

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
MOHAMED KHEIDER UNIVERSITY OF BISKRA
FACULTY OF ARABIC LANGUAGE ARTS AND FOREIGN LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES
BRANCH OF ENGLISH STUDIES



**Improving English as a Foreign Language Learners'
Speaking Skill through Audio-Visual Aids**

**A Case Study of Second-Year LMD Students at Mohamed Kheider
University of Biskra**

A Dissertation Submitted in Partial Fulfillment of the Requirements
for the Master's Degree in Science of Languages

Submitted by

Zaamoune Nour

Supervised by

Mrs. Mebarki Amina Zohra

Board of Examiners

Dr. Ahmed Basher.....EXAMINER

Mrs. Hassina Nachoua Kheireddine.....CHAIR MAN

2015/2016

DEDICATION

I dedicate this work:

To my sweet mother (Saadia) and my dear father (Said)

To my wonderful brothers (Rabah) and (Khaled)

To everyone I know and I respect

ACKNOWLEDGEMENTS

First, I would like to express my sincere thanks and appreciation to my supervisor Mrs. Mebarki Amina Zohra for her insightful comments, suggestions, and of course her helps and support.

Second, I am deeply grateful to all the jury members: Dr. Basher Ahmed, Mrs. Nachoua Hassina Kheireddiene and Mrs. Salima Rabehi Ayache for examining my work.

I extend special thanks to two of my best friends, who helped me a lot with my work and with data collection, Mr. Ounissi Tayeb and especially Miss. Boudjemaa Imane Without whose help I would not reach this point.

Finally, I am humbly and grateful to the enduring love and emotional support given by my parents. I could never thank them enough for all they have done for me.

Abstract

In this study, we present one of the most helpful materials in the field of teaching and learning foreign languages which are audio-visual aids. This work aims at investigating the effects of these teaching aids on English as a foreign language students' speaking skill in the Department of Foreign Languages at Mohammed Kheider University of Biskra. Throughout this work, we tried to show the importance and usefulness of using audio-visual aids in developing students' English as a foreign language speaking skill. The basic hypothesis of this study states that if the students are exposed to the foreign language through a variety of audio-visual aids in the classroom such as video tapes, songs, movies and so on and so forth, they will be able to improve their speaking skill. The current study is based on the descriptive method. To refuse or to confirm the hypothesis, two different tools are used; the first is the students' questionnaires which were distributed to a sample from second year students. The second is classroom observation, the researcher attended some oral expression sessions in order to get information about the role and the importance of using different kinds of audio-visual aids to improve students' speaking skill. The analysis of the questionnaire and the classroom observation reveal that the audio-visual aids are very important tools in the process of enhancing the students' speaking abilities. Finally, according to the findings, different recommendations are added for both teachers and students.

List of Abbreviations

EFL	English as a Foreign Language
AVA	Audio-Visual Aids
%	Percentage
LMD	License. Master. Doctorate

List of Figures

FIGURE 1: Students' Choice of English.....	38
FIGURE 2: The Importance of Speaking Skill.....	39
FIGURE 3: Students' English Level.....	40
FIGURE 4: Students' Satisfaction of their English Level.....	41
FIGURE 5: The Most Needed Skill to Improve.....	41
FIGURE 6: Students' Participation in Oral Sessions.....	42
FIGURE 7: Problems Affecting Students' Speaking Performance.....	42
FIGURE 8: Frequency of Participation in Oral Sessions.....	43
FIGURE 9: Students' Perception of Teacher's Encouragement.....	44
FIGURE 10: The Most Used Activities by the Teacher.....	45
FIGURE 11: Importance of Improving Speaking Skill in Learning a Foreign Language.....	45
FIGURE 12: The Preferred Type of Audio-Visual Aids.....	47
FIGURE 13: The Use of Audio-Visual Aids in Oral Sessions	48
FIGURE 14: The Use of Audio-Visual Aids During Speaking Lesson.....	49
FIGURE 15: The Frequency of Using AVA During Oral Session.....	49
FIGURE 16: The Effectiveness of Using AVA Encouraging the Learner to Speak.....	50
FIGURE 17: Students' Self-Involvement in Oral Sessions Based on AVA.....	51
FIGURE 18: The Aspects of the Language Need to be Improved Using AVA.....	52

FIGURE 19: The Importance of Using Audio-Visual Aids in Improving Students’
Speaking Skill.....52

Table of Contents

Dedication.....i
Acknowledgment.....ii
Abstract.....iii
List of Abbreviations.....iv
List of Graphs.....v
Table of Contents.....vi
General Introduction.....1
1. Statement of the Problem.....2
2. Significance of the Study.....3
3. Aims of Study.....4
4. Research questions.....5
5. Research methodology.....6
 5.1. Population.....6
 5.2. Method.....6
 5.3. Data gathering tools.....7
6. Structure of the study.....8

PART ONE

**CHAPTER ONE: AN OVERVIEW ON TEACHING THE SPEAKING
SKILL IN EFL CLASSROOMS**

Introduction.....5
1. The Definition of Speaking Skill.....6
2. The Importance of Speaking Skill.....7
3. Speaking Strategies.....8
 3.1. Improvising.....8
 3.2. Discarding.....8
 3.3. Foreinsing.....8
 3.4. Paraphrasing.....8
4. Characteristics of Good Speakers.....9
 4.1. Fluency.....9

4.2. Accuracy.....10

4.3. Vocabulary range.....10

4.4. Vocabulary selection.....10

4.5. Flexibility.....11

5. Factors Affecting Students’ Speaking Skill.....11

5.1. Anxiety.....11

5.2. Lack of motivation.....12

5.3. Lack of self-confidence.....12

5.4. Lack of listening comprehension.....13

6. EFL Learners Speaking Difficulties.....13

6.1. Students’ Pronunciation Level.....13

6.2. Vocabulary.....14

6.3. Grammar Awareness.....14

6.4. The Mother Tongue Interference.....15

7. Teacher’s Role During Speaking Lesson.....15

7.1. Prompter.....15

7.2. Participant.....16

7.3. Feedback Provider.....16

7.4. Tutor.....16

8. EFL Classroom Activities.....17

8.1. Acting From the Script.....17

8.2. Communicating Games.....17

8.3. Discussion.....17

8.4. Prepared Talk.....18

8.5. Questionnaire.....18

8.6. Simulation and Role Play.....19

9. The Relationship Between Speaking Skill and Listening Skill.....19

Conclusion.....20

CHAPTER TWO: AUDIO-VISUAL AIDS

Introduction.....22

1. Audio Visual Aids.....23

1.1. The Definition of Audio Visual Aids.....23

1.2. Types of Audio Visual Aids.....24

1.2.1. The Audio Aids.....24

a) Record Player.....24

b) Radio.....24

1.2.2. The Visual Aids.....24

 a) Black-Board.....24

 b) Handout.....25

 c) Pictures.....25

 d) Posters.....25

 e) Overhead Projector.....26

1.2.3. The Audio-Visual Aids.....26

 a) Television.....26

 b) Videos.....26

 c) Computers.....27

 e) Films.....27

1.3. The Significance of Audio-Visual Aids.....28

1.4. Audio-visual Aids as a Technological Tools for Teaching.....28

2. The Advantages of Audio-Visual Aids.....29

 2.1. Seeing Language in Use.....29

 2.2. Cross-Cultural Awareness.....29

 2.3. The Power of Creation.....29

 2.4. Motivation.....29

3. The Importance of Audio-Visual Aids.....30

4. Selection and Use of Audio-Visual Aids.....31

5. Obstacles of Using Audio-Visual Aids.....32

 5.1. Apathy of the Teacher.....32

 5.2. Indifference of the Students.....32

 5.3. Ineffectiveness of the Aids.....32

 5.4. Financial Hurdle.....32

 5.5. Need for Training.....32

 5.6. Not Catering for Local Needs.....32

 5.7. Improper Selection of the Aid.....33

6. The Teacher as a Teaching Aid.....33

7. Learning Styles.....34

8. Teaching Speaking Skill Trough Audio-Visual Aids.....34

Conclusion.....35

PART TWO: THE PRACTICAL PART

CHAPTER THREE: FIELD WORK

Introduction.....37

1. Population.....	37
1.1. Students.....	37
2. Description of the Questionnaire.....	38
2.1. Students' Questionnaire.....	38
3. The Administration of the Questionnaire.....	38
3.1. The Students.....	38
4. Analysis of the Students' Questionnaire.....	38
5. Discussion of the Results of the Students' Questionnaire.....	53
6. The Classroom Observation.....	53
6.1. Description of the Classroom.....	54
6.2. Results of the Observation.....	56
Conclusion.....	57
Main findings.....	58
Recommendations.....	59
General Conclusion.....	60
Bibliography.....	62
Appendices.....	64
Appendix 1.....	65
Appendix 2.....	68
Abstract (in Arabic).....	74

General Introduction

The use of information and communication technology (ICT) in education is transforming learning and teaching practices in significant ways. For instance, the integration of computer-mediated communication with multimedia courseware, electronic libraries and data bases has led to the emergence of a whole new kind of educational experience, namely e-learning or networked learning. (Rosenberg, 2001; Steeples and Jones, 2002). Learning English as foreign language is not an easy task for many students. In teaching, technological Audio Visual Aids such as using computers and data bases are well established and their usefulness needs no defense; yet English teachers of English who wish to use such technology in order to bridge the gap between classroom teaching and real life. Teachers may neglect the role that these materials play in classroom situations as having a major impact on students' speaking skill teaching. Therefore, this study will try to identify how Audio Visual Aids can help EFL learners to develop their speaking skill.

I. Statement of the Problem

In foreign language learning, speaking is an important language skill that should be mastered. Students of foreign language always learn towards new methods and techniques in order to develop this skill. Thus teachers as facilitators should vary their teaching strategies and provide students with effective media materials to help increase students' speaking level. Supplying the classroom with different Audio-Visual Aids seems to be a solution for students to increase their speaking activities and thus develop their level of achievement. Therefore, the present study will try to shed light on how Audio Visual Aids can help in the development of EFL learners' speaking skill.

II. Aims of the study

The present study aims at investigating how the implementation of Audio-Visual Aids can help EFL learners' to improve their speaking skill in the English branch at Mohammed Kheider University of Biskra.

It also aims at:

- A. Drawing teachers' attention to the positive impact of Audio-Visual Aids on students' oral practices of the language.
- B. Highlighting the students' views about the difference they find before and after learning through Audio-Visual Aids.

III. Significance of the study

The current study would contribute in the language teaching and learning field. Teachers attempt to vary their methods of teaching for the students to better achieve in speaking, thus the use of Audio-Visual Aids may help LMD students to improve their speaking skill in the branch of English at Mohammed Kheider University of Biskra.

IV. Research Questions

The present study will try to answer the following questions:

- What are audio-visual aids?
- Are AVAs important in foreign language teaching and learning field?
- Does the use of Audio-Visual Aids lead to better achievement in speaking?
- How can teachers use AVA to help improving EFL learners' speaking skill?

Hypotheses

On the basis of what has been said, this research can hypothesize that:

If students are exposed to the foreign language through Audio-Visual Aids in the classroom, they will improve their speaking skill.

- ◆ If the students are exposed to AVA they will be involved in oral activities.
- ◆ If the teacher uses AVA, the students will improve their use of language concerning grammar, vocabulary, and pronunciation.
- ◆ If the AVAs are implemented in the oral classes, the students will be encouraged to participate and speak more often

V. Methodology

The present study will adopt a descriptive method in order to describe how can help in improving EFL learners' speaking skill.

Population the data will be gathered through the selection of two samples from the whole population, that is, second-year LMD students (around 413 students) and teachers of oral expression (6 teachers).

Samples

- Teachers of oral expression in the English branch at Mohammed Kheider University of Biskra (6 teachers).
- Second-year LMD students in the English branch at Mohammed Kheider University of Biskra.(86 students) from two groups, the first group contains 48 students and the second one contains 38 students.

Data collection tools

The data will be collected through the distribution of two data collection tools. The first tool is a questionnaire directed to second-year LMD students and the second tool is classroom observation, for more reliable information.

**CHAPTER ONE: AN
OVERVIEW ON
TEACHING THE
SPEAKING SKILL IN EFL
CLASSROOMS**

Introduction

There is no doubt that speaking English language becomes a central goal of thousands and millions of people around the world. For many, it is challenging to reach their desired aim. Reasons behind learning a foreign language may vary from an individual to another but the object is one, getting to communicate fluently using the target language. Learners might be good at learning other skills, but when it comes to learning to speak a foreign language they claim to face many obstacles “during all my life, I have been doing grammar and reading but nobody has taught me to speak” (Nazneen,2009,p.12). Accordingly, the different ways and strategies have been used in order to help foreign language learners develop their speaking skills, some of them succeeded in helping learners developing their communicative skills and others failed.

Since speaking is of that importance, this chapter is devoted to discuss different aspects of the issue, starting from the definition of speaking, speaking skill importance, speaking difficulties encountered by EFL learners in addition to the teacher’s role during the speaking skill, speaking strategies, besides the characteristics of good speakers, factors affecting students’ speaking skill and activities used to teach speaking and finally the relationship between the speaking skill and listening skill.

1. Definition of Speaking Skill

Speaking is the most important skill among other skills, (Bygate, 2001, p. 120) corroborates:

“of all the four skills (listening, speaking, reading, writing) speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’ of the language, as if speaking included all other kinds of knowing, and many if not most foreign language learners are primarily interested to speak”.

Speaking skill is an interactive process of constructing meaning that involves producing and processing information. The speaking skill involves a communicative ability to use language to chat and transmit messages in different and appropriate situations. It is to interact with participants and carry a message. Petrie (1987) cited that “speaking is an activity which most of us spend a great deal of time engaged in, apparently without any effort and with not very much thought” (p.366). People around the world produce a lot of words without making great efforts, in his turn Brown (2000) defines speaking as “an interactive process of constructing meaning that involves producing and receiving and processing information” (p.13). Its form and meaning are dependent on the context in which it occurs; including the participants themselves, their collective experiences, the physical environment, and the purposes of speaking it is often spontaneous, open-ended and evolving. Being skillful in speaking means to be able to decide what to say in the situation, saying it clearly and being flexible during a conversation when a difficult situation comes out, for that reason; speaking requires that learners not only know how to produce specific aspects of language such as grammar, pronunciation and vocabulary but also that they understand when, why, and what ways to produce language? Finally,

speaking has its own skills, structures and conversations that the speaker should be aware about.

2. Speaking Skill Importance

People express their ideas and interact with each other to give or ask for information through speaking which “is so much part of daily life” (Thornbury, 2005, p. 01).

Concerning the importance of speaking skill, (Gammidge 2004, p. 07) claims that “speaking is a highly challenging yet essential skill for most learners to acquire”; in addition, (Renandya and Richards, 2002, p. 201) state that “a large percentage of the world’s language study English in order to develop proficiency in speaking”. Many English foreign language students consider the mastery of speaking skill a priority. Besides, they evaluate their success accordingly to their spoken language proficiency. (Richards, 2008. p 19)

For many teachers, teaching speaking is so important. (Burns and Goh, 2012. p 1-2), claim that teachers do much effort to help their students develop their speaking abilities. For them speaking skill is important because of three main reasons. First, all language learners should be able to communicate well with the foreign language speakers. Second, many students are good in reading and writing, but they have poor speaking and listening abilities. Third, many students memorize words from dictionaries, but they could not use them to speak English or to communicate in formal situations. Therefore, teaching speaking is very important part in English language teaching and learning.

3. Speaking Strategies

A foreign language learners attempt to find out suitable and sufficient strategies that may help them to be more affective speakers. According to Harmer (2001, p, 249) when

speakers do not know a word or they could not remember it (in their first or foreign language), they may use one or many of the following strategies to deal with difficulty:

3.1 *Improvising*

Speakers sometimes use any word or phrase that they can produce in the hope that is right. It is considered as a more advanced and helpful strategy that the learners use to overcome their speaking obstacles in oral production.

3.2 *Discarding*

When speakers could not find suitable words which they want to say they discard the thoughts that they could not express. This strategy is seen by the learners as another way to avoid the impact of making mistakes when their ideas or thoughts are being erased because of shyness after gathering them.

3.3 *Foreinsing*

When speakers do not know a word in the foreign language, sometimes they choose another in a language that they know well and “foreign” it in the hope that it will be appropriate in the foreign language. Many learners use the mother tongue to express their ideas and opinions and share them within the class when they fail to find the appropriate term or word in the foreign language.

3.4 *Paraphrasing*

Speakers sometimes paraphrase talking about something if they do not know the exact word. This process could help speakers but it could make the communication longer and boring. That is why the learners attempt participating in speaking about their shared idea

without reaching the point that they want to say it. For that, teachers should encourage students to use paraphrasing and improvising which are more useful strategies than foreign words and discarding thought.

4. Characteristics of Good Speakers

Speaking a foreign language is not an easy task for many learners. The speakers' skill and competencies have an impact on the success of any exchange. For that, there are some required features that determine a good speaking skill level.

4.1. Fluency

A good English speaker should be able to use English language fluently with no difficulties. H. Douglas Brown stated that "fluent speakers can participate in any conversation with a high degree of fluency" (2000, p, 407). He explained that their speech should be accepted and well understood by native speakers. (p 407)

Students who do not care about making mistakes or errors and who have an idea in their minds of what they want to communicate, and they say it with whatever words and language feel the most natural. They make frequent mistakes, sometimes in every sentence: their grammar can be mixture of English and their native language. They either do not know or do not care if they are making errors or mistakes; these learners have a high fluency, but low accuracy.

4.2. Accuracy

The good English speakers should care about making errors or mistakes. They have to think about everything that they say carefully. A good English speaker is able to produce a well controlled output. To master speaking skill, students should master grammar rules and structures.

4.3. *Vocabulary Range*

As title suggests, it is the knowledge of a wide range of words and their meanings. H. Douglas Brown (2004, p, 406) believes that good English speakers are able to speak the language with enough vocabulary to participate and contribute effectively in most formal and informal conversations or practical, social, cultural and professional topics .which means they are able to overcome the issue of grouping for words, so they can speak in any topic without obstacles.

4.4. *Vocabulary Selection*

This is another feature of good English speakers. Harmer (2001, p, 71) describes it as the appropriate use of words according to the nature of the topic, the audience (participants) and the setting in which the discourse takes place, which means that speakers are capable enough to select the suitable words in the appropriate setting with the appropriate persons. Their speech is clear and unambiguous which reflects their competency when using the language.

4.5. *Flexibility*

Flexibility means the ability and quality of thinking, behaving and communicate effectively which the learner vary his/her message based on the unique situation in which find him/her self. Good English speakers are able to introduce a topic, discuss a topic, and change a topic. This indicates that they are good turn takers. It is also to be aware of to direct and control spoken discourses and to recognize the different contexts in which that control may be practiced. Therefore, flexibility is another important characteristic of a good English speaker.

5. Factors Affecting Students' Speaking Skill

5.1. Anxiety

Anxiety is an essential factor that hinders the learners to achieve a better speaking level. Scoval (1978, p, 134) says “anxiety is a complex effective concept associated with feelings of uneasiness, or worry”. According to Scoval, anxiety makes students worry, nervous, and afraid of expressing themselves orally.

Philips (1992, p, 14) argues that anxious students feel uncomfortable because they may have had a bad speaking experience which makes them quite silent and discouraged to take the risk and talk again. In addition, anxious students are afraid of being laughed at by the surroundings when engaged in conversations and discussions. Therefore, it is very necessary to create a positive atmosphere in the classroom and the chances of participation should be divided equally between students so that all the voices will be heard and respected.

5.2. Lack of Motivation

It is known as the effort and willingness to achieve a certain goal. It is considered as a key factor that influences the foreign language learning process. For that, motivation is without question, the most complex and challenging issue facing teachers today. So the lack of motivation is caused by the uninspired teachers who do not show the purposes behind the program, and the teachers' discouragement of learners towards the English language, as well as teachers' low performance in the classroom.

5.3. Lack of Self-Confidence

Self-confidence is the students' knowledge of their abilities, taking the risk and enhancing their ability to speak and not being afraid of making mistakes. That is why;

speaking is based on the learners' capacities to speak the target language and performing it, in addition to the students' self-assessment. Self-confidence contributes to do tasks proficiently and correctly and helps learners to perform well without fear and to be more successful, progressed and developed. In this respect, Krashen (1981, p, 74) claims "not surprisingly nearly all available literature suggests that self-confidence is very much related to second language development.....the self-confident, secure person is more successful language learner".

So, learners who have high self-confidence and strong personality are developed and progressed in their oral performance. On the other hand, low self-confidence can affect learners negatively since they think they have limited abilities and differences in expressing themselves.

5.4. Lack of Listening Comprehension

Listening is crucial for learners in order to progress their speaking abilities. For Nunan (2002, p, 239) "listening is thus fundamental to speaking". Listening comprehension is an important skill that students should have in order to develop their speaking skill in a result of well oral performance, because speaking involves simultaneous listening and comprehending. However, many foreign language students think that they should study grammar and vocabulary in order to improve the speaking skill and neglect developing and practicing their listening comprehension skill. This is the reason behind their inability to understand and communicate with foreigners. So, listening comprehension plays a major role in communication because without understanding the speaker's words, communication becomes impossible.

6. EFL Learners Speaking Difficulties

English language plays a vital role nowadays, since it is considered as a global language. For this reason it is taught to many learners as a foreign language. Speaking is regarded as one of the difficult skills to develop for the majority of EFL students who are incompetent in expressing themselves and perform orally in English well. For Loama (2004, p, 01) argues «speaking in a foreign language is a very difficult and competence on speaking takes a long time to develop». Therefore, during the speaking classes, EFL learners encounter many difficulties that detain their learning process. Among these difficulties the: students' pronunciation level, lack of vocabulary, lack of grammar, and the use of the mother tongue.

6.1. *Students' Pronunciation Level*

Pronunciation is necessary in foreign language learning because it makes EFL learners more competent in communication. Morley (1991, p, 488) argues “intelligible pronunciation is an essential component of communication competence”.

However, most EFL learners produce words without carrying about their pronunciation because of their unconscious of supra-segmental features such as: intonation which is important as it used to contrast ideas; ‘rising intonation’ is used for questioning, or invitation, while ‘falling intonation’ is used for arguments and conforming. As well as, the inadequate official sessions for practicing speaking lead the learners to be less aware about their pronunciation mistake. Besides, the interference between the American and British accents which make learners confuse on their pronunciations.

6.2. Vocabulary

Vocabulary is the discovery knowledge of new words through several means as beck, McKeon, and Kucan (2008, p, 01) define it “words that a reader recognizes in print” and “learning meanings of new words”. But many learners have lack of vocabulary which makes them unable to show and share their opinions with others in comfortable way. The main reasons that cause this problem are lack of: reading books, listening to English music, discussing with friends outside the classroom, watching English movies and using dictionaries. Another reason is when learners think, they organize their ideas using the mother tongue language i.e.: Arabic in order to make them produce collection in English. Those collections (expressions) are most of time incorrect and inappropriate.

6.3. Grammar Awareness

It is the organization of words into correct grammatical and appropriate sentences. Ur (1980, p, 04) defines it as “the way a language manipulates and combines words or bits of words in order to form longer units of meaning”. But many EFL learners are not able to produce correct grammatical sentences; this is due to the ignorance of the rules and the instructions, such as: the use of two negatives in the same sentence, the misuse of modifiers, the production of fragment sentences and the mixture between tenses. Therefore, the inappropriate grammar leads to misunderstanding communication.

6.4. The Mother Tongue Interference

EFL learners rely on the use of their mother tongue in classrooms rather than the target language because of their shyness, lack of proficiency, or being unmotivated to communicate and/or perform orally within the classroom. According to Baker and Wastrup (2003, p, 12) “barriers to learning can occur if students knowingly or

unknowingly transfer the culture and the rules from their mother tongue to a foreign language”. The shift from the target language to the first language allows them to express their thoughts clearly and communicate easily, and perform smoothly. This means that the learners shift to use his/her mother tongue to have his/her message conveyed.

7. The Teacher’s Role During Speaking Lesson

During the speaking activities, teachers need to play a number of different roles. According to Harmer (2001, p, 275-276), in order to help learners to develop their fluency in speaking and oral production, that is why the teacher should be as a prompter, participant, feedback provider, and tutor.

7.1. Prompter

Sometimes students get lost, confused, and they find difficulties to start talking or they could not think of what to say next, in such situation the teacher gives appropriate prompts and suggestions in order to help them to speak. Moreover, if students are not ready to answer or give brief answers, the teacher could help them to say more by asking them questions about the topic they are speaking about in order to help them say more. If teacher could do that appropriately without disturbing the discussion or oblige learner to speak, “it will stop the sense of frustration that some students feel when they come to a dead end of language or ideas”. (Harmer .2001, p, 275)

7.2. Participant

After giving instructions, the teacher may participate in students’ activities. He can participate in discussion or even in role plays, in order to give new information, keep students engagement and maintain a creative classroom. However, the teacher should avoid dominating the speaking and draw all the attention to him in the classroom.

7.3. Feedback Provider

Feedback is essential to develop learners' speaking ability. When learners make errors when they speak, the teacher's role is to correct their errors to get them out of difficult misunderstandings and hesitation. Teacher should know when and how he provides feedback. As Grammidge (2004, p, 08) states "once learners have begun speaking, the best strategy is to monitor without interfering too much", because over correction has negative effects since it makes students inhibit and less confident. So, teachers should be careful when they give feedback.

7.4. Tutor

The role of tutor according to Harmer (2001, p, 62) combines both prompter and source provider. It is a role that can be performed by the teacher when the learners are engaged in an individual work or project work (pairs/small groups). Its difficulty arises from the fact that it hints an intimate relationship i.e. more personal contact between the teacher and the learners in terms of guidance, care, support, etc. However, this role can be extremely enhancing.

8. EFL Classroom Speaking Activities

Speaking should be taught in attractive and communicative activities as well as interesting and motivating in order to develop the learners' speaking skill. Hedge (2000, p, 261) confirms that "students do not only practice speaking in a controlled way in order to produce features of pronunciation, vocabulary, and structures accurately, but also practice using these features more feely in purposeful communication". According to that, Harmer (2001, p, 271-274) states six classroom speaking activities that could help students to

develop their speaking skill. These activities are: acting from script, communication games, discussion, prepared talks, questionnaires, simulation and role play.

8.1. Acting From the Script

Acting from script is one of the activities that can improve students' speaking skill. The teacher asks the students to act out a scene from plays, from their course books or even act out dialogue that they create from their own in front of the class. During this activity, the teacher should be as a theater director, drawing attention to appropriate stress, intonation and speed. Moreover, the teacher should give the opportunity to practice their dialogue before the final performance as well as he should create a relaxed classroom atmosphere to help the learners to do well.

8.2. Communicating Games

Games which are made on the principle of "information gap" are designed to provoke communication between students in classroom. In such games, one student has to talk to his/her classmates in order to solve a puzzle, draw a picture, put things in the right order, or find similarities and differences between pictures and work out an exercise.

8.3. Discussion

Discussion is one of the most speaking activities used by the teachers in the classroom. According to Hedge (2000, p, 277) free discussion is an important activity for developing students' fluency. It involves students in talking about different topics and encourages the students to use language to express their ideas, thoughts and opinions.

8.4. *Prepared Talk*

Prepared talk is an activity in which students make presentations about free topics, such talks are prepared and are “writing like” which means the learners gathered their work and presented it as topic for talk. However, it is better to ask students to speak from notes rather than from scripts. This idea of prepared talk is a result of corporative work among the learners to produce clear and sufficient ideas to talk about within the class.

8.5. *Questionnaires*

Questionnaires are useful since they are pre-planned activity; students have the opportunity to prepare what they are going to say to each other. Students could design questionnaires about any free and interesting topic. Therefore, the teacher can be recourse to help the students in the designing process.

8.6. *Simulation and Role Play*

Simulation and role play are essential activities to develop students’ speaking skill. In simulation, students are asked to perform a real life situation such as interview as they doing in reality. According to Ken Jones (1982, p, 4-7), in simulation, students should have the following characteristics:

- Reality of function: students must be as real participants in situation.
- A simulated environment: students should imagine the classrooms as the real simulation place.
- Structure: the teacher should give students the necessary information concerning the activity structure in order to help them performing the language well.

Brown (2004, p, 174) states that the role play is a popular and the most common pedagogical activity in communicative language teaching classes. It encourages students to

be creative especially when the teachers ask them to imagine the end of certain stories and events. Harmer (2001, p, 274) adds that “role plays are effective when they are open-ended, so that different people have different views of what the outcome should be”.

Simulation and role play have three main advantages. First, they are interesting and motivating for students. Second, they make students less anxious and more confident to give their opinions. Finally, these activities give students much more opportunities and chances to use language than other activities.

9. The Relationship between Speaking Skill and Listening Skill

There is “a natural link between speaking and listening” (Brown. 2004, p, 275). In fact, both of speaking and listening happen together; when teachers center their attention on speaking, listening is always there. The relationship is so clear almost all the activities used to teach speaking; they both strengthen one another, in the other hand, it can be said that the main object of listening is to make students ready for real life situations communication (quoted in Brown 110). According to Lynch (1996, p, 174; quoted in Brown 110) there are three main reasons for connecting speaking and listening:

1. Listeners make better speakers; researches showed that students perform more effectively not because of previous practice in speaking roles but because of previous experience as listeners.
2. Listeners effect what speakers say, when the learners speak they attempt to imitate what they have listened accurately.
3. Conversation involves listening and speaking.

The teacher should help students to practice both listening and speaking in the classroom for better achievements in foreign language learning.

Conclusion

As a sum up, we deduce from this chapter that the speaking skill is assumed to be the most difficult and complicated skill compared to the other skills (listening, writing and reading), for that students should work hard to be skillful and proficient speakers and if the teacher do not use the right methods and do not center their attention on the learners effect learning speaking process will be a challenging matter. Language scientists agreed that speaking goes through six stages: activity from script, communicating games, discussion, prepared talk, questionnaires, and simulation and role play. These activities focus more on the learners and give the teacher the role of a guider and facilitator who do not interrupt his/her learners for the sake of getting their response and answer accurate, but emphasize more on how they are fluent when performing a given task. The variety and interest that these activities bring into the class, create a less inhibiting atmosphere and increase motivation among the learners, and as a consequence, help the learners develop their speaking skills.

CHAPTER TWO

THE USE OF AUDIO

VISUAL AIDS IN

FOREIGN LANGUAGE

TEACHING

Introduction

Teaching and learning English as a foreign language is based on productive and receptive skills. Since speaking is considered as an important skill which many EFL students want and need to improve, for that teaches attempt to simplify the learning among students introducing these technological materials and through integrating learners in the classroom. This chapter introduces the importance of using audio-visual aids in teaching and learning. Besides, it deals with different types of audio-visual aids that can be used in classroom in order to develop students' speaking abilities. The first type is the audio aids, we mentions its definition, advantages and strategies. The second type is the visual aids, its use and advantages. The third type is the audio-visual aids, in addition to the teacher's role as a teaching aid.

1. Audio Visual Aids

1.1. The Definition of Audio-Visual Aids

Audio-visual aids are useful materials which help both teachers and students in the speaking classes. Many scholars, writers and websites provide different definitions of audio-visual aids. According to kinder S James “audio-visual aids are any devise which can be used to make the learning experience more concrete, more realistic and more dynamic”. Burton states that “audio-visual aids are those sensory objects or images which initiate or stimulate and reinforce learning”. In addition, carter v good defines “audio-visual aids are those aids which help in completing the triangular process of learning that is motivation, classification and stimulation”. So audio-visual aids are very useful devices because they motivate students and make the course interesting and proceeds smoothly.

According to Good’s (2009) dictionary of education “audio-visual aids are anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of the sight”. Moreover, KP. Neeraja (2011, p, 32) states that “an audio-visual aid is an instructional device in which the message can be heard as well as seen”. In the same context, McKean and Roberts (2000, p, 03) add that “audio-visual aids are supplementary devices by which the teacher, through the utilization of more than one sensory channel is able to clarify, establish and correlate concepts, interpretations and appreciation”. From these definitions, it concludes that audio-visual aids are important devices which facilitate learning and teaching speaking process. Besides, they help students to acquire the foreign language and develop their speaking skills since they give them the opportunity to hear as well as to see the foreign language as it is used by native speakers.

1.2. Types of audio-visual aids

1.2.1. The audio aids

Audio aids are the related to the learners’ sense of hearing they are helpful to make the students’ listening ability much more effective and related to their speaking skill directly, they can be used in or outside the classroom by students. Some important audio aids are listed below:

a) Record player

Using tape recordings students can record their own discussions speech it may help students improve their pronunciation. It is also helpful for the teacher to evaluate the students' speaking skill. In one hand as an advantage, record play is seen as an easy aid to use and provide a permanent and this aid can record real episodes, and they much portable. In the other hand as an disadvantage, this audio aid is only provide the oral portion of an episode not the visual.

b) Radio

Listening to radio programs is useful in learning a foreign language. However, listening to the radio programs needs good listener as for radio programs cannot be repeated. Radio programs are of two types: one called education radio broadcasts in which students and teachers can participate; and radio programs that carry general discussion on social issues, while listening to a radio programs there should be sort of a note taking.

1.2.2. The visual aids

They are aids which require the involvement of learners' visual senses. They are made to influence the eyes of learners to enable them to understand what is being said. In language learning visual aids help in improving language skills such as speaking. Generally, different types and functions of visual aids are listed below:

a) Black-board

A big strong piece of wood it is a very old teaching aid used by teacher to write on anything he wants to attract the attention of students, for example different words and questions. This teaching aid has its own advantages as well as disadvantages; however, we notice some of the advantages such it is easy to make changes and excellent way for communication and it is a good tool for the introduction of the lesson step by step. The disadvantages are seen more than the advantages because this teaching aid is considered as an old tool for teaching and it is not portable as well as not permanent, in addition this teaching tool is poor for showing details and it is time consumer as well as a loss of an eye contact with class.

b) Handout

Any written material to be covered in class or information. In other meaning, it is a piece of paper handed over to the students to collect and to conduct data and information concerning the given task or less. This visual aid is particularly activity used after and audio or visual aid introduction and it comes with some of advantages and disadvantages as we noticed, so this teaching tool is a good for covering forms and inexpensive, however this tool has disadvantages that cover the advantages in form of students will spend class time going over a handout if it is not covered in class. In other hand, it is difficult to make changes if the handout is large as well as current forms need to be constantly updated and spelling must be checked.

c) Pictures

There are two types of pictures: text pictures and class pictures. Text pictures are found in texts they are usually designed for beginners. Whereas class pictures can be divided into two: picture cards and wall pictures. Picture cards (post cards) are very helpful in foreign language teaching. Wall pictures included maps, posters and photographs that represent things that cannot be brought to the classroom. They are helpful and useful for oral presentations, questions and answer drills. Pictures are important because the students can describe what they cannot by words.

d) Posters

They are large size pictures, which have much more detailed information about the task and the students can observe the posters and the same time take notes and describe what they see. This visual aid has disadvantages rather than advantages because it is repeated use can cause posters to break, less portable and difficult to make changes and easy to set up, in the other hand we see the advantages in two forms it is a wide range of illustrative technique can be used and permanent record.

e) Overhead projector

It is an object used to display the hand-written and pictures before learners. It is a device that projects an enlarged image of acetate or other transparency placed on it on to a

wall or screen by means of an overhead mirror. This visual aid comes in negative and positive effects in learning and teaching foreign language; as advantages, overhead projector makes the instructor can face the class and present information and easy to prepare, further more it can be used as a step by step presentation and it is not expensive as well as permanent and the handouts can be made directly from the transparency. In addition to that, this teaching tools has disadvantages as well in form of that this tool may require a darkened room besides projection equipment may not be available and projection may change if not set up properly and above all it is difficult to control. The overhead projector facilitates an easy low-cost interactive environment for educators.

1.2.3. The Audio-Visual Aids

a) Television

The TV programs are of great importance in teaching. The teacher may ask students to see a certain TV program or show, then will make an under discussion topic. In addition, it gives the students the creation of new ideas and topics to express and perform, also television employ all other audio and visual aids and combine their effectiveness and it is more real because of its frequent visual appearance in the classroom. All of these give the students the chance to create new forms of education of their own and improve their language performance. This educational tool can broaden and enrich the classroom learning experience of the students, create genuine interest in the topic or the subject that is being taught, evaluate the quality of classroom teaching process.

b) Videos

Nowadays, educational videos are available with videos libraries. Instructors must be familiar about how to use the material effectively. Hence, the more interested and engaged students are, and the more interactive each learning sessions is, the more students will enjoy, learn from and retain information from the lesson.

Videos provide a means of interactive instruction and are very flexible medium. Having the ability to stop, start and rewind is absolutely invaluable. It provides the option to stop each video and challenge students to predict the outcome of a demonstration, and elaborate on, or debate point of historical reference, the teacher can ensure to add further information in one video or different videos. The most effective way to use video is an

enhancement to a lesson, or unit of study. Videos should be used as a facet of Instruction, learning and teaching facilitator, an instructor and an activity reinforce.

c) Computers

Electronic device that can store, organize and find information, do calculation and control other machines. This device is very crucial in learning and teaching foreign language, using this tool will enable students to research information quickly and to be creative and interested in improving their speaking abilities. Instructor faces while presenting information, provide both audio and visual records also it is inexpensive. In other hand, computers require a small number of students and its preparation takes time. So computers are considered as a major facilitator in improving and enhancing the students' speaking skill in and out the classroom.

d) Films

Preparation for the aid takes time. It is an audio- visual aid used in foreign language teaching in the forms of fixed films strips or slides and motion pictures film. The advantages of slides and film strips are they direct the attention of the students to the screen and to the pictures and words on it. What the teacher can present in a film strip can be shown over and over, while motion pictures are very interesting in teaching meaning and the form of the language. Therefore, the audio-visual aids play an essential role in teaching speaking skills. Thus the main function of visual aids is to allow the students to understand what he/she sees, to learn different situations in which language forms are used.

1.3. The Significance of Audio-Visual Aids

Audio-visual aids are becoming widespread technology, generally in classroom teaching-learning process, particularly in the universities. Making use of audio-visual aids allows teachers to diversify their lectures, display more information, and enhance students' speaking skills. Using different types of audio-visual aids in the classroom may help teachers save time and energy, and allow for more attention to be paid to the content of the oral classes. Indeed, Madhavaiah (2013, p, 148) argues "technology has become a

powerful catalyst in promoting learning, communication, and life skills for economic survival in today's world". According to Madhavaiah (2013, p, 148), this piece of technology is powerful tool with enormous potential for paving the high-speed highways from outdated educational systems to systems capable of providing learning opportunities for all, to better serve the needs of this century work, communication, learning, and life.

In short, the audio-visual aids are considered as one of the most major drives of both social and linguistic changes. It provides several options in terms of improvements. For instance, audio-visual aids are making teaching and learning process interesting and more productive with high motivation.

1.4. Audio-Visual Aids as Teaching Tool

Teachers attempt to assist the students to improve both of their speaking and listening skills "by assigning them video tape, audio tape or computer-based activities" (Jones. 2003, p, 01), in order to complete either at home or in the language lab setting. With these resources, students can practice hearing vocabulary words, sentence structures, and by instance the production of dialogues in the target language. For years, educators and publishers followed a new model approach to listening comprehension as well as speech productions and presented auditory texts with visual implications information (Jones. 2003, p, 01). According to Hoven (1999, p, 88), multimedia aids "enable learners to pool their knowledge in more effective ways and enhance peer correction and language repair work". Moreover, audio-visual aids resources are becoming more commonly used in second language learning contexts as a major technological tools, and there is an immediate need to involve the argument of the effects of audio-visual aids comprehension on speaking.

2. The Advantages of Audio-Visual Aids

Using audio-visual aids has many advantages for EFL students. Harmer (2001, p, 282) states that "audio visual aids can add a special, extra dimension to the learning experience" such as seeing language in use, cross-cultural awareness, the power of creation and motivation.

2.1. Language in Use

Through audio-visual aids, students have a chance to see the language as well as hear it. Therefore, they could easily interrupt, interact and understand what they see, since the meaning is conveyed through “expression, gesture, and other visual clues”. This advantage shows the students how the native speakers use their language as well as applying it in real life situations in order to improve enhance and communicate with each other correctly.

2.2. Cross-cultural awareness

Using this type of technology in classroom is very essential, since it is the only way to give students the opportunity to see the cultural aspect of the language native speaker. Audio-visual aids give students a chance to see different things such as “what kinds of food people eat in other countries, and what they wear” (Harmer, 2001, 282)

2.3. The power of creation

Students could create something memorable and interesting when they use audio-visual aids. The students will be able to create new and fresh ideas and works when the audio-visual aids are available. This allows them to be more confident and good speakers, the creation of new ideas lead the students to perform the foreign language correctly and use it to communicate with each other and with the native speakers.

2.4. Motivation

Most students show interest when teachers use audio-visual aids in classroom especially if the task is interesting and attractive and the students became more attentive, this tool will also drive them to create and provide opportunities among themselves.

Students learn when they are motivated and curious about the topic. Traditional verbal instructions can be boring and painful for students; however, use of audio-visual aids provides intrinsic motivation to students by speaking their curiosity and stimulating their interests in the subjects.

3. The Importance of Audio-Visual Aids in Improving Speaking Skill

When it comes to the audio-visual aids think of every modern instruments and every modern method of teaching; however, audio-visual aids are very old that is to say using audio-visual aids is not something new because they were used by educators in world war 2 as a training tools for soldiers to increase their motivation and enhance their learning. Then the technology has developed and the field evolved to newer devices with great potentials. Nazneen (2009, p, 180) has described the importance of audio-visual aids in this way:

- Promote a mood of mutual understanding and sympathy in over classroom
- Bring about significant changes in students' behavior
- Show the relationship of subject matter to the need and interests of students, with a consequent heightening of motivation for learning
- Bring freshness and variety the learning experience
- Make learning meaningful over a wide range of students' abilities
- Encourage meaningful use of subject matter by allowing for imaginative involvement and active participation the "I was here" feeling that results increase learning
- Furnish the rich experiences from which meaningful concepts will be developed
- Widen the range of students' experience in a process that will faster non-verbalism learning and the making of accurate organization
- Assure the order and the clarity of thought that student will need if he/she is going to form conceptual structures and establish meaningful system of ideas.

In learning foreign languages, audio-visual aids are great deal of importance and have many advantages:

- It helps students in understanding languages by making him/her in direct contact with objects and things that is to say to create realistic world
- It assists students understand different cultural backgrounds
- Audio-visual aids promote remembering by involving the many senses of the learners, by arousing their curiosity by making use of pictorial content and by providing variety in teaching
- They make teaching effective by creating situations for presentation and practice of language items and by reducing dependence on the mother tongue

- They help information of language habits by drill, repetition and constant practice
- They increase the students' experience of language by providing rich variety and better quality
- They promote teacher's efficiency by saving time and energy
- They provide recreation to the learners

4. Selection and Use of Audio-Visual Aids

Teaching aids are very useful educational materials: they can help in making learning more effective and interesting. They make the learning process easier as what has been mentioned above; teaching aids encourage students to learn because they provoke their sense. To achieve the target object, teachers should use those materials carefully; there must be some criterion for choosing the right aid and use it in the right way. Oyesola (2003, p, 03) suggests that for effective use of audio-visual aids the following should be taken into account:

- Aids must be placed or held where all can see
- Teaching aids should be used to achieve certain objectives
- Teaching aids should be suited for the maturity level of the students
- Teaching aids must be use skillfully
- Technical quality of the aid should be good enough
- Use variety of aids
- Choose the suitable aid for the suitable activity
- The frequency of using audio-visual aids should taken into consideration

5. Obstacles of Using Audio-Visual Aids

As there are criterions for choosing audio-visual aids, these conditions cannot usually been applied because there are many obstacles that face the correct and affective use of those materials. The nature of those problems differs from one teacher to another. Teachers who are not skillful enough may find difficulties in choosing the right aids for the target activities, in the other hand technical problems are very probable and this may cause the waste of time. In this aspect, Aggarwal (2009, p.102) suggests the following difficulties that users of audio-visual aids may encounter:

5.1. Apathy of the teacher

When the teacher is not aware about the importance of using audio-visual aids in the classroom, by this the teacher's lack of interest may unmotivated for the students.

5.2. Indifference of the students

It is the role of the teacher to make the lesson on the target activity more effective and motivated through the use of audio-visual aids; the teacher should choose the appropriate aid and takes into consideration the students' preferences in order to make them motivated, concentrated and not being bored from the session.

5.3. Ineffectiveness of the aids

When it comes to the use of audio-visual aids, there should be a well-prepared lesson plan in order to make the lesson successful. And it helps in maintaining discipline in the class since all students' attention is focused in learning.

5.4. Financial hurdles

This is always noticed and seen in the third world countries when they do not give importance to the use of the audio-visual aids in education, because they are unable to provide institutions and universities with enough and good equipments.

5.5. Need for training

Teachers should be knowledgeable about the differences of using one aid rather than another and should be aware of using this particular aid in order to reach the appropriate target of the course and what the students need.

5.6. Not catering for local needs

When using audio-visual aids, the teacher should be aware of regional, sociological, psychological, cultural, and pedagogical aspects. This means that the teacher should take under consideration the differences that specialize and determine his/her students in order to choose the right topic that suits the needs and the differences of the students.

5.7. Improper selection of aid

The teacher should select the rightful aid according to the students' needs and wants to accomplish his goals in learning and teaching foreign language and this makes the class more dynamic and effective. Moreover, it also helps to introduce new topics in an easy way and this right choice of AVA helps the students to remember the new concepts and expressions for a longer period of time as well as memorizing it and using it in real life situations.

6. The teacher as a teaching aid

In addition to the different roles of the teacher in the classroom, he is considered as an essential teaching aid while giving instructions. First, using mime and gestures, the teacher could use mime and gestures to express different meanings while giving instruction to help students to understand; for example, fingers can be used to express contraction and arms to express prepetition. Second, language method, the teacher could be as a language model, whereas the teacher can read stories for the students by using different accents in an exciting, interesting and attractive way. Finally, provider of comprehensible input, teachers can give students different information with an easy language to facilitate understanding for them. So the teacher is an important audio-visual aid developer and helper because he could students the same facilities as these tools do through gestures, mime and simple language. (Harmer, 2001; p.64-66)

7. Learning styles

A learning style is the way in which an individual learner tries to learn. It includes how they approach learning, experience learning and utilize information that is why many students have a difficulty to go with the method used by the teacher in the class (Fedler, 2003, p, 22). If the teacher follows a method that does not go with the student learning style that student tend to be bored and inattentive in class, so by finding out a student preferred learning style, the teachers will be able to sort out possible challenges in their studying career. Students learn in many ways by seeing and hearing and acting, reasoning logically, memorizing and visualizing. However, research shows 65% of the population preferred learning style which is visual, 30% that goes with the auditory and a 5% that is kinesthetic.

In educational setting, some students preferred a learning style that is visual; they learn through seeing visual, learners prefer that information be presented visually in pictures, diagrams, films, rather than spoken or written words. While others preferred auditory, they learn through hearing they prefer written or spoken explanation rather than visual, and others learn through doing that is identified as kinesthetic learning style. Some students have a combination of two or sometimes all the three styles.

8. Teaching speaking skill through audio-visual aids

There are different materials and teaching aids that could help to improve the students' speaking abilities for effective communication, using these materials is considered the best way to bring the natural language of native speakers into the classroom.

The audio-visual aids are very important tools because they facilitate both the learning and teaching process. Moreover, they provide exposure to spoken English, so students get different information about grammar, intonation, vocabulary and pronunciation through listening as well as they see how native speakers use body language when they speak. Furthermore, these aids motivate students and help them to understand as well as to perform well when they speak.

Conclusion

Throughout this chapter, we have found that the use of audio-visual aids is highly essential and helpful in developing students' speaking abilities. These tools provide them with an important exposure to the authentic foreign language to know about the right ways of using English language in communication. Moreover, we have mentioned different kinds of audio-visual aids such as computers, televisions and videos which could motivate students and create a relaxed classroom atmosphere for better learning. So these materials should be used appropriately to help students developing their speaking skill because they are considered as the only way to expose them to the real use of English as a foreign language.

CHAPTER THREE

FIELD WORK

INTRODUCTION

The study is conducted to spot light on the improvement of EFL learners' speaking skill through the use of audio-visual aids. To carry out this present research, the researcher adopted two techniques which are the classroom observation and the questionnaires for the English students at the Department of English at the University of Biskra. To collect data and examine the present hypothesis, if teachers use the audio-visual aids properly in their classes, EFL learners will develop their speaking skill. The part of the study introduces the population of the research, describes, analyzes and interprets the questionnaire results. Finally, it presents the research's findings about the effectiveness of audio-visual aids on improving EFL learners speaking skill.

1. Population

1.1. Students

Second year students of English Department at the University of Biskra as the whole population, we dealt with (40) students chosen from two groups (group 5 and group 8) out of total population 447 students divided into ten (10) groups. The reason for choosing second year that they are more motivated to speak and to use the language that they are learning. For that, teachers should choose the appropriate method to teach them and to help the students to improve their speaking skill.

2. Description of the Questionnaire

In order to conduct this research we will use the questionnaire as the main tool of this study. The questionnaire contains multiple choices where the participants (students) have to tick in the box the best answer. The result of this questionnaire will help teachers to use AVA technology as an affective teaching method to improve students' speaking skill.

2.1. Students' Questionnaire

The students' questionnaire is composed of (19) questions and it consists of two (2) parts. The first part deals with the students' perception of the speaking skill and the second part deals with the students' perception of using audio-visual aids. It contains questions about students' choice of English and the types of activities that are used in classroom to teach speaking skill.

3. The Administration of the Questionnaire

3.1. The Students

As we have mentioned before, forty (40) students were selected from the two groups while other students were absent, since it's difficult to work with whole population. The students were given some explanation and instruction before they complete the questionnaire and it took the students about ten (10) minutes to complete the questionnaire.

4. Analysis of the Students' Questionnaire

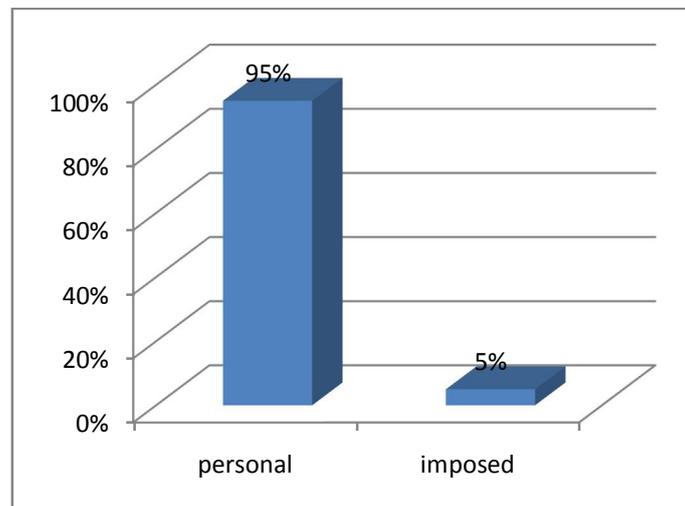
Section One: Speaking Skill

1) Your choice to study English was:

a) Personal

b) Imposed

FIGURE 1: Students' Choice of English



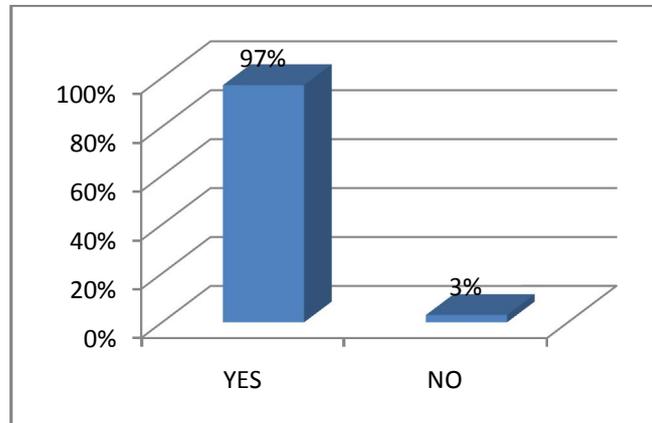
The figure one reveals that there are two groups of students' choice in our selected sample. The students' choice varies between personal and imposed, out of total number of the sample we have 38 students (95%) their choice was personal to study English and the other students of the selected sample were 2 students (5%) their choice was imposed. It seems that the students' choice was imposed either because they have forced to choose it or they did not have other choices.

2) Do you think that speaking is crucial in learning process?

a) Yes

b) No

FIGURE 2: The Importance of Speaking Skill in Learning Process

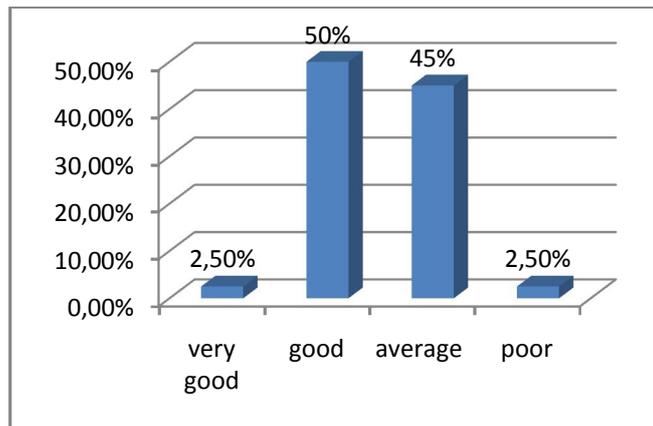


Taking a look at the second figure above, we can notice that most of the students are with the importance of speaking skill in learning process. Out of the whole sample, 39 participants (students) (97%) choose to agree with the question and 1 student (3%) disagrees. This result shows us that the majority of the selected sample see that speaking skill is crucial in learning process while the other student sees different due to his/her choice for other skill as an important one. The aim of this question is to know the students motivation towards learning English language.

3) How do you consider your English level?

a) Very good b) Good c) Average d) Poor

FIGURE 3: Students' English Level



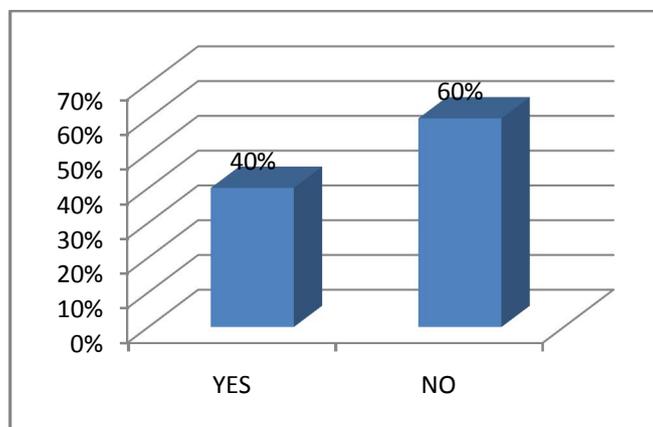
The figure above reveals that one (1) student considers his/her level in English as a very good making up (2,5%) from the total sample and other one (1) student consider his/her level in English as a poor making up (2,5%). While the majority of the participants (20) students stated that their level in English is considered as a good making (50%) from the total sample, (18) students which represent (45%) indicate that their level in English is average. These results show that the majority of the students have the same common level in learning English.

4) Are you satisfied with your English level?

a) Yes

b) No

FIGURE 4: Students' Satisfaction of Their English Level



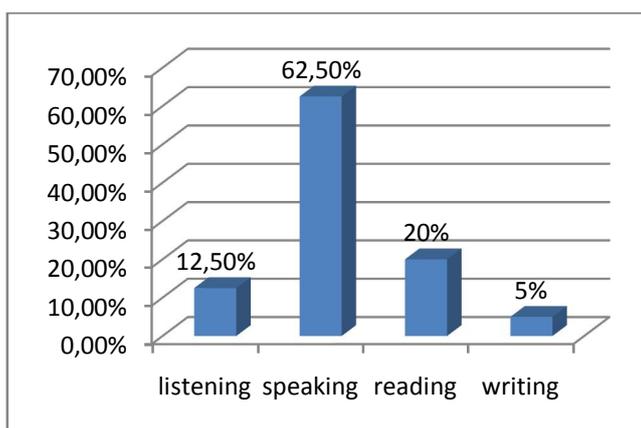
This figure show us that the majority of the selected sample (24) students making up (60%) choose "NO" as their answer for not being satisfied of their English level, this means that most of all students are not satisfied of their level due to different cause internal

and external; whereas, (16) students making up (40%) are satisfied with their English level. We can say that the satisfied students are more appreciative of their level because of interest and knowledge background.

5) In your opinion, which skill you need to improve most?

- a) Listening b) Speaking c) Reading d) Writing

FIGURE 5: The Skill That Needs Improvement

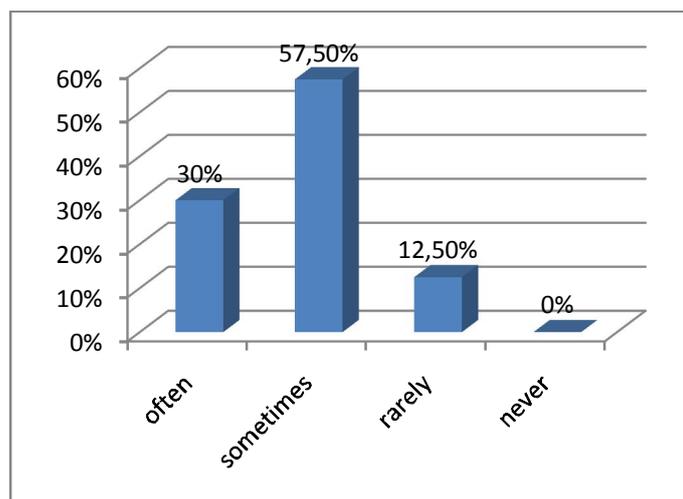


The aim of this question is to know which skill of the four skills is most likely to be improved by the students. The figure shows us that the majority of students (25) out of total selected have chosen the speaking skill making up (62, 5%) while the second majority of the students (18) prefer the listening skill rather than other skills which represent (45%) of total sample. In one hand, (8) students stated that reading skill is more likely to be improved representing (20%), in the other hand (2) students representing (5%) choose writing as the best skill to be improved. The results confirm that the majority of the students are facing speaking difficulties and they are aware that they need to work on this skill and developing it more.

6) How often do you participate in oral sessions?

- a) Often b) Sometimes c) Rarely d) Never

FIGURE 6: Students' Participation in Oral Sessions

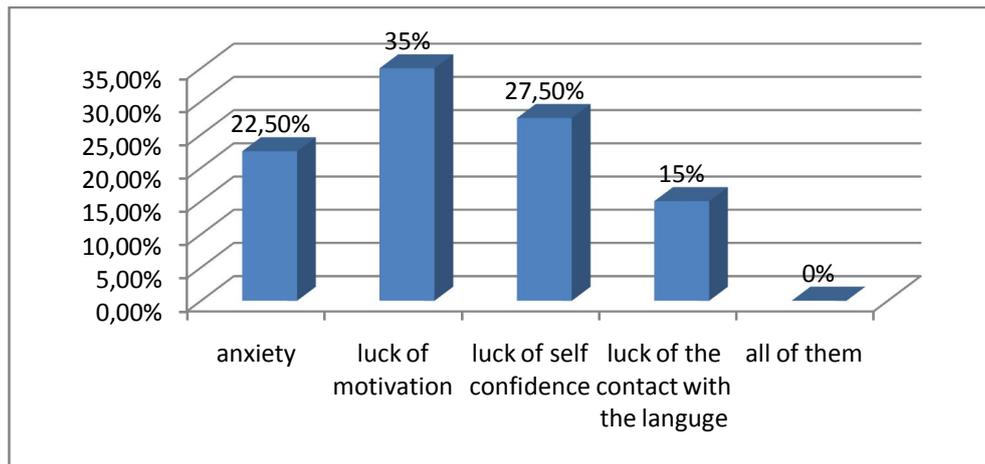


The aim of this question is to know the frequency of the students' participation in the classroom and if they take risks participating and using the target language and try to improve their speaking skill. (10) students making up (30%) state that they often participate maybe because they are motivated. The majority of the sample (23) students which represent (57,5%) state that they participate sometimes in oral class. While (5) students represent (12,5%) of our sample state that they participate rarely and no student choose never. This is may be because they are motivated and inhibited.

7) What are the problems that affect your speaking performance in oral expression session?

- a) Anxiety
- b) Lack of motivation
- c) Lack of self-confidence
- d) Lack of the contact with the language
- e) All of them

FIGURE 7: Problems Affecting Students' Speaking Performance

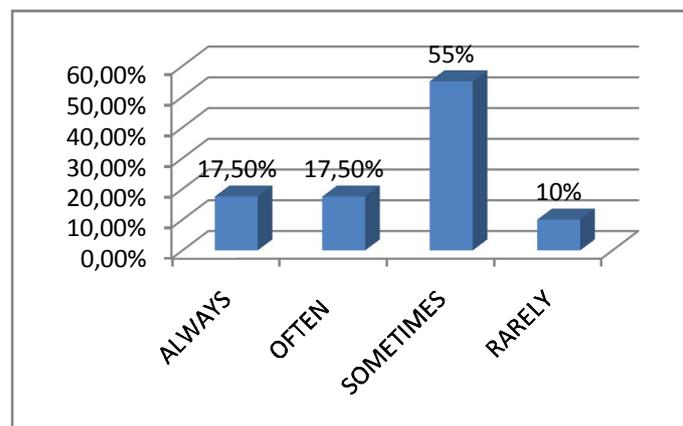


The aim of this question is to investigate the actual problems that hinder the students from performing the English language well in the oral classes. (9) Students out of total sample representing (22, 5%) state that anxiety is the reason why they do not perform, the majority of our sample (14) students representing (35%) state that the lack of motivation is the main reason behind their problem. This is maybe because the atmosphere of the classroom or the use of non-interesting topics and methods, while (11) students representing (27, 5%) of the select sample stated lack of self-confidence and the other (6) students which represent (15%) state lack of contact with the language, perhaps because they do not listen a lot to the language, and none of the students choose all of them.

8) How often do you use English when you speak in the classroom?

- a) Always b) Often c) Sometimes d) Rarely

FIGURE 8: Frequency of Using English in the Classroom



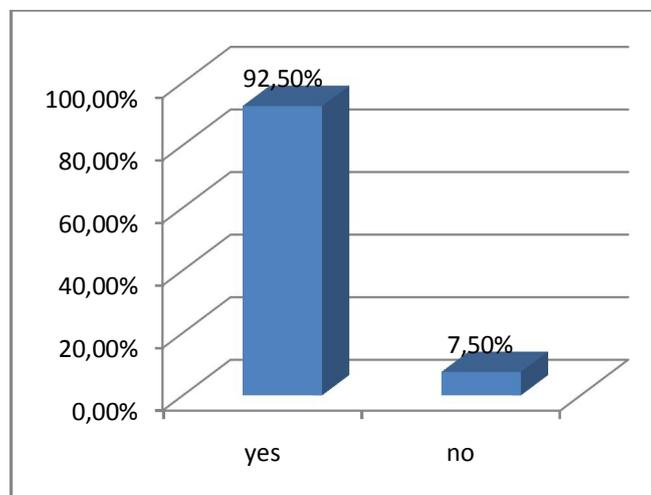
The aim of this question is to see how much the students use English in the classroom. A quick look at the figure above shows that just (4) students representing (10%) who rarely speak English in oral classes this means these students do not prefer to speak English in the classroom. The majority say sometimes they use it (22) Students making up (55%) this means that this majority of the students avoids to use English in the classroom, while (7) students representing (17, 5%) choose often and another (7) students making up (17, 5%) choose always. While the viewer students are more likely to be silent, this kind of students is shy and inhibited and they should have a special treatment from their teacher to help them get rid of their shyness.

9) Does your teacher encourage you to speak English?

a) Yes

b) No

FIGURE 9: Students' Perception of Teacher's Encouragement

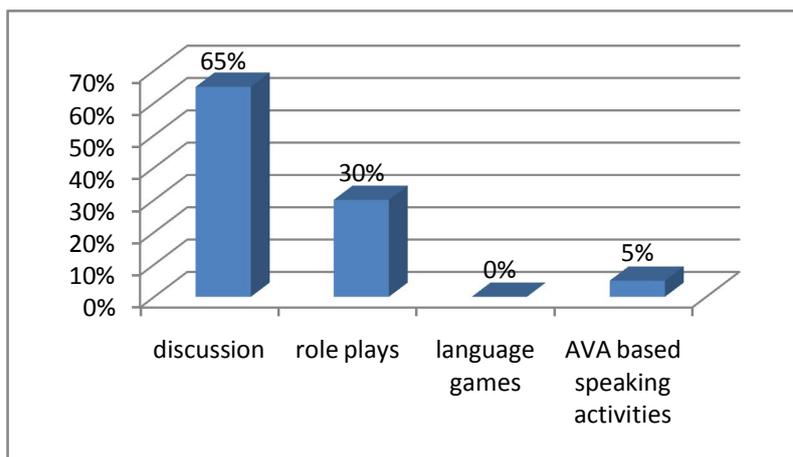


The aim of the question is to know whether the teacher encourages his students as much as possible to speak. (37) Students from the whole sample making up (92,5%) go for “yes”. We assume that the teacher motivates them by carrying a pleasant atmosphere, choosing the subjects that the students are interested in since the students who are not motivated will never speak. In the other hand, a small portion (3) students the equivelant (7,5%) go for “no”.

10) Which speaking activities does your teacher use the most?

- a) Discussion
- b) Role plays
- c) Language games
- d) Speaking activities based on AVA

FIGURE 10: The Most Used Speaking Activities



This question aims at investigating the most preferred activities within the classroom by the teacher. The figure shows that most of teachers use discussion activity, since the majority of the students (26) representing(65%) go for “discussion”. From here, we can say that discussion activity is the most preferred activity by oral expression teachers because it gives the students the opportunity to use the language and express their different point of views. (12) Students represent (30%) state”role play” and none of them choose “language games” however, (2) students making up (5%) of our sample go with “ speaking activities based on AVA”. Teachers of oral expression should use different activities to motivate their students to use language and break the routine of the classroom by using gaming activities to give the freedom for students to speak and learn in an enjoyable way.

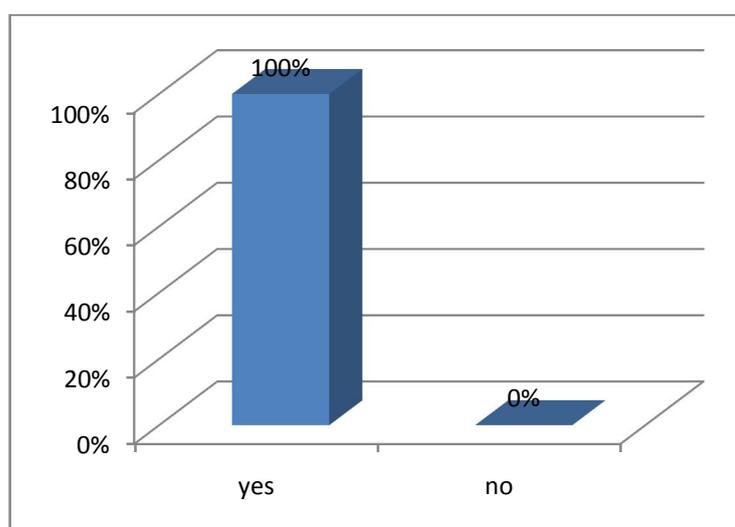
11) Do you think that improving speaking skill is necessary in learning a foreign language?

a) Yes

b) No

Please, say why?

FIGURE 11: Importance of Improving Speaking Skill in Learning a Foreign Language



This question aims at finding out if the students are interest and aware enough of improving their speaking skill in learning a foreign language. As we notice from figure above all the learners (40) students which representing the whole presentage and collected sample as (100%) go with “yes” and none of them go with “no”. Theses results show us that all the students of selected sample agree that improving speaking skill is necessary and crucial because they think that it facilitates their communication with each other as well as with people from other countries. It can also help to improve their pronunciation, vocabulary and grammar levels.

When students were asked to explain why, most of them agree that when speaking more often they improve them selves and other students explained by saying that improving speaking skill allows me to advance in developing speaking skill and using even outside the classrom, in other hand students mention that improving speaking skill as

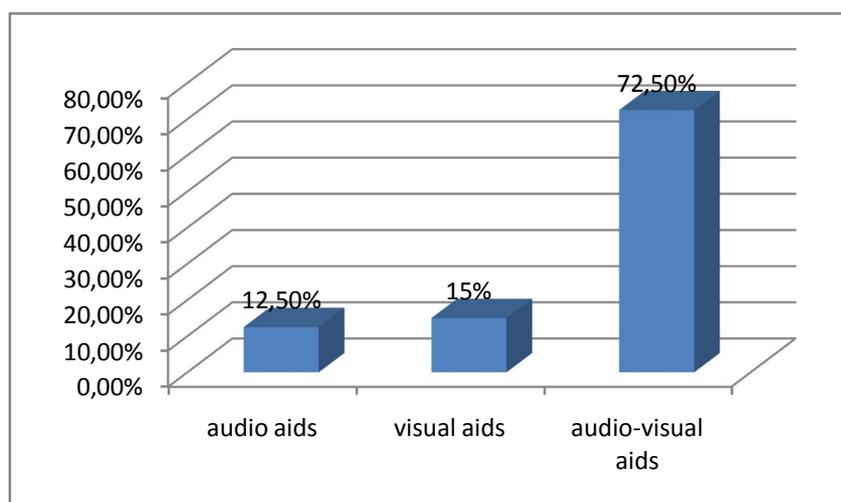
crucial as it gets because it gives them the opportunity to express their feeling, emotions and ideas and helps me as as student mentioned to show my cpacity and get the chance to speak freely even with common errors and asother student said it helps me to overcome my fear and stress. These comments show that all the student could not agree more that improving speaking skill in learning a foreign language is very important.

Section Two: Students' Perception of Using Audio-Visual Aids

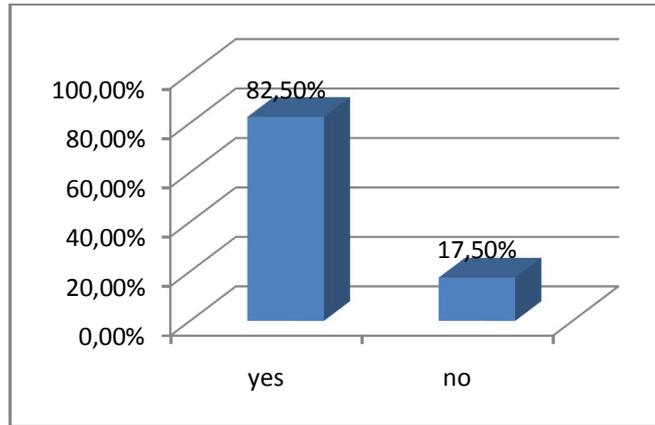
12) Which type of Audio-Visual Aids do you prefer:

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

FIGURE 12: The Preferred Type of Audio-Visual Aids



The aim of this question is to find out which type of these three (3) aids is the most preferred for the students. As the above figure shows, (5) students out of the total selected sample making up (12, 5%) go with “audio aids” as the preferred aid in oral sessions to perform speaking skill. While other (6) students representing (15%) choose “visual aids” and the majority of the selected sample (29) students representing (72, 5%) choose” the audio-visual aids”. These results show that for the majority of the students the audio-visual aids is the best and the most preferred aid maybe because for them it helps them to enhance their speaking ability and overcome their fear and shyness.

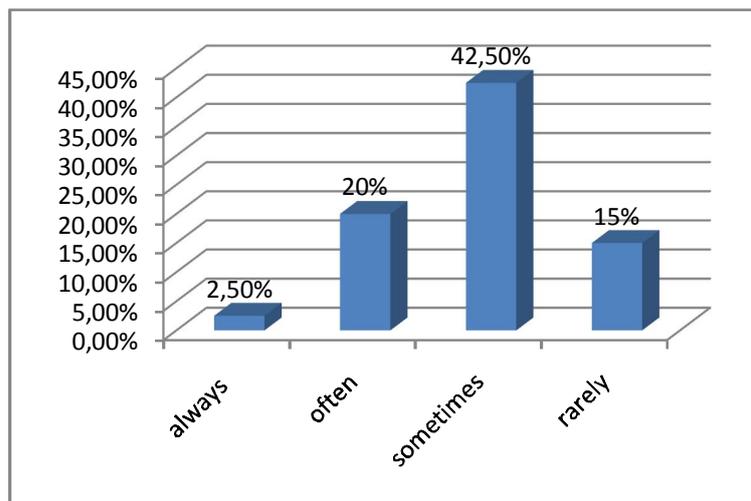


(33) Students out of the whole selected sample representing (82, 5%) choose “yes” the teacher uses audio-visual aids oral classes; in the other hand, the remaining (7) students opted to “no” the teacher do not use any kind of the audio-visual aids representing (17, 5%).

15) If yes, how often?

- a) Always b) Often c) Sometimes d) Rarely

FIGURE 15: The Frequency of Using AVA During Oral Classes



This question is the follow up of the previous question, as the above figure shows us (17) students out of the selected sample opted for “sometimes” representing (42, 5%) that is to say the teacher use audio-visual aids from time to time not during each oral expression session. The rest of sample differs from (8) students representing (20%) opted for “often” the teacher chooses certain sessions and subjects to use AVA. While (6)

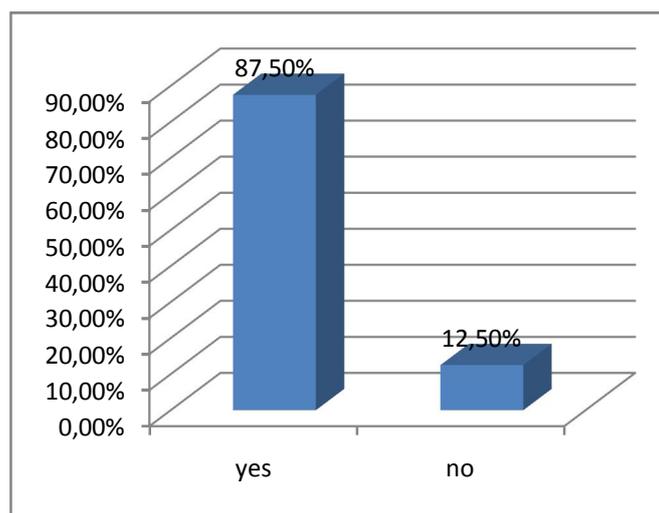
students representing (15%) of the sample opted for “rarely” this means the teacher uses AVA in a rare time, and one (1) student sees that the teacher uses AVA “always” representing (2, 5%) here the teacher uses audio-visual aids.

16) Does the use of Audio-Visual Aids encourage you to speak?

a) Yes

b) No

FIGURE 16: The Effectiveness of Using AVA in Encouraging the Learner To Speak



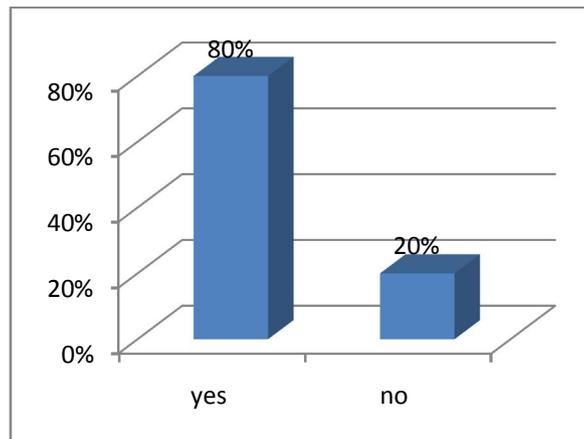
The aim of this question is to find out whether these materials encourage the student to speak within the class or not. According to (35) of the students (87, 5%) the use of audio-visual aids encourages the student to improve his speaking skill. This is maybe because AVA creates an enjoyable and motivating atmosphere for speaking. However, (5) of them that make (12, 5%) of the sample disagree with the idea that the use of audio-visual aids can help students to improve their speaking skill and encourage them to participate and practice more speaking.

17) Do you involve yourself in oral activity when it is based on AVA?

a) Yes

b) No

FIGURE 17: Students' Self-Involvement in Oral Activities Based on AVA

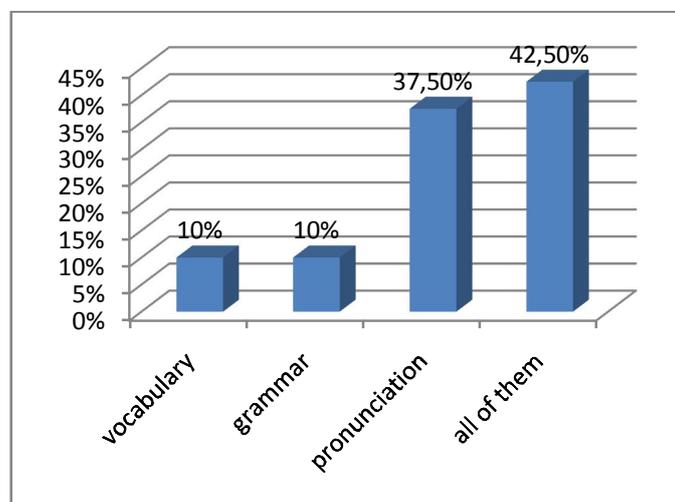


The aim of this question is to know if the student involves him/her self in oral session when it is based on audio-visual aids. As we see the figure above shows that the majority of the participants (32 students) of the whole selected sample representing (80%) strongly agree and go with “yes” that they participate in the oral sessions when the AVA is used as a helping tool. They involve themselves perhaps because these materials give them enough freedom to speak, while the rest of sample (8 students) sees the other way around and go with “no” representing (20%).

18) What are the language elements that would be improved when using AVA in oral sessions?

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

FIGURE 18: Language Elements that Can Be Improved Through AVA



This question aims at finding out which aspect would the learners improve with the use and help of audio-visual aids. As we notice from the figure, the majority of the selected

sample (17) students representing (42, 5%) go with the choice of “all of them” as the collection of all three (3) aspects that encounters the learners rather than other aspects individually. While (15) students representing (37, 5%) go with “pronunciation” because for them this aspects difficult for them to overcome or deal with especially when it comes to performing a role play or discussing a topic; however, (4) students representing (10%) choose “grammar” because they have the grammar deficiency and other (4) students representing (10%) have a “vocabulary” problem.

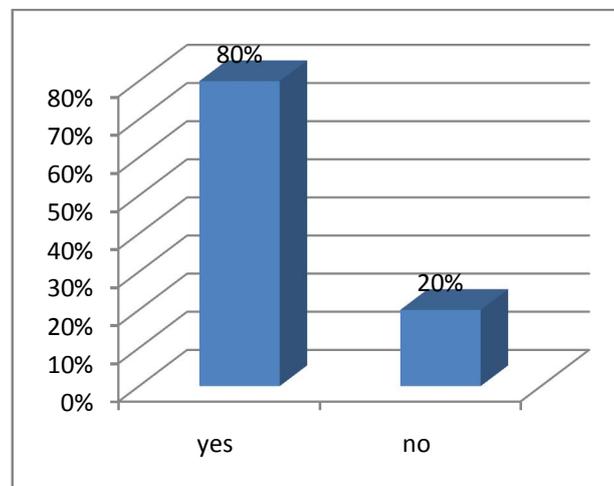
19) Do you think that the use of AVA in oral sessions helps students to improve their speaking skill?

a) Yes

b) No

FIGURE 19: Students’ Attitude Towards the Importance of AVA

In Improving Speaking Skill



We can observe throughout the figure above that the majority of the participants’ (38) students have a positive attitude towards AVA, making up (95%) choose “yes”. This result shows that the use of AVA in improving learners’ speaking skill in very important and these tools are valuable in order to make the learners active and more creative and help their speaking skill more advanced. While the rest of the collected sample (5%) disagree and go with “no”. This result shows that these learners perhaps have prefer other teaching materials.

5) Discussion of the Results of the Students' Questionnaire

From this analysis, it is clear that the audio-visual aids have an effect on the improvement of the students' speaking skill. The majority of the students show a great willing to learn English and speak it fluently and this was clearly shown in the questions (1, 2, 4, and 5). In the second part of the students' questionnaire we notice from the questions (6, 7, 8 and 9) that the majority of the students participate in the oral class and they show a great willing to improve their speaking skill because they feel comfortable, motivated and encouraged by their teacher. The third part is concerning the importance of speaking skill, the questions (10 and 11) show that the students prefer and they are willing to work with activities that motivate them and make them in interested with the topic. They give great importance to their speaking skill.

The second section of this questionnaire deals with audio-visual aids. Questions (12 to 15) show that the students have a great interest and importance to the use of audio-visual aids in terms of developing and enhancing their speaking skill in oral class and speak fluently and freely. In addition, the questions (16 and 17) is related according to the students to the psychological affects and teacher's encouragement, here the teacher's role should as a motivator, corrector, facilitator and to push the students' to involve themselves in oral class based on AVA usage. The final questions (18 and 19) show and major and great importance of both speaking skill and audio-visual aids in improving the student's own speaking skill whether within the oral class out the class in order to accomplish the both of students and teachers goal of improving students' speaking skill.

6) The Classroom Observation

6.1. Description of the Observation

The classroom observation was conducted from October 2015 to early of March 2016 with two groups of second year LMD students at English Department of Mohammed Kheider University of Biskra, which are group A and group B each group. We attended eight (08), four (04) sessions with the use of audio-visual aids except one session was in period of exams. Since we were restricted to time, we attended only sessions in which the teacher relied on audio-visual aids to conduct her lessons more than the sessions without audio-visual. However there were sessions of open discussion followed up for previous session that was based on AVA. So, we are going to consider, first, the sessions in which

the teacher did not integrate the audio-visual aids to be a general case that would represent the classical teaching method. The sessions that we attended were divided into two parts: the first part was based on AVA to introduce the upcoming topic for discussion providing verbs, nouns and related vocabulary by projecting pictures, and videos to extract the related and needed words and expressions for the topic. The second part was open discussion provided from the teacher to her students about the chosen topic by giving them instructions and guide lines to speak freely. We noticed that the teacher involved herself only for correcting errors or to have the students back to the topic. Generally speaking, both classes contained an unequal number of students (for group A attended about 26 students out of 47 per session, and group B attended about 30 students out of 47 per session), with the blended number of females and males, but a higher number of females in both of the two groups. This means that the use of AVA attracted the students to attend their speaking classes.

Throughout this classroom observation, we aimed at pointing to the extent to which audio-visual aids can foster students' motivation and improve their speaking skill. Much of our interest went out to the last point.

The observation that we have undertaken was overt and direct without self-involving; we have not used any recording or filming devices. In addition, we have not depended on structured observation or followed any classroom observation form. However, we had relied on our personal observation through examining the students' reaction, interactions, and responses during all the sessions that based on audio-visual aids. Moreover, the personal observation was assisted with the audio-visual aids' activities that guide us set our results about the use of AVA in motivating and improving EFL learners' speaking skill.

6.1. Results of the Observation

We observed for the first moment that the teacher maintained a friendly atmosphere of learning. For that, the session that the teacher did not use the audio-visual aids, we observed the following:

- The teacher presented the lesson in a monotonous way; kept using the same facial expression from the beginning till the end of the course.
- The students were mostly active; they were linked to the lesson and they talked only if they asked by their teacher.

- While explaining the lesson, the teacher used the board from time to time to introduce new vocabulary that is not clear while being displayed by the data-show, or to write a role. In the other hand, students of group B in particular were just listening passively and copying down on their copybooks what was displayed and written and projected in data show.
- Most of the students seemed disinterested and looked fed up.
- The second session was an application of what they learned by means of data show, it was about speaking and describing each others' best friends by using the expression, vocabularies and new terms in order to fulfill common errors and lack of grammatical background.
- The students were very active, motivated and ready to speak despite of some psychological factors such as shyness; however, the students' participation in general was good enough to notice that they were helped by their teacher and the use of AVA.
- The third and fourth sessions, were mainly about role plays to follow up with the previous lesson about describing someone close to you; therefore, the students work was in somehow satisfied and well prepared regardless the common mistakes of spelling and grammar rules.
- The fifth session was about an open discussion task provided by projecting a video twice and then listens carefully to the discussion of the characters in the video. Then the teacher asked them what they have understood concerning the language, the meaning behind their gestures, content, and concentrate on the way the speak English.
- Only few students participate. Despite that the teacher tried to involve as much students as possible in the discussion.

Briefly, the group B was in general active because the teacher attempted to create an atmosphere that suitable for both teacher and students by using AVA and give enough space and time for the students in order to motivate them to speak and overcome all the known psychological obstacles.

On the other hand, group A was different and excellent group. We have attended five (05) sessions in which the teacher used the audio-visual aids frequently. In fact,

the teacher let the students to lead all the sessions only providing them the guide lines of the session.

- The first session the teacher started it with discussion with her students, the learners were involved in the topic with an increasingly interest and interact, most of the learners correspond and participate in the discussion; however, the general grammar mistakes and pronunciation errors were view rare due to the good background knowledge of the learners and they were active and motivated.
- In the first session, the teacher used different videos in order to open the discussion and to clarify the upcoming discussion topic and making it easy.
- In general, the session was about providing videos by the teacher and discussing each video in relation to the topic.
- The second session was pair work role plays about different topics made and chosen by the students.
- The students performed their role plays in regular, correct and clear way; the pair work role plays were overall very good in the sense of grammar, spelling, pronunciation, vocabulary and of course the participation of all the students and the absence of the common language errors and mistakes. Overall look, we notice that this session was smoothly transferred and in ease.
- The third session was mainly audio-aid session, where the teacher provided a song for the students to listen to.
- After that, in a sheet of paper with a pair work the teacher asked the students to write down the lyrics after hearing the song multiple times (05 times). Later on, will discuss the main idea of the song and its message.
- Finally, the teacher told them to sing it all. This session was entertained experience for the students and new as well that is why their response was positive and they were so active and motivated.
- The fourth and fifth sessions were about listening activity concerning tongue twist activity. The teacher wrote down on board some of the English tongue twisted and she told the write down them on their copybooks.
- The rest of session was asking the students one by one to speak out these tongue twisted proverbs, first slowly then, second or third times fast.
- All the students participate positively and this activity assisted them to manage and control their language while speaking faster.

Briefly, the students of his group were much more motivated and active concerning all different activities especially when it comes to the use of AVA and improving their speaking skill; and they engaged to all audio-visual aids activities right from the beginning, since it attracts them and catches their attention.

CONCLUSION

To conclude this chapter, the collected results from student' questionnaire and classroom observation show that the audio-visual aids are an effective teaching and learning tools to improve the students' speaking skill. The analysis of the students' questionnaire revealed that the audio-visual aids (AVA) has positive impact on the students' oral performance, it encourages students' participation, promotes confidence, prepares students for real-life communication. Besides, it gives opportunity to the students to use the target language freely and boosts them to produce more and more meaningful language and it puts the students in positions where they can practice the speaking skill. In addition, it allows students to make decisions about how to express and to achieve the goal of improving their speaking skill.

As a sum up that both teachers and students affirm the effectiveness of using audio-visual aids to improve the students' speaking skill but there are conditions and required rules and strategies that are necessary to achieve better results using those materials.

Main Findings

1. Foreign language teaching in particularly speaking skill teaching and learning is not merely a process of transforming knowledge, but one which creates situations where students interact and express their thoughts using the target language. That is to say, learning a foreign language is to speak and to communicate in that language. So that learner gets the language when become speak it well.
2. The majority of the students express their needs in terms of speaking skill. Concerning the other skills (i.e., reading, writing, and listening) students does not seem to understand that they are interrelated. Thus, learning the speaking skill will reinforce the learning of other skills.
3. Although some students may be motivated to learn English language, they feel afraid to speak it and do not interact with others; it may be due to the lack of self-confidence, fear of operating foolish when mistakes are made (grammatical or pronunciation mistakes) and fear of teachers' negative feedback. Because of the many psychological problems (listed above) students have.
4. Teachers need to encourage students to speak inside the classroom to be exclusively in English by using different AVAs tools and took them to them to the real station in order to make them more comfortable.
5. As for teaching speaking, students seem to have different attitudes toward different teaching techniques. The majority of the students are interested in technology aids as videotapes, movies and other audio visual aids. The teachers' role is to adapt the technique which encourages more students' participation.
6. Teachers need to include the type of teaching that provides learners with a variety of opportunities for communicative interaction and language use, and audio visual aids lead to improve and enhance to the students to discuss and analyze with the teacher or together and practice the English language inside the classroom with teacher's control.
7. Students' evaluation of audio-visual aids as a teaching tool for speaking skill teaching and learning implies students' readiness for such tool. And they hope from their teacher to use these helpful, useful and perfect tools as students say.

Recommendations

- Speaking skill is an essential language skill which requires a lot of practice; therefore, teachers should design different speaking activities and use different teaching aids to expose students to an authentic foreign language to improve their speaking abilities.
- Teachers should use different teaching aids in their classes.
- Teachers should increase the use of audio-visual aids in their oral courses because they help in developing speaking skill as well as they create a relaxed and motivated classroom atmosphere for students.
- Students should rely more on themselves and try to improve their speaking abilities by using audio-visual aids outside the classroom.
- Administration should provide teachers with variety of aids.
- Educationalists should look again on the time devoted to speaking skill courses and give it sufficient time.

GENERAL CONCLUSION

The current study is set to investigate the improvement of EFL learners' speaking skill through audio-visual aids. Its main concern is to investigate whether the use of audio-visual aids will help students to improve their speaking skill and develop their oral performance.

Knowing that speaking skill is very crucial skill in learning a foreign language; we devoted the first chapter to speak about it. We have defined speaking skill in brief we introduced the characteristics of good speaker too. We have also mentioned difficulties faced in speaking foreign language, we also proposed some activities used to teach speaking skill and tackled briefly speaking and listening relationship.

All teachers of English branch at Mohamed Kheider University of Biskra agreed upon the idea that the use of audio-visual aids is very helpful and necessary in improving speaking skill among foreign language students. This is confirmed after the analysis of students' questionnaire as well as classroom observation which shows that students' speaking skill will improve if they frequently exposed to language through audio-visual aids. This work also explain even if teachers use audio-visual aids students can react negatively not because of the ineffectiveness of the aids but because of the method used by the teacher and the frequency of using these aids.

Furthermore, we can state that teachers plan the audio-visual aids' sessions according to certain criteria: students' needs, level, abilities and interests in order to motivate and engage them to be more active for more successful achievements in their learning the target language. Teachers are aware of their role in the selection of audio-visual aids' activities and management of grouping work to create dynamic classroom environment and stimulate students to learn and achieve successfully. Therefore, they argued that integrating AVAs in their teaching process has a positive impact not only on students but also on saving time and energy. Hence, it can be evidenced how students obtain better results in learning with the implementation of AVAs in their sessions. We conclude that by means of AVA strategies, students were positively impacted in their communicative comprehension skills especially the improvement of speaking skill.

Finally, we hope this work has helped to shed some light upon the importance of using audio-visual aids in improving EFL learners' speaking skill, we hope also that teachers as well as students are going to find some useful and practical basics about learning to speaking English as a foreign language and endeavor improving it inside and outside the classroom with different aids. Obviously, problems in improving the level of students' speaking skill will continue to exist, so that research and investigation will continue to be undertaken by other researchers.

BIBLIOGRAPHY

- Aggarwal, Kuldeep. Planning for teaching aids and programs. Indira Gandhi, national open university. 2009.
- Brown, H, Douglas, (2000). Principles of language learning and teaching (4th ed). Longman: library of congress.
- Brown, H. D. (2004). Language assessment principles and classroom practice. Pearson education.
- Burns, A, and, Goh,C, J (2012). Teaching speaking, Cambridge university press.
- Bygate, M., swain, M., skeham, P. (2001). Researching pedagogic tasks second language learning: teaching and testing. Longman Pearson Education.
- Fedler, Richard. *Reaching the second tier: learning and teaching styles in college science and education*, J. College science teaching, 23 (5) 286-290. 2003.
- Grammidge, M. (2004). Speaking extra. Cambridge university press.
- Harmer, J, (2001). Teaching and learning in the language classroom, Oxford. Oxford university press.
- Hedge, T, (2000). Teaching and learning in the language classroom, Oxford. Oxford university press.
- Hoven, D, (1999). A model for listening and viewing comprehension in multimedia environment, language learning and technology, 3 (1), 88-103.
- Jones, L, C, (2003). Supporting listening comprehension and vocabulary acquisition with multimedia annotations: the students' voice. CALICO Journal, 21 (1), 41-65.
- Lynch, Tony. Communication in the language classroom. Oxford university, New York. 1996.
- Nazneen, N. 2009. An evaluation of effective use of audio-visual aids in government primary school of Rawalpindi city. Islam Abad: Allama labal open university.

- Nunan, D, (2002). Teaching listening, Cambridge; Cambridge university press.
- Pawlak, M., Waniek-Klimczak, E., Majer, J. (2011). *Speaking and Instructed Foreign Language Acquisition*. Library of Congress Cataloging in Publication Data
- Petrie, H. (1987). New horizons in linguistics: the psycholinguistics of speaking. Great Britain: clay ltd
- Renandya, a. W., Richards, C. J. (2002). Methodology in language teaching: an anthology of current practice. Cambridge university press
- Richards, C. J. (2008). Teaching listening and speaking: from theory to practice. Cambridge university press
- Thornbury, s. (2005). How to teach speaking. Pearson: Longman
- Ur, P, (1980). A course in language teaching practice theory. Cambridge university press.

APPENDICES

APPENDIX 1: STUDENTS' QUESTIONNAIRE

Mohammed Kheider University of Biskra

Branch of English

Dear student,

The present questionnaire aims at discovering how Audio-Visual Aids can be used to improve second-year LMD students' speaking skill in the English Branch. Therefore, you are kindly requested to fill in this questionnaire. Your contribution would be of a great help for the completion of this work.

THANK YOU IN ADVANCE

Please, read the following questions carefully and then TICK (✓) the appropriate box.

Section one: Students' Perception of the Speaking Skill

1. Your choice to study English was:

Personal imposed

2. Do you think that speaking is crucial in the learning process?

Yes No

3. How do you consider your English level?

Very good Good Average Poor

4. Are you satisfied with your English level?

Yes No

5. In your opinion, which skill you need to improve the most?

Listening Speaking Reading Writing

6. How often do you participate in oral sessions?

Often Sometimes Rarely Never

7. What are problems that affect your speaking performance in oral expression sessions?

Anxiety Lack of motivation Lack of self-confidence
Lack of the contact with the language All of them

8. How often do you use English to speak in the classroom?

Always Often Sometimes Rarely

9. Does your teacher encourage you to speak in the classroom?

Yes No

10. Which speaking activities does your teacher use the most?

Discussions Role plays
Language games Speaking activities based on audio-visual aids

11. Do you think that improving speaking skill is necessary in learning a foreign language?

Yes No

Please, say why?

Section two: Students' Perception of Using Audio-Visual Aids

12. Which type of Audio-Visual Aids do you prefer?

Audio aids

Visual aids

Audio-visual aids

13. The use of Audio-Visual Aids in oral sessions is:

Very important Important not important

14. Does your teacher use any kind of Audio-Visual Aids during the speaking lesson?

Yes No

15. If yes, how often?

Always Often Sometimes Rarely

16. Does the use of Audio-Visual Aids encourage you to speak?

Yes No

17. Do you involve yourself in the oral activity when it is based on Audio-Visual Aids?

Yes No

18. What are the aspects of language that would be improved when using Audio-Visual Aids in oral classes?

Vocabulary Grammar Pronunciation All of them

19. Do you think that the use of Audio-Visual Aids in oral sessions helps students to improve their speaking skill?

Yes No

THANK YOU FOR YOUR COLLABORATION

APPENDIX 2: CLASSROOM OBSERVATION

First session: 23 students

Level: Second year LMD

Duration: Hour and half

Activity observed: Open discussion session based

- Teach appeared prepared and organized.
- Materials were ready and accessible.
- Teacher started the session giving instructions about the topic with an open discussion as a kick off for the session
- The students were involved in the topic with increasingly interest, interaction and intention.
- Students appeared engaging and learning and most of them correspond and participate in the discussion.
- The general grammar mistakes and pronunciation errors are common and countable due to the background of some learners.
- The students were very motivated and active as well as connected to the topic.

Second session: 20 students

Level: second year LMD

Duration: Hour and half

Activity observed: Open discussion session based on audio-visual aids

- The teacher was prepared and ready.
- The materials appeared set and accessible.
- The students were ready and prepared.
- The students discussed the given topic using AVA with regular way with some hesitation and bit of shyness.
- The students' grammar, vocabulary and pronunciation were correct.
- Environment was friendly and in control.

- The teacher ended the session with role play.

Third session: 18 students

Level: second year LMD

Duration: Hour and half

Activity observed: multiple questions discussion session based on audio-visual aids

- The teacher involved the students in discussion by asking them multiple questions.
- The students were attractive to the topic and the questions and they were interested in participating with different answers.
- The students were active and involved in the discussed topic, with different point of views and responds.
- Students' speaking errors in spelling as well language aspects of grammar and vocabulary and pronunciation were clear because the topic was difficult.
- The teacher placed audio-visual aids (video tapes in particular) then the students participate by responding some of give questions conceding what they saw in the video tapes.

Fourth session: 22 students

Level: second year LMD

Duration: Hour and half

Activity observed: listening session

- The teacher was ready and prepared.
- The teacher placed the audio material.
- The students were introduced to the target topic.
- The sessions was about listening to a song multiple times then filling up the paper with missing lyrics.

- First the teacher told the students to listen to the song carefully then they will try to write down its lyrics.
- Second the teacher opened a discussion based on what they have heard and understood from the song to tackle a particular subject concerns daily life.
- The teacher closed the session by asking all the students to sing together the song using the lyrics they wrote with the help of the music of the song.

Fifth session: 23 students

Level: second year LMD

Duration: Hour and half

Activity observed: listening and pronunciation

- The teacher was ready and prepared.
- The teacher placed the audio material.
- The students were organized and in control.
- The teacher introduced the target topic to the students.
- The topic that teacher and the students tackled was the tongue twist game using audio aids.
- The teacher plied the audio aid slowly so the students could understand the adverbs.
- After that, the teacher re-plied the audio aid telling the students to write down what they could hear from these adverbs.
- The teacher told each student to read what they wrote, after writing down all adverbs in the black-board.
- The teacher offered a reward to each student spell and writes the correct adverb without mistakes.

Sixth session: 19 students

Level: second year LMD

Duration: Hour and half

Activity observed: role play based on audio-visual aids

- The appeared prepared and ready.
- The teacher placed the audio-visual materials.
- The students appeared set, calm and well organized.
- The teacher presented the vocabulary and the expressions that the students will use to perform their role plays.
- The teacher explained each term individually so the students could understand.
- The teacher asked the students to place some of these terms in meaningful sentences such as **handsome, durable, etc.**
- The students performed their role plays using these terms to disrobe someone they know.

Seventh session: 23 students

Level: second year LMD

Duration: Hour and half

Activity observed: dialogue session based on audio-visual aids (pair work)

- The teacher set the audio-visual materials.
- The teacher presented and explained the given subject.
- The students exposed to a video tape in order to take out the main expressions that concerns the topic.
- Also the students were told to find out the unclear expressions in the dialogue.
- The teacher directed the students to build a new dialogue of their choice with the assistance of these expressions.
- In pair work, two to four students will perform their dialogue using these new expressions.

Eighth session: 20 students

Level: second year LMD

Duration: Hour and half

Activity observed: open discussion with AVA

- The teacher came prepared and ready.
- The students all set up and in order as well as organized.
- The visual-aids were placed.
- The teacher directed the students the target topic which was open discussion about “parents” after seeing three video tapes.
- The teacher asked the students several questions then she gave them the freedom to express their minds using different expressions and ideas, whether using mother tongue language or English.
- The students were very active and interested with this topic as well as emotions, their language aspects were good enough and they were very motivated to speak.
- The teacher ended the session with a small role plays about the discussed topic.

Ninth Session: 22 Students

Level: second year LMD

Duration: Hour and half

Activity observed: role plays using audio-visual aids (exam)

- The teacher was ready and prepared.
- The audio visual tools were set.
- All students who concerned with the role plays were ready and present.
- The teacher asked each group of students to submit their role plays title and their names.
- The first worked on the topic of cheating based on AVAs, their level pronunciation was merely good and their language use concerning grammar and vocabulary was average.

- The second and the third groups were mainly the same but the different in the topics, however their language use and pronunciation was below the average and too many mistakes.
- The fifth and fourth groups dealt with the topic of parents, they made their presence by including feeling in their role play, besides their speaking abilities and language use was good enough.
- Final group dealt with the topic of global warming based and videos in partical, therefore their role play was not active and related to the session's main theme; however their pronunciation of the language was above the average and clear besides the absence of the common grammatical mistakes.
- By the end of the session, both the teacher and the students were pleased and enjoyed by the session.

الملخص

في هذه المذكرة، نقدم أكثر المواد إفادة في مجال تدريس اللغات الأجنبية والتي هي المواد السمعية البصرية. هدف هذا العمل هو استكشاف دور و أهمية استخدام هذه الوسائل التعليمية في تحسين مهارة التحدث و التواصل لطلبة السنة الثانية في قسم اللغات الأجنبية بجامعة محمد خيضر بسكرة، و بناءا على الأساسية المعتمدة في الدراسة و القائمة على أن استخدام الوسائل السمعية البصرية المتعددة قد يساعد الطلبة على تطوير مهارة التحدث و تحسينها عندهم و أيضا مهارة التعبير الشفهي و هذا بمساعدة الأساتذة لطلبة الانجليزية لرفض أو تأكيد هذه الفرضية من خلال المنهج الوصفي قمنا بتوزيع استبيان لطلبة السنة الثانية و حصص ملاحظات لأقسام مختلفة من اجل الحصول على معلومات عن دور و أهمية استخدام أنواع مختلفة من الوسائل السمعية البصرية (فيديو) لتطوير مهارة التحدث عن الطلاب. و اظهر تحليل الاستبيان و الملاحظات الأقسام أن كلا من المعلمين و الطلاب يعتبرون هذه الوسائل التعليمية أدوات مهمة في تعزيز قدرات التحدث. و أخيرا وفقا للنتائج، تم إضافة توصيات مختلفة لكل من الأساتذة و الطلاب، مع تمنيات أن يوسع هذا البحث ليشمل باقي السنوات التعليمية و أيضا جعل هذه الوسائل أكثر شمولا و استخداما.

