makes it more interesting and enjoyable is that it helps to promote comprehension. We know that deficiencies in vocabulary can make even a simple task very difficult for the students. Audiovisual aids make meaning clearer by

illustrating relationships in a way that is not possible with words, which prove a well-known saying that a picture is worth a thousand words. Two minutes of audiovisual aids can provide an hour of classroom work, or it can be used to introduce a range of activities for five minutes. A ten-minute program can be useful for more advanced students; less advanced students may wish something much shorter because their limited command of the language also limits their attention span.

It is obvious that non-native speakers of a language rely more heavily on audiovisual aids clues to support their understanding and there is no doubt that audiovisual aids are an obvious medium for helping learners to interpret their clues effectively. According to many researches, language teachers like audiovisual aids because they motivate learners, bring the real world into the classroom, contextualizes language naturally and enables learners to experience authentic language in a controlled environment. Moreover, in this issue Arthur (1999) claims that audiovisual aids can give students realistic models to imitate for role-play; can increase awareness of other cultures by teaching appropriateness and suitability.

## **Introduction**

Teaching is both an art and a science; able teachers always find ways and means to improve their teaching methodologies. With the change in time teachers are required to employ newer methods and strategies of teaching. Technology has become an important part of teaching and learning within the classroom as well as working with fully online environment. A resource for educating and assisting faculty about the best practices for using technology has become crucial. These recourses need to go beyond how to work with specific software, and teachers need to understand the ways in which these new tools can make a significant difference in the teaching process.

## **Statement of the problem**

Generally, EFL learners and more specifically at the University of Biskra , face difficulties in the classroom not just because their language aptitude is not sufficient , but also because of other factors such as the methodology of teaching which do not help the learner to succeed in his studies.

Throughout the present work, we seek an answer for the following research apathy.

Are the 'tried and true' teaching methods the best way to help today's students, or are there new, innovative methods that work better?

## **Objectives of the Study**

The main objective of this study is to demonstrate the significance of technological assistance during the learning of a foreign language especially when listening, and what Impact these aids have on the learners' performance in that language.

The second objective is to facilitate the syllabus using some technological assistance especially the courses of oral expression with a particular focus on each course and its appropriate aids.

### **Significance of the study**

Some teachers do not take the technological assistance seriously, especially in lectures of oral expression. Whatever the efforts that are made by the students to learn using audio visual aids, they do not seem to have much influence in improving the quality of teaching. It is very necessary to determine which method of presentation is effective in the process of teaching and learning in the classroom. Therefore, teachers should adopt technological assistance.

We do believe that it is very important to study the availability of the modern method (technology) in the classroom and its effectiveness in teaching.

### **Hypotheses**

It is possible that the lack of modern methods such as the use of audio visual aids in teaching makes the lecture of oral expression boring.

If the teachers use technological assistance in the presentation of the lecture, the performance of students will improve.

### **Methodology**

In this particular EFL environment, we chose to apply the descriptive method which offers the opportunity to analyze the data that we shall probably gather in the practical part of the study and, eventually, we'll be able to interpret the information and suggest some solutions.

Population: in order to accomplish the aim of this study we chose a population of second year students, and teacher of different subjects from the English Branch of the University of Biskra. Unlike the first year students, second year students are adapted to University studies, as a matter of fact, we think that they represent the most appropriate sample for this case.

Data gathering tools: in order to investigate the case and achieve the stated objectives of this study; the questionnaire seems to be an effective tool for our investigation one for teachers and the second for the students.

### **Limitations of the Study**

We intend to study the significance of technological assistance in the teaching process and our sample will concern 2<sup>nd</sup> year students of English at Biskra University. We have decided not to involve all the levels because of time fetters. It is also obvious that we cannot incorporate all the views of English teachers concerning the use of technology in oral expression module because of the limited scope of the present work.

### **Literature Review**

Using technology in the classroom is not a new procedure, since filmstrips were first studied during World War II as a training tool for soldiers. Educators have recognized the power of audio-visual materials to capture the attention of learners, increase their motivation and enhance their learning experience. Both the content and the technology have developed considerably since that time, increasing the availability and the value of A/V materials in classrooms. Content has developed from instructional television (ITV) of the 1950s and 1960s, which allowed replay of taped lectures, through educational television (ETV), intended to complement classroom instruction rather than compete with it (Corporation for Public Broadcasting, 2004) to educational standards-based videos designed specifically as supplemental classroom tools. Delivery technologies have also advanced, from filmstrips to cable television, to the versatility of VCRs, DVDs and laserdiscs. Finally, with the advent of digital technology, the field is evolving to newer and ever-greater potentials of adaptability in delivery. The use of educational video and television in classrooms has risen steadily over the past 20 to 30 years, according to a series of studies conducted by the Corporation for Public Broadcasting.

Alaku (1998) stated that teachers' effectiveness depends on his use of appropriate instructional strategies and audiovisual aids. Appropriate instructional strategies portray good teaching techniques and successful learning. They assist students to enjoy and understand lessons easily especially when they are attached with appropriate methodology.

Video is a very important example of instructional materials. Oguntuase (2008) defined it as a record on any medium through which a moving image may by any means be produced. They are derivative works which are usually based on original literary, dramatic, musical and artistic works. Teachers are now expected to make use of video for mass media teaching or learning.

A good instrument towards achieving this is television which possess seeing and hearing qualities that makes more effective teaching and learning. According to Alaku (1998) video play vital role in teaching and learning. When used effectively, it stimulates interest among the pupils and induces longer retention of factual ideas as the children come into contact with what is being taught.

Kindler (2006) as quoted by Fakunle (2008) declared that people generally remember 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they hear and see, 70% of what they say and 90% of what they say as they do a thing. Also, National Teacher Institute (2006) stated that Chinese concluded that: I hear; I forget, I see; I remember, I do; I understand. Hence from the illustration above, since video has to do with hearing and seeing it could be suggested that it is a vital tool of learning and teaching

Fatunmbi (2005) stated that studies have shown that there is improvement in teaching – learning process through the use of audio visual aids. According to him, it can be used to provide real experiences in almost all field of learning. It can be made to repeat information

and demonstration as many times as possible, thereby, learning is made easier, realistic and concrete for learners. It allows for self instruction. It provides a cheap and fast way of disseminating educational information and practical skills.

Beshnizen and Van Puthen (2000) declared that video can help the teacher to work more closely with the learner and reduce the need for repeated explanation. It has the capacity to motivate learners and difficult skills are better viewed especially with the slow motion. Lastly, the high quality of visual images makes videotape presentation a more realistic package and gives the learners, who are experienced TV viewers, familiar ground to work with.

Dunn (2000) found that visual lectures make available instructor – quality lectures that students can view and study as much as needed to meet their individual learning needs. They are detailed step-by-step explanation of materials used in classroom lectures and are presented at a delivery pace that is significantly slower than what can be accomplished in the limited time available in the classroom. They can be paused and repeated and thus can be studied by students at their own learning pace. Additionally, video lectures are more focused learning experiences than the traditional study of a textbook.

Isiaka (2007) who researched on the effectiveness of video as a media found that video group performed better than the group without instructional media. The video group did significantly better than the chart group. He concluded that video was an effective medium in teaching and learning process.

Deveaney (2009) discovered that all his respondents were favorable to video tutorial. 75% reported that the tutorials were enjoyable and interesting, 84.6% indicated that, it met their needs, 100% reported that they were straight forward and easy to understand, 92.4% agreed that the length of the tutorial were appropriate and 90.8% believed that viewing gave

them better understanding than textbooks and guide sheets. He concluded that video is a viable tutorial tool for online courses.

All civilizations favored the use of electronic media to teach students. Radio, TV, tape recorder, and computer in education seem to be the best choice to be used in classroom, these devices and others were meant to facilitate learning meaningfully engage students, induce collaboration and corporation among students, save time and energy, and entertain students with the view of leading them to learn. But unfortunately in Algeria and especially in university of Biskra, they rarely use audiovisual aids in teaching which is something regrettable. In this study we will deal with this apathy and speak about some obstacles that hinder the use of the audio visual aids in our university.

# Chapter one

The impact of audiovisual aids in the speaking  
skill

## INTRODUCTION

Teaching English is not merely teaching how to read and understand the English textbook but also other English skills; listening, speaking and writing. Speaking is an essential way to be successful in learning English. A. Brown stated that speaking is one of the important skills in language learning, it means that students need to have speaking skill to mastery English language.

English language learning as foreign language in Algeria is taught since middle school, in hope the students can master English when they graduate but apparently there are some barriers that students face when they want to communicate in English. They have poor vocabularies and they have a fear in making mistakes. Their barriers become the challenges for the teacher in teaching speaking in the class .One states that in English foreign language classroom , teacher has some challenges in teaching oral skill namely lack of motivation, get students to speak ,and the use of the first language. When English teachers come to focus on teaching speaking to their students they have to be smart in stimulating oral interaction in the classroom. Teachers should create the situation that can facilitate in learning to speak in a foreign language. It can be created when students can actively engage in attempting to communicate.

An English class should become a place for students to practice their speaking skill, but in fact in this class the students did not practice it. Then, the English teacher in this class still teaches speaking in traditional ways, just gives dialogues without any context, he does not give model how to speak in the class, he also teaches without the use of media. This prevents the students from getting models and the context in learning speaking; therefore, the need for methods or techniques along with the use of media is necessary.

The use of media in teaching English as a foreign language is very important because it can stimulate student's activity in the teaching process. One states that whenever teachers teach with some learning aids their students get more stimulated because the learning aids help students to become more attentive. In addition, students have positive attitude that generate more interest for the material which is taught by teachers, as a result students participate better in class activity.

Based on the problem above, the researcher tries to use instructional media which is audio visual aids in solving the problem in the classroom .It helps teachers to teach effectively; In addition it improves student's motivation efficiently. H.einich (1985) claims that instructional media used to deliver material to the learners. It makes English language more interesting for students.

Audio visual aids in form of short film and video as media in teaching speaking can help the student to understand the context in language use itself; it also makes students happy to learn language. Previous research in language teaching that used the audio visual aids method had been carried out by guberina and rivenc in the fifties in France. The used of audio visual in language teaching has attempted to place language learning into a simplified social context and to teach language from outset as meaningful spoken communication.

In china an English teacher at the shanghai college has used this approach in the classroom for years , she has use audio visual aids course which have proved successful for teaching English as a foreign language in classroom . Audio visual aids which present a wide range of communicative situations are used for oral practice in English teaching. It makes students have a good comprehension in learning English language.

Consequently, the researcher's main concern in this modest work is to improve on the usage of audio visual aids in teaching speaking in the classroom. These aids are expected to help in solving the problem.

## 1. An Overview of Audio- Visual aids

Audiovisual aids have developed rapidly since the 1920s by drawing on new technologies of communication, most recently the computer. History has shown that pictures, specimens, demonstrations, and other audiovisual means are effective teaching tools. John Amos Comenius (1660), this Czech educator, was one of the first to propose a systematic method of audiovisual education. His *Orbis Sensualium Pictus* "Picture of the Sensual World", published in 1658 was profusely illustrated with drawings, each playing an important role.

Audio-visual is, of course, a combination of two words: audio referring to that which we can hear, and visual referring to that which we can see. The basic frame of reference here limits our application of the term to a speaker and his audience, although they are not necessarily in the physical presence of one another, as in the case of a motion picture or television presentation.

The term "aids," used in reference to the speaker, rules out his physical presence (visual) and unrecorded voice (audio). These are the essential elements which make him a speaker, and therefore cannot aid him (cannot aid his voice).

Further, the uncontrollable physical surroundings are not audio-visual aids in themselves, although they can have a definite audio or visual effect and should therefore be considered, if possible, when preparing a presentation. These include such things as distracting street noises (a hindrance) or a soundproofed room (an aid); or a beautiful mural behind the speaker (a distraction), purple and orange walls (a hindrance), or a paneled, modern meeting room with indirect lighting (an aid).

Handouts, especially maps, charts or tables, make good visual aids. The audience, particularly a large one, can get a finer appreciation of details which cannot be enlarged in a

suitable manner. However, the audience is left in a position to continue studying such material, both before and after the speaker refers to it, and thus he cannot "control" its use.

We are left, then, with audio-visual aids which the speaker can control, and which are suitable for use with audiences of widely varying sizes.

## **2. Definition of Audio- Visual aids**

The term "audio-visual aids" is commonly misapplied. The aids themselves must be something either audible or visual, or both. The common types of audible aids are the spoken word, recognizable sound effects, and music. The most frequently used visual aids are people, pictures, cartoons, graphics, maps, the printed word, and three-dimensional models. When we talk about a motion picture projector or a blackboard, we are talking about the means of presenting the aids, and not the aids themselves.

Audio-visual materials can be divided into those which present the aids in their original form, and those which reproduce the original form.

Audio visual material must be seen in their relationship to teaching as a whole and to the learning process as a whole, until the teacher understands the relationship between audio visual material and teaching process.

Audio visual materials are produced, distributed and used as planned components of educational programs. It helps the process of learning that is motivation, classification and stimulation. Audio visual aids are multisensory materials which motivate and stimulate the individual. It makes dynamic learning experience more concrete realistic and clarity. It provides significant gains in thinking and reasoning.

Audio visual aids are sensitive tools used in teaching and as avenues for learning. These are planned educational materials that appeal to the senses of the people and quicken learning facilities for clear understanding.

*According to Good's Dictionary of Education* audio visual aids are anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight.

Most of these definitions have overlooked the two main aids in the teaching and learning process; teachers and students. The human aspect in the classroom may be considered the most precious and effective aids. As Marshall McLuhan (1967:68) says “we shape our tools and our tools shape us” and therefore both teachers and students become aids to their own devices that they collected or made to help them teach and learn.

### 3. Visual Aids Equipments

Visual equipments have different kinds; we are going to mention some of them:

**A-Animation: movement** may be given to different types of visual aids. The materials necessary to do so fall in this section, but since they are usually improvised they cannot be specifically defined.

**B-Chalk board:** a chalkboard or blackboard is a reusable writing surface on which text or drawings are made with chalk or other erasable markers. Blackboards were originally made of smooth, thin sheets of black or dark grey slate stone. Modern versions are often green or brown and are thus sometimes called a green board or brown board instead. A blackboard can simply be a piece of board painted with matte dark paint (usually black or dark green). A more modern variation consists of a coiled sheet of plastic drawn across two parallel rollers,

which can be scrolled to create additional writing space while saving what has been written. The highest grade chalkboards are made of rougher version porcelain enameled steel (black, green, blue or sometimes other colors). Porcelain is very hard wearing and chalkboards made of porcelain usually last 10-20 years in intensive use.

**C-Frame** : any type of frame which will hold flat-surfaced visual aids of any given size; characterized by the artist's easel, which is similar in structure to the letter "A," with a third leg used as a brace.

**D-Fallboard**: any stiff, flat board covered with wool, felt or flannel. A variety of visual aids, Usually cutouts of objects or strips of cardboard lettered with key words, with sandpaper or other abrasive backing will adhere to the board. The same effect can be achieved by backing the visual aids with two-sided cellophane or masking tape, and covering the board with a piece of acetate; or by using strips of Velcro.

**E-Objects and specimens**: a collection of real things for instructional use refers to objects. A specimen is a sample of the real object or a material. Using objects and specimens while using the specimen and objects as teaching aids, a teacher must keep the following points in her

**F-Cartoons**: the word cartoon has various meanings, based on several very different forms of visual art and illustration. The term has evolved over time. The original meaning was in fine art, and there cartoon meant a preparatory drawing for a piece of art such as a painting. A cartoon is humorous caricature which gives a subtle message

in a cartoon the features of objects and people are exaggerated along with generally recognized symbols.

**G-News papers:** it can furnish health messages in local languages which can reach to the public easily. The information will be available in low cost, easy to read and understand simple language. The people may learn to read and interpret the contents along with pictures to enhance easy grasping.

**H-Maps:** a map is a graphic aid representing the proportionately as a diagram, the surface of the earth, world or parts thereof. It conveys the message by lines, symbols, words and colors.

**Types of maps:**

Political maps: these maps show political divisions of the world, a continent, a nation.

Physical maps: shows the physical contour of a place, area, and region.

Relief maps: it shows the actual elevations and depressions in a place, area, and region.

Weather maps: shows the amount of rains, temperature extremes, humidity in an area, region country.

**I-Graphs:** are the visual teaching aids for presenting statistical data and contrasting the trends or changes of certain attributes.

**Types of graphs:**

Pie graph: These are called as circle diagram. The data are presented through the sections of portions of a circle.

In determining the circumference of a circle we have to take into consideration a quantity known as pie. The surface area of a circle is to cover 360 degree.

The total frequencies or value us equated to 360 degree and then the angles corresponding to component parts are calculated. After determining their angle, the required sectors in the circle are drawn.

Bar graph: The graphic presentation extends the scale horizontally along the length of bars. Each bar must be of the same width, height of the bar over a period represents the corresponding time of the variable. Graphs are available in 2 forms that is vertical and horizontal

**J-Charts:** these visual symbols used for summarizing, comparing, contrasting or performing other services in explaining subject matter. A chart is a combination of pictorial, graphic, numerical or vertical material, which presents a clear summary; chart is defined as a visual aid which depicts pictorial and written key information in systematic way to summarize, compare, e.g. anatomical charts and figure, diagrams etc....

**Types of charts:**

**Flash Cards:** a series of stiff cards usually small enough to be held in the hands, each of which is imprinted with one or more key words.

**Flip Charts:** a series of visual aids on flexible paper fastened together at the top and mounted on a frame in such a manner that they can be flipped or folded back. The frame usually resembles a football goal post, with the charts fastened to the crosspiece.

***K-Model or Mock-up:*** a three-dimensional dummy usually made to a small scale, which may or may not have working parts. The finished model is a visual aid. We are concerned here with construction materials.

***L-Pegboard:*** composition or plywood board, or other similar material, which has holes drilled through it at regular intervals, usually 3/4". Different types of metal clips, fitting the holes, will hold visual aids such as small posters, books and models.

***M-Pointer:*** any long, thin strip of material, such as a stick, ruler, etc., which may be used to indicate parts of the visual aid being emphasized. One new model contains a battery-powered flash light, with a beam shaped like a small arrow. The pointer can be used to indicate a portion of a slide, projected in a darkened room, without having the pointer's shadow fall on the screen.

#### **4. Audio Aids Equipments**

Audio equipments are aids in which teachers use them to facilitate the course and make it appear interesting. We are going to mention some of them:

**A-Filmstrip:** Is sequence of transparent still Pictures with individual frames on 35mm film. A tap recorded narration can be synchronized with film strip. Each strip contains from 12 to 18 or more pictures. It is a fixed sequence of related stills on a roll of 35mm film or 8mm film.

### **Types of filmstrip:**

Discussion filmstrip: it is continuous strip of film consisting of individual frames arranged in sequence usually with explanatory titles.

Sound slide film: it is similar to filmstrip but instead of explanatory titles or spoken discussion recorded explanation is audible, which is synchronized with the pictures.

**B-Motion Picture Projector:** Equipment which will project a series of pictures on a strip of film in such rapid succession as to give the appearance of movement to objects.

**C-Opaque Projector:** Equipment which will project the image of any opaque material, either flat or three-dimensional, placed beneath its lens.

**D-Overhead Projector:** Equipment which will project the image contained on transparent slides up to 10" X 10". Each transparency must be positioned on the projector by hand. The word "overhead" is taken from the design of the equipment, which actually projects the image to a mirror held above the transparency, which in turn reflects it over the head of the speaker to the viewing surface.

**E-Slide Projector:** a slide is a small piece of transparent material on which a single pictorial Image or scene or graphics Image has been photographed or reproduced otherwise. Slides area of projected media that are easy to prepare. They are still pictures on positive films which you can process and mount individually or send to film laboratory. The standard size of the slide is 2 1/4" X 2 1/4" any 35mm camera will make satisfactory slides.

## **Types of slides:**

### **a. Photographic slides:**

2" X 2"

3" X 4"

Black and white

Colored

### **b. Hand made slides: can be made with:**

Acetate sheet

Cellophane

Etched glass

Slides can be made from photographs and pictures by teachers and pupils taking photographs and snapshots when they go on fieldtrips for historical, geographical, literacy or scientific excursions. The arrangement of slides in proper sequence, according to the topic discussed, is an important aspect of teaching with them.

## **5. An Overview of the Speaking Skill**

Talk has always been one of the essential tools of teaching, and the best teachers use it with flair. But talk is much more than an aid to effective teaching. Students, we now know, need to talk, and to experience a rich diet of spoken language, in order to think and learn. Reading, writing and numeracy may be the acknowledged curriculum 'basics', but talk is arguably the true foundation for learning.

## **6. Definition of the Speaking Skill**

As far as the researcher is concerned, there has been a myriad of definitions of speaking. According to the Oxford Dictionary of Current English (2009), speaking is “the action of conveying information or expressing ones ‘thoughts and feelings in spoken languages.” (Chaney 1998), however, considered speaking a process: “speaking is the process of building and sharing meaning through the use of verbal or non-verbal symbols in a variety of contexts”. Sharing the same view point, Florez (1999) added that speaking is an “interactive” process, which consists of three main stages “producing, receiving and processing information.” In language teaching and learning, speaking is considered a skill to practice and master. In this light, Nunan (2003:48) put it that “speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning.” Also considering speaking as a skill, Gate (1987) investigated the distinction between knowledge and skill in speaking lesson, which he considered as crucial in the teaching of speaking. Indeed, to be a good learner of speaking, studying knowledge of grammar, vocabulary, pronunciation, intonation, etc... is not enough but the skill to use this knowledge to communicate successfully is indispensable. In brief, there are different concepts of speaking, i.e. speaking as inactions, a process and a skill. In this study, the term “speaking” will be used to refer to a skill related to language teaching.

## **7. The Impact of Audio- Visual Aids in the Speaking Skill**

Education in every country needs to be a high-priority situation, including new changes and ideals to its process. The disposition to acquire and add technology to it, it is necessary to encourage teachers and students to have better contact with this technology, to reinforce, practice and increase knowledge in different areas. English became an important area in educative programs and promises to be a helpful tool for this generation, even though; it is not possible to admit an impact in the English language teaching learning process nowadays taken as a second language. Teaching and learning English has faced changes in methodologies as well as in techniques, with the advances of technology. Besides, it is necessary to introduce in the classroom not only blackboard as visual resource, but also other audio-visual resources, to obtain the efficient development of the basic linguistic macro-abilities of the English Language especially in speaking and communicating.

Speaking is the key to communication and it is one of the most important skills to develop and enhance as means of effective communication. The modern world of media demands good knowledge of language especially of spoken language and because of the significant role of audio visual aids many researchers suggest that they should be applied in teaching speaking. Teaching speaking through visual aids makes the process of teaching easier and the process of learning effortless and enjoyable.

## Conclusion

Audio visual aids have revolutionized the field of education. The importance of technology in schools cannot be ignored. In fact, with the onset of them in education, it has become easier for teachers to impart knowledge and for students to acquire it. The use of technology has made the process of teaching and learning enjoyable.

Owing to the audio-visual effects, this way of teaching invites greater interest from students. The method is equally helpful for teachers. Audiovisual aids facilitate simultaneous viewing of information by a large number of students. Addressing systems make it possible for teachers to reach a larger number of students simultaneously. These teaching aids have led to improvements in student attendance and their attentiveness in class. Interactive media have proven to be useful in increasing students' concentration levels.

Students can use much more than just pen and paper to express themselves or present what they have learned. This makes them more interested in the subject and leads to better retention of information. With audio visual aids, they can make easy-to-remember notes and a creative presentation of the information they have acquired. It won't be wrong to say that application of aids has made a student's life easy.

If you weigh chalk, board, books and notebooks against technology, you find that technology can substitute for any and all of these. Audiovisual aids have replaced chalk and board; they can even do the talking sometimes while the teacher takes a step back and lets the presentations 'speak'. What may have required hundred pages of a book can be compacted into a tiny memory chip. It can take hours to write, but it takes only seconds to type. Storing data has become much easier, owing to technology.

Today, audiovisual aids are a part of school and college curriculum. Considering the

advantages of technology, it is important for each of us to gain basic knowledge of media. We live in a technology-age and hence, it is important for us to be abreast with the latest inventions in the field. With education, we acquire knowledge of the functioning and use of different pieces of technology. And with the application of technology, we can educate ourselves better. This is the impact technology and education has on each other. Education boosts use of technology and technology aids education.

The importance of technology in education cannot be stressed enough. The introduction of technology in the educational field has made the process of learning and knowledge sharing, a more interactive and pleasurable experience. Perhaps, the greatest impact of technology on education is the change in perspective. The paradigm shift in thinking from local to global can be attributed to technology. Indeed technology is one of God's greatest gifts to mankind.

# Chapter two

The role of audio visual aids in teaching

## **Introduction**

As the old saying goes “a picture is worth a thousand words” and this is perhaps never truer than when a speaker is providing information or demonstrating a process to an audience. The best way for effective teaching is to provide firsthand experience like showing real objects. But you cannot bring all the real things in to the classroom. You would like to tell the students about distant lands, deserts, wild animals or events which happened in the past. To make these experiences near reality, we need the help of audio visual aids. With the advancement of technology in the field of education, we are now able to get technological assistance which provides great support to classroom teaching.

You must remember that a mere collection of audio-visual aids can make the teaching process easy and meaningful. It is important to select aids which are appropriate to the method also we should know when and how it is to be used. While using audio-visual aids, we should make the best use of the things available in the classroom or things that are available in the locality. To teach effectively and for effective communication we seek the help of audio visual aids.

There are a variety of audio-visual aids which can be used .The word "aids" is vital to a correct understanding of their use. Once they take the nature of "gimmicks" they have ceased to be "aids", they are not ends in themselves .Audio aids communicate ideas through the ears to the mind. However, Visual aids communicate facts and ideas through the eyes to the mind and emotions. the best effects are gained by keeping the material simple and un cluttered .Aids used on its own can be very effective as a scene setter and can help create smooth and effortful atmosphere .Equipment is available to synchronize sound with vision. Although expensive and time consuming in preparation, it does lend an air of professionalism.

## **1. Teaching with audio visual aids**

For effective teaching to take place a good method must be adopted by the teacher. The teacher is always free to choose an effective way to facilitate and attract the student attention, audio visual aids is the one and the best method the teacher can select. Of course there are also certain principles of Visual Aids in teaching methodology. They are as follows:

### **A. The teacher as an aid**

Teaching aids can greatly contribute to any subject, but it is important to remember that you, the teacher, have the greatest impact on your students and their learning. Keep learning about your subject so that you will always be excited about it and always have new ideas to share with your students. Use your knowledge and enthusiasm to ignite your students' interests and engage them as they explore new topics and ideas. So teachers are audiovisual aids in the way they wear, speak, move around and write.

### **B. The environment as an aid**

The Positive environment is a balanced, rational use of Audiovisual Aids develops, motivates, experience, attract the attention of the students and provides a variety of creative outlets for the utilization of their tremendous energy and keeps them busy in classroom work. This overall classroom environment becomes conducive to creative discipline. Grossly, we can say that there are various types of Audiovisual Aids i.e. traditional as well as modern aids of audio-visual aids. But at the same time it is important to take into consideration that the

Audiovisual Aids do not play role up to disseminate the information, data, facts, clues but also they influences the mentality, psychology, grasping level of the students in the classroom. On the other hand they greatly motivate, inspire the teachers to adopt the latest, creative, innovative aids. The scope of audiovisual aids is not only up to procuring and make presentation. Of, course it is technically part of teaching. But other side also it conveys us that it is a tool to know through effective communication in triangular process i.e. Motivation, Stimulation, and Clarification. Maria Montessori (1930) argues that classroom has its basis in reality and nature, so as to reflect the real world. Equipment is authentic and child-sized and materials are limited to one of each so that the child must learn to wait if the work he wants is in use. Montessori environments often have gardens to tend and animals to care for to create a natural connection with the outside world. Beauty and atmosphere of the Montessori classroom is achieved through a comfortable and homelike environment. Authentic objects and real wood materials are preferred over plastic and real artwork decorates the walls alongside student creates pieces.

## **2. Advantages of audio visual aids**

Audiovisual aids are designed to influence the eyes of learners to enable them to understand what is being shown and listen. In language learning audiovisual aids are helpful in developing language skills such as speaking and writing as they stimulate learners' sense of sight.

### **A. Best Motivators**

They are the best motivators. Students work with more interest and zeal. They are more attentive.

## **B. Fundamental to Verbal Instructions**

They help to reduce verbalism which is a major weakness of our schools. They convey the same meaning as words mean. They give clear concepts and thus help to bring accuracy in learning.

## **C. Clear Images**

Clear images are formed when we see, hear, touch, taste and smell as our experiences are direct, concrete and more or less permanent. Learning through the senses becomes the most natural and consequently the easiest.

## **D. Vicarious Experience**

Everyone agrees to the fact that the first hand experience is the best type of educative experience but such an experience cannot always be provided to the pupils a so in some situations certain substitutes have to be provided. For this we find a large number of inaccessible objects and phenomenon. For example all the students in India cannot possibly be shown Taj Mahal etc. In all such cases audio-visual aids provide us the best substitutes.

## **E. Variety**

Audio-Visual aids provide variety and provide different tool s in the hands of the teacher.

## **F. Freedom:**

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

## **G. Opportunities to Handle and Manipulate**

The use of audio-visual aids provides immense opportunities to the pupils to see handle and manipulate things.

### **4. The role of audiovisual aids**

#### **A. Audiovisual Aids as a Means of Communication**

Simply words whether written or spoken by a teacher cannot and will not provide Adequate learning experience. We need to supplement the teacher's words. Visual aids are very helpful in this regard in the form of pictures, flash-cards, posters, etc. Again in language, listening is a very important skill. If we do not get an opportunity to listen to a language, we cannot speak it properly. Hence there is a need for audio cassettes which contain recitation of poems, narration of stories etc. Such material will not only be interesting but also be motivating for the learner. Apart from these, we have video cassettes also. These cassettes present a wide variety of information along with detailed descriptions, songs, and other dramatic effects. Cartoon films are also a very useful medium for developing writing skills. We can show these films and ask the children to write about them. With the use of these audio-visual aids classroom teaching can be converted into a very joyful learning experience.

#### **B. Audio-Visual Aids as a Means for Retention**

We have seen that audio-visual aids make a lesson more enjoyable and more effective. The use of audio-visual aids also helps in better retention of the content. Usually when we hear something we tend to forget it within a specific time span. When we see it with our eyes we remember it for a longer time and when we perform an activity with our own hands, we understand its process. This is because of the fact that the more the senses are stimulated and

involved the more will be the learning and retention among children. It is, therefore, very important that we provide a number of opportunities for listening, speaking, seeing, smelling and touching things and objects. This will give the students first hand experiences. Remember, the richer the experiences, the greater are the incentive for speaking, reading or writing about them.

### **C. Audiovisual Aids as a Means to Save Time**

In this age of knowledge explosion, we want to tell the students a number of things in a very short time. The use of audio-visual aids can be very helpful in this. Through such aids we can say much in a short time and in a short form what otherwise would take a lot of time and space. We can provide our children much more matter for thinking and acquiring information in a very short time through activities like “a thought for the day” written on the black-board and “today’s news” selected from the newspapers and displayed on a notice board. Indicating the time of sunrise and sunset on the day along with today’s news will make it more informative and interesting. Similarly, activities like presenting a conversation between a customer and a shopkeeper or between the host and his guest on audio tape save a lot of time apart from providing learners with a model for real life conversation. Thus, a well-developed language programmed supported by suitable, relevant and effective aids provides a number of enriching experiences. These ultimately lead to the development of language skills in the learner

## **The obstacles that hinder the use of audiovisual aids**

Of all the resources and techniques available to the classroom teacher of English as foreign language, none are more neglected than audiovisual aids. Properly planned, constructed, and employed, such aids can help not only to improve the overall language program but also to enhance the classroom atmosphere and to ensure greater student participation.

Also it's important that to think about difficulties and problems in the use of aids. There are certain problems like lack of enthusing for the use of teaching aids teacher, non availability of aids in school, lack of facilities for the use of aids- electricity, room, furniture etc, lack of training on the part of teacher in the use of aids, costly nature of aids, lack of storage facility and non Availability of suitable teaching aids in the regional languages. Inside of the increasing popularity that the audio-visual aids have gained in the educational system, there are certain problems to be faced are:

### **A. Apathy of the Teacher**

It has not yet been possible to convince the teacher that teaching with words alone is quite tedious, wasteful and ineffective.

### **B. Indifference of Students**

The judicious use of teaching aids arouses interest but when used without a definite purpose they lose their significance and purpose.

### **C. Ineffectiveness of the Aids**

Because of lack of proper planning and lethargy of teacher as also without proper preparation, correct presentation, appropriate application and essential follow up work, the aids have not proved their usefulness. A film like a good lesson has various steps-preparation, presentation, application and discussion.

### **D. Financial Hurdles**

The Boards of audio-visual aids have been set up by central and state governments for chalking out interesting programs for the popularization of teaching aids but the lack of finances is not enabling them to do their best.

### **E. Absence of Electricity**

Most of the projectors cannot work without electric current and so the non-availability of electricity is creating a hurdle in the proper use of audio-visual aids.

### **F. Lack of Facilities for Training**

More and more training colleges or specialized agencies should be opened to train teachers and workers in the use of audio-visual aids.

### **G. Lack of Coordination between university and States**

Good film libraries, museums of audio-visual education, fixed and mobile exhibitions and educational should be organized both by university and states.

## **H. Language Problems**

Most of the education films available are in french and we need such films in french and other Languages.

## **I. Not catering to the Local Needs**

Most of the audio-visual aids being produced do not cater to the local needs and not in accordance with the social, psychological and pedagogical factors.

## **J. Improper Selection of Films:**

Films are not selected in accordance with the classroom needs. In spite of all these problems the future of such aids can be bright if there is proper planning on the part of the government and coordination between producers, teachers and students. Useful and effective aids can be produced after getting the reaction of the audience and doing research work in the field.

## **Conclusion**

To reach successful and effective results with teaching language through audiovisual aids, the learners and the teachers should perform their tasks perfectly. Moreover they should be informed of the new methods and techniques in foreign language teaching. To do this, teachers should be well prepared, because they are the most important aid, without forget to mention the environment or the classroom which is so important too. Audiovisual aids should be modern, interesting and in parallel with the syllabus.

In a word, it can be concluded that the use of technology is nowadays inevitable in the classroom. When used appropriately, audiovisual aids are quite beneficial for learners and teachers as long as they are considered only as mere entertainment.

Besides, it is an undeniable fact that audiovisual aids are one of the best materials that enables students to practice what they have learned through various techniques. One describe them, at the most basic level of instruction, are a form of communication and it can be achieved without the help of language, since we often interact by gesture, eye contact and facial expression to convey meaning. Thus it is clearly true such kind of materials present complete communicative situations by means of the dynamic, immediate and accessible combination of sound and vision.

On the other hand, we mention some obstacles that face teaching with audiovisual aids, and we try to explain them clearly maybe someday we can face all these problems and we can use audiovisual aids in the teaching process.

# Chapter three

The field work

## **Introduction**

This chapter represents the practical study which implies the method and process used for the research. It consists of a description the population of the study, the explanation of the design, the implementation of the procedure and; lastly, the presentation of the results of the research work. The second part deals with the main study which comprises both student's and teacher's questionnaires. The results will be discussed after the presentation of the research implementation. Some significant pedagogical suggestions and recommendations will be put forward at the end of the research investigation.

### **1. The Population**

The whole population of the study consists of second year students of English as a Foreign Language (EFL) at the Department of English at the University of Biskra during the academic year 2012-2013; and also the 2nd year teachers at the same department. The students are from different socio-economic backgrounds, and from different geographical regions in Algeria and different gender. The teachers have different degrees and their experience in teaching at the Department of English at University of Biskra is quite disparate.

This population has been chosen for two reasons. The first reason is that 2nd year students have already studied at least one year at University level, thus, they would have probably experienced working with audiovisual aids in different courses. Therefore, we expect them to have developed opinions and attitudes toward these pedagogical aids. The second reason is that 2nd year student's take a course in oral expression which is not the case of third year students. The syllabus of the oral expression course at second year consists of more practice,

especially the second part which is taught during the second semester where teachers would have many opportunities to implement audiovisual aids.

## **2. The Means of Research**

This study aims at making correlation between two variables: using audiovisual aids in the teaching process and their contribution to the success of students in the speaking skill. Thus, we have chosen the descriptive method to confirm our hypotheses. The tool used that can fairly represent this method to undertake this research is the questionnaire. The questionnaire is composed of a series of written questions that particular persons would answer for the sake of gathering information. According to Moore (1983), the questionnaire is used to gather information on almost any topic from a large or small number of people. This qualitative way of researching is used in this study in the form of closed questions which require particular answers.

## **3. The teacher's questionnaire:**

The teacher's questionnaire is given to 10 teachers among 12 second year teachers of oral expression at the Department of English, University of Biskra during the academic year: 2012-2013.

The teachers' questionnaire is mainly used to analyze the extent of similarities and differences that exist between teachers and students with regard to their perception of audiovisual aids. In addition, we try to investigate the question whether or not the 2nd year oral expression teachers at the Department of English at the University of Biskra implement audiovisual aids in teaching oral expression. It is also used to have an overview about the teacher's evaluation of the outcomes of using audiovisual aids in teaching.

The questionnaire is composed of section one which concerns personal information about the teachers' degrees and the length of their experience. The second section that is about teacher's evaluation of audiovisual aids and its outcomes is made of 8 questions.

The results of the questionnaire show that our sample is composed of two different types of degrees and different years of experience and this situation justifies the diversity of opinions and attitudes.

#### **4. Results and interpretations**

##### **Question one:** Teachers' qualification

Teachers, who were given the questionnaire, are highly experienced educators, and have been teaching different courses such as oral expression and written expression. Their experience and the degree they hold let us consider their testimony and suggestions as very reliable and especially the vital role they play and their evaluations and observations of learners' needs and requirements.

##### **Question two:** are you satisfied with the student's general achievement?

| <b>Option</b> | <b>Number</b> | <b>percentages</b> |
|---------------|---------------|--------------------|
| <b>Yes</b>    | <b>01</b>     | <b>10%</b>         |
| <b>No</b>     | <b>09</b>     | <b>90%</b>         |
| <b>Total</b>  | <b>10</b>     | <b>100%</b>        |

**Table 3.2 teacher's satisfaction about student's general achievement**

In the second question of the first section, 9 teachers (90%), the majority of the teachers, are not satisfied with students' general achievement and just one teacher is satisfied.

**Question three:** do you think that student's deficiency or even failure could be related to the fact that the choice of English language studies has been imposed on them?

| <b>Option</b> | <b>Number</b> | <b>percentages</b> |
|---------------|---------------|--------------------|
| <b>Yes</b>    | <b>07</b>     | <b>70%</b>         |
| <b>No</b>     | <b>03</b>     | <b>30%</b>         |
| <b>Total</b>  | <b>10</b>     | <b>100%</b>        |

**Table 3.3 teacher's view about student's deficiency**

In the third question of the first section, 7 teachers think that the imposed choice of English language could result failure, and 3 teachers think that is not a correct fact. This means that the majority of teachers are with this idea.

**Question four (section two):** do you think that the student's under-achievement is related to teacher's use of traditional method of teaching, lack of ICT?

| <b>Option</b>  | <b>Number</b> | <b>percentages</b> |
|--|---------------|--------------------|
| <b>Teachers use of traditional methods of teaching</b> | <b>05</b>     | <b>50%</b>         |
| <b>Lack of ICT</b>                                     | <b>05</b>     | <b>50%</b>         |
| <b>Total</b>   | <b>10</b>     | <b>100%</b>        |

**Table 3.4 teacher's view about student's under-achievement**

In the answers to the first question in the second section, 5 teachers (50%) think that the student's under-achievement is related to the traditional methods, and equal number (50%) think that is because of lack of ICT.

**Question five:** do you think that the use of audiovisual aids in classroom is important for student's achievements?

| Option | Number | percentages |
|--------|--------|-------------|
| Yes    | 08     | 80%         |
| No     | 02     | 20%         |
| Total  | 10     | 100%        |

**Table 3.5 teachers view about the importance of audiovisual aids**

In the second question of the second section, 8 teachers think that the use of audiovisual aids in classroom is important for student's achievement, and two teachers think that is not that important.

**Question five (a):** if yes do you use any kind of audiovisual aids in your lectures?

The statistics of the second question (a) in the second section shows that only one teacher (10%) reports that s/he never uses audiovisual aids in his lectures, and one says s/he rarely uses it; the other eight teachers (80%) claim that they often use audiovisual aids in the classroom activities.

**Question six:** do you think that each course has its appropriate aids?

| <b>Option</b> | <b>Number</b> | <b>percentages</b> |
|---------------|---------------|--------------------|
| <b>Yes</b>    | <b>10</b>     | <b>100%</b>        |
| <b>No</b>     | <b>00</b>     | <b>00%</b>         |
| <b>Total</b>  | <b>10</b>     | <b>100%</b>        |

**Table 3.6 teachers view about the appropriate aids to each course**

Among the 10 teachers who use audio visual aids, 10 teachers (100%) think that each course has its appropriate aids and no one think the contrary.

**Question seven:** how can you select the appropriate aids for each course?

The answer of this question was very short because 7 teachers from 10 respond as follows “according to the module and to the existent aids in the university “, the other 3 teacher answer that they use their personal aids.

**Question eight:** do you think that the lack of audiovisual aids could be an important raison for student’s failure?

| <b>Option</b> | <b>Number</b> | <b>percentages</b> |
|---------------|---------------|--------------------|
| <b>Yes</b>    | <b>04</b>     | <b>40%</b>         |
| <b>No</b>     | <b>06</b>     | <b>60%</b>         |
| <b>Total</b>  | <b>10</b>     | <b>100%</b>        |

**Table 3.8 teachers view about the lack of audiovisual aids**

In the answers of the fourth question in the second section, 4 teachers think that the lack of audiovisual aids could be an important reason for student's failure, and 6 teachers think that the lack of audiovisual aids could not be an important reason for student's failure.

**Question nine:** could the audiovisual aids enhance student's motivation in the speaking skill?

| <b>Option</b> | <b>Number</b> | <b>percentages</b> |
|---------------|---------------|--------------------|
| <b>Yes</b>    | <b>10</b>     | <b>100%</b>        |
| <b>No</b>     | <b>00</b>     | <b>00%</b>         |
| <b>Total</b>  | <b>10</b>     | <b>100%</b>        |

**Table 3.9 teachers view about student's motivation in the speaking skill**

In their answers of the sixth question in the second section, all the 10 teachers (100%) confirm that audiovisual aids enhance student's motivation in the speaking skill. These results signify that all teachers who use audiovisual aids to teach oral expression are aware of the importance of them; however depending on the teacher, each one thinks that certain aid (s) is (are) more important than the others.

**Question ten:** if yes, what are the obstacles that prevent you from using audiovisual aids in your lectures?

When they are asked about the obstacles that prevent them from using audiovisual aids in the seventh question of the second section, most teachers 6 from 10 (60%), inform that because of lack of financial, and 4 teachers (40%) says that because of the limited time .

**Question eleven:** we believe that audiovisual aids are more significant than the traditional teaching .what do you think?

In the answers of this question 5 (50%) teachers think that is true and they totally agree, and equal number of teachers (50%) thinks that traditional teaching have its importance and the audiovisual aids are just an extra aids to students from the routine.

### **5. Discussion of the Results of Teachers' Questionnaire**

The Answers from the beginning of the questionnaire until the end demonstrate that teachers have a positive perception about audiovisual aids. This would be considered as a modern method for the students to learn the oral skill; however, a significant number of teachers are not satisfied with the students' general achievement though all the teachers use certain techniques to encourage their students to build their positive self-esteem. Simultaneously, all teachers who use audiovisual aids think that it an important way to enhance student's motivation. The strategies that the teachers use to build the students' self-esteem can be easily implemented in oral expression lectures. Audiovisual aids then can be used as a solution to encourage the students who are de-motivated and to increase the motivation of the others. These results confirm our first hypothesis which states that there would be a positive correlation between audiovisual aids and the improvement of the student performance.

The majority of the teachers who use audiovisual aids insist on their great usefulness and the help and benefits they provide to the learners. In addition, they insist on using English to interact with each other which they think can be a solution to the ungrammatical spoken English they produce, rather than using a separate spoken practice. Moreover, all teachers

report that audiovisual aids enhance their students' participation which in turn, helps in correcting mistakes and exchanging ideas and information. As a result, students would be able to build new oral input and activate their knowledge. The last results comfort our second hypothesis about positive effects of audiovisual aids in teaching oral expression.

## **6. The student's questionnaire**

The students' questionnaire of the main investigation is given to 60 students among 600 students at the department of English at the University of Biskra. Some modifications have been made concerning the changing of words and expression that students had asked about. We have also ordered the items according to the category which they belong to and omitted one question because of the subjective answers that were given by the learners. The questionnaire consists of 11 questions are divided into three sections: Students' background information which consists of 04 questions, students' perceptions about individual differences in learning English as a foreign language which is composed of 05 questions and finally the third section is about the impact of audiovisual aids in teaching English as a foreign language and it is composed of 06 questions.

## **7. Results and interpretations**

**Question one:** student's age

| <b>Age / years</b> | <b>Numbers</b> | <b>Percentages</b> |
|--------------------|----------------|--------------------|
| <b>17</b>          | <b>02</b>      | <b>3%</b>          |
| <b>18</b>          | <b>20</b>      | <b>33%</b>         |

|             |           |             |
|-------------|-----------|-------------|
| <b>19</b>   | <b>18</b> | <b>30%</b>  |
| <b>20</b>   | <b>10</b> | <b>17%</b>  |
| <b>21</b>   | <b>06</b> | <b>10%</b>  |
| <b>22</b>   | <b>04</b> | <b>7%</b>   |
| <b>19,5</b> | <b>60</b> | <b>100%</b> |

**Table 3.1 student's age**

It is observed from the previous table that students' age is between 17 and 22 years. The majority of students in the experimental group are 18 years. In general, students' age varies slightly from 17 to 22 years.

**Question two: student's gender**

| <b>Gender</b> | <b>number</b> | <b>Percentage</b> |
|---------------|---------------|-------------------|
| <b>Male</b>   | <b>17</b>     | <b>28,33%</b>     |
| <b>Female</b> | <b>43</b>     | <b>71,66%</b>     |
| <b>Total</b>  | <b>60</b>     | <b>100%</b>       |

**Table 3.2: Students' Gender**

It is indicated in the table above that females are forty-two. They constitute 71, 66 of the whole population whereas males represent only 28, 33 %.These rates indicate that English is the target foreign language for girls rather than boys.

**Question three: students streaming**

| <b>Gender</b>    | <b>number</b> | <b>Percentage</b> |
|------------------|---------------|-------------------|
| <b>Languages</b> | <b>35</b>     | <b>58,33%</b>     |

|                                |           |             |
|--------------------------------|-----------|-------------|
| <b>Literary and philosophy</b> | <b>10</b> | <b>17%</b>  |
| <b>Sciences</b>                | <b>15</b> | <b>25%</b>  |
| <b>Total</b>                   | <b>60</b> | <b>100%</b> |

**Table 3.3 students streaming**

The majority of the students 35 (58, 33%) answer that their streaming was languages, others 15 (25%) answer that their streaming was sciences and the rest 10 (17%) answer that their streaming was literary and philosophy.

**Question four:** student's personal choice to study English

| <b>Options</b> | <b>numbers</b> | <b>Percentage</b> |
|----------------|----------------|-------------------|
| <b>Yes</b>     | <b>38</b>      | <b>63,33%</b>     |
| <b>No</b>      | <b>22</b>      | <b>36,66%</b>     |
| <b>Total</b>   | <b>60</b>      | <b>100%</b>       |

**Table 3.4 Students' choice to study English at the University**

The majority of the population 38 students (63, 33%) have claimed that English is their choice, whereas 22 students (36, 33%) are imposed to learn English. which somehow indicates that students have a determination and a desire to learn the language. As a result, the majority of the population is motivated since they have an intention to study English.

**Question five:** if no. what imposed this choice on you?

| <b>Options</b> | <b>numbers</b> | <b>Percentage</b> |
|----------------|----------------|-------------------|
| <b>Parents</b> | <b>09</b>      | <b>15%</b>        |
| <b>Grades</b>  | <b>51</b>      | <b>85%</b>        |

|                     |           |             |
|---------------------|-----------|-------------|
| <b>Other reason</b> | <b>00</b> | <b>00%</b>  |
| <b>Total</b>        | <b>60</b> | <b>100%</b> |

**Table 3.5 students reasons for choosing English**

The majority of the students 51 (85%) answer that the choice to study English is imposed on them because of their grades; and the rest of the students 9 (15%) answer that their parents imposed this choice on them.

## Section two

**Question six:** do you consider yourself an audiovisual learner?

| <b>Options</b> | <b>numbers</b> | <b>Percentage</b> |
|----------------|----------------|-------------------|
| <b>Yes</b>     | <b>58</b>      | <b>96,66%</b>     |
| <b>No</b>      | <b>02</b>      | <b>03%</b>        |
| <b>Total</b>   | <b>60</b>      | <b>100%</b>       |

**Table 3.6 student's considerations**

The majority of the students 58 (96, 66%) consider themselves as an audiovisual learners, and 2 (03%) answer with no.

**Question seven:** if yes, what kind of aids you prefer to learn with?

| <b>Options</b>     | <b>Number</b> | <b>Percentage</b> |
|--------------------|---------------|-------------------|
| <b>Audio</b>       | <b>02</b>     | <b>3%</b>         |
| <b>Visual</b>      | <b>05</b>     | <b>8,33%</b>      |
| <b>Audiovisual</b> | <b>53</b>     | <b>88,33%</b>     |
| <b>Others</b>      | <b>00</b>     | <b>00%</b>        |

|              |           |             |
|--------------|-----------|-------------|
| <b>Total</b> | <b>60</b> | <b>100%</b> |
|--------------|-----------|-------------|

**Table 3.7 student's preferable aids**

The most preferable aids to the students to learn with, according to their answers in question number 06, is audiovisual aids which is chosen by 53 students (88%) , and 05 (8, 33%) prefer visual aids, and just 2 (03%) prefer audio aids.

**Question eight:** do you think that audiovisual aids are good way to present a lecture?

| <b>Options</b> | <b>Numbers</b> | <b>Percentage</b> |
|----------------|----------------|-------------------|
| <b>Yes</b>     | <b>60</b>      | <b>100%</b>       |
| <b>No</b>      | <b>00</b>      | <b>00%</b>        |
| <b>Total</b>   | <b>60</b>      | <b>100%</b>       |

**Table 3.8 students view about if audiovisual aids are good way to present lectures**

All students 60 (100%) think that audiovisual aids constitute a good way to present a lecture.

**Question nine:** if yes is it because of what?

| <b>Options</b>          | <b>Numbers</b> | <b>Percentages</b> |
|-------------------------|----------------|--------------------|
| Help you to focus       | 15             | 25%                |
| You enjoy learning with | 25             | 41,66%             |
| It motivate you         | 22             | 36,66%             |
| <b>Total</b>            | <b>60</b>      | <b>100%</b>        |

**Table 3.9 students explication about if audiovisual aids are a good way to present lectures**

Among 60 students, 25 (41%) answer because they enjoy learning with audiovisual aids, 22 (36, 66%) answer because it motivate them, 15 students (25%) answer that it help them to focus.

**Question ten:** what do you think about using audiovisual aids in teaching English as a foreign language?

The students' responses on question 09 about what they think about using audiovisual aids in teaching foreign language as follows: 25 (41, 66%) think that is very important to use them in teaching, 18 students (30%) think that the teacher is enough for them and that they don't need aids, and 17 (28, 33) answer that they never use audiovisual aids so they cannot answer this question.

### Section three

**Question eleven:** what is your attitude toward using authentic materials and audiovisual aids? In enhancing the speaking skill?

| Options   | Numbers | Percentage |
|-----------|---------|------------|
| Positive  | 13      | 21,66%     |
| Negative  | 09      | 15%        |
| No answer | 22      | 36,66%     |
| Total     | 60      | 100%       |

**Table 3.11 student's attitude toward using authentic materials**

When they asked about their attitude toward using authentic materials in enhancing the speaking skill which belong to the question ten, 13 students (21, 33%) say that they have a positive attitude, 09 students (15%) say that they have negative attitude and the majority of the students do not answer this question.

**Question twelve:** do you prefer to learn it with audiovisual aids?

The majority of the students 42 (70%) answer by the word “yes” so I change it and I make it an optional question with ” yes” or ” no”.

**Question thirteen:** is the teaching through?

| Options                      | Numbers | Percentage |
|------------------------------|---------|------------|
| Audiovisual aids             | 16      | 26,66%     |
| Teacher                      | 14      | 23,33%     |
| Teacher and audiovisual aids | 30      | 50%        |
| Total                        | 60      | 100%       |

**Table 3.13 student’s preferable method of teaching**

Though a significant number of students 30 (50%) prefer to learn through audiovisual aids and the teacher as shown in the answers to question 12, 16 (26, 66%) answer through audiovisual aids only and 14 students (23, 33%) answer with the teacher only.

**Question fourteen:** What kind of audiovisual aids do you prefer to learn with?

The majority of the students 45 (75%) answer that they prefer to learn with videos and 15 (25%) answer with pictures.

**Question fifteen:** do you think that audiovisual aids can facilitate oral expression course and make it more enjoyable?

| <b>Option</b>    | <b>Number</b> | <b>Percentage</b> |
|------------------|---------------|-------------------|
| <b>Yes</b>       | <b>34</b>     | <b>56,66%</b>     |
| <b>No answer</b> | <b>26</b>     | <b>43,33%</b>     |
| <b>Total</b>     | <b>60</b>     | <b>100%</b>       |

**Table 3.15 student's view about if audiovisual aids facilitate oral expression courses**

The majority of the students 34 (56%) think that audiovisual aids facilitate oral expression course and make it enjoyable; the others do not answer at all.

**Question sixteen:** if yes, why?

The majority of the students 34 (56, 66%) justified their support for the audiovisual aids by saying that this aids make them enjoy the course and the other students do not answer at all.

## **8. Discussion of the Results of the Students' Questionnaire**

The answers from question 1 to question 04 indicate the background information that helps us to better know the students.

The answers from question 06 to question 11 represent the individual differences in learning English as a foreign language. They show that students prefer to use audiovisual aids in lectures because they enjoy learning in this way especially during the oral expression class. The answers from question 12 to question 17 indicate the impact of audiovisual aids in teaching speaking. The students have positive attitude toward using authentic materiel and

audiovisual aids, also they believe that audiovisual aids enhance the speaking skill. In addition, the students also value the teacher's role particularly when he uses the audiovisual aids which greatly facilitate the oral expression course and make it more enjoyable.

### **9. Comparison between Students' Questionnaire results and Teachers' Questionnaire results:**

After the analysis, interpretation and discussion of the results of both students' and teachers' questionnaires, we proceed now with a comparative analysis of both outcomes. The objective of the comparison is to check if students and teachers have the same perception about the significance of audiovisual aids and if they have the same opinion towards them.

The first elements indicate that students and teachers have agreed on the importance of audiovisual aids for foreign language learning .Learners state that audiovisual aids are very much important for English learning; moreover, teachers are also fully aware of their value. Students and teachers deplore the lack of audiovisual aids in the University of Biskra which are really needed to improve on the oral expression course. Concerning the frequency of using audiovisual aids in the classroom, most students, on the one hand, say they never or rarely use audiovisual aids; and the majority of teachers, on the other hand, inform that they often use audiovisual aids. This diversity can be explained by the fact that students sometimes use audiovisual aids during a short period of time but they do not think that they are an integrated part of their studies. In addition, students inform that they prefer to learn with both teacher

and audiovisual aids; they see that the teacher plays an important role in the presentation of the lecture.

As far as the benefits that can be gained from audiovisual aids are concerned, student's opinions emphasize their effectiveness; in addition, all the teachers value the role of these aids in enhancing students' motivation and participation.

### **10. Pedagogical Suggestions**

After analyzing the students' answers and the teachers' points of view and relating them together, we are going to give some suggestions for using audiovisual aids effectively.

First of all, the problem of the students who have a negative perception of audiovisual aids or who do not use them at all can be largely solved by the teacher. Indeed, the teacher's role in demonstrating the value, benefits and usefulness of audiovisual aids is primordial. A special focus should be put on the significant role played by the audiovisual aids in ameliorating the social and learning skills as compared to other methods of foreign language teaching.

**Conclusion:** This chapter is concerned with getting real data about students' attitudes and opinions and teacher's perception concerning the significance of audiovisual aids in teaching, as well as, about implementing them in teaching and learning oral and the outcomes of this method. The information was gathered through two steps. The first step is the students questionnaire which is administered to a small number of students to check how much our question are understood and how much the answers would serve our study. The second step is the teachers' questionnaire which aimed at checking the oral teachers' perceptions about using audiovisual aids and about what they think concerning its effectiveness on the affective and learning domains. These last steps are followed by analysis and interpretation of results and these appear to be in the direction of our hypotheses. Comparison between the results of the last two steps is made to identify common points and differences between students ' opinions and teachers' opinions when using audiovisual aids in oral class. The information was gathered through two steps. The first step is the teachers questionnaire which is administered to a small number of teachers (10) to check how much our question are understood and how much the answers would serve our study. The second step is the teachers' questionnaire which aimed at checking the oral teachers' perceptions about using audiovisual aids and about what they think concerning its effectiveness on the affective and learning domains. This last step is followed by analysis and interpretation of results and these appear to be in the direction of our hypotheses. Comparison between the results of the last two steps is made to identify common points and differences between students ' opinions and teachers' opinions when using audiovisual aids in oral class.

## **General conclusion**

This dissertation was undertaken to determine the use of audiovisual aids to enhance student's oral skills and to better their oral productions. It comprised two main parts: the first chapter is a general overview of audiovisual aids; the second chapter of the dissertation was devoted to the advantages of audiovisual and their role in teaching. The second part of the dissertation was concerned with the field investigation and was divided into two sections. The first is about teachers' questionnaire, the second is about student's questionnaire.

The interesting outcomes of the first chapter are embodied in the useful information we presented about the background, definitions, audio and visual equipments of audiovisual aids. Moreover, we presented some useful information about the speaking skill and the impact of audiovisual aids in its improvement.

The second chapter sheds light on teaching with audio visual aid, teacher as an aid, environment as an aid. It is also highly concerned with the advantages of audio visual aids, the role of audio visual aids, and finally the obstacles that hinder the use of audiovisual aids in teaching.

The third chapter of the thesis is a field investigation which takes the form of a questionnaire which is administered to second year English students at the Department of Letters and Languages, University of Biskra. This chapter is made of two parts; the first one is concerned with the description and analysis of the teacher's questionnaire, the second one is concerned with the description and analysis of student's questionnaire.

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**\_If yes, what kind of aids you prefer to learn with:** Audio   
Visual   
Audio visual   
Others

.....  
.....

**6\_ do you think that the audio visual aids are a good way to present a lecture?**

Yes  No

**\_If yes is it because:**

Help you to focus

You enjoy learning with

It motivate you

**7\_ what do you think about using audio visual aids in teaching English as foreign language?**

.....  
.....

### Section three: the impact of AVA in teaching speaking

**9\_ what is your attitude toward using authentic materials and audiovisual aids in enhancing the speaking skill?**

Negative  Positive

**8\_ do you prefer to learn it with audiovisual aids?**

.....  
.....

**10\_ is the teaching through**

AVA

**Teacher**

**Teacher and AVA**

**What kind of audio visual aids do you prefer to learn with?**

.....  
.....

**11\_ do you think that audio visual aids can facilitate oral expression course and make it more enjoyable?**

.....  
.....

**\_if yes, why?**

.....  
.....

## Teacher's questionnaire

This questionnaire aims at investigate the teachers perspective about teaching with audio visual aids. We try to explore their vision of the importance and need of these aids and how can we use them as a modern method of teaching.

Your contribution would be both helpful and efficient to our humble work, so please answer the following questions.

### Section one: general basic information

1\_ how long is your experience as a teacher at the university?

.....  
.....

2\_ are you satisfied with the student's general achievement?

Yes

No

3\_ do you think that student's deficiency or even failure could be related to the fact that the choice of the English language studies has been imposed on them?

Yes

No

### Section two:

1\_ do you think that the students under-achievement is related to :

Teacher's use of traditional method of teaching

Lack of ICT

2\_ do you think that the use of audio visual aids in classroom is important for students achievements?

Yes

No

\_if yes, do you use any kind of audio visual aids in your lectures?

.....  
.....

**3\_ do you think that each course has its appropriate aids?**

Yes  No

**4\_ how can you select the appropriate aids for each course?**

.....  
.....

**5\_ do you think that the lack of audio visual aids could be an important reason for students failure?**

Yes  No

**6\_ Could the AVA enhance students motivation in the speaking skill?**

Yes  No

**7\_ if yes, what are the obstacles that prevent you from using AVA in your lectures?**

.....  
.....

**8\_ we believe that audio visual aids are more significant than the traditional teaching. What do you think?**

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

**Thank you**