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**The Use Of Audio Visual Aids To Enhance EFL Learners'
Speaking Skill.**

**A Case Study of Fourth Year Pupils at Ben Trah Brahim Middle School of
Sidi Okba.**

A dissertation submitted to the department of foreign languages Mohamed kheider university
of biskra in partial fulfilment of the requirements for the degree of master of sciences of the
language

Presented by: Hedda Morghad

Supervised by: Dr Mehiri Ramadan

Board of Examiners

Supervisor: Dr Mehiri Ramadan

University of Biskra

Chair: Dr Hoidjli Ahmed CHaoiki

University of Biskra

Exeminer: Mr Chenini Abd Alhak

University of Biskra

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Abstract

In this work, we present the effectiveness of materials that used in the fields of education, especially in teaching foreign language which is Audio Visual Aids, in this dissertation; we aim to explore the effects of these materials in fourth year students speaking skill at Ben Trah Brahim middle school in SidiOkba. Through this research, we intended to show the importance of using audio visual aids to improve learners' speaking. The basic hypothesis adopted in this study sets that the use of audio visual aids in the classroom will help the learners to improve their speaking, therefore we followed the descriptive method, for refusing or confirming the hypothesis, we form two different questionnaires are administered to 50 fourth year students and four 04 teachers in order to get information about the role, and the importance of using different kinds of audio visual aids to improve students' speaking. The analysis of the questionnaires showed that both teachers and learners consider these teaching aids as important tools in enhancing the speaking abilities. According to the findings, different recommendations, added for both (teachers and students).

List of Abbreviations and Acronyms

ICT: Information communication technology.

IT: information technology.

DVD: Digital versatile disk.

TV: Television

A.V.A: Audio visual aids.

CD ROM: Compact disc read only memory

Net: Internet.

UK: United Kingdom.

L1: First language.

L2: second language.

FL: Foreign language.

EFL: English foreign language learners.

TL: teaching language.

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General Introduction

Introduction:

Learning English as a foreign language is not easy task for many students, the speaking skill is also the most difficult skill in comparison with other skills because it is combined by many skills.

Once that say that a good listener makes a good speaker and a good reader can make a good speaker. In education, for preparation strategies that may help learners to achieve better and require level in speaking, the researchers found that the use of Audio visual aids as an effective strategy to enhance teaching and learning speaking.

The work is concentrated on the impact of Audio Visual Aids that means how aids materials help learners to improve their speaking, as foreign language speaking is the most important component of language, therefore English learners are focused on speaking, but they face many difficulties when they communicate with others, in addition all research over all the world focus on how they can help learners to speak English as foreign language, and for that they suggested a main techniques and strategies to create positive environment for both learners and teachers that they are felt interested and involved.

For that reason the teachers are integrated ICT in education, audio visual aids is a main technique used to facilitate and enhance speaking, it refers to all materials are used by the teachers to present and clarify speaking lessons, so the integration of audio visual aids in learning/teaching process more helpful to stimulating interest, encouraging participants and main sources of information, moreover authentic materials when they are used by the teachers during speaking lectures they help students to acquire Language and to achieve better than they are made activate and dynamic classroom we also assured that if the teacher motivated his/her

students to use audio visual aids inside and outside the class room then students' speaking will improve.

The integration of audio visual aids in education is most important to help students to develop their speaking and they are also necessity that makes language learning and teaching very easy, effective ,interest and enjoyable.

1. Statement of the problem:

Usually, when an EFL learner tries to speak proficiently a foreign language, they face many problems such as misunderstanding, mispronunciation; make mistakes and disability to speak. All these problems are a result from traditional teaching methods and lack of using the audio visual aids during the teaching process. Therefore, traditional classroom is boring, because it does not provide sufficient interaction with students and teachers .It is so limited in time and place. However, this study will investigate the materials that used in BEN TRAH BRAHIM middle school and to describe the effectiveness of the audio visual aids in enhancing learners' speaking and how they make the classroom more active and dynamic.

2. The significance of the study:

This study is very important for both students and teachers, because it will tell us how the use of audio visual aids helps learners to improve their speaking and make easier lectures for teachers. It also aims to show the positive relationship between the use of audio visual aids and improving students' speaking. This research is also very important for other researchers who are searching in the same topic.

3. Aims of the study:

The objective of this work is investigating whether the use of audio visual aids in teaching process will develop a students' speaking, we will also discuss the EFL teachers use authentic materials in their lectures. In addition, we will analyse the results that are obtained from the using the audio visual aids in the classroom at the middle school and describe how they help a learners to improve their speaking.

4. Key terms:

Speaking skill, teaching/ learning speaking, audio –visual aids, visual aids, audio visual aids, affective factors. Communicative competence.

5. Research questions:

Through this work, we will answer many questions such as: Why most learners are felt afraid and shyness when they try to speak? Do EFL teachers use the audio visual aids in their lessons, does the use of audio visual aids improve the learners' speaking? How teachers and learners are interacted through the use of audio visual aids?

6. Research Hypothesis :

The present this study is based on the use of audio visual aids, role in enhancing EFL learners' speaking skill.

Hypothesis that shall be tested and verified through this work are:

1/we hypothesize that if the teachers of English do not use the audio visual aids in the classroom, students' speaking will not develop.

2/ we hypothesize that if the teachers use of audio visual aids in the classes ,the learners will develop their speaking.

7. Research Methodology:

The research methodology refers to the methods and ways to plan a research to get and analyze data. In this study ,we are going to follow the descriptive method in which we aim to describe two variables such as: audio visual aids as the independent variable and speaking skill

as the dependent variable .The method that is followed suits our study since it controlled the authentic materials that helps EFL learners' to improve their speaking .

8. Research instruments:

The test our hypotheses and obtain the information required for our topic .We use one main tool “the questionnaires». We form two formal questionnaires, one for learners and another for teachers .Both, we designed to show us if the using of audio visual aids role will develop learners' speaking. We are also selected BEN TRAH BRAHIM middle school, 4th year class for doing this work. The questionnaires results are very important for our research that show us either positively or negatively our hypothesis.

9. Research limitation:

Presenting our research, we focus on the effectiveness of the audio visual aids role in enhancing learners 'speaking. However, the topic has many limitations.

Time is one of limitation during doing research. Second. The teacher doesn't have the opportunity to use all the audio visual aids, sometimes audio materials does not available in the school because the administration doesn't provide it.

Chapter One:

Audio Visual Aids

Introduction

Today teaching process becomes more successful rather than Past, in which, teaching based on the traditional strategies and methods, which can't help learners to develop their capacities. Whenever, the Teachers faced different difficulties to present their lectures and to convey the messages because they used traditional aids like black Board and pieces of chalk. Nowadays Teaching process is developing throughout using technology, however the use of technologies like computers, pictures, films and Video in teaching, these help learners and teachers achieve better. Moreover, they are facilitated and fasted the ways in which the EFL learners to learn language and communicate to be a good speaker. In this chapter, we introduce the audio visual aids and their features in language teaching. First of all, we will present the history of audio visual aids, and then we will give the definition of audio visual aids. After that, we will perform the use of audio visual aids in language teaching and learning. Next, we will speak about the advantages and disadvantage of it. We are also going to discuss the various types of audio visual aids and use them the classroom.

Theoretical and back ground of the use of Audio Visual Aids in language learning

The role of ICT coordination has changed considerably in nineteen-eighties, ICT coordinators deal with main problems associated with installation and use of computer. Nowadays, the ICT are taken many responsibilities that divided into two categories: planning and implementation. Planning includes tasks such as facilitating changes in the curriculum, make it available,. Whereas, the implementation means that the ICT coordination facilitates innovation i.e. it is provided the offers training to the teachers administrative staff and parents, develops curricula, and provides technical support. Additionally, the ICT coordinator can be defined as a change agent, someone who facilitates the change ICT use at school. (Moursund ,1992).

Hancock (1990) claimed that the ICT coordination as a mentor for students, as a role model for the teachers and as a strategic person who supports the administrative staff and board. Moreover, its role is giving support to students when they are faced problem.

For teachers, it shows them how they can use computers in support of the instruction process. For person, the ICT coordination plans, develops, organised and implements activities for instruction. Additionally the school need a person who acts the computer use for its role as a fulfilled by the ICT coordination .According to Marcovitz (1998-2000) who suggested the ICT roles, he said that there are three roles the most important of these is the provision of support by walking around, thus being available to respond to the immediate needs of the teacher. Whenever, the second role includes “the nuts and bolts” activities that technical tasks which require the skills teachers and administrative staff do not possess. In addition, the ICT coordination repairs equipment orders and installs the software and hard ware; it also develops the curriculum and involves planning lessons with teachers and providing ICT equipment. The third role is a “policy maker” that focuses on discussion about planning of ICT use at the school level it has the opportunity to make a significant of the ICT use to enhance the learning environment. (Marcolvitz, 1998).

To conclude, ITC coordinators fulfill many different roles, because the job of it is complexing and demanding cited as Devolder,A et al (2010).

1.1 Definition of Audio Visual aids:

Audio visual aids are important materials in education because it has been a lot objective, according to Doming Maria and Marque Pere (2011) said that « ICT can provide a teaching and learning environment for both teachers and students”. According to Cabero (2006),” ICT offers new environment and setting for training with significant features such as, expanding the range of the information, training and tutoring opportunities, eliminating time, space parries, facilitating collaborative work and self-learning, as well as enhancing interactivity and flexibility in learning». In this definition, the ICT has being many objectives, it provides the

main area of teaching and it also provides the new environment for both teachers and learners in which they are obtained all educational objectives. In other definition of audio visual aids and according (Macwan H J, 2015, p92) claimed that « visual aids are a great tool for seeing and understanding, visual aids allow learners the time they need to process what they are being asked to do they do not disappear into this air to be forgotten as spoken words or Hans gestures do».

«audio materials means that the texts that can be heard and that is recorded in tap CD or DVD player, any recorded dialogue, speech, song, music can be audio materials for language classroom»(Macwan H J,2015), audio visual aids is divided into two categories, the first category as visual aids as a great tool for seeing and they help learners to be remember anything that learned and allow them to aware what they need also « visual aids can be seen like pictures, poster, graphics, videos, flash cards. ... the use of visual aids can help learners easily understand...” .Whereas audio aids as a texts that can be heard and can be recorded in a tap a DVD like speech, dialogue song, the audio visual aids have being many objectives there for, the teachers use them in teaching, learning four skills of language to make it interesting and enjoyable, it motivates learners to pay more attention in the class and they can relate their learning with environment.(Josef, 2015).

In other case, the audio visual aids mean the most modern or recently used these methods (films, films strips, radio and TV) these is a methods are identified the modern instruments and old methods they are or older, but they can be materialize learners' thoughts in the form of graphic or images. (Lestege, 1959).According to Alou (2013.p23)"the term audio visual aids implies that one should be able to grasp directly the meaning and content of what is seen and hear through the visual and auditory senses .Audio visual aids refers to any device used to help as communicate an idea or information"

1.2 The different between ICT and IT:

The ICT is more managed to education system as well as to curriculum, the “c” in ICT mean to communication and the reasons for its important, rather than just the technological and how it work.

Moreover, the abbreviation of (ICT) means that information and communication technology and it has been adopted in schools and colleges in place (IT) to signify a wide range of technology, not merely to process of information but also for communication. (Rank, Chris and Trevor, 2011).

1.3 ICT curriculum in the Flemish context:

Educational policies in Flanders are characterized by high level of school autonomy that is organized the teaching and learning processes, they are also responsible for setting up in which control policies in order to prove that they meet the attainment targets that minimum objectives and should be achieved by the pupils at primary education, at this level there a big distinction between subject and cross curricular attainment targets which refer to generic goals such as social skills and meta cognition. Additionally, the attainment targets were conceived during the mid-1990, they reveal that ICT competencies were not included in the formal curriculum, but some of them can be related to ICT use:

- Pupils must be able to use information resources in a systematic way.
- Pupils must be able recognize examples of information processing technologies.
- Pupils must be able to consult information resource.

The government is proposed a non-compulsory set of ITC attainment targets, formulated ITC competencies.

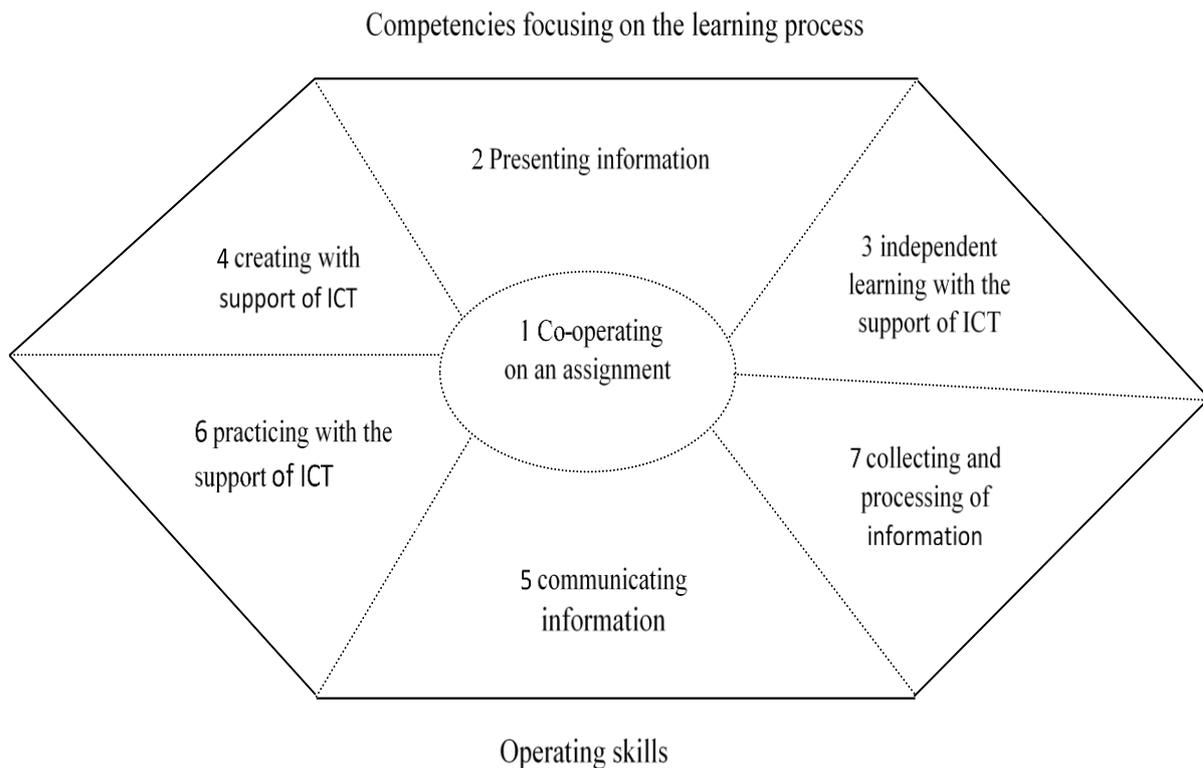


Figure01: information and communication technology competencies in Flemish primary education.

The Flemish program does not suggested a new subject in primary school, but it is relived for all subject areas for that reason, the ICT competencies can be cross-curricular attainment targets and they are influenced on the learning process, also, they empower pupils to use ICT in a different functions. Therefore, sub-competencies are identified and classified and they fit the learning process. (Jotondeur, Johan van Brack and Martin Valik (2006)).

1.4Types of audio visual aids:

Audio visual aids are also called instruction materials, which make the knowledge clear to us through our sense are called audio visual aids, learning materials make the learning process as real as possible and give real knowledge through the organs of hearing and seeing (Umar Farooq).

According to (Harshini, 2012) « audio visual aids are those sensory objects or images which initial or stimulate and reinforce learning» that means that audio visual aids involves all sense of organs or neither involves sense of organs non-images that used for stimulate and reinforce learning. In addition visual aids are any instructional that can seen, whereas audio aids are any instructional device that can be heard, audio visual aids can be divided into 2 types which are: projected aids and non-projected

1.4.1 Projected aids

Projected aids includes the following items:

Chalkboard, charts, posters, films, graphs maps...

1.4.1.A Chalkboard:

It is a main tool of audio visual aids and it is the most commonly used by teachers, it is also given motivation and instruction concrete and understandable, it has two types: fixed and portable ,black board has also some characteristics such as:

- Size 5m×6m.
- Surface-rough.
- Dull-to eliminate glare.
- The writing should be easily eliminated with duster.
- The chalkboard should be mounted on an appropriate height within the reach of teacher and visibility of students.



Figure 02: Chalkboard

Skills involved in effective use of chalkboard:

There are many conditions that followed when use chalkboard like the stance it has been observed that most convenient place to stand is towards the (L) side of the chalkboard, as this allows the students to turn from chalkboard to the class.

- Don't write everything on chalkboard and write in sequence as a headline, between the words, the gaps should be equal and size of each letter too.
- The margin space for the top and bottom off board should be equal.
- Plan ahead what the teacher will write on it.
- Front row of the students to be at least 8 feet away from it.
- Board should be cleaned after each class the black board has also some advantages:
 - It is convenient for group teaching and it is economical, it also captures attention of students.

In addition, it can be used for drill, revision, drawing and illustration from the textbooks.

However, the limitation of black board is summarized in the following aspects.

- It makes students dependent on the teachers.
- It does not care for individual need of the students.
- It makes the lesson a dull routine.
- Constant use of black board makes it smooth and glares (Harshini ,2015).

1.4.1.B Charts:

It is combined by graphic and pictorial material designed for the orderly and logical visualizing of relationships between key facts and ideas.

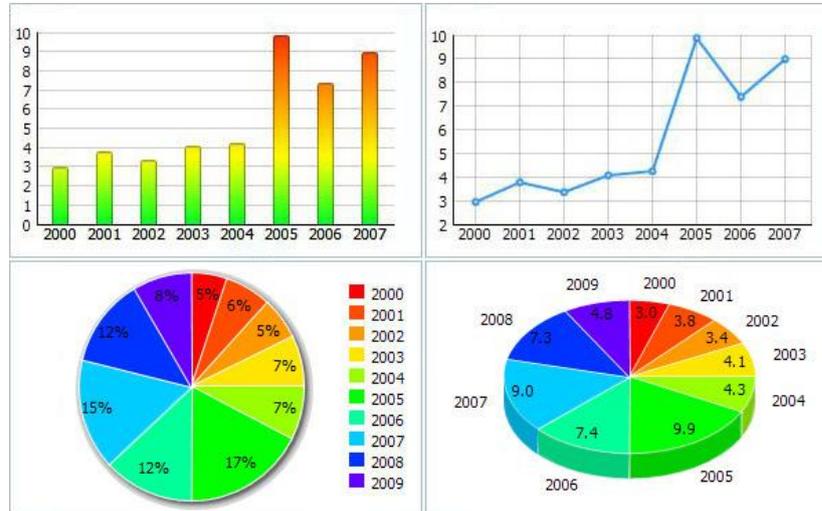


Figure03: Charts.

a.Chart's purposes:

They have to show the relationship between facts and figures, they also present the material symbolically and show the development of structure.

b.Principal of charts:

The size of charts, letters and the contrast of the display materials should be readable by the farthest viewer.

- Standard chart paper in sizes 90×60cm and 70×55cm is suitable for most purposes.
- The size of letters for the captions, labels and key words written on a chart should be between 2 and 3mm and the thickness of lines Too.
- Light coloured chart paper should be used.
- Simple charts with non-decorative lettering are more effective.
- One chart should be convey just one idea or one principal.

- Charts crowded with information are less effective.

c.Types of charts:

- Narrative charts.
- Tabulation charts.
- Chain charts.
- Bar charts.
- Pie charts.
- Flow chart.
- Evolution charts.
- Pull charts.
- Line charts.
- Tree charts.

1.4.1.CPosters:

Posters are simple graphic visual aid, which conveys ideas simple subjects.

a.posters principals:

- 1- Brevity: A poster must be brief, the message should be clear.
- 2- Simplicity: many words should not be used on a paper.
- 3- Idea: A poster must tell, its story, at a glance.
- 4- Layout: poster must be organized properly to convey the idea, its styles will be easily to read and to attract attention and to convey the idea. PriyardHarshini M.A (2012:48)
- 5- Color: colors when used properly make the poster more attractive.
- 6- Lettering: letters should be legible and appropriate size.

Materials used for making poster:

Poster papers, stencil, pencil, Bruch, erasers, scale composes, picture, colors, glue.

Steps and rules of posters:

Steps:

Select the topic and the message that conveying should be organized with minimum words.

- Prepare a caption.
- Position the message and caption.
- Pretest the paper before use.

b.Rules of posters:

- It should be planned for the specific people.
- It should be stop people and make them to look.
- Use colours.
- It must be timely.
- It should be placed where people pass or gather to gather.(Harshini ,2012.P52.P 53).



Figure 04: Posters

1.4.1.D Films:

Films are a type of audio visual aids, they are commonly used in education, they help learners to focus and pay attention about pictures and words, which they include. (Macwan, 2015).



Figure05: Films

a.éducatif value films

- Educational films motivate the learners and create interest in them, so that learning becomes more effective.
- They help the learners to develop their imagination.
- They reduce the work of the teacher.
- They help learners to improve their ability, explaining and comprehending.

b.film Strips:

It is 35 mm and it has a series of 12 to 48 pictures, according to Good's dictionary of education, a film strip is "a short length a film containing number of positives, each different, but usually having some continuity intended to be projected as a series of still pictures by means of film strip projector."(Hamid and Ahmed 2003. p 23;24)

According to (Macwan, 2015)." film strip can be shown repeatedly which lead to long term memory of words and phrases"

c.Educationnel significance

- They are helpful for composition lessons.
- It allows maximum participant of the learners.
- It develops the habits of discussion, explanation.
- It is economical in terms of time energy.

1.4.2Non projected teaching aids

Non projected aids involved the following aspects such as:

Audio aids, Radio, TV, recordings.

Graphic aids: charts, cartoon, Diagrams, Flash cards, Graphs, maps, photographs, pictures, posters models.

- **Display boards:** black boards, Bulletin, boards Flannel boards, Magnetic board, bed board.
- **Activity aids:** Demonstration, experimentation fields trips.

Common classification:

- **Auditory aids:** it includes all materials can be heard e.g.: tape records, microphone and earphones.
- **Visual aids:** it compasses by any instructional device that can be seen, it has two types:
 - 1- Requiring projection: slides, film strips.
 - 2- Not requiring projection: chalk board, flannel graph, posters.

Another type of audio visual aids as non-projected teaching aids which means they do not help in projection on the screen. It includes the following (PriyardHarshini M.A (2012:48) :

A.Graphics:

They are related to writing, drawing, painting essential of instructional, these aids involve of graphic presentation in the form of graphs, maps, diagrams, charts... etc.

The main graphic aids are as:

B.Diagrams: they are drawing that show arrangements and relation as of parts to the whole.

It is the visual symbol made up of lines; they are used for teaching science and geography.

C.Graphs: they are diagrammatic treatment or representation of numeric or quantitative data; they are used for analysis, interpretation and for comparison.

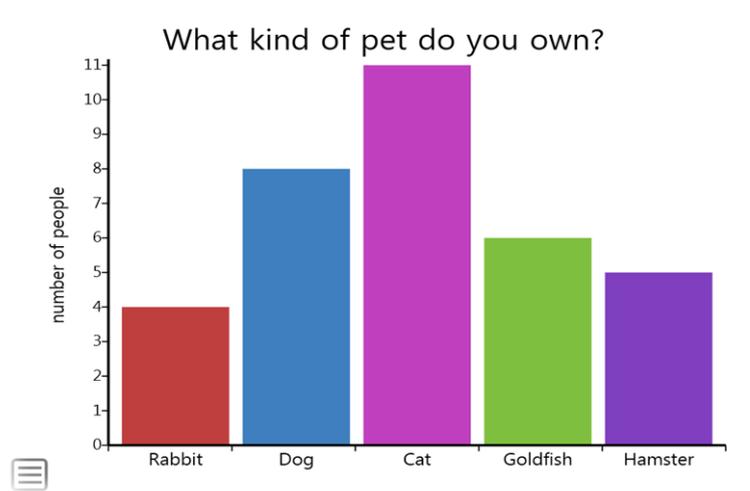


Figure06: Graphs

D.Maps: A map is an accurate representation of plain surface in the form of a diagram drawn to scale, the details of the boundaries of continents, countries, Geographical details like location of mountains, rivers... etc...

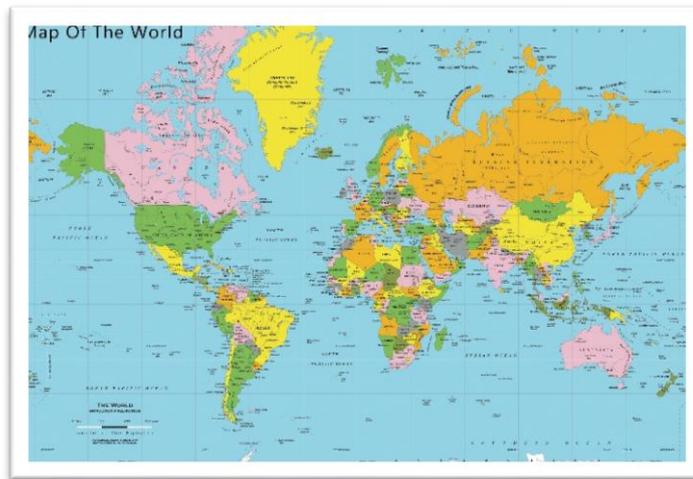


Figure 07: Maps

1-Educational Significance

- They help the learners to show relationship by means of facts, figures and statics.
- They help the learners to understand abstract concepts and ideas in visual form.
- They develop the power of analysis, synthesis and deriving conclusions from data.

(Malik and Pandith, 2011).

2-Other types of audiovisual aids:

There are variations of kinds of audio visual material that use in English language teaching, this variation more facilitate the teaching process and clear Knowledge, they also help learners to understand the ideas and facilitate the teachers 'work. (Matherod and Alidma, 2003:88) emphasized on the usefulness of audiovisual aids in ELT (English language teaching , they said that: "teaching and learning becomes monotonous when language teachers are compelled to rely on the textbook as the only source of language input". In their study, they explored how use technology, which helps language of teachers, they obtained valid result for both teachers and learners in their study; it also makes the classroom very dynamic, interesting and effective.

There are a range of types of audio visual aids used in language learning in which use different media, pictures that are very effective and more used in ELT which provide the appropriate situation for learning new words; but these pictures are not used with an abstract

word or it unknown, normally it includes simple and known words for illustrative. Moreover, (Koren, 1999) said that " learning foreign words with associated of words alone can be easier than words without these association".

There are also a lot of types of audio visual aids such as: slides, motion pictures, clips, short films, motion stories which play an important role to understand the words and structures, here the learners can grasp some words in initial stage; but the practice may lead them to grasp group words and structures. However, (Danan, 1992) investigated that a grouping of video input and bilingual verbal input aided vocabulary acquisition and reading comprehension. The use of verbal as well as visual presentation give benefits as the visual traces are remembered better than verbal components and have also an additional effect when the items are encoded durably. As cited in (Macwan 2015).

E.Movies:

Movies are also another type of technology for acquiring a language; today, English movies are very attracted. Moreover, the students prefer to watch movies, they always visit the cinema before and after the exam and all their free time, adults they also prefer to watch films, which help them to acquire new vocabulary that uses in their daily life. However, movies have the same significance of Facebook. For instance, movies can present visual content in which dialogs, pictures, take place and action accompany speech. According to (Gebhardt, 2009.p.42) through movies gestures, Facial expression and body language, this can help to acquire language. Furthermore, movies, Video clips, short films, episodes are best used in note taking, note making practice where learners watch, listen, think, analyze and write the language, the use of movies can provide a focus for learning activities f and they help students to learn listening and speaking skill. The use of authentic role play in which the students interact per formatively using nonverbal actions and gestures to supplement the verbal aspects of communication and interaction. It is evident "because of considerable students' interest in movies, learners always seem to benefit from watching the tailors that appeal to them and

discussing their thoughts after words" (Haffernin, 2005). The learners are interested in movies which help them to acquire language easily and develop their speaking during their discussion. As cited in (Macwan, 2013).

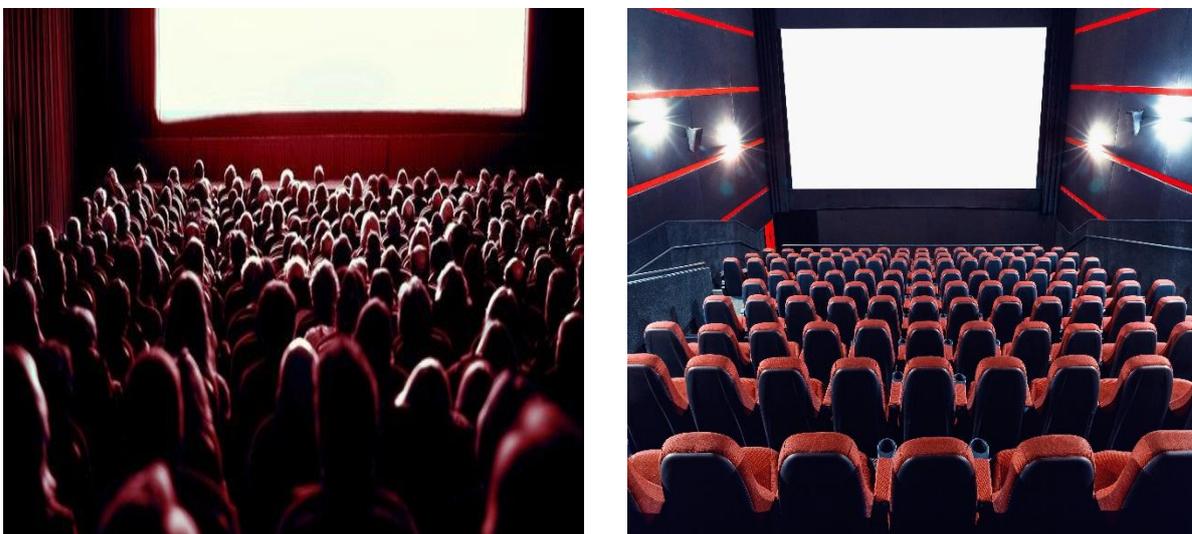


Figure08: Movies

F.Power point :

Another essential aids is the use of power point slides, they have become popular as presentation and more dynamic, according to (Ozaslan and Madden 2013) they found in their study that learners learn better when they use some visual tools, also teachers see that power point helps students to attract their attention, it gives the presenter confidence and recover his nervousness. In addition, it helps the learners to organize the speech in better ways. A different type of audio visual aids help the learners to understand the abstract ideas of the text and to read language. Moreover, the use of visual aids in reading can be benefited many ways like creating interest in reading the texts, creating an authentic communication between the readers and the text, and makes the reading the text process faster and active. Besides that, the readers feel more engaged with text through visual aids (SalehiJehn, 2013) cited in (Macwan 2015).



Figure 09: Power Point

G.Video drama:

Video drama is great tool and type of materials aids, it means that everything which tells a story about fictional characters, the most reason of using it is students 'language want it .For instant, video drama very important for language learning,because it is a window into culture. Thestrong argument of using video drama in language learning as understanding in which is much easier because language is interpreted in full visual context. The second reason as drama provides interactive language, the language of daily conversational exchange. (Sherman, 2003).

H.Computer and internet been used for teaching and learning

The computer and the internet are main tools of ICI in education; they have many objectives and benefits for both EFL learners and teachers. Nowadays, they are becoming the world language. Moreover, they are facilitated gathering data and help a learner to explore it and obtain good results for their research. Additionally, there are three approaches in which use computer and the internet such as:

- 1. Learning about computer and the internet:**in which technological literacy is the end goal.

2. **Learning with computers and the internet:** in which the technology facilitates learning across the curriculum.
3. **Learning through computers and the internet:**integrating technological skill development with curriculum application.

Learning with technology, focusing on how the technology uses in education, it also includes presentation, demonstration and manipulation of data, using productivity tools and curriculum. Specific application types such as:educational games, drill and practice simulations, tutorials, virtual laboratories, visualization and graphic representation of an obstruct concepts, musical composition and expert systems, in addition, the use of information and resources on CD- Rom or online such as ensicholopedia, interactive maps and other references more than technological literacy is acquired from learning with technologies as to be possible.

Employing a two-step process in which learners can learn technologies before, they help them to facilitate their learning. However, they have been attempting to integrate two approaches. (Tinio, 2002). She asked the question about learning through computer and internet (what does mean ?) at the same time she gave the answer and arguments of it, so she said that learning through computer and internet combines a learning them, it involves learning technological skills, or when the learners need to learn them as they engage in a curriculum related activity, egg : the learners who have a report on "causes of decrease in the pries of the oil in the world and its reflection on the economic" they start doing research online, using spread sheet and data based programs to help them to organize and analyze the data that they have collected, as well as using a word processing application to prepare their written report. (Tinio ,2002).



Figure10: Computer and internet

1.5 Principals of using audio visual aids:

According to(Harshini,2012) there are many principals of use and select of audio visual aids they should suit the age and level of the learners, they also should be interesting and motivation, and it should be the true representative of the real thing, beside to principal of using audio visual aids there are also principals of preparation such as: the teachers should receive some training in the preparation of aids. However, students associated in the preparation of aids. When the teachers of foreign language are presented the audio visual aids they should be carefully visualize the use of teaching and before their actual presentation, they also should fully familiar themselves with the use and manipulation of the aids. In addition, the aids should be displayed properly so that all the students are able to see it.

1.6Characteristics of good teaching aids:

- They should be meaningful and purposeful.
- They should be accurate in every aspect.
- They should be simple.
- They should be cheap.

- They should be large enough to be properly seen by the students.
- They should be easily portable.
- They should be according to the mental level of the learners.
- They should be motivating the learners.

Audio visual aids have not principal and characteristics only, they also have main sources such as: government educational organization, professional organization national and international organization commercial markets.

1.7 The purpose of the use of audio visual aids:

The use of audio visual materials in education is a positive impact on learner motivation depends on the ways in which the authentic materials use, it helps learners to improve their attitudes and change their behavior. However, teachers are providing more engaging technology to enhance lessons that students are motivated to continue using computers at another time of the school day and outside school (Rockman, 2000). Students also involved in a challenge, an internet- based resource, where learners use it to work in their own time, before and after school as well as during the sessions and did not have problems maintaining motivation and excitement (kingdom ,2002). Next and according to (Higgins, 1999) "Exploring ICT can lead to enhance a sense of achievement for many students who have previously been under- achieving learning gains and increases in motivation have been found in Litranacy and mathematics». The use of technology in education can improve the learners' achievement, then, it can usesin different branches. Additionally, (Henessy 2000; Reitsma 2000) said that "... and for special needs students in terms of producing higher standards of work». However (kington 2002) Claimed that whether any task in which does not include ICI, if the experience is either too difficult or too easy it can be de- motivating. Therefore (OOX, 1997) added that audio visual aids are creating self-esteem. According to (worth, 2001) "Not school, net is a virtual community that gives young people the opportunity to develop their self-esteem and be re-introduced to learning". There is another purpose of audio visual aids which improves learners' behavior.

(Peitsma, 2000) claimed that “there is an evidence of improving behavior of students with attention deficit hyperactivity disorder when using digital video “. However, the student with high levels of motivation can show positive behavior during lessons in which use computers. Also (Harris and kington, 2000) said that many case studies more positive impact on students’ levels in which they can able to work independently and enhance confidence to communicate with others outside. Moreover. Visual materials can develop the students’ attendance at school and improve group work and cooperative skill. As Cited in (Harris, 2003).

1.9The benefits of using ofaudio visual aids.

There are different benefits of audio visual aids that are organized to show us the importance of audiovisual materials for both teachers and learners. Therefore there are general benefits of authentic materials, according to (ox, 1997) "the benefits of audio visual material is regular use of ICI across different curriculum subjects can have a beneficial motivational influence on students’ learning" which means that the audio visual aids are more used in education across the curriculum subject, in addition they can be motivated the learners to achieve better. (Moseley and Higgins, 1999) Said that "increased motivation to write and re-draft work across a range of abilities" and (Passey ,2000) added to that "improve confidence, motivation and self- esteem, particularly for children with special educational needs and disaffected students“ the audio visual aids increase the learners’ motivation and abilities. However, (Passey, 2000) summarized the students’ benefits, he said that“ boys spent more time drafting and re-drafting their wonk in English when using laptops, compared to those who did not have access to the technology" for this case, there is important different between the learners who use technology and others who don’t use it. The first kind of learners, they are always benefit the time and achieved the hard work in a few times. For instance (software information industry association 2000)views that « students who use educational technology in the school felt more successful in it,they were more motivated to learn and have increased self- confidence and self- esteem.”

Moreover (Wisher and Blease, 1999) said that « production of correctly spelt, neatly presented work can motivate those students who find difficulty producing such work by hand » beside that (Pedretti and Smith, 1998) Told that « students found learning in a technology enhanced setting more stimulating and students centered then in a traditional classroom ». Furthermore, the benefits for teachers are more important, according to (Backer, 2000) « students are generally more on task and express more positive feelings when they are given other task to do ». Also (Van Deel and Reitsma, 2000) claimed that « amount of non-task directed behavior significantly decreased during computer and classroom sessions following the use of multimedia programs for reading and spelling » Next to that (Reid, 2002) said that « using digital video as part of learning tasks improved behavior and on task concentration. ». In other hand audio visual aids can provide many objectives for teachers such as their learners are more interesting with tasks and they are more concentrating.

Last but not least, (Rockman 2000) told that « laptops motivated students to work longer and harder with increase pride in their work ». Near to that, there is another benefit for parents in which « computer uses during lessons motivated students to continue using learning outside school hours » (Becker 2000; Chen, Looi, 1999 and Kington, 2000). As cited in (Harris, 2003.p.3).

1.10 Visual aids in language learning.

Audio visual aids, role help learners to learn the language in correct ways, for example the audio clip helps them to learn the correct pronunciation.

It also helps them to know different style of speaking and support nonverbal expressions, however watching the video, leading the post session activities like group discussion, when the learners watch those videos which help them to understand the speaking and pronunciation. In other hand, role play presentation, debates, quizzes and conversation, they can help them to

improve their speaking. They also think that those types of audio and videos provide them extensive exposure. (Macwan, 2015).

The best way of learning when the greater numbers of senses are stimulated that include devices or audio visual aids, for this reason, good teachers always used devices or audio visual aids in teaching and learning process. The audio visual aids are introduced the method of teaching for the purpose of stimulating the students in developing their understanding through experiencing. All learning experiences and, usually, the effective learning are gained by direct experience. However, good teachers use methods and devices that will make learning meaningful, they should select a variety of instructional devices or audio visual aids which can develop the pupils understanding through normal activities.

The modern media are among the tools, the modern teachers so use it for developing the pupils 'speaking, the materials which employed in teaching any subject will depend upon the nature of the subject matter and resourceful of the teacher.

Generally there are two kinds of people; some of them are able to comprehend abstractly; while others are more dependent upon materials. Recent studies showed that dull pupils need the use of materials, devices more than bright pupils.

The modern pupil is literacy surrounded with endless procession of aids to his learning such as: work books, drill cards, graphs, pictures, maps, films. TV also offered great possibilities for using in the classroom. (Mondel, N.D).

1.11 Advantages of Technology:

Audio visual aids have different advantages in which the learners can learn a language by facilitate methods. So, the technology' advantages allow learners to vary in which include: the amount of the time they spend, helping learners' request and the path, they take through a learning activity .Besides that, the audio visual aids can enable the teacher to tailor instruction specifically to individual learners and it provides individualized interaction, at the same time,

it helps learners to develop learning strategies that will benefit them beyond the language classroom. It also provides authentic material in a quick, accessible way (Maggioli, 2009).

There are many researchers who are suggesting some advantages and disadvantages of audio visual aids, (Shyamlee, 2012) said that the technology or audio visual aids can to **cultivate students' interest in the study** does mean the traditional teaching methods and the environment are unpopular whereas multimedia technology features, audio, visual effects naturally and humanely makes the learners more success the information. Additionally, the multimedia technology offers a sense of reality and functions very well, which greatly cultivates students' interest and motivation in the study and their involvement in class activity.

Beside to cultivate students' interest, she added that the technology, materials can **promote students' communication capacity**, the traditional teaching has prevented student's capacity to comprehend certain language and understand the structure, meaning and function of language, and makes the learners passive recipients of knowledge, so it is hard to achieve the target of communication, the teachers' instructions leading the student thought and motivating learner's emotions. However, multimedia technology integrate learning and teaching and provide the learners greater incentives, the courseware activate students' thinking, the visual and vivid courseware help them to transform English learning into capacity cultivation, whereas in class activities as group discussion ,subject discussion and debates can also offer the opportunities of communication between learners and teachers, so multimedia technology fulfill students' positive thinking and communication skill in social practice. Next, audio visual aids help to improve teaching effectiveness, does mean multimedia teaching, enrich teaching content and improve class efficiency. Due to large classes it is difficult for the learners to have speaking communication. So the utilization of multimedia sound lab materializes the individualized and co- operative teaching, the traditional teaching mainly emphasized on teachers' instruction and the information so limited; on the contrary, multimedia goes beyond time and space. (Shyamlle, 2012)

Visual authentic environment for English learning stimulates students' initiatives and economizes class time to increase class information. Near this, the audio visual aids can develop the interaction between teachers and students, it stresses the role of learners and enhances the interaction between teachers and learners, so the major feature of audio visual aids is to train learners ability to listen and speak and to develop their communicative competence, During this process the role of teacher as a facilitator, therefore using technology tools in context create a good platform for the exchange between teachers and learners, the next advantage of audio visual aids is **creating a context for language teaching** this method makes a class interesting and organizing.

During the process of audio visual aids, English teaching sound and pictures can be set together, which enhance the initiative of both teachers and learners; using multimedia in ELT is effective in nurturing students' interest in learning, as well as enhancing teachers ("interest in English teaching). Beside multimedia creating a context for language teaching it can provide flexibility in course content, we know that the context can be created not only in the classroom, but also out it, so multimedia can create a language environment for the purpose of conducting language teaching. (Shyamllle, 2012)

1.12 Disadvantages of technology

In spite of advantages of application of multimedia technology to English class teaching has to improve speaking skill, teaching effect and learners' capacities, there are many problems existing in practical teaching such as: **Loose of speaking communication** does mean English language by teachers is effective in conveying knowledge to the learners, for improving them thoughts and oral expression. Whereas, using audiovisual aids helps learners to require and enhance their interest, but they also have many problems when they used such as : lack of communication between learners and teachers, then, replacement teachers' voice by computer

sound and teachers' analysis of visual images, here we conclude that learners have few chances of speaking communication or approximately loss it.

Addition to previous aspects of the problems of using audio visual aids in language teaching, (Salanky , 2012) added another problem that **the restriction of students' thinking potential** which means that there is a limited students' thinking when using technology tools in education. He said that, there is a big difference between language teaching and science subjects, for language teaching does not require demonstration by various steps, rather the tense and orderly atmosphere is formed by questions and answer between teachers and learners.

Furthermore, teachers rise impromptu and real time questions and they guide the learners' thinking, cultivate their capacity to discover and solve problems. However, due- over demonstration and pre-arranged order, the courseware lacks real time effect and cannot give feedback, it ignores emphasis and importance in teaching language; it also neglects students' thinking and their capacity to solve problems.

In this way, the using multimedia in language teaching should not take up the students' time for thinking, analyzing and exploring questions. In other hand (Solanki D, 2012) viewed that **an abstract thinking replaced by imaginable thinking** is another problem of authentic materials

The cognitive process based on perceptual and rational stages, in teaching language, it makes students adopt the outlook cognition from perceptual recognition to rational apprehension. Moreover, it moves them from perceptual thinking to rational thinking; here the major objective of teaching is to enhance learner's abstract thinking. Whereas multimedia have an advantage likes makes content easier; but it makes image and imagination in students' mind were merely showing on the screen, their abstract thinking would limited and logically thinking would waste away, here the textual words replaced by sound image, hand writing by keyboard input. All in all, the technology tools as an assisting instrument, cannot replace the teachers' role, it completes the teaching process. (Shyamille, 2002).

1.13 The importance of Audio- Visual Aids in Teaching and Learning

The use of audio visual aids in teaching has been increased, technology blessed the teachers, administrators and students also, when teacher uses learning aids which show interest and get more stimulate for learners, the audio visual aids are great important for teaching and learning process such as:

They show the interior of things: human body, internal structure of animals and palms and interior of machines and they also present historic material, photographic records of important events, people and place. In addition, they give information about large and complicated machine, and present information about the inaccessible place and summaries a series of observation. (Farooqu, 2014)

1.14 The impact of technical and non-technical aids in EFL classroom.

English, foreign text books used with technological and methodological developments, which have many issues in EFL teaching and learning context. At the beginning level in Foreign Language gives important to the specific skills which interlinked with sub skills such as: note taking, note making and paragraph writing, in addition, teachers need to be less. According to (Kerr, 1996), integrating the technology into the classroom practice requires a shift in both teaching style and the teacher's vision of classroom life, he points that teachers who have the expertise and enthusiasm about using technology confront obstacles, audio visual aids appeal to the sense of learning and vision and are used to represent information. However, teachers' language in classroom experience challenging with the communication activities given in the prescribed EFL textbooks. According to (Paik and Bae Son, 2009) investigated that factors which are affecting foreign language teachers use of technological aids in the classroom, they suggested that the quality of education does not depend on the use of technologies, but it depends on the quality of teachers, in this situation, they viewed that, the teachers have a positive attitude and continues attempts to introduce innovative technologies and teaching

materials to enhance effective language learning instruction. This study suggests that technical aids have a significant role in EFL classroom. According to (Maniruzzam and Rahman, 2008), they claimed that using audio visual aids in the EFL class suggest that lack of teacher training, insufficiency of audio visual aids equipment, and the indifference of administering the use of audio aids in the class. They viewed that the learners may feel uninterested with EFL course material when they find the difficult, problematic mechanical and unattractive. Additionally, classroom environment, tasks and activities should stimulate creativity interesting, attitudes and values for effective learning. Tasks and activities should be aimed to build skills, independent study capacity to think and judge for oneself. Moreover, (Lam, 2000) claimed that teachers' personal belief that the advantage of using technology for LT influence teacher's decision regarding technology use. (Jadal, 2011) added that many teachers were unable to use audio visual aids, they were not fully aware of the various projected aids to be used in class. According to (Monnis, 2011) said that using technology in the EFL classroom in KSA increases anxiety levels of students when they asked to put away their computers and hand in their cell phones, he believed that learners feel disconnected and focus on the return of these devices that they do in their language, he concluded that these devices are more used and accessed by more than half of the world's population. He also added that the world has changed with these new technologies, so most teachers and EFL classes have been changed also, (keen,2006) says that the information from audio visual aids require processing different modes of communication which include visual, sounds and verbal. These kind of materials can be used in multi -skills lesson to enhance learner interaction through productive receptive skills, cites as (Mathew and Alidmat, 2013).

1.15 Select and use of audio visual aids

Teaching aids are very useful in education, because they are important tools which help teachers and learners to achieve better, they have also different advantages and benefits such as: they are made, learning more effective and interesting, they are made learning process easier

and they encouraged students to learn more. The audio visual aids help teachers in their jobs and facilitate the presentation of their lectures. Additionally, they help them to select what their learners need, therefore they should use those materials carefully in the right way and appropriate method until clarify the lessons. Oyesola suggested that the use of effective audio-visual aids, the following steps should be taken into consideration.

- Aids must be placed or held where all can see.
- Teaching aids should be used to achieve specific objectives.
- Teaching aids must be used skillfully.
- Use variant of aids.
- Choose the suitable aids for the suitable activity. (Amel, 2013)

1.16 Why use ICT?

There are many reasons for using ICT in everyday life. Computers and associated technologies in all business and commercial concerns, but it does not logically follow that technology like computers, should be used in primary school, because there are many countries in Europe and America use a few computers in education before the secondary phase. Nowadays, we could not identify a lack of industry skills which following those technologies. Therefore the use ICT in primary school can help learners to develop the sort of transect able skills such as: problem solving and communication which will be useful in the future. Additionally, the information and communication technology are the new subject in school. In primary school used information technology (ICT) both as a subject and a tool to support the curriculum area .However, the ICT comes from government in a hand; and it is also rising from the interests of teacher and pupils in other hand, from needs of computer companies and educational internet service providers and from a general awareness in society of the influence and importance of new technology.

The majority of teachers use ICT only occasionally and under a sense of obligation rather than conviction of its value as an educational medium (Goldstein, 1995:96). Additionally, the superhighway of educational challenge suggested that the UK government has made great plans to create the infrastructure of the National Grid for learning provide the resources and train the teachers, in which based on a good practice (DFEE, 1997 and Becta, 1998).

The government of the UK is based on the initiative and to enrich teaching and learning; the National Grid for learning also presents the traditional teachers' role. However, the media suggests that the Internet and the World Wide Web are main solution for all educational problems. There are also many ways in which ICT can impact on teaching and learning process, this impact of communication technology depends on teachers changing their practice in classrooms.

A good speaker makes efforts to achieve main goals. It is the same for FL learners and teacher, the learners feel interested and involved for instance. In the recent years, most of researchers focused on the importance of integrate ICT in the process of teaching and learning, Audio-Visual aids are one of the main techniques which considered essential to facilitate acquisition of vocabulary. It refers to those materials used by the teacher to present information through the combination of both learning and sight, so the integration of the audio-visual in education become so helpful to stimulating interest, encouraging participation and serves as a source of information.

All in all, integrating audio visual materials is so useful for classroom activity to be more dynamic and for learners to enhance his/her vocabulary in easy way.

1.16.1 Reason for using ICT:

There are a lot of numbers of reasons why ICT is an important tool that is taught and learned such as:

a.Political reason:

The government wants all pupils have the necessary skills and the teachers need to know and understand the importance of ICT. In education pupils 'development based on skills not only in literacy and numeracy. The government suggests that all learners should be chare in modern information society. For that reason, the British government is pushing teachers to training in ICT (Appendix. P.249), with the result that teachers should feel confident and be competent to teach, using the ICT within the curriculum (DFEE, 1997)

In addition, the Stevenson Report who examined the state of ICT in British school and made extensive recommendation for future initiatives, he discussed the context of ICT as follows:

ICT may be used for a wide range purposes such as:

- To administer the school.
- To train students in skill which they will need further education and ongoing learning through out of their lives and for their future jobs.
- To support teacher development.
- To support and transform learning /teaching process in many and diverts ways. (John and Leak, 2000. p1.p 2.p3).

b.Personal /Professional Reason:

Many teachers and adults use ICT in their own personal life, for the teacher, he/she uses it in personal accounts such as: use spreadsheets which may use it to write letters and articles, using word processing or may enjoy computer games or surfing arts. On the web; there are other professional reasons linked to personal ones. Moreover, the need the professional

development may be reason for use ICT which now more common. Additionally, in service trainers linked to the National Grid of learning are urged to provide some training courses through ICT.

Teachers' professional organization link to education partly as a personal interest and partly for professional reason, subject groups such as: the association for science education, publication, advice and news to the community of science educator, those provide through traditional paper methods, but they are becoming common. Also the use of web site, not only for information, but also as means of interaction.

c. Professional /pupils' needs:

Change curriculum links to implementation of new technology, learners use technologies. For instance, computer, CD –Room and the internet regularly to help from parents and teachers for learning better.

d. Professional / Curriculum:

New curriculums in education they are often announced through ICT , media like the internet and many resources are also provided through websites, other curriculum resources and information are available on websites, including the text of all national curriculum documents too. (John and Marlyn, 2000.p.4)

e. Professional /Pedagogic reason:

First of all, we ask the question: Which contexts might learners more effectively using ICT? Some teachers when identifying learning objectives for any work, They are planning the classroom activity in which use ICT for developing learners' concepts, attitudes , skills and knowledge .Moreover, teachers usually present and explain materials in different ways ,this enable the learners to communicate together in any group ,which range of learning stile .

The technological materials allow learners to approach material from any combination of these perspective which means the learners in their learning choose the way of working with the medium .Therefore the construction learning environment ,pupils may learn better and faster where variety of technology are used .Also,the presenting ideas in which using images and words which allow learners' individuality in their approach to the task .the importance of using the communication of ICTto improving thinking ,reasoning and tolk skills.(Jhon and Marlyn,2000.p.8)

Conclusion

In this chapter, we discussed many aspects which related to the technology, materials such as: definition and meaning of audio visual aids, types and benefits of it. We also discussed essential problems when use the technological materials in the classroom, and we divided audio visual aids into two types projected and non projected that we know each one what does include. Beside that, we added the importance and selection of audio visual aids because we believe strongly that the importance of visual aids is more necessary in learning and teaching language and there is a great relationship between the use of audio visual aids and learning achievement.

Chapter Two:

Speaking Skill

Introduction:

The four skills are important skills in any foreign language, they classified into two categories: receptive skills (reading, listening), and productive skills (speaking and writing). In Language teaching and learning, a teacher is encouraged students' abilities in producing language to help them to be a good speaker. In addition, speaking is the most important skill, because it is the main tool to improve the learner's abilities to be better communicated. But, it is complex and difficult to be taught and learned. So, this chapter includes many aspects of speaking skill, Such as: speaking as a skill which involves two main elements (knowledge and skill, oral skill and interaction), then it has been a background of speaking and its different definition, After that, it includes the elements of speaking which focus on language features and next to that, what speakers do, Followed by what speakers know. next the importance of speaking.

, this chapter ends with the learners' problems.

Back Ground of speaking:

Speaking in a second language has a particular position throughout the history of language teaching, it begins to emerge as a branch of teaching, learning and testing in its own right, rarely focusing on the production of spoken discourse. For that, there are three main reasons. The first is the tradition; grammars, translation approaches to language teaching have great influence in it. The second is technology: since 1970, has tape recording is sufficiently cheaper and practical to enable the wide's broad study of talk. Whether native speaker, talks or learner talks and use tape recorders in the classroom, due the difficulty of studying talk, it was easier for teachers, methodologists, applies linguists and linguists to focus on writing language than spoken. (Carter and Carthy 1997.p.7)

The third reason for development might term "Exploitation" most approaches to language teaching other than grammar translation as well as marginal approaches (silent way, community

language exploits oral communication as a part of their methodology: not as a discourse skill but as a special medium for providing language input memorization and habit formation. However, teaching oral skills was limited to pronunciation, at late nineteenth century (19)" the learner's pronunciation should be corrected before moving on to text" (Howatt ,1984.p. 72) additionally; speaking was associated with the pronunciation and getting new language notices and integrated the learner's competence oral discourse was possible at the end.

This confusion of speaking as a skill central medium for learning continues in developments. However, speaking emerged as a special area in language pedagogy- for teaching language, audiolingualism was one of the first perspective on the teaching of oral skills, does mean audiolingualism appreciated the importance of input before output with oral skills, the four (04) skills (listening, speaking, reading, writing) was applied in sequence for each structure. Moreover, audio lingualism was based on behaviourist theories of learning, here repetition was central to learning in which help memorization automaticity and the formation of an association between different elements of language and contexts of use. In this situation, teaching oral language was thought to require no more than the repeats oral production of structure in the target language.

In 1970, language-teaching influenced by cognitive and sociolinguistic theories, audio-lingual approached omitted to talk of two (02) aspects of language communication: first, it neglects the relationship between languages and meaning. Second, it failed to provide a social context in which the formal features of language could be associated with functional aspects.

A communicative approach develops in two ways, first, a national function approach attempted to extend the teaching of grammar in which include inter the teaching interactional nation (such as requesting, apologies... etc.). Second, a learner-centered approach, that emphasized on learning of the meanings of learners wanted to communicate and working out how to express.

The best approaches were based on speech acts, in contrast to the teaching of reading and writing, where no the teaching of occurring oral interactive discourse or development of oral of second language skills. More recently, skills based on the study of oral L2 use, within context of a task based approach. This has been influenced by developments in the study of oral discourse in L1, conversation analysts and discourse analysts.

Finally, studies of oral L2 performance within task based context have identified the problems of using accurate, fluent, and complex language and it started to explore the way in which learners communicative can be influenced through communicative practice .As cited in (Martin ,nd).

1. Speaking Skill:

1.1Definitions of speaking skill

There are many definitions of speaking skill, according to (Jemmy ,2005) “speaking is interactive and require the ability to –co-operating in the management of speaking turns, it also takes place in real time”. Additionally, the nature of the speaking process means that the grammar of spoken language differs in ways from the grammar of written language; he added also that speaking represents a real challenge to language of learners

(Martin, 2010) viewed that speaking is an undervalued skill, it is a skill which deserves attention every bit as much as literary skill, in both first and second language, learners need to speak with confidence to carry out their basic transaction.. In addition, it is the vehicle of social solidarity, social honking, and a medium in which language is learned, Oxford dictionary defines the speaking skill as “the speaking and talking have the same meaning, but talking is more informal. It shows two or more people are having a conversation, and speaking shows only one person is saying something especially in a formal situation.” (Oxford 2014: P 698). However, (Joanna Baker and Heather westrup.2003:P7) defined speaking in some classroom, they said that” in some classroom, the students repeat sentences or dialogues, this repetition is

only one useful for practicing new language, the learners practice the language as similar to life outside the classroom”, they need to communicate from:

- Talking about their lives.
- Talking about their news.
- Expressing their ideas.
- Discussing issues.

When he talks about speaking, he means using language for a purpose.

According to (Florez, 1999) says that “speaking is an interactive process of constructing meaning that involves producing and receiving and processing information” (Brown , 1994; Burns& Joyce, 1997), said that” its form and meaning are dependent on the context in which it occurs, including the participants experience, the physical environment”.

Additionally, according to Chaney (1998.p.13) defines speaking skill as” the process in which sharing meaning through the use of verbal-nonverbal symbols in a context” as cited in Sanaa (2013.P.31).

1.2The nature of communication:

Communication is a central part of human civilization and it refers to cultural transformation it also can be concluded in two ways, orally and in a written form. In the context of language learning a written form (writing) is more difficult than orally (speaking) because the writing is a more complex language than speaking skill. However, in the fact that the complexity of spoken and written languages differs, so the differences are not that one is easier than the other, unlike written, spoken language involves paralinguistic features such as tamper (breathy, creak) voice, lowers facial and bodily, gestures, as well as prosodic features such as intonation, pitch, stress, rhythms, for that reasons, spoken language which employs variability and flexibility is in fact as complex as written language (Artini, 1998). In other hand, the meaning that each is complex in its way but they are equally important peach is natural means

of communication between members of community (Byrne, 1980). Whereas writing a means of recording speech.

According to (Harmer ,1991.p 46.p.47) suggested that there are three reasons for why people communication? First reason as « they want to say something» that means the speaker wants to convey a message to learner, the second reason people communicate because « they have some communicative purpose» (p46). It means that the speaker wants to bay attention of what he/ she says the third reason as “they select from their language store” (P: 47) that means of that the consequence of the desire to say something. Harmer explained the three reasons of the nature of the communication which can presented graphically in figure as follows:

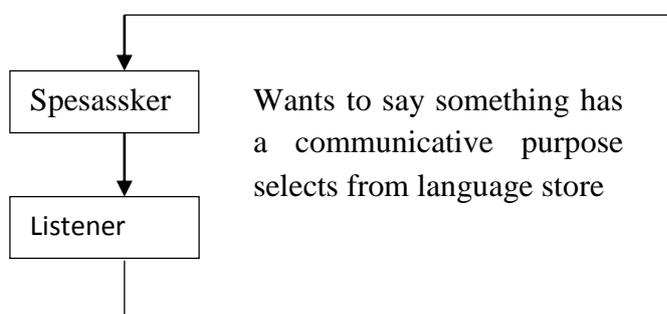


Figure 11: the nature of communication with a focus on the speaker .

1.3Communication Competences in language teaching:

The communicative competence developed under three concepts of languages as context, not interaction and negotiation speaking English requires grammatical and semantic rules only. However, « the learners need to knows how native speakers use the language in the context of structured inter personal exchange»(UtamiWidiati. (ND):p 273) that means that learners need to know the use of language in the context and how the native speakers employs it in their interpersonal exchange. In other words « effective oral communication requires the ability to use the language appropriately in social interaction» of grammatical, psycholinguistic, sociolinguistic, and probabilistic language components.(Canale and Suwain (1980) said that “communicative competence included four components of competence: grammatical

competence, discourse competence, sociolinguistic competence and strategic competence” they added in the context of second, foreign language learning communicative competence has been referred to how these four components of competence underlie speaking proficiency is graphically shown by Shumin ,2002.p.207 as in figure 2.

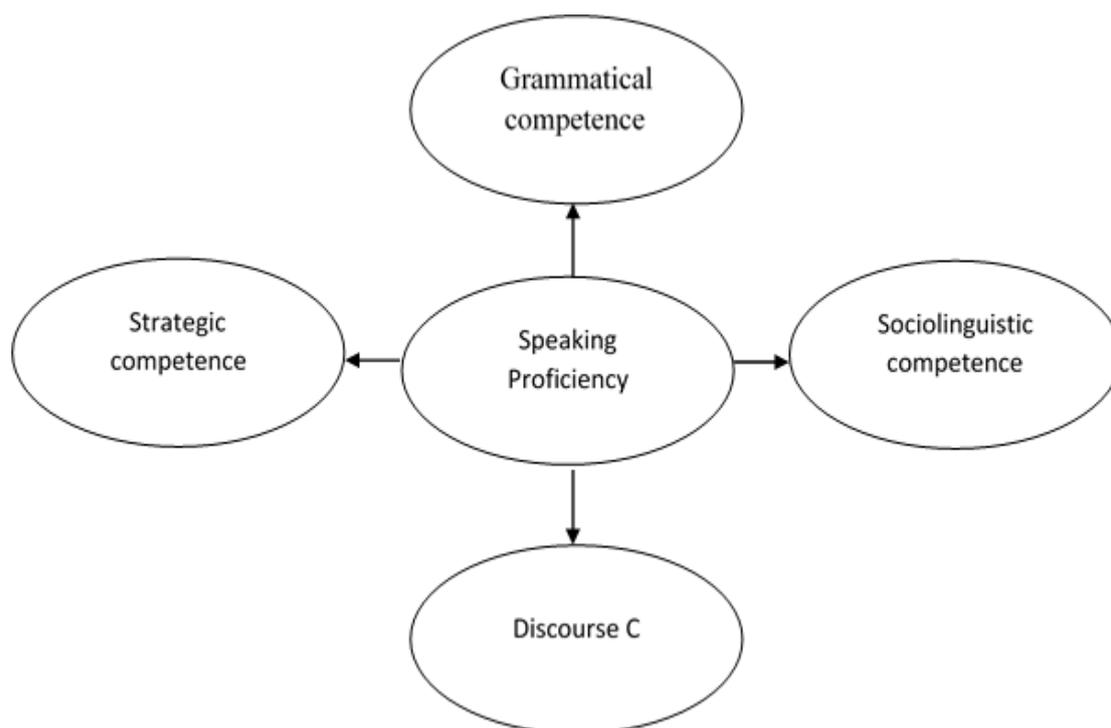


Figure 12: Speaking proficiency and the components of communicative competence

1.4speaking as a skill:

Obviously, speaking is a main tool of communication; therefore, some approaches of language teaching and learning are focused on speaking because it is main source of communication.

Additionally, speaking as a skill that refers to all abilities of learners which use to speak fluently. According to (Martin ,1987) suggested that speaking as a skill has been two categories such as.

1-4-1 knowledge and skill:

The main problem in foreign language teaching is to prepare learners how they use language fluently and accurately, then how this preparation is done successfully and objectively, they should know a certain amount of grammar , vocabulary and language course is devoted this objective. For instance, we should test whether learners can speak, it is a necessary to get them to say something, to do this activity and they must act knowledge of grammar and vocabulary, However there are difference between knowledge about language and skill in using it in speaking teaching (Martin, 1987).

1-4-2 Oral Skills and interaction:

When we do something which can be seen as a skill there are two main ways, the first, there are motor perceptive skills and interaction skills “motor perceptive skills, involve perceiving, recalling, and articulating in the correct order sounds and structure.

Interaction skills involve making decisions about communication, such as what to say, how to say it and whether to develop it” (Martin, 1989.p.9)

During the motor perceptive skill, the learners should have been knowledge of language that is used from them, mother wards; they have an ability to master the language in the correct way until they are doing these steps (perceiving, recalling, and articulating) like learning how to learn drive a car. Wherever the level of interaction skills. The learners should have a right decision about their communication, or they are must possess some strategies of communication for successful connection with others.

1.5Elements of speaking

Obviously, when the L2/FL learners speak a second language fluently and accurately, they should know some elements which are very important to improve their speaking skill. (Harmer, 2001) told about these elements which refer to language features that learners should

know some information about it, for clarify this idea; there are many elements in the following features.

1-5-1 Language features:

The following features are important for effective speaker

- **Connected speech:** the speaker of English language has an ability to produce connected sounds, which may be modified omitted, added, or weakened in the connected speech.
- **Expressive devices:** the native speakers use effectively the phonological rules such as stress, volumes, and the use of non-verbal means, these devices help. The learners to convey the intended meaning to others. (Khadija , 2010).
- **Lexis and grammar:** when learners produce some functions of language, they should use the lexical structure. However, the teacher's role has provided them the different phrases which carry different functions that can use them in different stages of communication with other.
- **Negotiation language:** the use negotiation language help learners to understand other speakers, so it benefits them a lot of objectives like they rarely ask clarification when they are listening to others talk However, the learners need to well perform their utterances if they want others will understand them. (Khadija,2010).

1.6What speakers do

1-6-1 Speech production:

Speaking is a part of daily life and it is producing words, for that we should learn how it is done in all a foreign languages. Additionally, speaking involves speech production, which takes place in real time, does mean words follow words, and phrases follow phrase, like the level of utterances, speech is an utterance-by-utterance production by person who we are talking with him in this contingent nature of speech.

1.6.2 Articulation(Speaking stages):

According to (Scott thorn bury.nd.p5) Articulation refers to “articulation involves the use of the organs of speech to produce sound. A stream of the air is produced in the lungs, drivers through the vocal cords, and shaped by annoy other things, the position and movement of the tongue, teeth and lips vowel sounds are produced primarily by the action of the tongue and the lips”

The organs of the speech are a principal and responsible to produce the sounds. However, the air produces in the lungs, then it is driven through the vocal cord by vocal cord and Clair other organs and the movement of the tongue and teeth the cord has been produced.

1-6-3 Conceptualization and formulation:

The utterances are the main type in speaking, according to a Kath’ story in which her conceptualized the story its topic (kedgree) and its purpose (to amuse), Kath’s idea has to be formulated. This involves the choice of discourse, syntax and vocabulary, at the level of discourse; stories have a typical structure or script. However, discourse scripts are part of background knowledge each stage of the script to be fleshed out at the level of utterance, this where the specific syntax of each utterance needs to be chosen. In English utterances have two part structure, the first part is the topic (what we are talking about), the second part is the comment (what we want to say about the topic. (Scott ,1998).

1-6-4 Self-monitoring and repair:

Self-correction of Kath’s is a self-monitoring, that does mean a process that happens with the stages of conceptualization formulation and articulation. However, self-monitoring at the formulation stage is a result of corrections when a fluent speaker makes the wrong word or the pronunciation, for instead the self-monitoring is the ability to make repairs either in response to self-monitoring or to the message conveys by interlocutions. Repair takes the form of correction. (Scott ,nd)

1-6-5 Fluency:

In this case, some researchers suggest that fluency involves pausing which is important for a speaker, when he/she produces one word like - this - a - like - without seeing to its results, the speaker - her - will not be judged a fluent speaker, in another way, the pause involves the placement of sounds that occur at the intersection of clauses or after a group of words which are components of a unit. However, there is another factor of fluency is the length of the run, i.e. the number of syllables between pauses, the longer the runs are more fluent a speaker sounds. (Scott, 1988)

1-7 What a good speaker does:

Speakers' skill and speech habits have an impact on the success of any exchange (Duser, 1997). The speaker must be able to anticipate then produce the expected patterns of discourse situations, they must be able to manage discrete elements such as a turn taking, rephrasing providing feedback, or redirecting (Burns & Joyce, 1997). In the exchange with a person, the learner describes the interaction with others, then follows an action that knowledge as the exchange progresses. In addition, the learners must choose the correct vocabulary to describe the items such as: rephrasing, turn-taking, feedback...etc. To clarify the description if the others do not understand or they use an appropriate expression to indicate satisfaction or dissatisfaction (Mary, 1999)

1-8 Kinds of speaking:

It is important to speak about the kind of speaking here, we are not talking about the language practice where learners use a lot of practice and they say and do sentences in which they use a lot of grammar rules and function but we are talking about the kind of an active exercise, in which the learners are using. All language to perform some kind of oral tasks, which help them to speak well and it, encourages them. (Jermy, 1998).

1-9 What speakers know? (Characteristic of speaking):

In this chapter we talk about speaking skill, or speaking as a skill like skill of playing guitar or driving a car, but skilful assumes having same kind of knowledge base that refolded on playing guitar, driving a car and speaking in other words, driving a car requires know some knowledge about how it words as well as knowing a code of course this method applies on playing guitar and speaking, for speaking, we will identify what is the speaker know?. However, knowledge relevant to speaking can be categorized either as linguistic knowledge or extra linguistic knowledge.

1-9-1 Extra linguistic Knowledge:

The types of an extra linguistic that affect speaking include topic and cultural knowledge, knowledge of the context and familiarity with another speaker. However, context knowledge allows the speaker to make reference in context. An extra linguistic is compounded by two types such topic and cultural ,these make a context knowledge guide the speaker to know the reference of the context.

1-9-2 Sociocultural knowledge:

Knowledge is about social values and the norms of behavior that given in society these are realized, though language, it involves both extra linguistic and linguistic, in which knowing whether people given culture .e.g.chake hands on meeting,...etc. Extra linguistic knows what people say, why they meet and greet each other. Additionally, there are a lot of differences of culture cause misunderstanding or breakdowns of communication. (Scott. nd).

1-9-3 Linguistic knowledge:

Linguistic knowledge is great important element from speaking, it involves two main principals or categories, such as grammar and vocabulary that work interdependently

The speaker should know linguistic which plays a main source of speaking; it is a complex aspect because there are many elements that chair to make this module like grammar and vocabulary

1-9-4 Genre knowledge:

According to Scott, there are two main purposes of speaking. First one, it serves either a transactional function is conveyed information and facilitate the exchange, or it serves an interpersonal function in which to establish and maintain social relations these purposes generate a lot different types of speech vents. (Scott,nd).

Speaking skill has been two purposes, the first purposes as a transaction function that involves speech event, e.g. the dialogue between two people for reserving a room at a hotel. However, interpersonal as function like the conversation between two friends that takes place at a restaurant.

1.9.5pragmatic knowledge:

According to scoot (N.D), “pragmatic describes the relationship between a long wage and its context of use, including the purposes for which language is being used”.

Pragmatics explain the relationship between words and its meaning and its purposes are knowing which language being used and functions, it includes many a different elements such as speech acts, politeness etc.

1-10- Grammar:

1-11- Grammar is main element in language learning, language without it is not language or not professional language, Scott (N.D) claimed that “it is theoretically possible to have short conversation where each utterance consists of nothing but a single word or short phrase

E.g.: A: Caffè

B: Thanks

Of course, it is possible to give dialogue or conversation which consists nothing (no grammar rules) like above example that including the lack of formality. However, grammar rules are identical to the grammar of written text.

1-12- Vocabulary:

Vocabulary is also necessary item in language learning, the learners use vocabulary to express their ideas or feelings, but sometimes they face many difficulties such as lack of vocabulary. According to (Scott, nd) "speakers also employ a lot of words and expression that express positive or negative appraisal, this is the fact that a lot of speech has an inter personal function, and by identifying what is they like or don't like speaker.

2- the teaching of speaking:

Speaking skills is a priority for many second language and foreign language learners. When they evaluate their language and effectiveness of English course on basic they have improved their spoken language proficiency. However, oral skills have been neglected in EFL courses, for reason that the confusion about the best approach to teach oral skills focuses on the methodological debate. In other words, the teachers and textbooks use a variety approaches ranging from direct approaches which focus on specific features of oral interaction. E.g. Turn taking, questioning strategies to indirect approach that great condition of oral interaction, though the group work task etc. (Richards, 1999) as cited in (Jack.).

2-1 Style of speaking:

The dimension of speaking is using a different styles of speaking that are reflecting on, ages, sex, and status of participants in interaction and expression of politeness, for instead, there are great differences in meanings and styles in conversation and communication, speech acts

and its functions. However, lexical, phonological, and grammatical exchanges may be involved in producing a different style of speaking. e.g.:

- Have you seen the boss? / Have you seen the manager? (Lexical).
- What i am doing? / What are you doing? (Phonological).
- Seen Joe lately? / Have you seen Joe lately (grammatically)

Different speech styles reflected on the social roles of the participants in speech event, successful management of speech styles creates the sense of politeness that is assented for social relation (Brown and Levinson, 1978) .As cited in (Jack, 2008).

2-3 Functions of speaking:

The functions of speaking are main function for language teaching, according to Brown and Yule (1983)” the function of speaking as classified by Talk as interaction, Talk as transaction, talk as performance”, each of these items is distinct in term of form and function and requires different teaching approaches.

2-2-1 Talk as interaction:

Talk as interaction does mean conversation and describes the interaction of social function, in meeting of people they exchange small talk like (greeting) to wish friendly and comfortable of interaction, the focus is based on the speakers, then hears and how the speakers present themselves to each other, such exchanges either casual or more formal and their nature has been well described by Brown and Yule (1983).As cited in (Jack, 2008).

2-2-1-A The main features of talk as interaction

The main features of talk as interaction have been summarized as follows:

- Has a primarily social function.

- Reflects role relationships.
- Reflects speaker's identity.
- Formal or casual.
- Uses conversational conventions.
- Reflects degrees of politeness.
- Employs many words.
- Uses conversational register (Jack. 2008.p.23)

Mastering the talk as interaction is difficult and it is not priority for all learners. However, learners who do such skill, they find them lacking and loss for words that are applied in interaction situation, therefore they feel difficulty in presenting themselves then they avoid the situation which presents this kind of talk. This is a disadvantage for some learners who their ability is used talk for conversation.(Hatch ,1978) claimed that the learners need a wide range of topics in order to manage talk as interaction. Initially, the learners depend on familiar topics. However, they need a practice to introduce new topics into conversation more beyond this stage, they should practice nominating topics about which they are prepared to speak; they should do lots of listening comprehension for topic nomination of nature speakers. They should practice predicting question for a large number of topics and they should be taught elicitation devices to get topic clarification. (Hatch, 1978) cited as (Jack C. Richard 2008).

2-2-2 Talk as transaction:

Talk as transaction refers to situations in which the speaker focuses on what is he said or done, here the message and making one self-understood is the central focus, rather than the participants and how they interact socially with each other e.g.: "...Talk is associated with other activities, students may be engaged in hands on activities (e.g. In a science lesson, to explore concepts associated with floating and sinking. On this type of spoken language students and teachers usually focus on the meaning or on talking their way to understanding". (Jones 1996.p.14)as cited in (Jack 2008.p. 24).

2.2.2.A Examples of talk as transaction are:

- Classroom group discussion and problem solving activities.
- A class activity during which students design a poster.
- Discussing needed computer repair with a technician.
- Discussing sightseeing plans with hotel clerk or tour guide.
- Making a telephone call to obtain flight information.
- Asking someone for directions the street.
- Buying something in a shop. (Jack, 2008.p. 25).

According to Burns (1998) who distinguished between two (02) types of talk as transaction, the first type involves the situation where the focus is giving and receiving information and the participant's focus is on what they said or achieved e.g.: asking someone for direction. Accuracy may be not a priority, rather than information is successfully communicated or understood.

The second type involves transaction, which focuses on obtaining goods or services, e.g. checking into the hotel or ordering food in a restaurant. **(Richards, 2008).**

2-2-2-B The main features of talk as transaction:

- It has a primary information focus.
- The main focus is on the message and not the participants.
- Participants employ communication strategies to make themselves understood.
- There may be frequent questions, repetition's and comprehension.
- Checks, as in the example from the preceding classroom lesson.
- There may be negotiation and digression.
- Linguistic accuracy is not always important.

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

- Explaining need or intention.

- Describing something.
- Asking.
- Asking for clarification.
- Confirming information.
- Justifying an opinion.
- Making a suggestion.
- Clarifying understanding.
- Making comparisons.

(Jack 2008.p.26)

2-2-3 Talk as perform:

The third type of talk is called performance which refers to public talk, does mean that transmits information before an audience, such as classroom presentation, public announcements and speech, according to Jones (1996:14) "... often have identifiable generic structures and the language uses is more predictable... because of less contextual support the speaker must include all necessary information in the text hence the importance of the topic as well as textual knowledge, and while meaning is still important, there will be more emphasis on forms and accuracy", this spoken text of kind of talk as performances, which clarifies and explains the type of talk as performance, it focus on structure and language in the text. However, the speaker must uses and involves the information of the text and he/ she focuses on the meaning because it is greatly important and he transmits the message to heaver, then he/ she emphasizes on form and accuracy of the text **(Jack, 2008)**.

Talk as performance involves monolog rather than dialogue

2.2.3.A Examples of talk as performance are:

- Giving a class report about a school trip.
- Conducting a class debate.
- Giving a speech of welcome.
- Giving a lecture.

2.2.3.B. The main features of talk as performance are:

- Focus on talk message and audience.
- Predictable organization and sequencing.
- Importance of both form and accuracy.
- Often monologue

2-2-3-C Some of the skills involved in using talk as performance:

- Using an appropriate format.
- Presenting information an appropriate sequence.
- Maintaining audience engagement.
- Using correct pronunciation and grammar.
- Creating an effect on the audience.
- Using appropriate vocabulary

(Jack,2008.p.28).

2-3 Aims of speaking course:

There are variety aims of speaking course that prepare learners to express themselves and to participate in conversation effectively. In order to achieve ability that learners should know:

- Produce individual sounds and sound patterns.
- Apply different features such as: stress, rhythm and intonation appropriately.
- Select the most relevant words and sentences according to the context (social setting, audience and subject matter).

- Organize their ideas meaningfully and coherently.
- Use different registers to express different functions for fulfil the speaking course objectives, there are many elements like:

2-3-1 Exposure:

Language of learners riches and comprehends the context.in which they must come across the context structure and lexical feature, in different styles and varieties of language use an exposure can be either conscious or subconscious, learners try to interact with the environment around them and observing how other speakers express and speak different meanings, they rely to imitate others but they use a language creatively. (Meriem , 2010).

2-3-2 Instruction:

A classroom designed raises the learner's awareness of language features by providing them the occasion in which they can notice and think about these features (Meriem, 2010).

2-3-3 Practice use language:

The input is basic element of language learning.Therefore, the recent studies involved it to rich and meaningful its objective. However, the output is a necessary for language development when it enables the learners to test hypotheses. Output also can foster "intake" does mean the learners are expected to use language, they will give more attention to what they hear or read, then they will better analyze the input that provides them with valuable opportunities where they can practice many items like grammar vocabulary, conversational and communicative skill through interaction.

2-3-4 Integrating skills:

The fourth skills are necessary for language learning each skill is relevant to other or completed. According to(Mariem ,2010) said that oral production as isolates from other skill. However, speaking exists by it rather than reading and writing, which provide main source for talk consequently speaking, should be taught in accordance with other skills. Integration skills

approach that focuses on integration of different skills .Byrne (1991)claimed that the use integration of different skills is very important because it helps to provide an appropriate way in which the learners can be practise and use language naturally. Her, learners can learn better when they involved multi-skills activities. for instead the task bases syllabus is one possible way of integrating skills effectively. as cited in(Mariem 2010).

2-4 The importance of speaking:

In the recent studies of language, the speaking skill was not more important rather than other skill, they focused on reading and writing, like traditional approaches of language learning and teaching, the speaking skill was neglected in many classrooms where the emphasis was mainly on reading and writing. However, in the communicative approach, speaking was given more importance for oral communication involves speech where learners are interacting with others, in addition the importance of speaking is more released with the integration of the other skills. Moreover, speaking can help learners to develop their vocabulary, grammar and improving their writing skill, with speaking, learners can express their personal feeling, opinions, ideas, tells stories inform, discussed etc. However, foreign language speakers have more opportunities to get jobs in such companies. **Bacher West up (2003:5)** claimed and supported that "a student who can speak English well may have a greater chance for further education of finding employment and gain promotion "as cited in (**Khadija ,2010**).

2-5 Learners' speaking problems:

There are many problems in language teaching such as: learners' mistakes, interference learners' problems (linguistic problems, psychological problems).

2-5-1 Learners Mistakes:

“The learners Mistakes can be observed in learners' speech”. (Edge 1989: chapter 02) . According to (**Jermy, 2001. P. 99**) claimed that learners' mistakes can be divided into three categories: slips, errors, and attempts.

Slips: refer to the mistakes, which the learners can correct themselves since they know the corresponding rules.

In other hand, errors refer to the type of mistakes which learners can't correct because they ignore the related conversation, the last one is attempts which refer to those cases when learners try to say something but don't know how to say it correctly. As Cited in (Mariem,2010)

There are two main reasons about learners' mistakes, the first reason is L₂/ EFL over generalize rules about the target language, the second reason, is learners' native language. Cited as MariemGuech (2010).

2-5-2 Interference:

English language and foreign language are in contact to confusion or interference. According to Weinreich (1968:1), "those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than language, i.e. As a result of language contact" (Hoffman, 1997:95).

This definition suggests that interference refers to the way where language contact i-e the FL to L1 or L1to FL also a learners'L2get in the way of FL acquisition e.g. like Algerian learners when French interference with the acquisition of the English language. However, interference is influenced by psychological situational and discourse factors. As Cited in (Mariem, 2010).

The interference can be involved the following components: phonology, syntax and lexical.

2-5-2-A Phonology: interference at level of phonology refers to foreign accent and it concerns features such as:

The pronunciation of individual sounds or sound pattern stress, rhythm and intonation: e.g. in Arabic language there is no phonemic distinction between /f/ and /r/ this represent a potential problem for English.

2-5-2-B Syntax: in this level, interference involves syntactic aspects such as: word order, tenses, pronouns, determiners and preposition, according to Hoking (1973) syntactic interference can result from differences in transformational rules and syntactic features. As cited in (Mariem,2010).

2-5-2-C Lexis: for this area, interference is expected of words which have the same sounds, but they are defined in meaning in two languages

Consequently, interference occurs from L₁ learners or from L₂ learners. However, it can occur within the target language itself .

2-6 Learners' problem:

Learners' problems is a part of learners speaking problems which was being concerned by many researchers who explained and classified the problems of language of learners face, the learners' problems can be classified under three categories such as:

2-6-2 Linguistic problems:

“When learners do not possess enough knowledge about the target language they fail to express themselves easily” (MariemGuech, 2010:p42), if foreign language learners don't have enough vocabulary or information about target language this should be influenced on their linguistic competence that results in errors which can be observed in the following levels:

- **Phonological level:** at this level, the learner's mistakes are related to features of the target language like pronunciation and intonation.

- **Grammatical level:** in this level, the learner's mistakes occurred when learner's failure to apply grammar rules correctly.

- **Lexical level:** At this level, the learners can't find the exact words, which they will replace it in right place or replace by on other word to the same meaning, this is result from poor vocabulary.

2-6-2 Psychological problems:

There are many difficulties faced by L2/FL can be classified under psychological problems, the first problem is an attention of learners “inhibition”, that is result of lack of confidence. However, the learners can’t speak and express themselves in front of the whole class, whenever, the second problem is a motivation, the learners refuse to talk, because they do not feel interested in the topic or activities. (Mariem, 2010).

2-6-3 Cognitive problem:

Obviously, if learners have not something to talk about it, they will not speak, therefore, they need a topic or problem to think about it, these issue should make them to speak, for that reason many researches are told about difficulties they justify the learner’s difficulties in oral production. (Scoot,2005) explained the speaker problems in the following factors.

- **Knowledge factors:** the difficulties are occurs because the learners don’t possess enough knowledge.
- **Skills factors:** the problem occur as result skills, which are not automated in the mind of the leaners.
- **Affective factors:** affective factors are component by emotional and attitudes, which may inhibit oral communication like, lack of confidence, anxiety and motivation. (Mariem, 2010).

2-7 Factors affecting students’ speaking skill.

2-7-1 motivation:

For motivation, Gardner (2010) said that “motivation describes the driving force behind the effort of a learners”, He added that motivation consists of three main elements such as, effort, desire, and effect.

The first element is effort which means that motivates the learners to make much more effort and work in their studies, which help them to improve their language skill, the second element is a “desire” which refers to motivated learners to have the desire to succeed in learning the L₂/FL and to be good speakers. The last element is an “affect” motivation makes students enjoy learning the language, moreover, these elements work to gather and its results are inferences on learner’s abilities to be good communicators, but if any learner lacks one of them, he will not be motivated. (Mariem, 2010)

2-7-2 Anxiety: how an anxiety affects their willingness to speak the target language?

Affective factors such as an anxiety are most strongly linked to speaking, where learners often have to process and produce language without any planning, anxiety also includes feelings, states of apprehension, nervousness and worries. (Anmols 1999:8) claimed that “Anxiety is possible of an affective factors that most pervasively obstruct the learning process” .

Anxiety is a major affective factor to lack learners speaking, because the learners at this level, have not more confidence to speak in front classroom or discuss them have a worry and stress when they are trying to speak therefore afraid to make mistakes. (Christine and Anne nd.p.21).

2-7-3 Lack of self-confidence:

Self-confidence is main factor to improve the speaking performance, for that reason, (lee and park 2004) viewed that the self-confidence can be influenced negatively or positively on learners’ abilities in the target language, if learners have high confidence is positively to perform well in oral activities but if they have low confidence is negatively to speak badly.

Moreover, There is a relationships between anxiety and self-confidence; (lee and park.nd) said that “one of the personal factors, what are highly correlated with anxiety, is self-confidence” therefore, teachers should reduce anxiety to enhance learners’ self-confidence to

help them to improve their speaking skill. Also they should provide a relaxed classroom atmosphere and use a variety of classroom activities to practice speaking in order to improve their student's self-confidence. (Mariem, 2014).

Conclusion:

In education, the learning, teaching process depends to four skills(listening, reading, speaking, writing) which are great important to improve the learners abilities, they are focused on developing learners 'speaking ,however the four skills are integrated to gather, and its results help learners to be good communicators and speak fluently. In this chapter, we gave different definitions of speaking skill then elements of it. In addition to what speakers do and known many aspects and conditions of speaking to develop their speaking ability, Next the importance of speaking. The end of the chapter is the learner's problem in which they know the different difficulties of speaking that include different factors that lack the speaking skill.

Chapter Three:

Field Work

Introduction

The present research is about eliciting teachers and students' opinions about the use of audio visual aids in enhancing EFLL 'speaking skill, and for the purpose of investigating this study, we conduct questionnaires for both teachers and fourth year student of English at Ben Trah Brahim Middle school of Sidi Okba.

In this chapter, we describe, analyze and interpret the questionnaires results that help us to confirm or disconfirm our hypothesis about the use audio visual aids to improve speaking skill.

Students' questionnaires: aim that whether the students give importance and value about the use of audio visual aids in enhancing their speaking.

Teachers' questionnaires: aim that to investigate the teachers' opinions about encouraging the use of aids materials to improve EFLL' speaking skill.

Students Questionnaire

1- Aim of the questionnaire:

This questionnaire is mainly designed to evaluate the learner's speaking skill and show us how the audio visual aids are help them to improve their speaking, It also attempts to investigate the importance of using the technologies in learning English language, then the relationship between the use of audio visual aids and speaking improvement.

1-1 Description of the questionnaire:

In designing the present self-completed questionnaire for research objectives, the items are required answers with dichotomies (yes, no question) or picking up the most appropriate answer from a series of options or open questions asking the students to give their opinion or to explain their choices, the questions revolve around three headlines each one of which covers variables selected and each particular of our study.

1-2 Section one: General Question (Q1):

In this section, the students were asked to indicate their age in (Q1)

1-3 Section Two: Learner's perception about the use of audio visual aids (Q2-Q7).

This section seeks information about the use of audio visual aids in the classroom, (Q2) the students are asked about if the teacher of English use audio visual aids in their lessons, whether it is yes, no, if the learners are answered by yes they should clarify what are the different audio visual aid used by the teachers, in the (Q3) the students are asked about often the use technology in the classroom, whether it is always, often, sometimes, rarely.

In (Q4) the students are asked if the use of authentic materials are helped them to improve their speaking or not; in (Q5) the students are asked if they are interested in the use of ICI in the classroom or not. In (Q6) the students are asked about the sort of audio visual aids they are prefer more somewhat, audio aids, visual aids, audio visual aids. In the last question of this

section, they are asked if they consider the use of audio, visual aids are motivating them to speak or no.

1-4 Section three: Learner's perception about speaking skill (Q8-Q18):

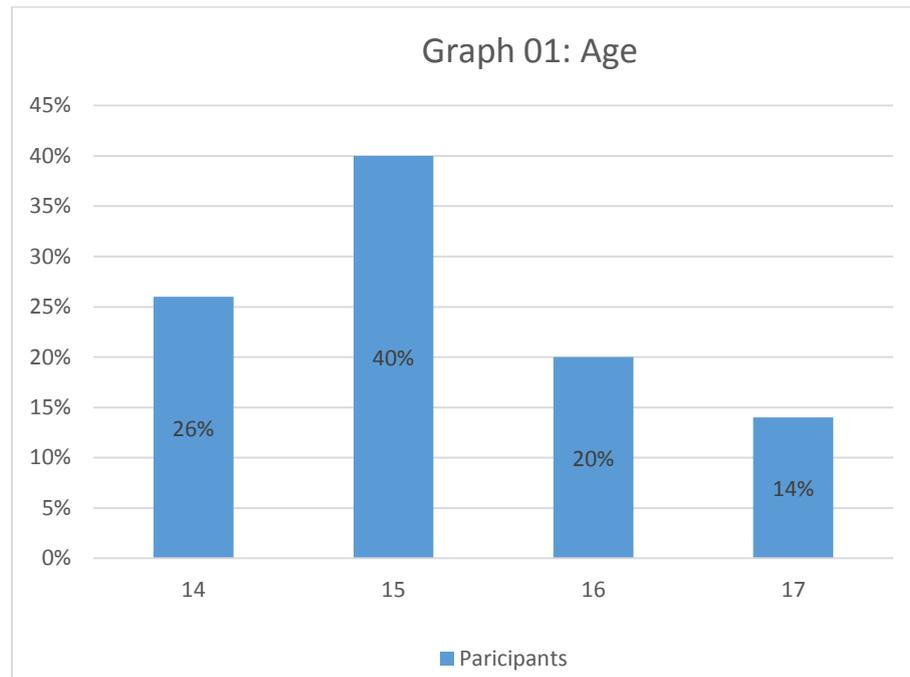
The first question of this section seeks information about student's learning English language (Q8), the next question, the students are asked if they are liked to learn English language or no (Q9). In (Q10) the students are asked if they are liked to speak English or no; After that the students are asked about their consideration about their level in speaking English whether it is very good, average, bad, very bad (Q11). In (Q12) the students are asked if their teacher of English is given them enough time to speak or no, In (Q13) the students are asked if they are stressed when their teacher of English asked them to speak orally or no, next question the students are asked if the teacher of English is reacted in negative way when they don't speak well during sessions or no, (Q14). The student is asked about the situation of good speaker of English, it is correct mistakes, good pronunciation, precise vocabulary (Q15). In (Q16) the students are asked about the techniques that they are enjoyed best: Multiple choices are given group work; role play ,problem solving and discussion, or any techniques they had to specify, after that, the students are asked about the activities which they are preferred, group work, individual work, pair work. In (Q17) the students are asked about the main reasons that make them levels of English very poor. Finally, the students are asked about the difficulties which they are faced when they are spoken English. Whether, they are grammar vocabulary, pronunciation.

1-5 Data collection and analysis:

1-5-1 Section one: general information, (Q1) Age:

Ages	14	15	16	17
Number participants	13	20	10	07
percentage	26%	40%	20%	14%

Table01: Age



Graph1: Age

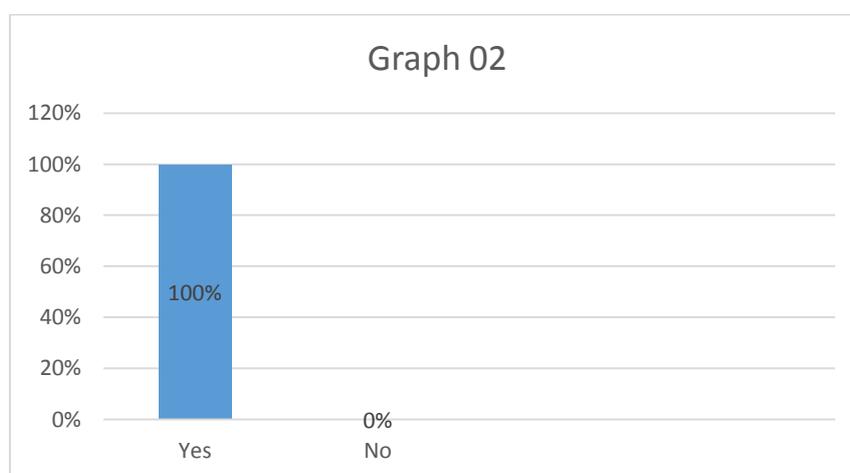
A quick glance at this table will reveal that there are four age groups in our, selected sample. The students age vary between 14 and 17 year old out of the total number of the sample we have 20 students (40%) who are 15 year old and 13 students represent (26%) of the sample whose age 14 years old, 16, 17 years old students seems to be the older group of the sample either because they have repeated years or not having started early their education.

1-5-2 Section Two: learner’s perception about the use of audio visual aids.

Q2: Does your teacher of English use the audio visual aids in your lessons of speaking?

Responses	Yes	No	Total
Participants	50	0	
percentage	100%	0%	

Table 02: the use of audio visual aids in the classroom



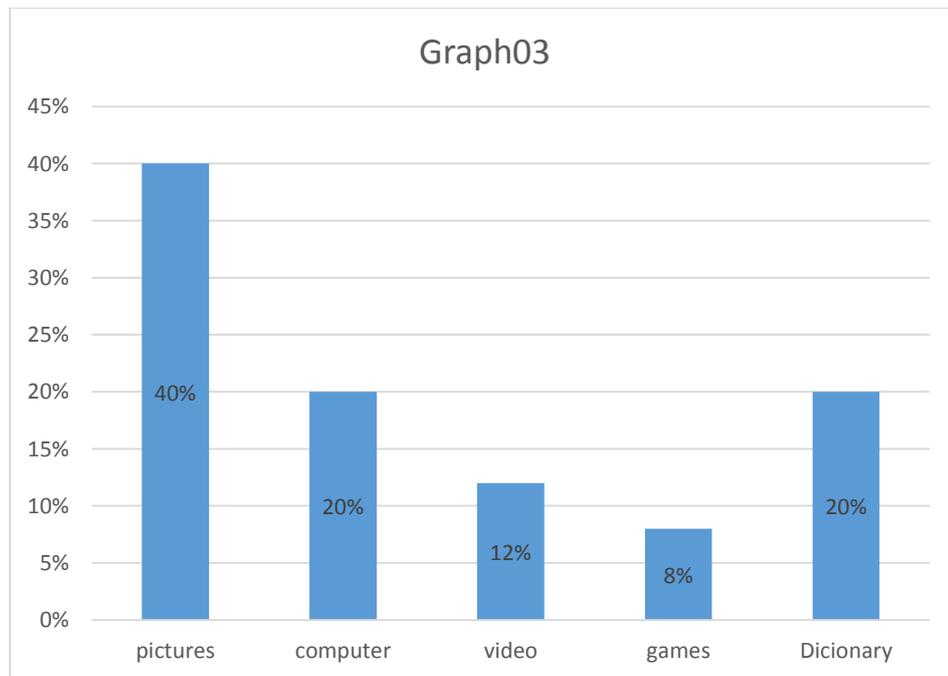
Graph 02: the use of audio visual aids in the classroom.

The table 02: is about the use of audio visual aids in the classroom during English session specially in lessons of speaking, All participants (100%) opted “Yes”. We conclude from the obtained result that the most of the teachers of English use authentic materials in the classroom, she/he is used variety of audio visual aids such as: pictures, video, Data show...etc.

Q3: if yes what are the different audio visual aids used by your teacher?

	pictures	computer	video	Games	Dictionary
participants	20	10	6	4	10
percentage	40%	20%	12%	8%	20%

Table 03: the different audio visual aids are use in the classroom.



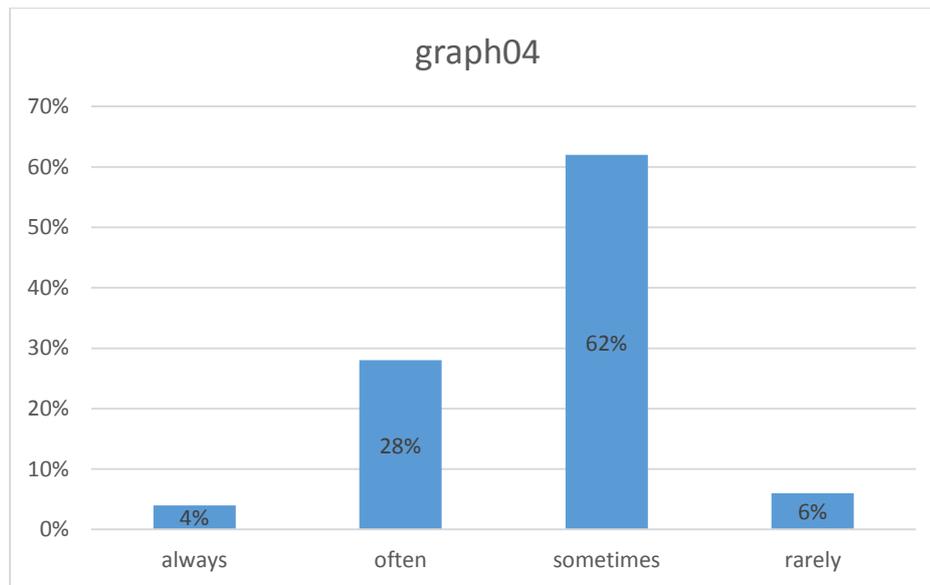
Graph 03: the different audio visual aids are used in the classroom.

The majority of participants (40%) said that, the pictures are most used by the teacher because she/he is considered the pictures are important for teaching speaking and they help the students to improve their speaking English, in which students can see their topics and they very easier to prepare them, (20%) of them selected the computer and dictionary from the same account, and (12%) selected video. In addition, only (8%) of them choose games.

Q4: How often does your teacher of English use the audio-visual aids?

Responses	always	often	sometimes	rarely
Participants	02	14	31	03
percentage	4%	28%	62%	6%

Table 04: frequency of use audio visual aids.



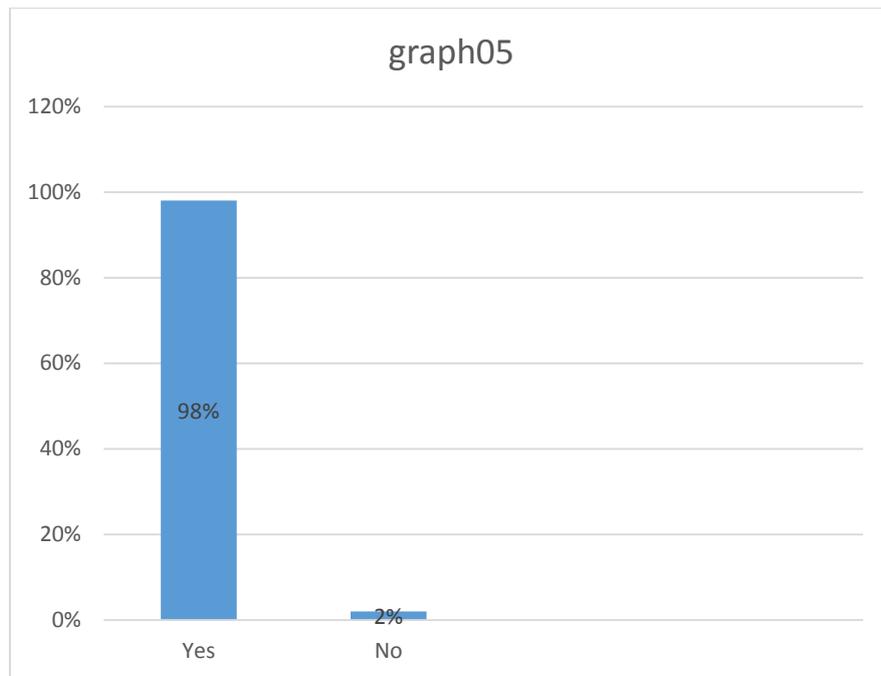
Graph04: the use of audio visual aids to improve students' speaking.

As table (4) shows, (62%) of participants said that the teacher of English is sometimes used audio visual aids, and (28%) of them said that the teacher Often uses audio visual aids in the classroom for help them to acquire language. While (4%) of participants said that the teacher of English always uses ICT in the classroom, the last group of participant (6%) said that rarely audio visual aids are used in the classroom.

Q5: Does the use of audio visual aids help you to improve your speaking skill?

Responses	Yes	No
participants	49%	11%
percentage	98%	2%

Table05: the use of audio visual aids to improve students' speaking.



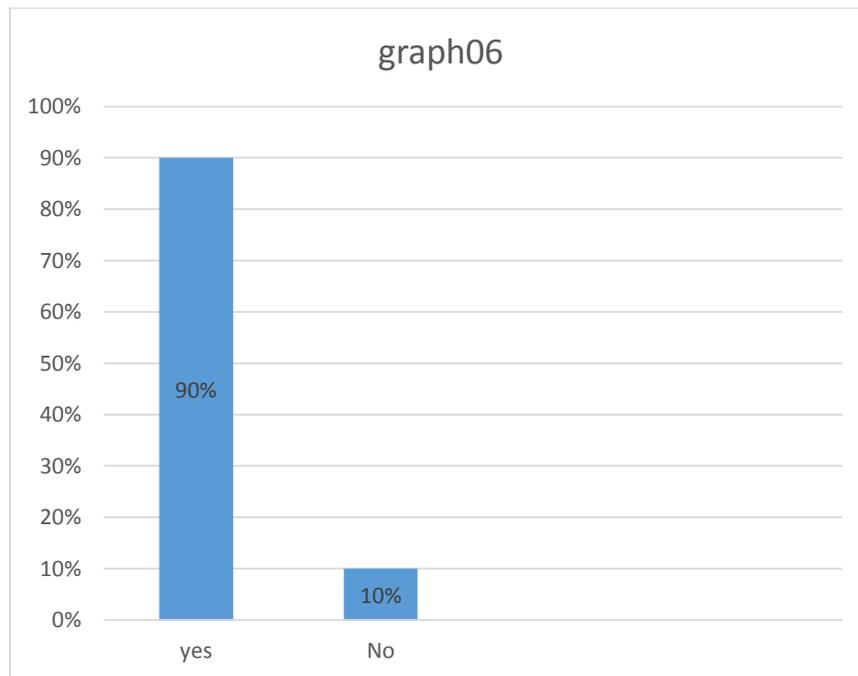
Graph05: the use of audio visual aids to improve students' speaking.

As table (05), most of the participants (98%) said that the audio visual aids are important materials for speaking skill, they are more helped them to improve their speaking skill and facilitated to acquire language, while only (2%) of participants said that audio visual aids don't help them to improve their speaking.

Q6: are you interested in the use of audio visual in the classroom?

Responses	Yes	No
Participants	45	05
percentage	90%	10%

Table 06: student's interesting in the use audio visual aids in the classroom.



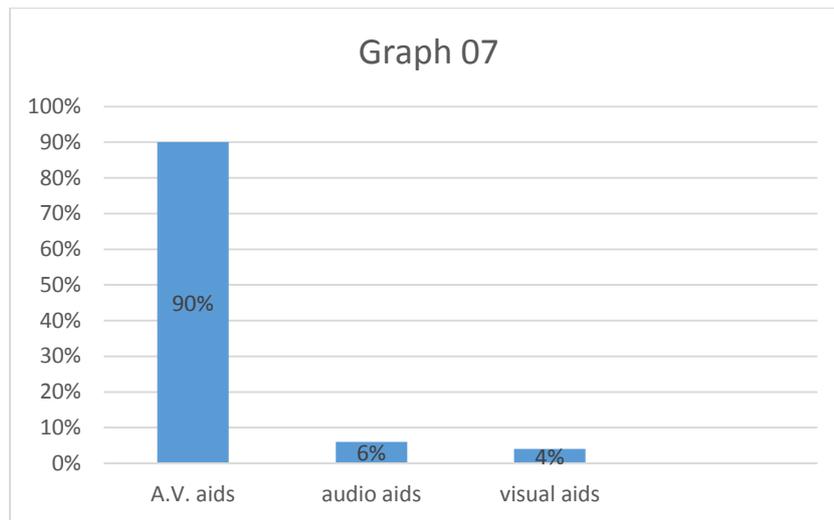
Graph06: student’s interesting in the use of audio visual aids in the classroom.

According to table (06), (90%) of participant said that they are interested in the use of audio visual aids which means that the students prefer to use audio visual aids in the classroom, while (10%) of participants said that they are not interest in the use of audio visual aids in the classroom.

Q7: what sort of audio visual aids do you prefer more?

Responses	Audio-aids	Visual aids	A.V. aids
participants	03	02	45
percentage	6%	4%	90%

Table 07: student’s favorite type of audio visual aids.



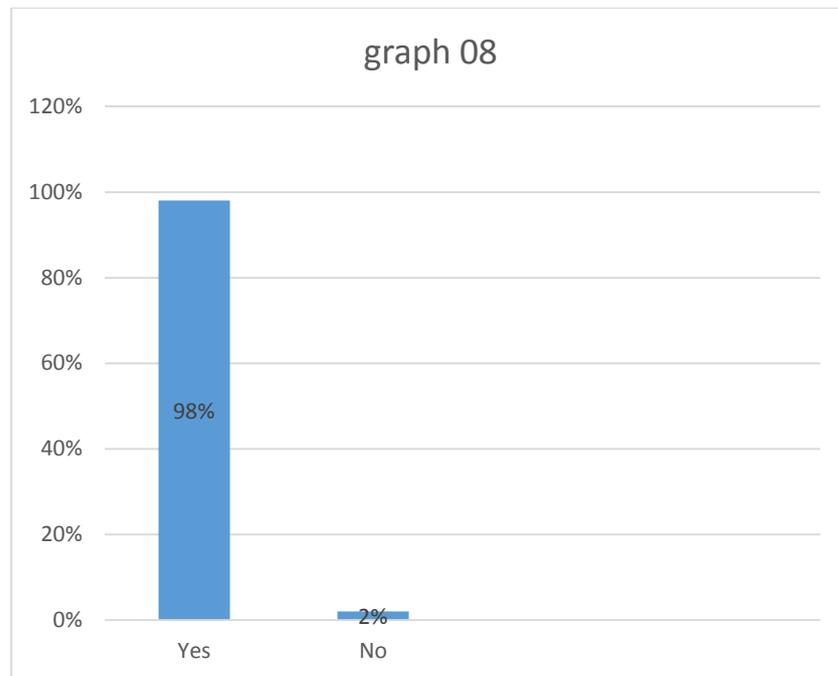
Graph 07: student's favorite type of audio visual aids.

As table (07), the most participants (90%) said that they prefer more use of audio visual aids in the classroom which are used to gather to develop learner's speaking, while (6%) participants said that they prefer audio aids. In addition, only (4%) of participants said that they prefer visual aids.

Q8: Do you think that the uses of audio visual aids are motivating you to speak English?

Responses	Yes	No
participants	49	01
percentage	98%	2%

Table08: students' motivation by using audio visual aids.



Graph08: student’s motivation by using audio visual aids.

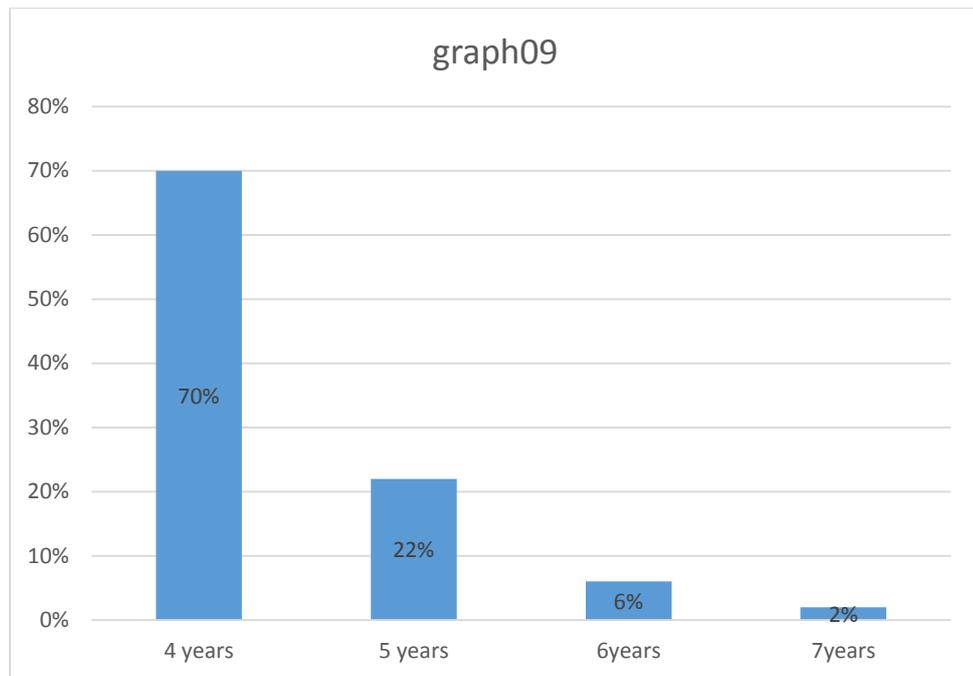
According to table (8), 49 of the participant (98%) said that the use of audio visual aids are effective in motivating learners to speak English, However only 01 of them makes 2% of the sample disagree with the idea that the use of audio visual aids are motivating learners to speak English.

2-5-3 Section 03: learner’s perception about speaking.

Q9: how long have you been studying English?

Years	4 years	5years	6years	7years
participants	35	11	03	01
percentage	70%	22%	6%	2%

Table09: students’ experience of learning English language.



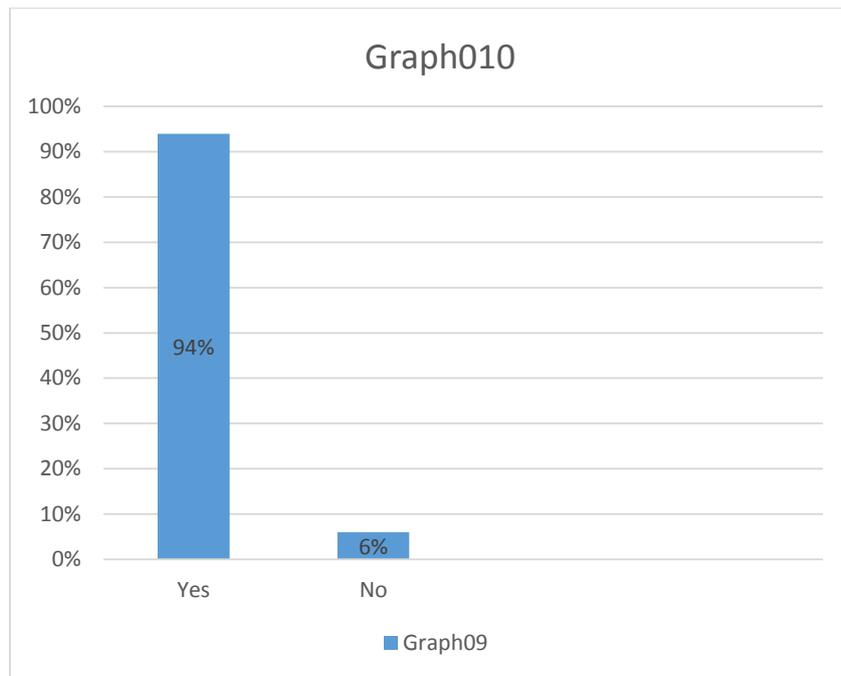
Graph 09: Students’ experience of learning English language.

This table show us, the student’s years of learning English, (70%) of participants that are (35) students claim that they have been learning English of period of 4 years, while (22%) of participants they have been 5 years in learning English. In addition, only 03 of participants they have been 6years in learning English. However, just 01 participant noted that she/he has been learning English for seven 07 years.

Q10: do you like to learn English language.

responses	Yes	No
participants	47	03
percentage	94%	6%

Table10: student’s desire for learning English language.



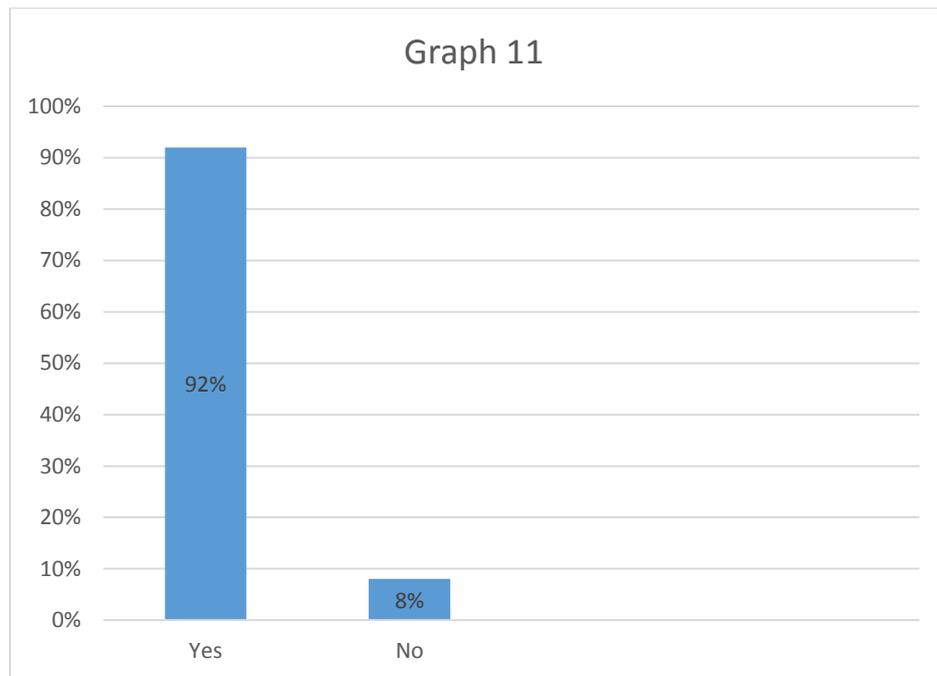
Graph10: student’s Desire for learning English language.

As table 10 most of the participants (94%) they opted “yes” while only (6%) of participants opted “No”. we conclude from the obtained results that most of the students they like to learn English language.

Q11: do you like speak English?

Responses	Yes	No
participates	46	04
Percentage100%	92%	8%

Table11: students’ desire for speaking English.



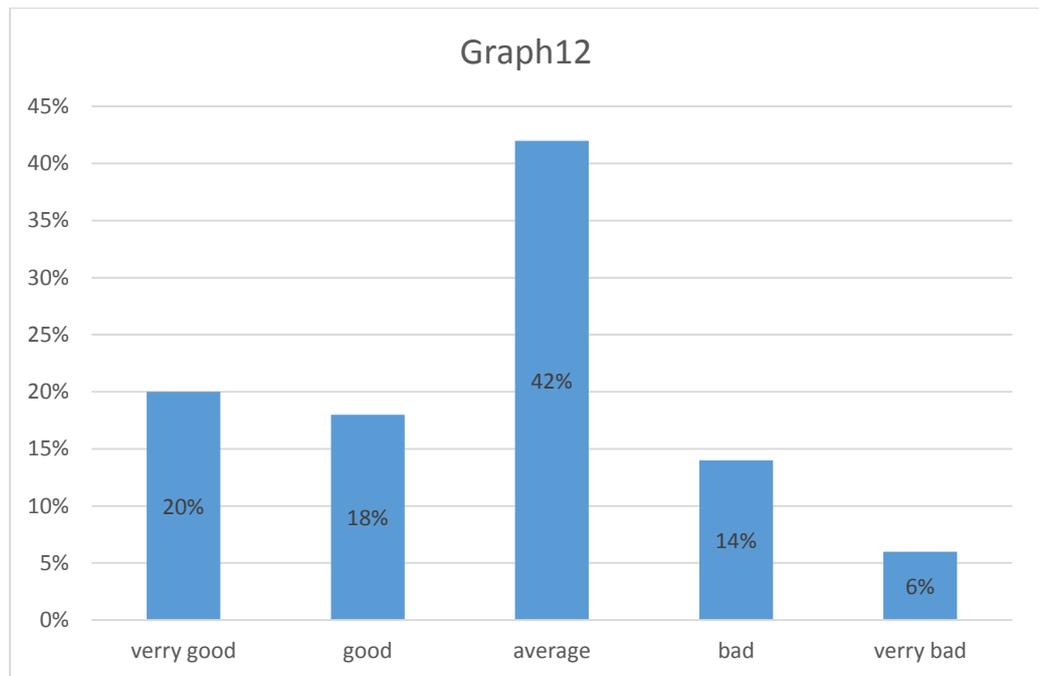
Graph11: student’s desire for speaking English.

According to table 11, the majority of students (92%) opted “yes” while only 4 participants (8%) opted ‘no’ we conclude that most of students like to speak English.

Q12: How do you consider your level in speaking English?

Responses	Very Good	Good	average	bad	Very bad
participants	10	09	21	07	03
percentage	20%	18%	42%	14%	6%

Table 12: student’s evaluation of their levels in speaking English.



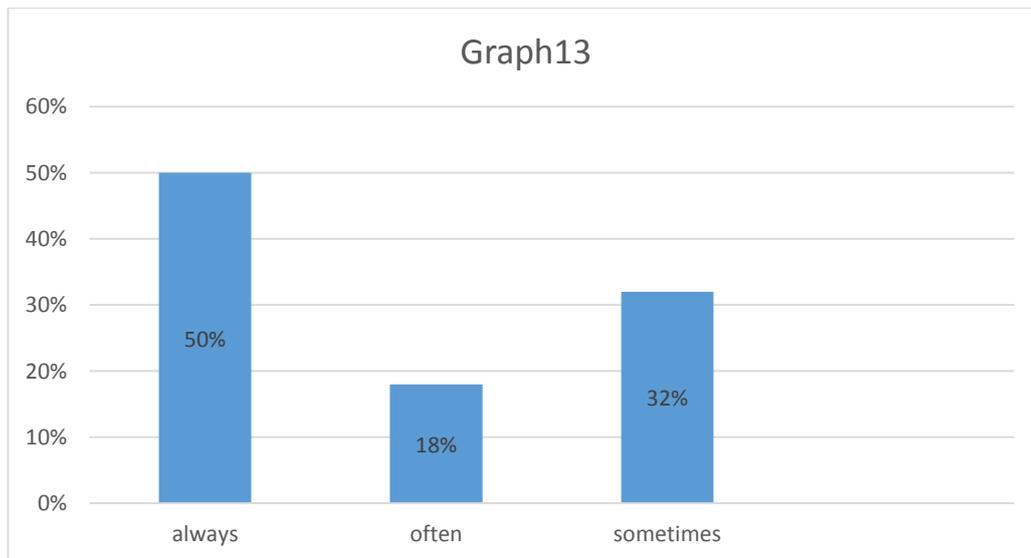
Graph12: Students' evaluation of their level in speaking English.

As table 12: ten students consider his/her level of speaking English to be very good (20%). While (18%) of participants they are considered their level to be good. On other hand (42%) state that their level is average, (14%) of the participants are considered their level to be bad and (6%) assumed that they are very bad speaker of English.

Q13: How often does your teacher give you enough time to speak?

Responses	Always	often	Sometimes.
participants	25	09	16
Percentage100%	50%	18%	32%

Table13: the frequency of the enough time to speak.



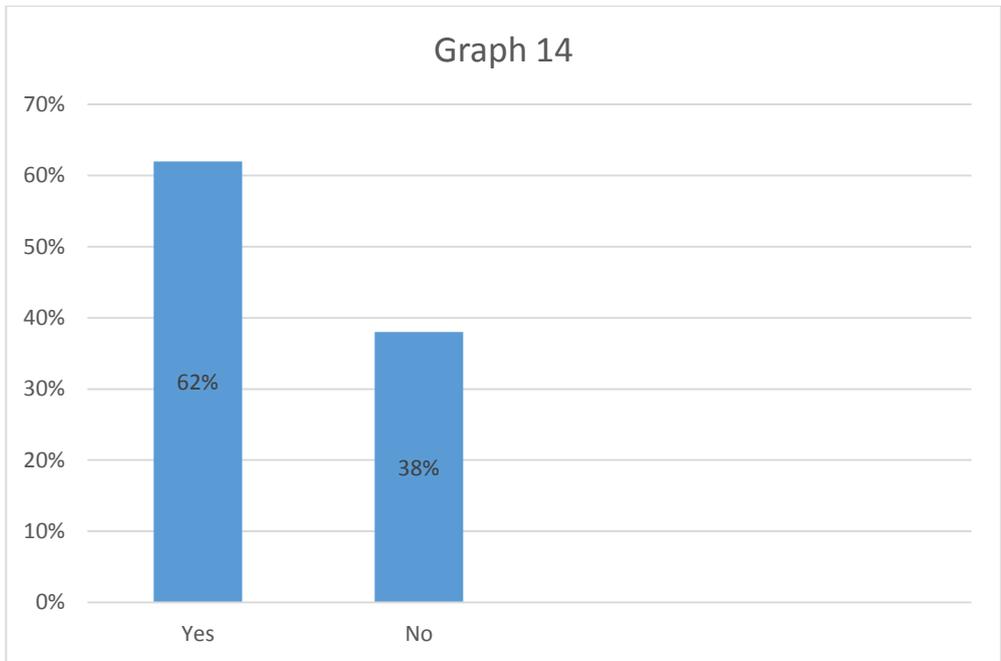
Graph13: the frequency of the enough time to speak.

It is a very interesting question that shows us how often does teacher of foreign language give enough time to his/her students to speak English. 25 students which means 50% of the participants say that the teacher of English always gives them enough time to speak English during session of speaking, whereas; 18% of the sample say that she/he often gives them enough time to speak. However, 32% of the participants said that she/ he sometimes gives them enough time to speak, we conclude that the most teachers give their students enough time to develop their speaking.

Q14: Do you feel stressed when your teacher of English ask you to speak orally?

Responses	Yes	No
participants	31	19
Percentage 100%	62%	38%

Table14: students' stress when they speak English.



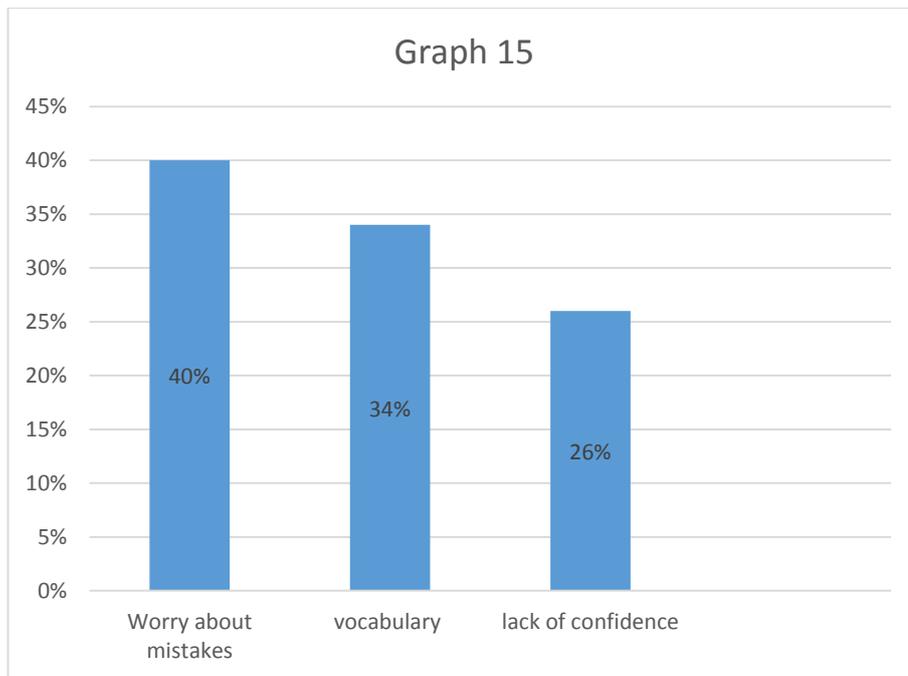
Graph 14: students’ stressed when they speak English.

The majority of the students (62%) opted for “yes” while only 19 participants 38% opted for “No”, we conclude from the results that the most of students feel stressed when they speak orally.

Q15: if yes, it is because

Reponses	Worry about mistakes	Have few vocabulary	Have not confidence to speak
participants	20	17	13
percentage	40%	34%	26%

Table 15: Students' difficulties that faced in speaking English.



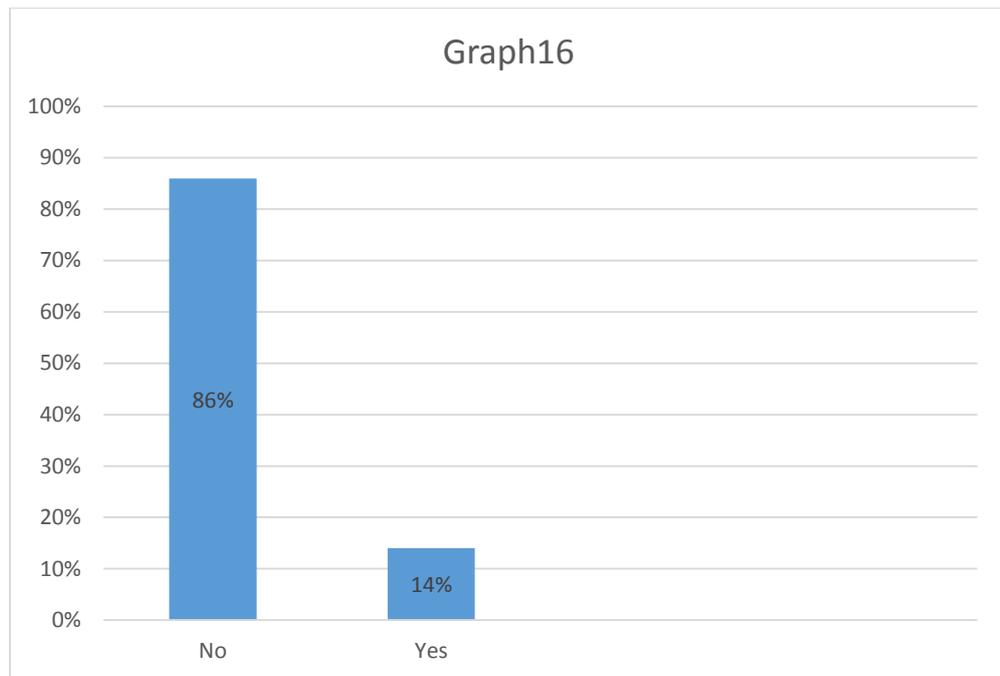
Graph15: students' difficulties that faced in speaking English.

According the table 15 and the graph above, 40% of the participants claimed that they have difficulties in mistakes, they afraid about made mistakes when they are spoken. However, 34% of the sample considers a few vocabularies as a major problem that faced in speaking. In addition, 26% of the participant said that they haven't confidence to speak English, maybe they worry about make mistakes or they have a few vocabularies.

Q16: if don't speak well, does your teacher of English react in negative way?

Responses	Yes	No
participants	07	43
Percentage100%	14%	86%

Table 16: teachers' react about speakers.



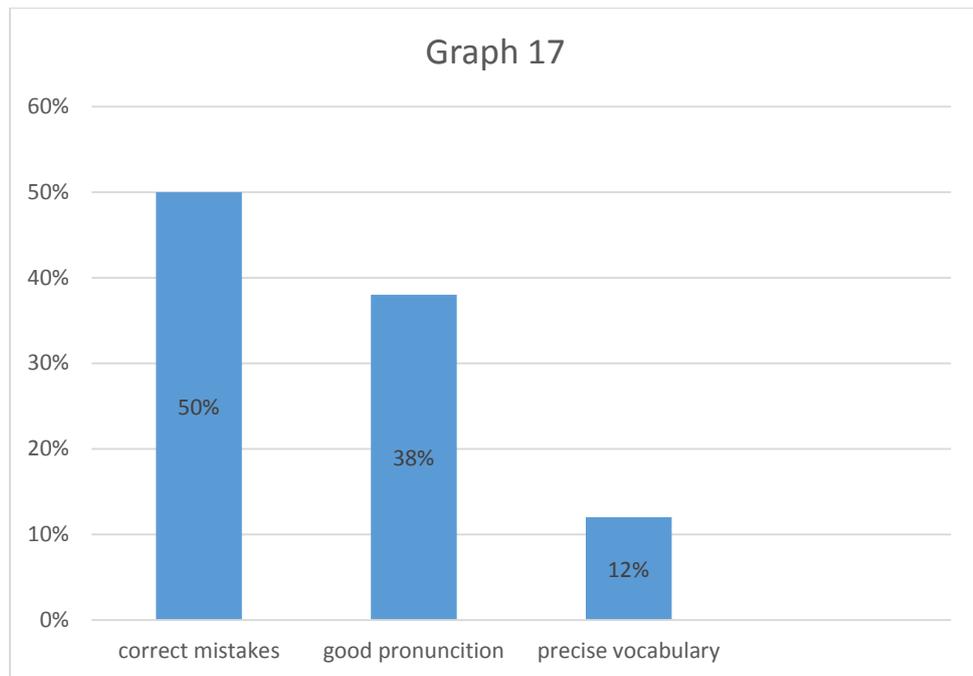
Graph16: teachers’ react about speakers.

According a table (16), 43 of the participants (86%) opted for “No” that is the teacher doesn’t react in negative way when his /her students don’t speak well, however, only 7 of the sample (14%) opted for “Yes”, the teacher does react in negative way, when the students don’t speak well. We conclude that the teacher of English is en courage his /her students to speak if they speak well or speak bad.

Q17: Do you consider a good speaker is correct mistakes, good pronunciation and precise vocabulary?

responses	Correct mistakes	Good pronunciation	Precise vocabulary
participants	06	25	19
percentage	12%	50%	38%

Table17: student’s consideration about good speaker.



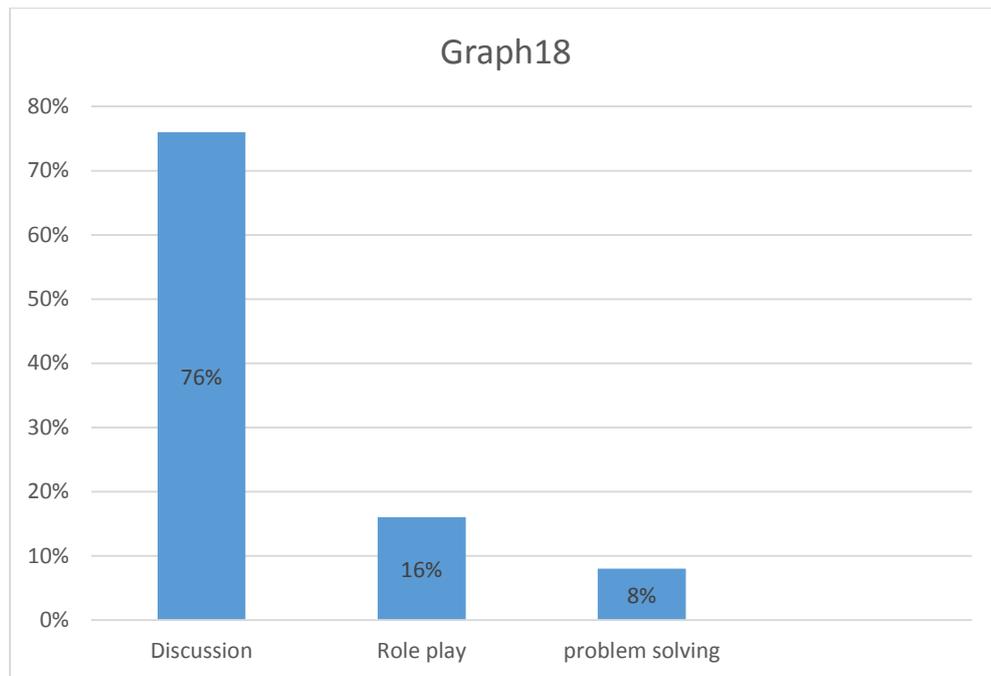
Graph17: students' consideration about good speaker.

This question is about good speaker, here we investigate how good speaker can do, 6 students that make 12% of the participants say that good speaker can be correct mistakes, whereas 25 students that make 50% of the participants say that a good speaker, has been good pronunciation. However 38% of the participants say that good speak has been precise vocabulary; we conclude that good speaker has been correcting mistakes, good pronunciation and precise vocabulary.

Q18: which of the following techniques did you enjoy best?

Reponses	Discussion	Role play	Problem solving
participants	38	08	04
percentage	76%	16%	8%

Table 18: students' favorite technique of learn speaking.



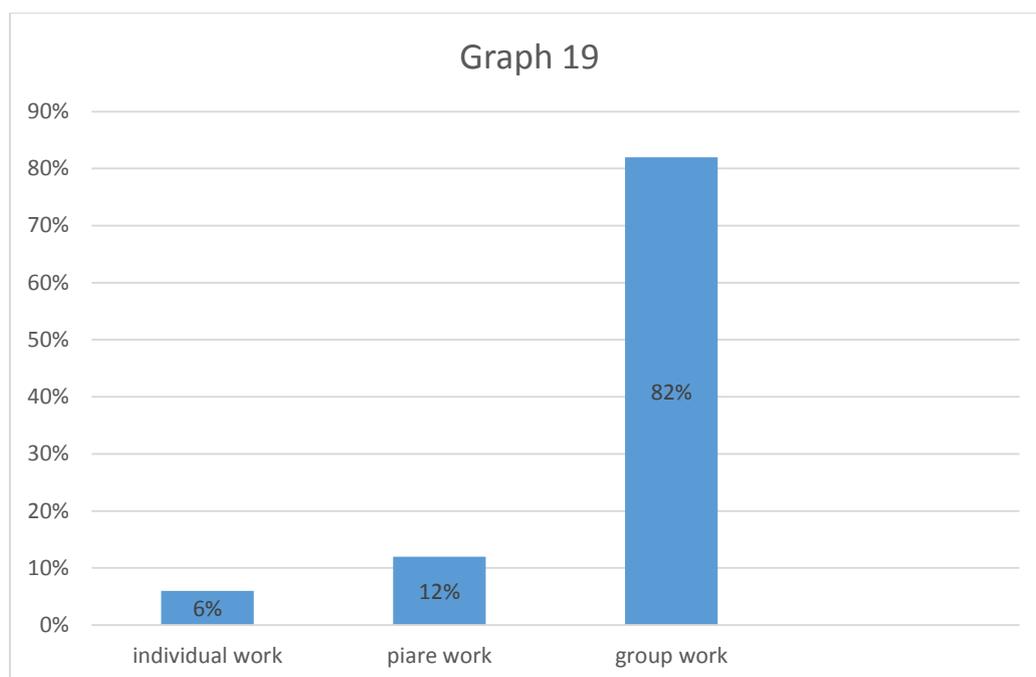
Graph 18: students' favorite technique of learn speaking.

Among the technique is used by the teacher: discussion, role play and problem solving considered to be the favorite technique for great a portion of students, 76% of the participants' choose discussion to be their enjoyable technique. However, 16% of the participants' believe that role play is their first choice. In addition only 4 students what make 8% of the sample prefer problem solving.

Q19: During speaking activities which of the following activities do you prefer?

Responses	Individual work	Pair work	Group work
participants	03	06	41
percentage	6%	12%	82%

table19: students' favorite activity.



Graph19: students' favorite activity.

According table 19, for activities are used by the teacher. Individual work, pair work and group work considered to be favorite activities for students, 82% of the participants choose group work to be enjoyable. On other hand, 12% choose pair work is their first choice. However, only 6% of students prefer individual work.

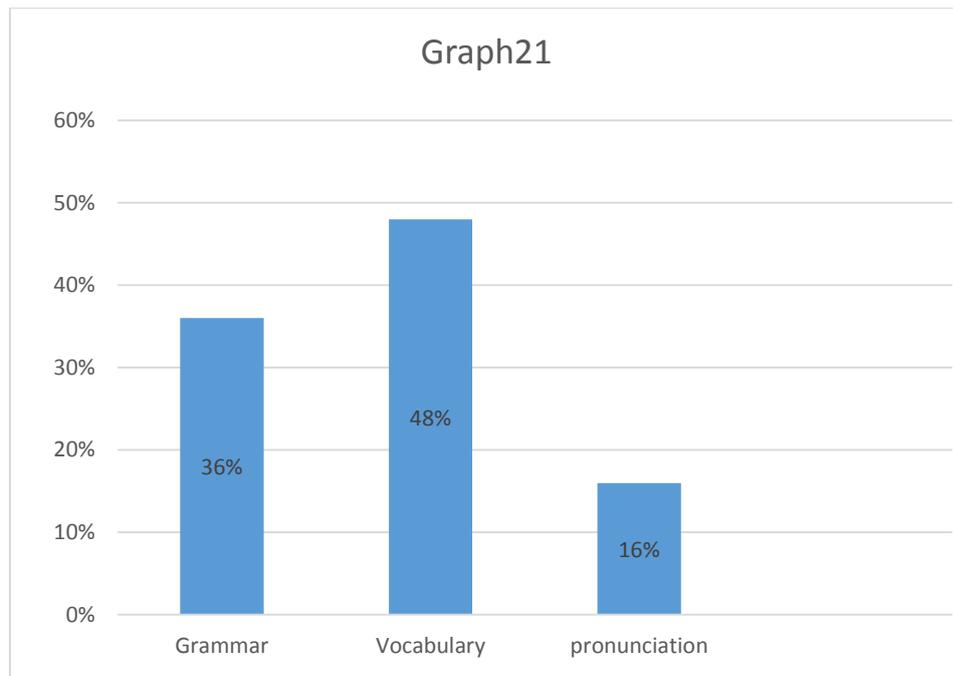
Q20: what are the main reasons that make your English as a poor level?

As question 20 we asked students about the main reasons that make their English as a poor level, most students considered affective factors are mainly reasons such as anxiety, lack of confidence and motivation. However, few vocabularies, concentration during teach speaking and grammar considered another reasons for students' poor level.

Q21: what are the difficulties when you speak English?

Responses	Grammar	Vocabulary	pronunciation
Participants	18	24	08
percentage	36%	48%	16%

Table21: Students' difficulties during speak English.



Graph21: Students' difficulties during speak English.

According a table 21, 24 of the participants making up 48% claimed that they have difficulties in vocabulary most when they speak orally. However, 36 of the participants consider grammar as challenging matter during speaking English. In addition 16% of the participants find difficulties in pronunciation when they are produced language, some participants opted for all suggested choices they face difficulties in vocabulary, pronunciation and grammar.

Teachers questionnaire :

1. Aim of the questionnaire:

Investigation effectively the students' needs in terms their speaking skill, it is necessary to know the teachers' opinions and attitudes toward the use of audio visual aids to improve students' speaking, it also aims to investigate some techniques and strategies that are used by teacher to develop his/her students' level in English language and the problems that are faced by teachers in their teaching Tasks.

1.1 Description of the questionnaire:

The whole questionnaire is made up (19) items and classified under 03 section such as: section one is presented the general information, the second section includes the use of audio visual aids role in the classroom and last section involves teaching speaking, the questionnaires also involve different types of question "closed" , "open- ended" questions and closed question required the teachers to answer by "yes" or "No" or to tick up the right answer from a set of responses and open- ended questions which require from teachers to give their personal opinions.

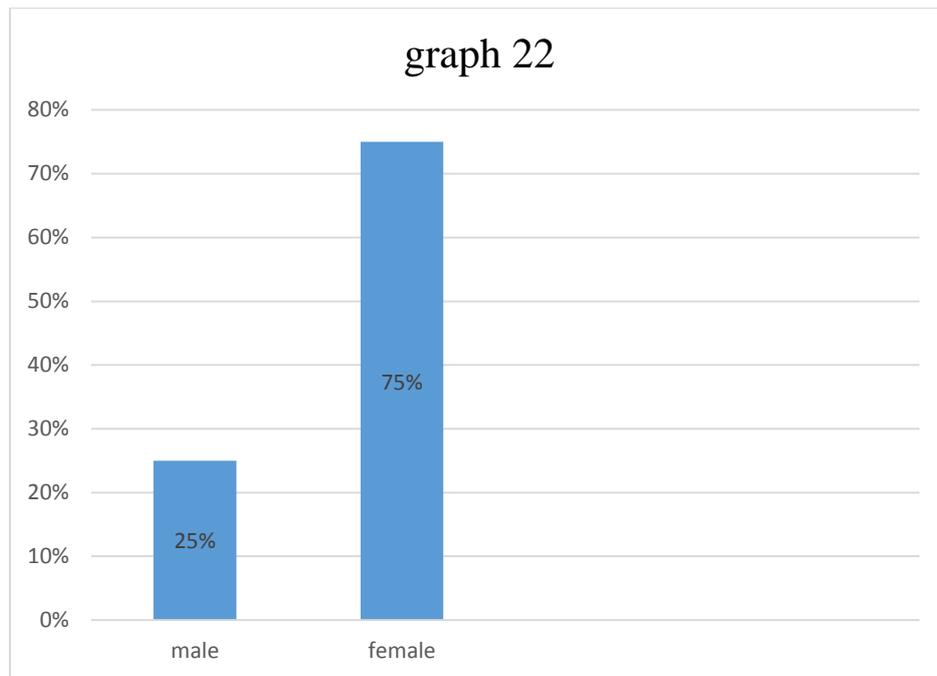
1.2 Analysis of teachers' questionnaire:

1.2.1 Section one: General information:

Q22: sex

Sex	male	female
Participants	1	3
percentage	25%	75%

Table22: sex



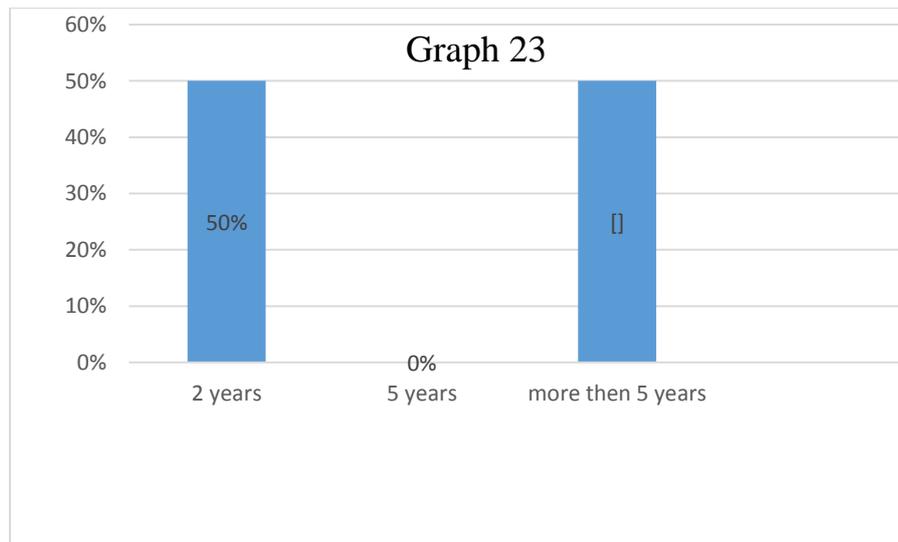
Graphe22: sex

According to table 22 and the graph above, we found that the majority of teachers are female; they represent 75% of the sample, however only 25% of the sample represent male gender.

Q23: how many years have you been teaching English.

years	2 years	5 years	More than 5 years
participants	02	0	02
Percentage	50%	0%	50%

Table 23: teachers' experience of teaching English.



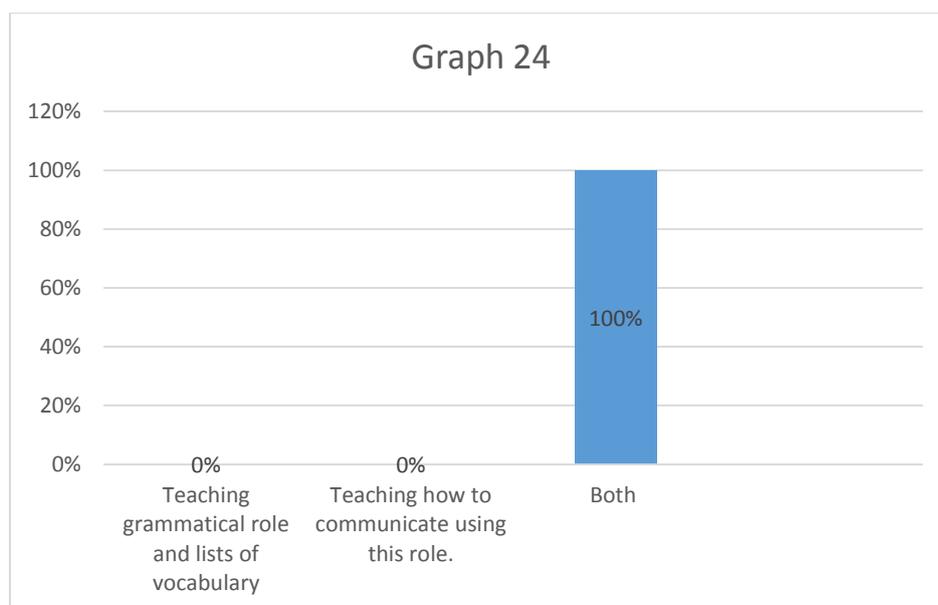
Graph 23: teachers' experience of teaching English.

As table 23 and the graph above, it appears that 50% of the participant experiences teaching for few years from 2 years only. However, 50% of the participants experiences teaching at middle school level for more than 5 years, whereas 0% no teacher experiences teaching for 5 years.

Q24: teaching language does means:

responses	Teaching grammatical role and lists of vocabulary	Teaching how to communicate using this role.	both
participants	0	0	04
percentage	0	0	100%

Table 24: Teacher's consideration about teaching language.



Graph 24: teacher’s consideration about teaching language.

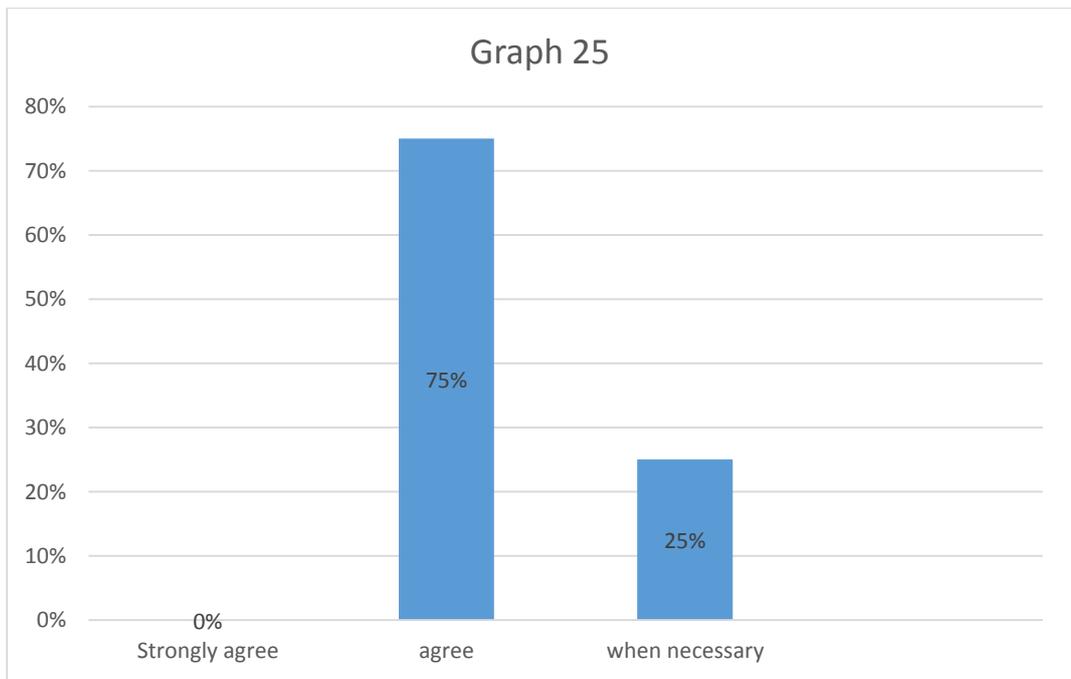
The purpose from asking this question is to know the teachers’ consideration about teaching language means: teaching grammar and lists of vocabulary or teaching how to communicate using this role.

Results reveal that all teachers 100% say that teaching a language means that combination of teaching grammar roles and lists of vocabulary and teaching how communicate using this role ,non teacher opted for the first and second choice, they do not agree that teaching the language neither teaching grammar and lists of vocabulary nor teaching how to communicate using this role.

Q25: Do you agree that in order to learn foreign language learners have to speak it?

Responses	Strongly agree	agree	When necessary
participants	0	03	01
percentage	0%	75%	25%

Table 25: teachers’ opinions about learners speaking.



Graph 25: teachers' opinions about learners speaking.

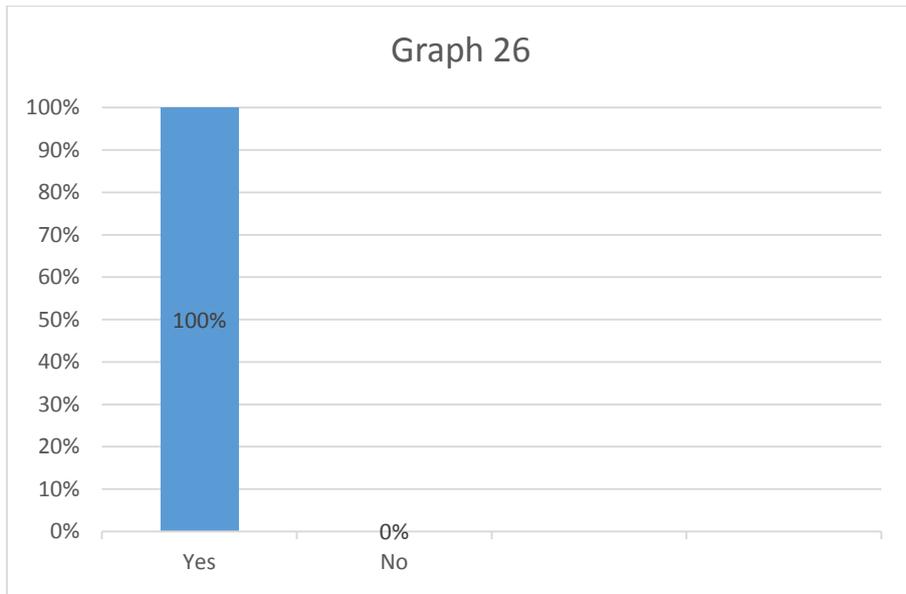
For this table and graph above, 75% of teachers they are agree that in learning foreign language learners have to speak it. However, 25% of participants said that the learners have to speak foreign language when necessary.

2.2.2Section two: using audio Visual aids role in the classroom

Q26: Do you think that the audio visual aids role is important materials to help EFL learners to improve their speaking skill?

Responses	yes	No
Participants	04	0
Percentage	100%	0%

Table 26: Teachers' evaluation of using audio visual aids:



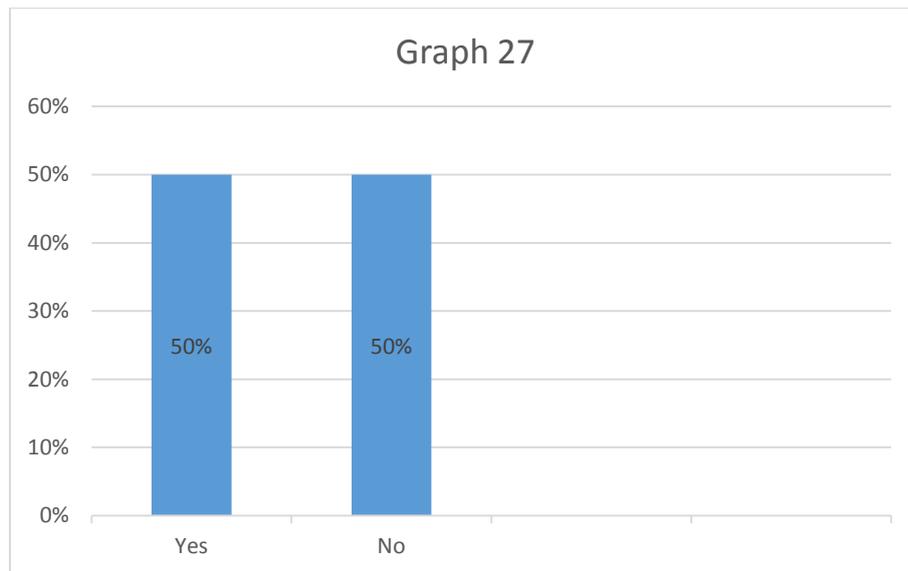
Graph 26: teachers’ evaluation of using of audio aids.

According to table 26: the majority of teachers said that 100% “yes”, audio visual aids role are important materials to help learners to improve their speaking skill, however non teacher contrasted this idea.

Q27: Are audio visual aids role available in your school.

Responses	Yes	No
Participants	2	2
Percentage	50%	50%

Table 27: the availability of audio visual aids in middle school.



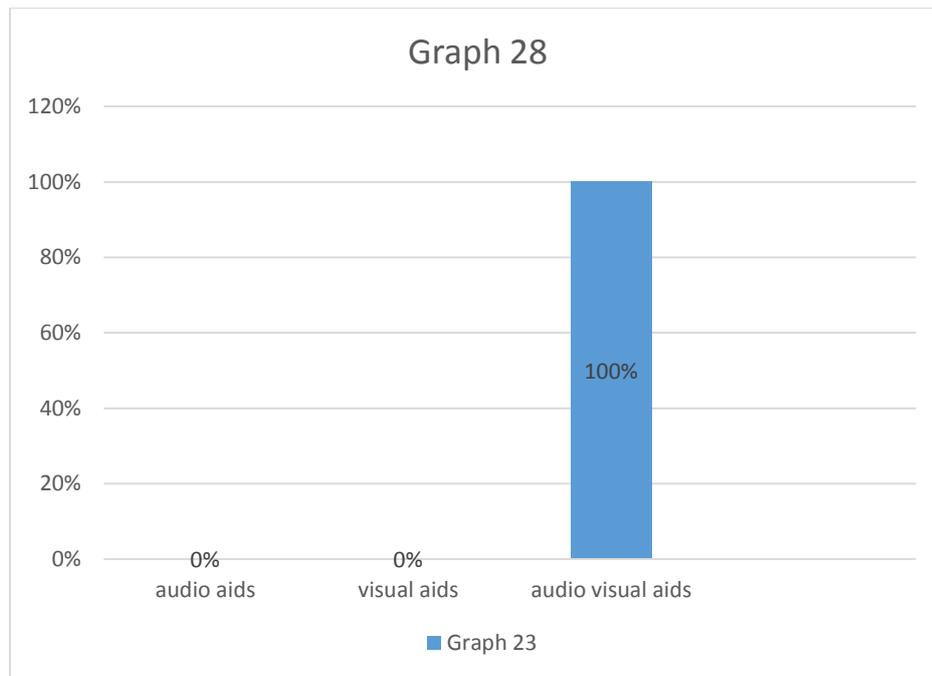
Graph 27: the availability of audio visual aids in middle school.

50% of the participants confirm that audio visual aids are available in middle school, however 50% affirmed that audio visual aids are not available in middle school, they noted that they bring them themselves, generally it is near to find audio visual available in middle school.

Q28: If “yes”, which kind do you use frequently?

Responses	Audio aids	Visual aids	Audio visual aids
Participant	0	0	04%
Percentage	0	0	100%

Table 28: types of audio visual aids are used by the teachers.



Graph 28: types of audio visual aids are used by teachers.

100% of the teachers who use audios visual aids in the classroom affirmed that they use audio visual aids only neither uses visual aids nor audio aids separately. Whereas, none teacher did not use it in the classroom.

Q29: if “No” why?

None the teachers do not use any of audio visual aids in the classroom, we conclude that all teacher are used different of audio visual aids which are provide in the school.

Q30: Which type of audio visual aids do you prefer to use?

Responses	computer	pictures	Data show	Videos
Participants	1	02	01	0
Percentage	25%	50%	25%	0%

Table30: teachers’ favorite use audio visual aids.

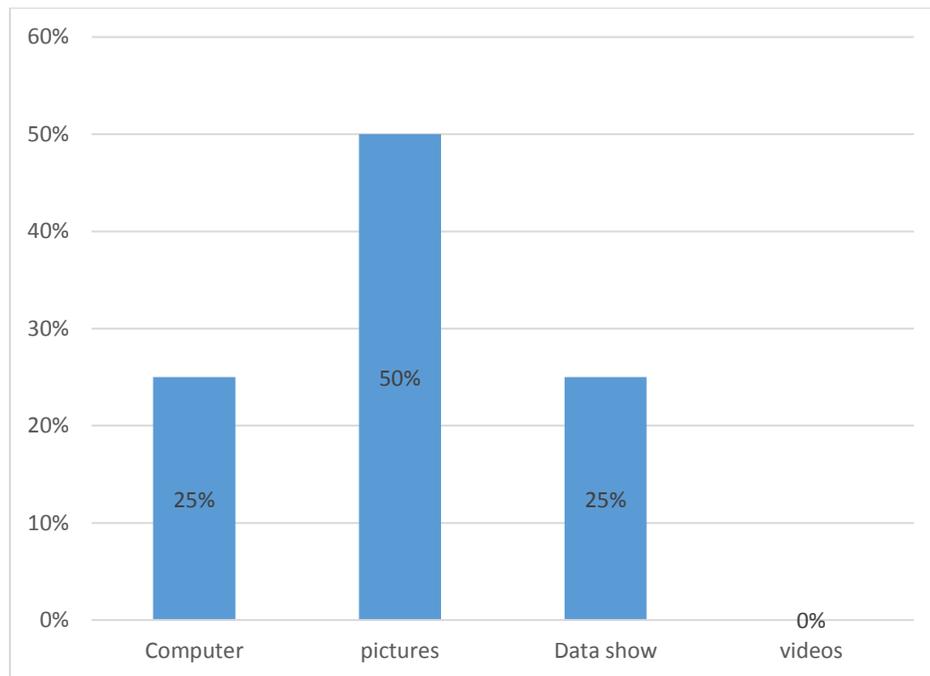


Table30: teachers' favorite use audio visual aids.

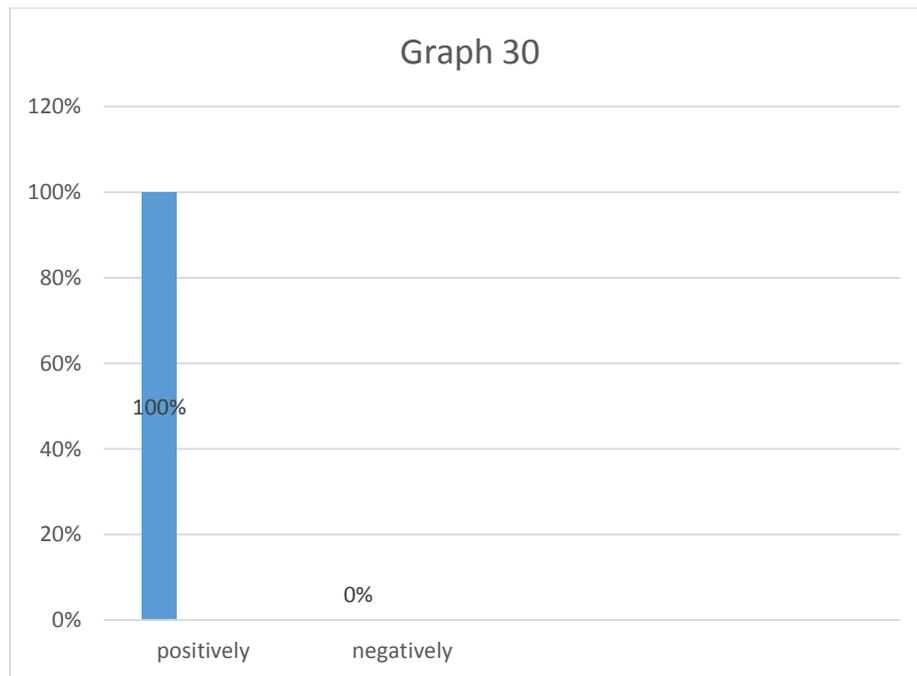
As table 30, 50% of participant they said that the pictures are most prefer to use them in the classroom during teaching speaking. In addition, the computer and data show are used by the same an account 25%, however videos are not used by the teachers.

A picture is faster and easier to use. Whenever, other materials of audio visual aids need a preparation what make it difficult because they don't have enough time.

Q31: how do the students react about the use of audio visual aids?

Responses	positively	Negatively
Participants	04	0
percentage	100%	0%

Table 30: students react about the use of audio visual aids.



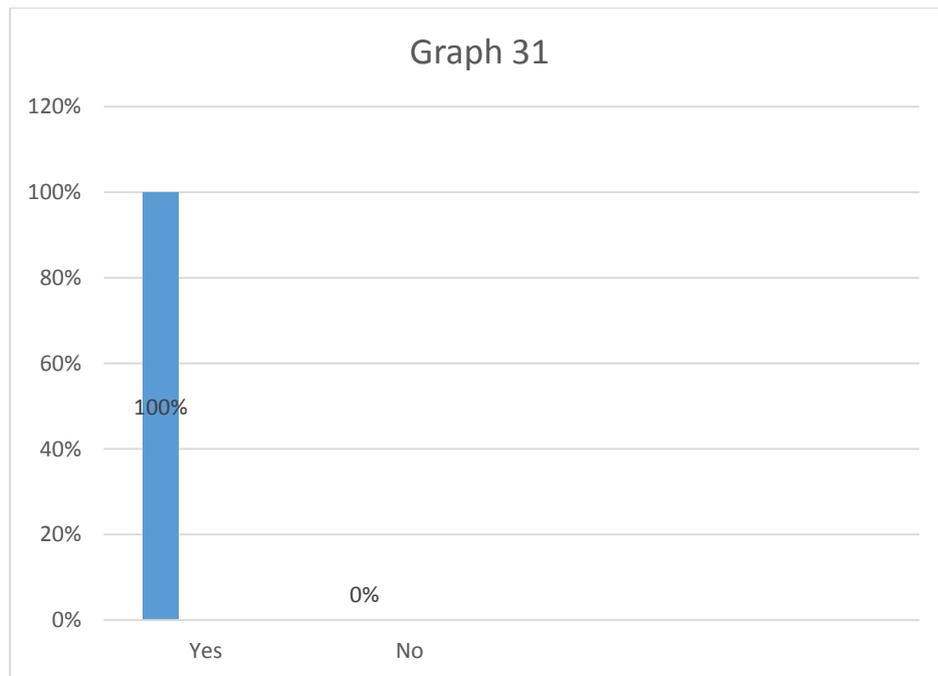
Graph 31: students' react about use the audio visual aids.

100% of teachers who use the audio visual aids in the class room declared that the students are reacted in positive way when they use audio visual aids in their lectures, whereas none teacher says his /her students are reacts in negative way about the use of the audio visual aids.

Q 32: Do you consider the audio visual aids as a good motivator to develop learners' speaking skill?

Responses	yes	no
participants	4	0
percentage	100%	0%

Table 32: the use of audio visual aids is motivated students' speaking.



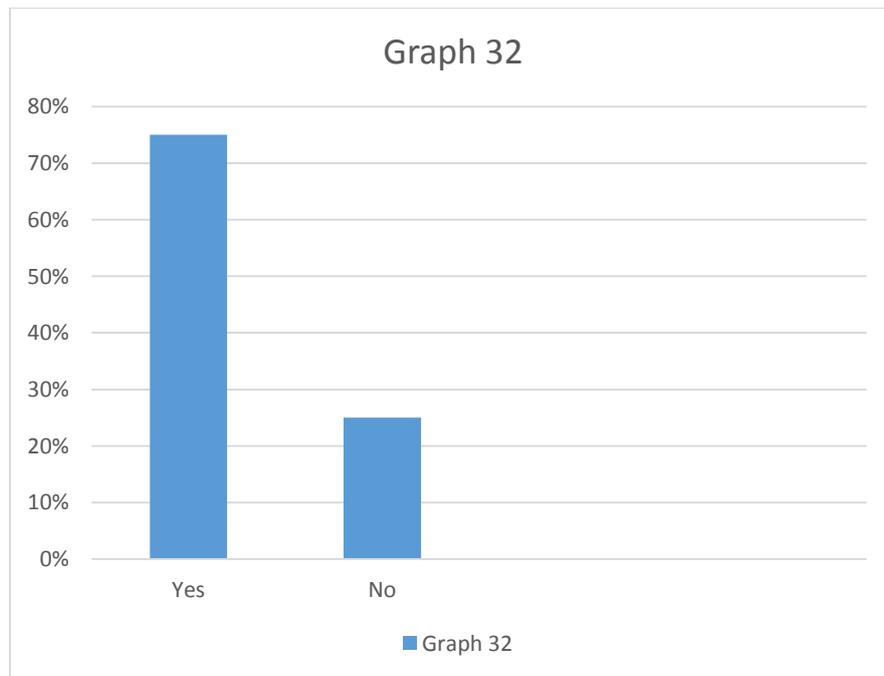
Graph 32: the use of audio visual aids is motivated students’ speaking.

According to table 32: 100% of the participants they opted for “Yes”, all teachers agree that the use of audio visual as a good motivator to develop students’ speaking, however none teacher disagree the ideas of using the audio visual aids are not good motivator to improve learners’ speaking.

Q33: do you encourage your learners to speak when you use authentic materials?

Responses	Yes	No
Participants	03	01
percentage	75%	25%

Table 33: Teachers’ motivation their students to speak English.



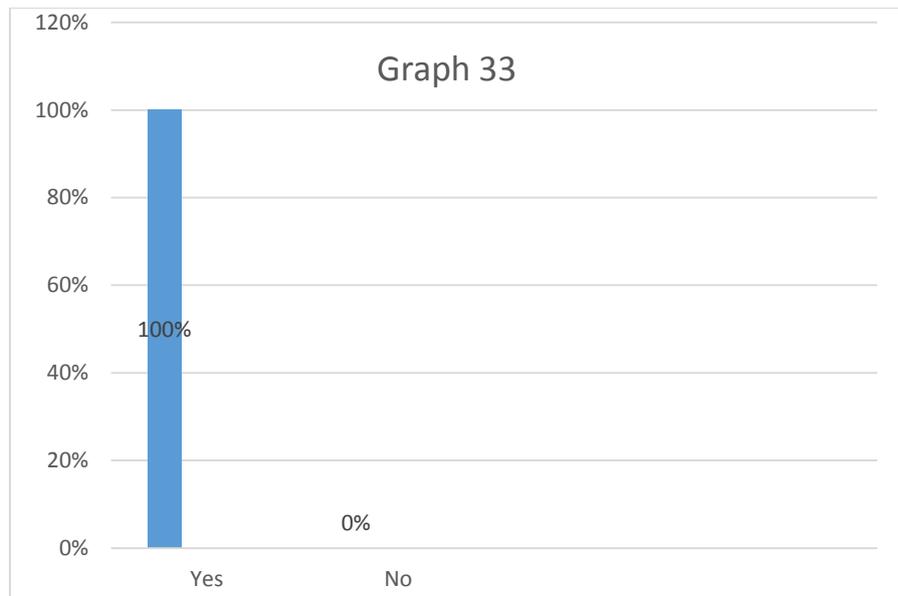
Graph 33: teachers’ motivation their students to speak English.

It’s important that the teacher encourage his/her students to use language, 75% of the teachers they are encouraged their students to speak when they are used the authentic materials, whereas 25% of the sample opted for “No”, they are not encourage their students.

Q34: Do you think that more use of audio visual aids the more learners achieve better?

Responses	Yes	No
participants	04	0
percentage	100%	0%

Table 34: teachers’ perception about using audio visual aids.



Graph 34: teachers' perception about using the audio visual aids.

For table 34 and the graph above, the majority of the teachers said that the more use of audio visual aids the more learners achieve better, however non the teacher disagree this idea.

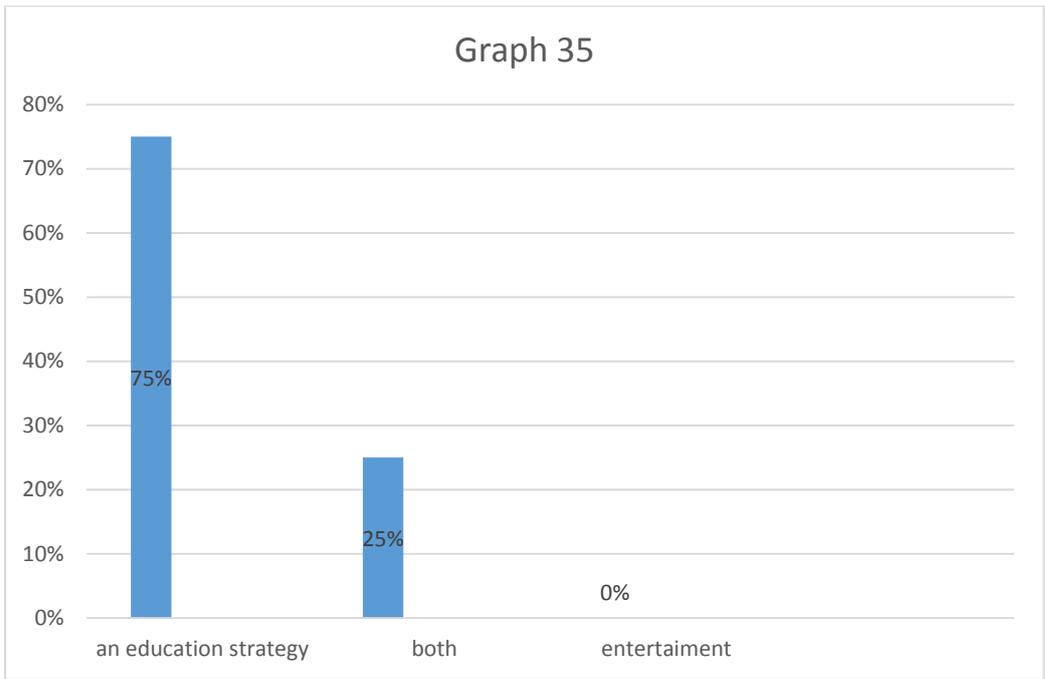
Q35: If "No" why?

The use of audio visual aids are important materials to help both students and teachers for achieve better, none teacher disagree the idea that the more use of audio visual aids the more learners achieve better.

Q36: Do you consider teaching speaking with audio visual aids as?

Responses	An education strategy	Entertainment	Both
Participants	03	0	1
percentage	75%	0%	25%

Table 36: teachers' perception about teaching speaking with audio visual aids.



Graph 36: teachers' perception about teaching speaking with audio visual aids.

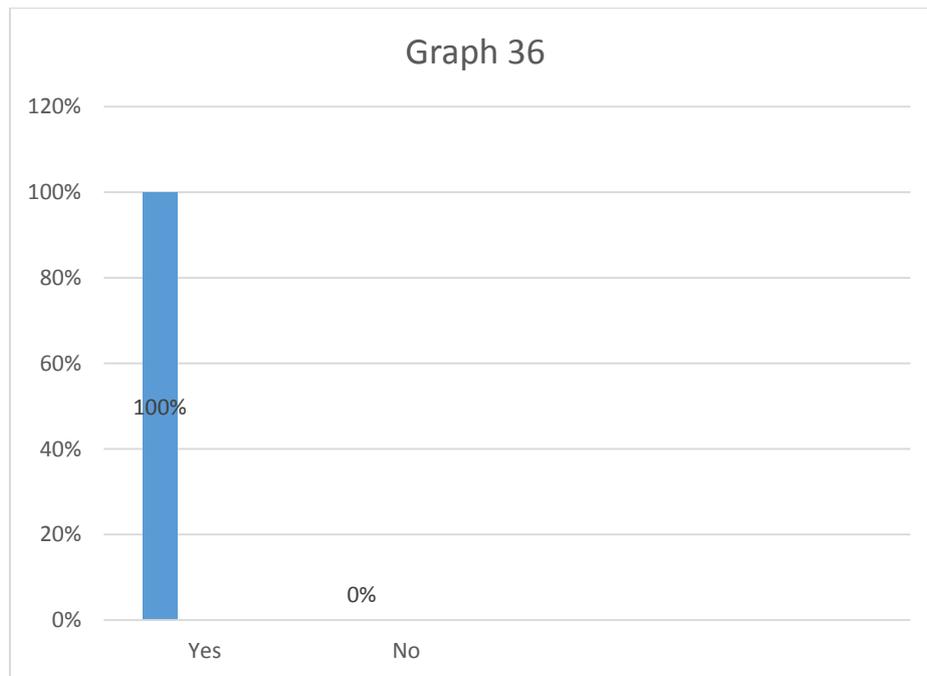
As table 36: 3 teachers what make 75% of the participants say that teaching speaking with audio visual is an education strategy, whereas 25% of the sample say that teaching speaking with audio visual aids is both an education strategy and entertainment, however none teacher said that teaching speaking with audio visual aids is entertainment.

2.2.3 Section 03: Teaching speaking:

Q37: do you consider speaking as the most important skill in learning foreign language?

Responses	Yes	No
participants	4	0
percentage	100%	0%

Table 37: teachers' perception about speaking skill.



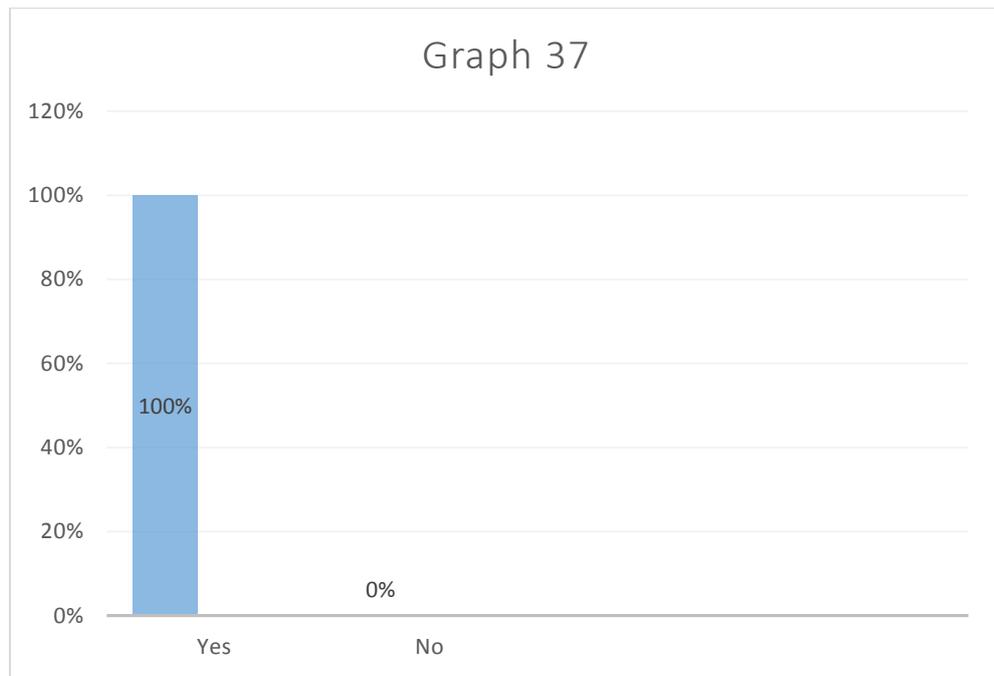
Graph 37: teachers’ perception about speaking skill.

According to table37 and the graph above, the majority of the Teachers 100% said that a speaking as most important skill in learning a foreign language, however none teacher said that speaking is not the most important skill in learning foreign language.

Q38: Do you urge your students to speak English in the classroom?

Responses	Yes	No	Total
participants	4	0	4
percentage	100%	0%	100%

Table 38: teachers’ urgency their students to speak English.



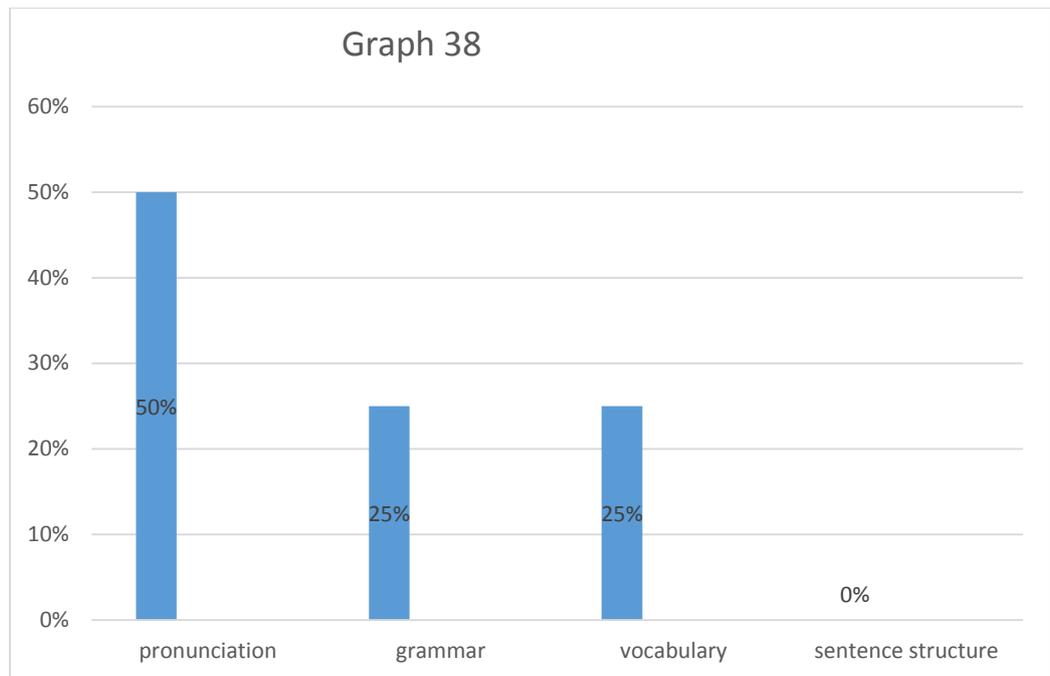
Graph 38: teachers’ urgency their students to speak English.

100% of the sample say that they are encourage their students to speak English in the classroom, however none teacher said “No”, for this result we conclude that all teachers encourage their students to speak English in the classroom when they used audio visual aids or not.

Q39: during speaking lessons, what are aspects of speaking you focus on?

responses	pronunciation	grammar	vocabulary	Sentence structure	Total
participants	4	2	2	0	8
percentage	50%	25%	25%	00%	100%

Table 39:An aspects are used by the teachers in teaching speaking.



Graph 39:An aspects are used by the teachers in teaching speaking.

4 of the teachers what makes 50% of the sample say that they focus on pronunciation which is a major factor in teaching speaking, 25% of the participants focus on grammar and vocabulary, whereas sentence structure is less important for the students level, at middle school therefore teachers don't focus on it.

Q40: which of the following techniques do you use most?

Responses	Group work	Role play	Problem solving	discussion
Participants		0		
percentage	80%	20%	0%	0%

Table 40: the technique is used by the teachers.

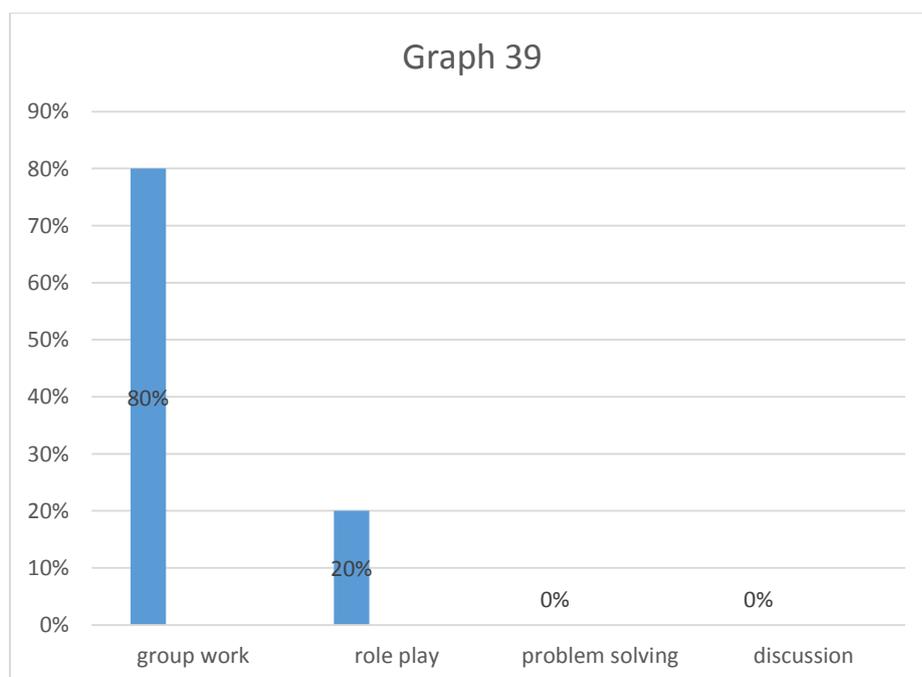


Table 40: the technique is used by the teachers.

As table 40: 80% of the sample affirmed that, they use most group work, which is helped learners to work collaboration, whereas 20% of the participants use role-play. In addition, none teacher uses problem solving and discussion during his/ her lessons.

Q41: what kind of difficulties do you face when use audio visual aids in teaching speaking?

Integrating audio visual aids in lessons are most important but they are not easy, because they need a pre-preparation of the aid and pre-planning for the lessons too.

However, problems that are faced by the teachers are time limit and much noise, when teachers use audio visual aids in the classroom, the students make much noise. So they didn't allow their teachers to concentrate with them and a time limit is major problem for the teachers during using audio visual aids in the classroom.

Discussion

The analysis of students questionnaire confirm Our hypothesis and reveals that the proper and regular use of audio visual aids is the way in which students achieve better, students responses in section two demonstrate that the use of audio visual aids to improve speaking is provided with conditions of proper use of the aid and regular use of the aid and sufficient time.

The analysis of students' questionnaire also shows that the students are aware of thickesses concerning speaking, and the weaknesses of speaking and their poor level in speaking English are caused many factors such as psychological factors, teachers questionnaire are affirmed that the use of audio visual aids is a very effective method to develop students speaking.

The analysis of the teachers questionnaire also shows that the majority of teachers use aids materials in their lectures regularly.

In section three, the analysis show that all teachers motivate their students to speak English and they are made efforts to improve students speaking skill throw choosing and varying activities and technique that used during speaking lessons.

Analysis of questionnaires shows that the teachers of fourth year at Ben TrahBrahim middle school justify their failure in using audio visual aids to the difficulties that faced when they use those materials such as they have not enough time (time limit) and much noise is made by the students.

We conclude that both teachers and learners affirm the effectiveness of using audio visual aids to improve speaking skill, but there are conditions rules and strategies that are necessary provided to achieve better results when using those materials.

Conclusion:

All in all, the positive results revealed in this work concerning the effectiveness of audio visual aids on improving students' speaking have confirmed our hypothesis that means there is a positive relationship between authentic materials and speaking skill.

Audio visual aids are a main tool in teaching foreign language that is accorded to many strategies and techniques development that are interested by teachers. Furthermore, we know a great deal about the effects of audio visual aids on learners' speaking and the condition necessary of effective authentic materials specially for teaching speaking

General conclusion:

The present study involve the relationship between audio visual aids and speaking skill improvement, its main objective is to investigate whether or not the use audio visual aids can enhance fourth year students of English at Ben TrahBrahim middle school at SidiOkba speaking skill aids materials are most important tool in learning foreign language specially speaking skill. Therefore we devoted the first chapter to speak about it, we have defined audio visual aids in brief, then we introduce the importance of audio visual aids in learning and teaching process, we have also mentioned types of audio visual aids .In the second chapter, we have defined speaking and we presented the characteristic of speaking, we have also mentioned functions of speaking and difficulties of it faced in speaking English, all researchers in the world agree that idea that the use of Audio Visual Aids is very helpful in improving speaking skill this results come from the analyses of both teachers and students questionnaires, in which show that the students speaking will improve if they are use audio visual aids materials regularly in their speaking skill.

Finally, we hope research has help the learners and researchers to know some lights on the importance of using Audio Visual Aids in teaching and learning process, specially in teaching speaking for students of English, we hope also that teachers as well as students are going to find some useful and practical basics about learning to speak a foreign language.

Obviously, learners problems are in the speaking skill will continue to exist, so that researches and investigations will continue to be undertaken by other research.

Recommendation

- The teacher clear knows his/her students' level, so he/she should use vary of Audio Visual Aids to help them to improve their levels.
- The teacher should pre-prepare aids and pre-plan the lesson before the course time.
- The teacher should motivate his/her students to use Audio visual aids outside the classroom like watching TV and to use internet.
- Administration should provide teachers with variety of aids.
- Teachers don't have enough time to cover all aids materials.
- Students during using audio visual aids they make much noise, therefore teachers of English are faced some difficulties that obstruct the lessons.

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APPENDICES

Appendix 1

Learner's Questionnaire

This questionnaire is data collection tools about the audio visual aids role in enhancing EFL learners' speaking skill at middle school level in order to prepare a master dissertation, your contribution will be important to help to make research work achieve its objectives.

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

We will be very grateful for your collaboration.

Section 01: general information

Q1: Age:

Section 02: Learner's perception about the use of audio-visual aids.

Q1: Does your teacher of English use audio-visual aids in your lessons of speaking?

س1- هل أستاذك للغة الإنجليزية يستعمل الوسائل السمعية البصرية في دروسك الخاصة بالكلام.

- a) Yes b) No

Q2: If yes, what are the different audio-visual aids used by your teacher?

إذا كان الجواب بنعم، ماهي مختلف الوسائل السمعية البصرية المستعملة من طرف أستاذك؟

- a-
- b-
- c-
- d-

Q3: How often does your teacher of English use the audio-visual aids?

كم عدد المرات التي استعمل فيها أستاذك هذه الوسائل؟

- | | |
|---------------------------------------|--------|
| a) Always <input type="checkbox"/> | دائما |
| b) often <input type="checkbox"/> | غالبا |
| c) sometimes <input type="checkbox"/> | أحيانا |
| d) rarely <input type="checkbox"/> | نادرا |

Q4: Does the use of audio-visual aids help you to improve your speaking?

هل استعمال الوسائل السمعية البصرية يساعدك على تطوير مهارات الكلام؟

- a) Yes b) No

Q5: Are you interested in the use of audio-visual aids in the classroom?

هل أنت مهتم باستعمال الوسائل السمعية البصرية

- a) Yes b) No

Q6: What sort of audio-visual aids do you prefer more?

ما هي الوسائل السمعية البصرية المفضلة لديك؟

- a) Audio aids b) visual aids c) audio-visual aids

Q7: Do you think that the use of audio-visual aids is motivating you to speak English?

هل ترى استعمال وسائل السمعي البصري ترغيبك في تكلم بالإنجليزية؟

- a) Yes b) No

Section 03: Learner's perception about speaking

Q8: How long have you been studying English?

.....
Q9: Do you like to learn English language

هل تحب تعلم اللغة الإنجليزية

- a) Yes b) No

Q10: Do you like to speak English?

هل تحب تكلم اللغة الإنجليزية؟

- a) Yes b) No

Q11: How do you consider your level in speaking English?

كيف ترى مستواك في الكلام بالإنجليزية

- | | |
|---------------------------------------|----------|
| a) Very good <input type="checkbox"/> | جيد جدا |
| b) good <input type="checkbox"/> | جيد |
| c) average <input type="checkbox"/> | متوسط |
| d) Bad <input type="checkbox"/> | ضعيف |
| e) very bad <input type="checkbox"/> | ضعيف جدا |

Q12: How often does your teacher give you enough time to speak?

هل أستاذك للغة الإنجليزية يعطيك الوقت الكافي للكلام؟

- | | |
|---------------------------------------|--------|
| a) Always <input type="checkbox"/> | دائما |
| b) often <input type="checkbox"/> | غالبا |
| c) sometimes <input type="checkbox"/> | أحيانا |

Q13: Do you feel stressed when your teacher of English ask you to speak orally?

هل تشعر بتوتر حين يسألك أستاذ للإنجليزية للتكلم شفويا؟

- a) Yes b) No

Q14: If yes, it is because:

- a) Worry about mistakes خائف من ارتكاب الأخطاء
- b) have few vocabulary قلة المفردات
- c) have not confidence to speak ليس لديك الثقة للتكلم

Q15: if you don't speak well, does your teacher of English react in negative way?

إذا كنت لا تتقن الكلام بالإنجليزية، هل ردة فعل أستاذك سلبية.

- a) Yes b) No

Q16: Good speaker is:

المتكلم الجيد للغة الإنجليزية يكون:

- a) Correct mistakes يصحح الأخطاء
- b) Good pronunciation ينطق جيدا
- c) Precise vocabulary دقيق المفردات

Q17: Which of the following techniques did you enjoy best?

في تتابع التقنيات التالية، أي تقنية تريحك؟

- a) Group work العمل جماعي
- b) Role play مسرحيات
- c) Problem solving حلول المشاكل
- Discussion المناقشة

Q18: During speaking activities, which of the following activities do you prefer?

خلال تمارين الكلام، أي تمرين تفضل؟

- a) Individual work
- b) pair work
- c) group work

Q19: What are the main reasons that make your English of a poor level?

ما السبب الذي أدى إلى ضعفك في اللغة الإنجليزية؟

.....

.....

.....

Q20: What are the difficulties when you speak English language?

ما هي الصعوبات التي تواجهك أثناء تكلم للغة الإنجليزية؟

- a) Grammar
- b) vocabulary
- c) pronunciation

Thank you for your collaboration

Mrs. MORGHED Hedda

Appendix 2

People's Democratic of Algeria

Mohamed Khaider University of Biskra

Faculty of letter and foreign languages

Branch of English

Teacher's questionnaire

Dear teachers, this questionnaire is a data collection tool about the audio-visual aids role in Enhancing EFL learners' speaking skill at middle school level in order to prepare a master dissertation, your contribution will be important to help to make the research work achieve its objectives, You are kindly required to answer the question by ticking your choices in the correspond boxes or your completing your own information whenever necessary, All information provided remain anonymous.

We will be very grateful for your collaboration

Master student department of English

Section 01: General information

Sex:

a) Male

b) Female

Q1: How many year have you been teaching English?

a) 2 years

b) 5 years

c) more than 5 years

Q2: teaching a language means:

a) Teaching grammatical roles and lists of vocabulary

b) Teaching how to communicate using these rules

c) Both.

Q3: do you agree that in order to learn foreign language learners have to speak it?

a) Strongly agree

b) Agree

c) When necessary

Section 02: Using audio visual aids role in the classroom.

Q4: Do you think that the audio visual aids roles are important materials to help EFL learners to improve their speaking?

a) Yes

b) No

Q5: Are audio visual aids role available in your school?

b) Yes

b) No

Q6: Do you use any type of audio-visual aids in the classroom.

Q14: Do you consider teaching speaking with audio-visual aids as?

a) An education strategy

b) Entertainment

c) Both

Section 03: Teaching speaking

Q15: Do you consider speaking as the most important skill in learning a foreign language?

a) Yes

b) No

Q16: Do you urge your learners to speak?

a) Yes

b) No

Q17: Are your students motivated to speak English in the classroom?

a) Yes

b) No

Q18: During speaking lessons, what are most aspects of speaking you focus on?

a) Pronunciation

b) Grammar

c) Vocabulary

d) Sentences structure

Q19: which of the following techniques do you use most?

a) Group work

b) Role play

c) Problem solving

d) Discussion

Q20: What kind of difficulties do you face when you use audio-visual aids in teaching speaking?

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

Thank you for your collaboration

Mrs.: MorghedHedda

الملخص

خلال هذا العمل المتواضع سنستعرض فعالية و أهمية استعمال الأدوات السمعية البصرية كأداة تعليمية تساهم في تطوير لغة الكلام لدى المتعلم، حيث أجريت هذه الدراسة على (50) خمسين تلميذا من السنة الرابعة من الطور المتوسط، فكانت العينة 'متوسطة بن طراح إبراهيم بسيدي عقبة، كما تسعى هذه الدراسة أيضا إلى رصد فائدة استعمال هذه الأدوات في تسهيل عملية التعليم والمتعلم، إذ قمنا بطرح الفرضية التالية: إذ استخدم الأستاذ للغة الإنجليزية الأدوات السمعية البصرية أثناء تدريسه للغة الإنجليزية فإن لغة الكلام لدى المتعلم سوف تتطور، وبهدف إثبات هذه الفرضية اعتمدنا على وسيلة أساسية وهي الاستبيان، حيث وجه هذا الأخير إلى 50 تلميذا في السنة الرابعة بالمتوسطة نفسها إلى أساتذة اللغة الإنجليزية كذلك.

في الأخير فإن النتائج المحصل عليها أكدت لنا صحة الفرضية القائمة على فعالية استعمال الأدوات

السمعية البصرية في تحسين لغة الكلام لدى المتعلم.

لنختم هذه الدراسة لبعض النصائح والتوصيات التي يرجى مراعاتها.