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University of Mohamed Khider of Biskra
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**Investigating the Role of Audio-Visual Aids to Enhance EFL Students'
Listening Skill**

A case Study of First Year LMD students of English at Mohamed Kheider
University of Biskra

A Dissertation presented to the Branch of English Studies as a Partial Fulfillment for
Master's Degree in Sciences of Language.

Submitted by:

Miss Souidi Amira

Supervised by:

Dr. Rabehi Salima

Board of Examiners:

Chair person : Dr. Bashar Ahmed

Supervisor : Dr. Rabehi Salima

Examiner : Mrs Hassina Nachoua

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Dedication

I dedicate this work to

My lovely family for their endless love, support and encouragements.

*Special feelings and gratitude to the dearest people to my heart “my parents”. To the candle of my life, to the most wonderful person “my mother **AICHA**”. Thank you for all your advice, your love, trust and your kindness, you guided me in each second and without your encouragements I would have achieved what I have achieved so far.*

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*To my angels, my sisters “**Serine**” and “**Ines**” for their support and positive energy which give me power to complete this work, and to my beloved brother “**Mohamed**”.*

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Abstract

In this dissertation, the main purpose is presenting the most helpful way to teach listening skill and other skill inside and outside the classroom including different materials which are helpful in the field of teaching and learning foreign languages which are Audio-visual aids. In this present study, we aim to investigate the role of those devices to enhance the students' listening skill and how they are effective and important. The basic hypothesis in this study is that if Audio-visual aids are regularly implemented in oral sessions, students will improve their listening skill. So, to reject or to confirm this hypothesis; two different questionnaires are administered to first year students of English language at the department of Foreign Languages at Biskra University (N=150), and their teachers of Oral Expression (N=11), in order to test how they evaluate the usage of these materials in their daily life and in the classroom, and how much are important to use them in learning and teaching listening. Also, we have scheduled a classroom observation with seven (N=7) classes during seven(N=7) sessions to observe how the students and the teachers interact with these materials, and to test whether they are beneficial and workable or not. The analysis and the results of both students' and teachers' questionnaires, and according to what we have observed during different sessions, the findings have shown that teachers and students consider Audio-visual aids as an important devices in enhancing the listening skill.

List of Abbreviations

AVA: Audio-visual aids

EFL: English as foreign language

FL: Foreign Languages

FLL: Foreign Language Learners

LMD: Licence. Master. Doctorate

N°: Number

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**General
Introduction**

Introduction

Teaching is communication. It is through communication that teaching is accomplished. Teaching is the role of the teachers in the first place, they have several roles in the classroom and those roles may change and differ from one activity to another. Proficiency in any foreign language requires mastering the four major language skills: listening, speaking, reading and writing. To learn how to listen well, it is very important firstly to learn how to speak correctly. Listening, as one of the most important skills in the foreign language learning, is the ability to accurately receive and interpret messages in the communication process; without this ability, messages are easily misunderstood and the communication breaks down which can make the sender of the message become frustrated. It is the most basic and powerful way to connect with another person. In the area of modern language teaching a new dimension has been added to the existing methods and techniques. Teachers should and must help their students by using different materials and tools in order to provide more activities to strengthen their weaknesses in the listening competence in particular. With the growth of technology, nowadays teachers use different types of audio-visual aids in the classroom to facilitate their teaching process. It is agreed by most of language teachers that the employment of these materials would be of great help in the process of enhancing the student's listening skill.

1. Statement of the Problem

If you want to send a message that can be transmitted clearly, it is necessary to learn how to listen well and correctly. The teaching process goes through the four skills which are: listening, speaking, reading and writing; this research is devoted to the listening one. Many students have difficulties to communicate appropriately using English according to different and several reasons; the limitation of listening to the language, the lack of self-confidence and find a bit difficulties while speaking to a native speaker and do not follow and understand the language very well. For this reason, it is very important to provide more and different

activities to help and solve this issue. So, this work deals with the role of the audio-visual aids in enhancing the learner's skill listening.

2. Research Questions

- What is meant by Audio-visual aids?
- What is the role of the audio-visual aids in enhancing EFL students' listening skill?
- To what extent do these aids help the learners to improve their listening skill?
- Is the focus on these pedagogical Audio-visual materials a strong and good technique to help learners and find solutions to their problems in listening skill ?

3. Hypothesis

This study is based on the following hypothesis:

- If audio-visual aids are properly implemented in oral sessions, students will be able to understand natural speech.

4. Method

In this study we use the descriptive method which is the best way to gather data and to provide information and solutions to this problem. We choose this method to understand the issue in question to describe the role of the Audio-visual aids too.

4.1. Participants

The study takes place at University of Mohamed Khider of Biskra. Our study includes both first year LMD students of English and teachers at the English branch .Our sample consisted of seven (07) teachers of oral expression ,and out of(745) students of first year divided into (15) groups, we choose (150) students,(10) students from each group were asked to answer the questionnaires.

4.2. Data Collection Tools

In this study the main data gathering tool is the: Questionnaire .It will be administered to both teachers and students of first year LMD at the University of Biskra as a population. Besides, classroom observation will take place to examine how these aids can help in enhancing listening skill in the classroom and their daily life.

5. Aim of the study

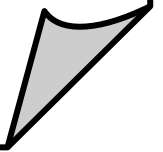
The major purpose of this study is to investigate the benefits of audio-visual aids such as : pictures, audio-clips, videos, power point slides, posters..etc on both teachers and students when learning a language .This research focuses on how those audio-visual materials are effective in the classroom and how they can enhance students' listening skill.

6. Structure of the study

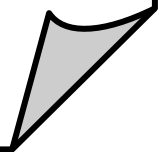
This study is divided into three chapters. The first and the second chapter will include the theoretical parts, whereas the third one will be devoted to the practical part. The first chapter gives a general overview on listening skill and the second chapter deals with the audio-visual aids and different materials that help students to improve this skill. The third chapter is about the field work, which includes the analysis of both questionnaires for students of first year LMD students of English at Mohamed Kheider University of Biskra and their teachers of oral expression to achieve the objectives of teaching and learning listening skill using this aids, and also the analysis of the classroom observation.

THEORETICAL

PART



Chapter One:
An Overview
Of
Listening Skill



Introduction

- 1-1- Definitions of listening
- 1-2- The process of listening
- 1-3- Listening comprehension and its importance
- 1-4- Values of listening comprehension in the classroom
- 1-5- Difficulties during listening
- 1-6- Strategies for developing listening skill
- 1-7- Types of listening
- 1-8- The relationship listening and memory
- 1-9- Listening problems and solutions
- 1-10- Studies on Audio-visual aids that deals with the listening skill

Conclusion

Introduction

Listening plays a vital role in people's daily lives. They listen for different purposes such as entertainment, academic purposes or obtaining necessary information. Proficiency in any foreign language requires mastering the four skills which are productive (speaking and writing) and receptive skills (reading and listening). These major skills play an important role in foreign language teaching and learning. Listening is one of these skills, which is a broad term used to refer to complex affective, cognitive, and behavioral process. Listening is the key to effective communication, without the ability to listen effectively, messages are easily misunderstood and communication breaks-down.

In this chapter we will deal with: first, the definition of listening, and the process of listening. Next, listening comprehension and its importance, difficulties of listening, and strategies for developing listening skills. Types of listening and problems in listening. Also we will deal with the relationship between listening, hearing and memory. Finally, studies on Audio-Visual aids.

1.1. Definition of Listening

Listening is the ability to accurately receive and interpret messages in the communication process. Listening as it is known, is the skill of understanding the spoken language. It is an essential skill, present in most of the activities we carry out throughout our lives, as Lindsay and Knight (2006, n.p.), state: "we listen to a wide variety of things, for example: what someone says during a conversation, face to face, or on the telephone; announcements giving information, for example, at an airport; the weather forecast on the radio; music; someone else's conversation".

Howatt and Dakin (1974), see that: "listening is the ability to identify and understand the speaker's accent, pronunciation, grammar, and vocabulary. Later and

Friedman(2004)added that: “listening is an art,not a science .”It has to do with mentally absorbing what is being spoken.Great listeners begin by developing their listening skills.However,Anderson and Lynch(1988) affirm that: “understanding is not merely dependent on the speaker,but the listener has a crucial role in understanding what is spoken in front of him/her., In other disciplines the listening skill is often called listening comprehension. Purdy (1997,n.p.) defined listening comprehension as: “an active and dynamic process where listeners attend, perceive, interpret,remember,and respond to the utterances of the speakers.

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

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

1.2. The Process of Listening

Listening is a complex process and to understand this process we must first define it.According to Kline (1996, p.15), “to listen effectively is to recognize certain false hoods or false notions.The next step is to understand the process.”

Through years, numerous definitions of listening have been proposed .Perhaps the most useful one defines listening as the process of receiving, attending, and understanding auditory messages; that is, messages transmitted through the medium sound.Often, the steps of responding and remembring are also included. According to Nunan (2001,p.23) “ listening

is a six-staged process consisting of hearing, attending, understanding, remembering, evaluation and responding. These stages occur in sequence and rapid succession”.

1.2.1. Receiving

It has to do with the response caused by sounds. Hearing is the reception of sounds, not necessarily paying attention, you must hear to listen and not vice versa. By sending messages, this involves the accurate reception of sounds. Much human listening fails for the same reason, receivers simply are not connected or “tuned on” to the senders’ (Kline, p.17 1996). The problem might be physiological; for instance, hearing deficiency by the receiver because of an inherited weakness, an accident, a disease, or long exposure to loud noise. (Kline, 1996).

1.2.2. Attending

It is paying attention to the person and message. As Kline (1996, p.18) points out, at any given time we are bombarded by messages. In effective listening, thing to pay attention to is the person talking to you. It refers to the selection that our brain focuses on. The brain screens stimuli and permits only a few select to come into focus. “Human listening is often ineffective or does occur- for similar reasons. Receiving occurs, but attending does not”. (Kline, 1996, p. 18).

1.2.3. Understanding

This takes into consideration the thoughts that are expressed as well as the emotional tone that accompanies these thoughts. It likewise includes establishing links between what the listener knows about the topic and the new information given by the speaker. This stage consists of analyzing the meaning of what we have heard and understanding symbols that we have seen and heard. The listener must understand the intended meaning and the context assumed by the sender. According to Poelmans (2003, p.10) : “to communicate adequately it is important for a listener to understand what the speaker says.”

1.2.4. Responding

According to the response, the speaker checks if the message has been received correctly. This stage claims that the receiver completes the process through verbal or non-verbal feedback. Responding is an important part of the communication chain, as misunderstanding can break the listening process. Kline (1996, p. 25) said, “since effective communication and effective listening may be defined as the accurate sharing or understanding of meaning”. This is when you send signals while the speaker is talking to let him know that he is understood and responding after the speaker has stopped talking. This stage marks the start of a new cycle where the listener takes his turn as a speaker. Nunan (2002, p. 24) proposed to us a small table which shows us the basic stages of listening process and their functions:

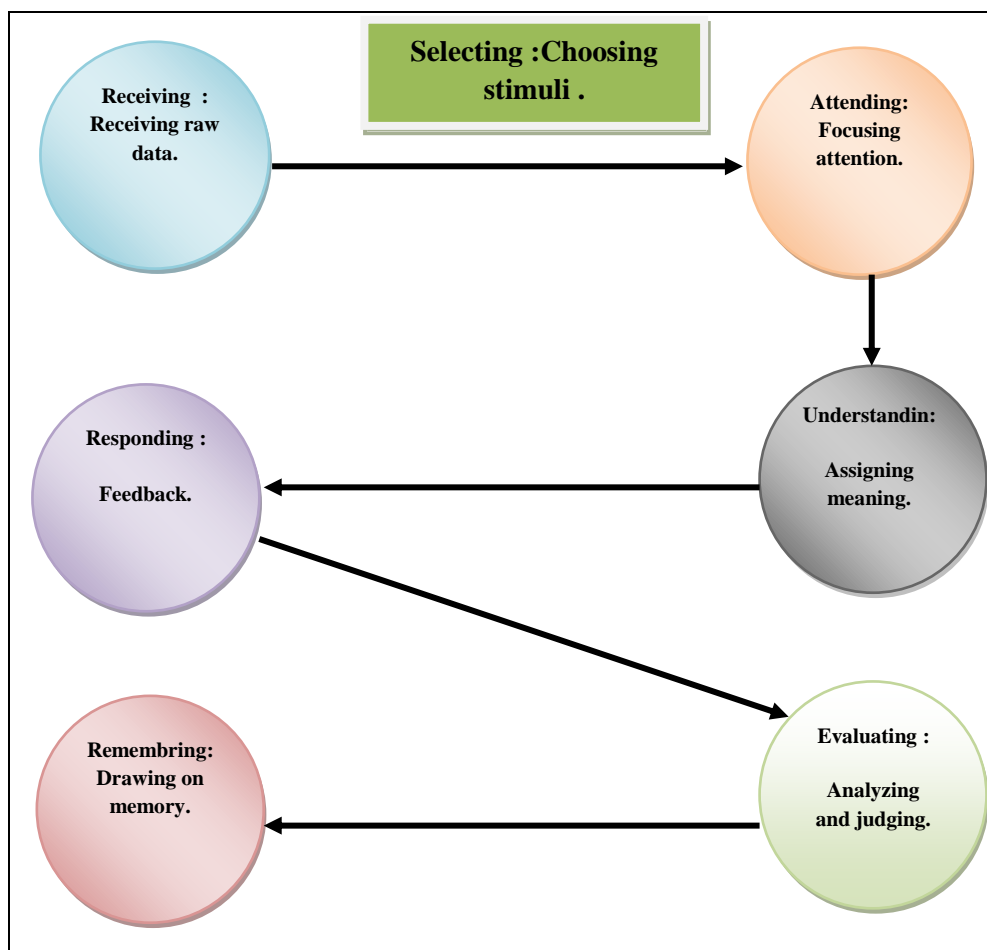


Figure 1: Basic stages of listening process and their functions. (Nunan, 2001:24)

1.2.5. Evaluating

This stage is in which active listener participates; it is at this point that the active listener scales evidence, sorts facts from opinion. The listener in this stage evaluates the message that has been received. It consists of judging the message in some way. At this time, you may try to evaluate the speaker's intentions. Often, this evaluation process goes without much conscious awareness. You listen from a unique view and they are influenced by your perceptual filters. It is therefore impossible not to evaluate to some extent everything you hear. Effective listeners should deliberately reduce the influence of their own point of view until they have first understood the speaker's ideas.

1.2.6. Remembering

The key for good listening is not to memorize things, as Kline (1996) points out "yet memory is often a necessary and integral part of the listening process.". Remembering is retaining messages for at least some period of time. What you remember is actually not what was said but what you think was said. It is an important process in listening because it means that an individual, in addition to receiving and interpreting the message, has also saved it to the mind, which means that the information will be remembered in our mind.

1.3. Listening comprehension and its importance

Listening is a complicated skill that involves many simultaneous processes on different levels and engages a combination of linguistic and non-linguistic knowledge, and this is according to (Vandergrift, 2010). Buck, 2001 also said that listening comprehension as a very complicated process of formulating this process, we should first have a general comprehension about its work in order to measure what is called "construct" because it is regarded as the main problem in different language skills assessment. Linguistic skills refer to cognitive processes that students use in order to parse speech into meaningful units, whereas

non-linguistic skills refer to listener's pragmatics knowledge and the capability to make sense of the speaker's body language.

According to Scott and Ytreberg(1994) the first skill that children achieve is listening,mainly if they have not learnt to read yet.Several scholars have defined what listening comprehension is.Most of these definitions have something in between, but others completely come with new concepts when defining listening comprehension.Listening comprehension is more than just hearing what it is said.It is also the ability of understanding the meaning of words.Agood listening comprehension enables us to understand ,to remember,and to discuss .

This is an important skill to develop because good listeners grow up to become good communicators.This skill is the activity in which students concentrate and trying to obtain meaning from something they can hear.The result of language learning depends on the learner's listening skill as Pokrivčáková (2010,n.p.) claims that :

It is a receptive communicative skill.It provides the aural input as the basis for development for all remaining language skill.By developing their ability to listen well, learners become more independent, as by hearing accurately they are much more likely to be able to interact in foreign language effectively.

Buck (2004,p. 03) also defined listening comprehension as “ a top-down process, which means that the different types of the language that involved in the understanding of the language are not used in any fixed order, we can use them in any order or even simultaneously.

Teaching listening is very important of learning EFL. According to Harmer (1998, pp.97-98) “one of the main reasons for getting students to listen to spoken English is to let

them hear different varieties and accents”, also he added that “listening to appropriate tapes provides such exposure, and students get vital information not only in grammar and vocabulary but also pronunciation, rhythm, intonation, pitch and stress”.

Brown (2004,p. 119) said that “listening plays a role as a key factor in understanding and facilitating language learning”.

The aim of teaching listening comprehension is to help learner of English cope with listening in real-life. Regardless of large variety of different types of listening in real life such as watching TV, taking part in a lesson, participating in a meeting or telephone conversation. The importance of listening in language learning has changed over the past years. Listening abilities would be acquired during the grammar, vocabulary, and pronunciation practice. This was quite surprising as abilities to listen play an equal role as abilities to speak in successful communication. Educators focused on the ability to understand and contribute to communication for many reasons.

Firstly, students are encouraged to develop good listening abilities in their mother tongue at basic schools. So that they can be successful in every communication. Secondly, they have to improve their effective listening strategies that will enable them to learn another language. Underwood (1989) claims that, “listening is an activity of paying attention to the speaker and subsequent attempt to understand what we hear.”. Listening may be seen as a passive process, but it is not true because listeners have to concentrate on the message to be able to decode and understand.

The importance of listening in language learning is value considering since when you do not listen you will never learn anything new. Listening comprehension is an important receptive skill and also useful preparation for listening in real-life. Listening skill has a major role and deep influence in developing and understanding English language.

1.4. Values for better listening comprehension in the classroom

To teach students listening skill, this in itself an activity which gives them a key advantage when it comes to linguistic interaction. Listening comprehension comprises the multiple processes involved in understanding and making sense of spoken language. This includes recognizing speech sounds, understanding the meaning of individual words, it can also involve the prosody with which utterances are spoken, and make relevant inferences based on context, real-world knowledge and speaker-specific attributes. Listening comprehension helps improving on different levels of language comprehension than exercising with formal written assignment. (Smith ;Principals for Listening Comprehension in Classroom,n,d.)

1.4.1. Relevance

Selecting spoken materials and tools which have some relevance to the students' experiences may contribute to the comprehension in listening activities. For many people it is easier to understand materials which are relevant to their perception, and this is viable in the language learning context. Decoding sounds into meaning is important in listening comprehension. Besides, choosing materials that are related to students to help this process. (Smith ;Principals for Listening Comprehension in Classroom,n,d.)

1.4.2. Authenticity

Using spoken language fragments which are originated from authentic sources is a good strategy in an effective listening comprehension. Realistic, discourse is appropriate to the learning context, tools like news reports, films and others are recommended to be used in order to practise in listening comprehension. (Smith; Principals for Listening Comprehension in Classroom,n,d.)

1.4.3. Engaging

Every thing may seem clear, but choosing spoken language fragments that the learners are expected to find motivating can help to encourage subjects. Also using varied kind of topics can decrease the possibility of students becoming bored and fed-up. If a listener

is concerned with what is being spoken, listening comprehension easier. (Smith ; Principals for Listening Comprehension in Classroom,n,d).

1.4.4. Conversation

Engaging students in some form of conversation helps in listening comprehension ;giving them a space and an opportunity to ask and be asked.To expose students to this type of process,helps to increase students' interest in listening by paying much more attention to all what is going around.

1.4.5. Hearing

Offering students situations in which they are listening to a spoken material and read at the same time what is being spoken on papers as we can suggest lyrics of a song.Listening comprehension is not attained sometimes,this may be attributed to many factors which stand between the learners comprehending speech especially that of the natives ones.

1.5. Difficulties during listening

A large number of students beleive that listening is the most difficult skill, they start to panic when they hear the word listen/listening, this is in one hand. In the other hand, students who learn from what they hear, they usually acheive better results at listening.

According to Anderson and Lynch(1988) the first thing that learners have to develop is an ability that will enable them to identify the topic of the conversation and to find a relevant reaction.Furthermore,learners should develop an ability to predict the developement of the topic, as this ability will help them to prepare an appropriate response.Also,learners have to know how to cope with problems of the topic clarification,when they do not understand enough by using expressions such as : “excuse me ?Sorry...”,or simply by repeating the speaker's words to show that there is a problem and misunderstanding.There are many problems during listening and these are the most common ones :

1.5.1. Pronunciation

Problems caused by pronunciation, are the most common ones. This problem encountered by students is the way English words are pronounced ,but unfortunately this aspect of English can not be as Rixon(1986) said : “pronunciation of english can cause students problems in recognition ,and therefore in comprehension”.

First of all,it is very possible that students can find difficulties in understanding that there are different ways how to pronounce the same sound,for example ,there are two ways how to pronounce the sound/t/.Secondly,students have an ability to encounter a difference between sound and spelling.As the difference between the spoken reading form of some words.

Thirdly,students must be careful in the fact that words are not pronounced in isolation .The way they are pronounced connected speech and this aspect of english can cause students problems to recognize individual words.Finally,students can deal with the rhythm of english.English belongs to stressed timed languages,this means that stressed syllables occur in regular rhythms. Aslo in case when there are different numbers of syllables between the stresses.This fact can cause listeners to fail to hear unstressed syllables (Rixon, 1986).

1.5.2. The lack of control of a speaker's speech speed

The lack of possibility how to control the speed of speaker's ,is one of the greatest and major difficulties that many students have to deal with,during listening exercises in comparasion with the reading exercises.They believe that they can miss important information during the listening ,in contrast to reading, they cannot to re-listen to it.

According to Ur (2012) ,students can ask their teacher to speak clearly or slowly ,but if a teacher decide to do this ,they will not help their students to cope with everyday speech,so we suggest that students should be exposed to as much as natural informal speech as they are able to understand.

1.5.3. The inability to get things repeated

This problem is the actuality and the fact that listeners can not always make the speakers repeat what they have just said. It differs from one situation to another. If the recordings are under the students' control, here they have all the ability and they are free to play over and over again, but this is not possible in every day classroom environment. Ur(2012) argues that learners should be exposed to the recording more than once in order to understand the discourse.

1.5.4. The language

A plurality of recording played in the classrooms contains language that is slower and formal, and speakers speak clearly but listening outside of the classroom does not possess these qualities and contains informal colloquial phrases and teachers preparing their students for real-life listening should know these features.

There are a lot of differences according to Hedge(2000) between classroom recording and natural speech in classroom; there is very limited variation, clear intonation patterns and words are very carefully articulated. Whereas, language in natural speech, has features such as vast variety of speed, contains natural intonations, and it is full of colloquial language and background noises (Hedge, 2000).

1.5.5. The lack of visual support

Listening is not only hearing some words or information, but also, it is about seeing the other people, which means their gestures while speaking and their body language. This happens in real-life. In contrast, in classroom environment teachers usually use audios not videos recordings and this absolutely causes big problems to some learners, because they must focus only on what they hear (Hedge, 2000).

1.5.6. The interpretation of the topic

Listeners have to be more familiar to the context and background knowledge of the speaker, because if listeners are not, they can have and face many difficulties in

communication. Now, learners' inability to understand is not caused by limited words stock, but the fact that the listener and the speaker do not share the same and common meaning, and this can happen with people who share the same language and are from the same background. (Underwood, 1986).

1.6. Strategies for Developing Listening Skills

Listening strategies are actions or techniques that contribute directly to the understanding and remembrance of listening input. It is according to the processing of the input by the listener that listening strategies could be classified. "Language learning depends on listening."; this is what the Nations Capital Language Resource Center (2007) claimed. Listening provides the auditory input that serves as the basis language acquisition and enables learners to interact in spoken communication.

1.6.1. Listening Strategies

Listening strategies are techniques or actions that contribute directly to the understanding and remembrance of listening input. When listening to somebody or something we use different strategies in order to understand the message. It is very important for teachers to help their students learn perfectly how to listen.

1.6.1.1. Top-down Strategies

According to Morley (2007), top-down strategies are summarized as: "the use of background knowledge in understanding the meaning of the message." The listener uses background knowledge of the subject being discussed, that consists of context (the situation and the topic), the co-text (in other words, what comes after and before), and the language. Top-down strategies include:

- Listening for the main idea.
- Predicting.
- Drawing inferences.
- Summarizing.

Top-down is about the previous background knowledge of the topic of the conversation which helps the listener explain what the speaker is talking about. According to Brown (2004) the listener must put the language in a context of situation to get the meaning. It is the teacher's responsibility to teach their students to pay attention to what they hear, to get the main idea and interpret it and subsequently respond to the information.

1.6.1.2. Bottom-up Strategies

It is to know about detail segments. It concentrates on forms and structures. Thus, this activity is more related with academic study and using this activity is to enhance listening ability of English students. Bottom-up strategies are text based. The listener relies on the language in the message (sounds, words, and the correct grammar that create correct meaning). These strategies include :

- Listening for specific details.
- Recognizing cognates.
- Recognizing word –order pattern.

Dictation and listening tests are included in the bottom-up strategies . This strategy includes also the 'fill in the blank/s' as an activity that can also increase students' awareness of forms. Besides, Tongue twists can be too a good exercise for students to notice main difference in various English forms and pronunciations. Example of tongue twists could be :

Can you imagine an imaginary menagerie manager.

Imagining managing an imaginary menagerie?

Successful listening depends on the ability of students to combine these two processing to become more effective students in real-life and longer classroom listening. For the top-down process, students take into account the context and do not need to pay attention to specific details ; however, in the next process 'bottom-up', students here have to pay attention

because specific details are very important to understand the meaning of the conversation or any other activity.

1.6.2. Meta Cognitive Strategies

Strategic listeners also use 'Metacognitive strategies' to plan, to monitor, and to evaluate their listening. These metacognitive strategies follow :

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

In general metacognition is thinking about thinking. Taylor (1999) defines it as, "an appreciation of what one already knows, together with a correct apprehension of the learning task and what knowledge and skills it requires, combined with the agility to make correct inferences about how to apply one's strategic knowledge in a particular situation".

1.6.3. Listening for meaning

Learners need to follow four important basic steps to extract meaning from a listening, and these steps are as follow:

- Figure out the purpose for listening .Activate background knowledge of the topic in order to predict or anticipate the content.
- Stay up to the parts of the listening input that are relevant to the identified purpose and ignore the rest. This qualify students to focus more on specific items in the input.
- Select top-down and bottom-up strategies that are suitable and convenient to the listening task and use them flexibly and interactively. When using them, this helps students' comprehension improve and their confidence increases.

- Check comprehension while listening and when the listening task is over.([NCLRC] ,2007)

1.7. Types of listening

Kline (1996,n.p.) claims that “Different situations require different types of listening.”.This is may be to obtain information or enhancing relationship about what we listen, to make discriminations, and get appreciation for something.Listening can be broken down into five types depending on the message of the sender and the intent of the receiver.These five types are:

1.7.1. Informative listening

In this type of listening, the listener is primarily concerned with understanding the message.In order to be more successful, listeners should hone their vocabulary,concentration, and memorization skills.Although all types of listening are active,they require concentration and conscious efforts to understand . Informational listening is less active than many of the other types of listening. When we’re listening to learn or be instructed we are taking in new information and facts, we are not criticising or analysing

1.7.2. Relationship of listening

This type refers to the improvement of relationships among people.It is the kind of listening where the listener allows the speaker to’’vent’’; to talk out a problem or situation.In this type of listening, it is important to pay attention to the speaker and to be supportive to keep the message in confidence and not to be judgmental.It is also important to glean whether the speaker wants you to suggest a solution or simply to listen.

1.7.3. Critical listening

We listen to form an opinion or make a decision.Informing an opinion or making a decision based on a message, we pay attention to three things :the speakers’ credibility,the logic of argument,and the psychological appeal of the message.If one of those areas is

lacking, we may make a poor decision or no decision at all. It is listening to evaluate a message for purposes of accepting or rejecting it, as when it focuses on whether a message is logical or reasonable. We can be said to be engaged in critical listening, when the goal is to evaluate what is being said. This type of listening is much more active behaviour than the informational type and usually it involves some sort of problem solving or decision making. When the word 'critical' is used to describe listening, reading or thinking, it does not directly mean that you are claiming that the information or the idea is somehow faulty. Critical listening means engaging in what you are listening to by asking yourself questions such as, 'What is the speaker trying to say?' or 'What is the main argument being presented?'

1.7.4. Appreciative listening

This type refers to the listening we do for the pure enjoyment of it. We spend money on cassettes, CDs, and concerts, as well as much time listening to the radios in our cars because we enjoy music. Many of us also enjoy a good comedy act. The message of the song or routine may not be important to us, but we listen because we like the musician, music style or comic. In this type, listening is a form of relaxation. Listening for pleasure and enjoyment, as when we listen to music or to a comedy routine, it describes how well speakers choose and use words, humor and ask questions.

1.7.5. Discriminative listening

This type according to Kline (1996), is the foundation to all other types of listening, because we can use it to infer both speakers' messages and their intentions. It is listening to distinguish between all the sounds in your environment. It is first developed at a very early age. This is the most basic form of listening and does not involve the understanding of the meaning of words or phrases. It develops through childhood and adulthood. As we grow older and develop and gain more life experience, being able to distinguish the subtleties of sounds made by somebody who is happy or sad, angry or stressed. When discriminative listening skills

are combined with visual stimuli, the resulting ability to 'listen' to body-language enables us to begin to understand the speaker more fully.

1.8. The relationship between listening and memory

We can deal with the relationship between listening and memory without mentioning some differences between listening and hearing, these two terms seem the same but in fact they are not. Hearing is passive, while listening is active. Listening is with mind, and hearing is with ears.

Listening is a process of making evaluation and judgement of thought while hearing is only and simple reception of sounds. Most of us consider our memory to be closely tied to our listening ability. 'I can not remember what you said', is a frequent excuse for all of us. When we listen to someone for more than just a few seconds, our memory abilities come into play. In order to understand how we listen, we need to understand what memory is and how recall works. For this, there are two ways of looking at memory. The first is :

- To identify the physical and chemical changes that occurs in our brain when we store or retrieve information.

The second is :

- To identify the brain functions and interactions which allow to store and retrieve information.

Memory is a dynamic process, rather than a fixed storage capacity in the brain. According to Ulric Neisser one of the leading researchers in the 1980s, "Memory is not a receptacle of stimuli that we simply store and retrieve; it is rather an active, constructive process."

1.9. Listening Problems and Solutions

Listening skills are essential for learning language since they enable students to acquire insights and information. Life within and outside the classroom offers many listening opportunities, but some students fail to seize them because they may concentrate on what they

want to say themselves rather than on what a speaker is saying. Listening can be crucial in some situations and it is important that EFL students develop their listening skill.

Listening plays a vital role in people's and especially student's daily life. If they cannot hear the target language well, they will find it hard to communicate. Learner's perception of their listening problems and strategies can affect their comprehension both positively and negatively.(Weden, 1998, cited in Suradej Anandapong, 2011, p.07).

On the other hand, Yagang (1994, cited in Suradej Anandapong, 2011, p.07) stated that problems in listening were accomplished with the four following factors: the message, the listener, the speaker and the physical setting.

Moreover, Underwood (1989,cited in Suradej Anandapong, 2011, p.07) pointed out other kinds of problems that are related to the students themselves. She summarized that learners have to establish learning habit in the sense that they were encouraged by listening carefully to teachers who probably speak slowly and clearly. Identifying the topic accurately enough to make an immediate relevant reply is apparently a very hard task. He also illustrated how learners deal with the problem of the topic clarification by using verbal expression such as "huh?" or "excuse me?" to indicate that they are facing difficulties in knowing how to response.

The aim of this element is to highlight some of the problems that may interfere with listening comprehension and to suggest some solutions to them. Students may face problems in the materials that their teachers use in the classroom. Also, there are problems which are related to the poor grammar and vocabulary of the students which make them anxious and not comfortable. To facilitate listening tasks and improve the learners listening skills, teachers should enhance their positive attitude, train them to be responsive and listen for the speaker's purpose, evaluate the supporting materials and look for non-verbal clues. If the teachers

provide their students with the appropriate and suitable listening materials, they will enable them to develop their abilities and their listening skill.

It is well-known that English is lingua Franca of our days. Everyone needs to learn English Language in order to get in touch with an international level. Communication requires integration of all language skills: speaking, listening, reading and writing, of which listening is of primary importance as it is one of the fundamental skills in language acquisition. In listening comprehension, a good listener will not listen to all the words of the listening task, they may skip any part of it and just focus on the information that they need for their answer. Once they try to comprehend every single word, there is a little chance for them to discover the key words which give them clues to understand and the listening texts.(Brown,1992, cited in NUNE HAYARAPETYAN,2016,p.205).

Some teachers think that listening is the easiest skill to improve and to teach, whereas most of students think it is the most difficult one to improve, for those who say that it is “the easiest to teach” mean that it does not require much lesson to prepare, play some taps and test the students according them and it is enough.(Yagang,2001,cited in NUNE HAYARAPETYAN,2016,p.205). If learners cannot comprehend the input they are exposed to in the classroom, they may experience great difficulty in learning the language, as listening can have an impact on the development of speaking, reading and writing skills.

1.10. Studies on Audio-Visual aids

Learners as scholars attempt to help them improving their listening skill by assigning them videotap, audio-tap,or computer-based activities.According to these resources students practice hearing vocabulary words, knowing sentences structures and others.

One of many educators and publishers, Jones (2003), who presented a study called”Supporting Listening Comprehension and Vocabulary Acquisition with Multimedia

Annotations.”.The subject of this study was english college-students of fench, who were devided into four groups, and each group was given a multiple-choice test.

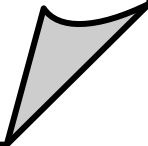
According to Hoven (1999), multimedia aids: “enable learners to pool their knowledge in more effective ways and enhance peer correction and language repair work.”.Furthermore, videos and other resources are becoming more commonly used in L2 learning context.

Technology is an important to the progress of language acquisition.The large blending of computers in language teaching programs in the past decade is a proof to this notion.Meskill(1996).According to him also,aids give”individualized access to target language materials that the learner can control and use in self-study format.Learning language through this medium, and the individualized instruction which are audio-visual aids is an extremely intersting preposition.Meskill(1996).

Conclusion

Through this chapter ,we focus on listening in general and listening with audio-visual aids.We tried to concentrate on the different definitions of listening and its process,we deal too with listening comprehension and the better values that can be used in classroom .Also, we focus on some difficulties during listening ,types and strategies.Studies concerned with audio –visual aids in listening where it was evident that the employment of these aids has a great impact on the listening comprehension.

Chapter Two:
An Overview
Of
Audio-visual Aids



Introduction

2-1- Teaching listening through visual aids

2-2- Definitions of Audio-visual aids

2-3- The importance of using Audio-visual aids

2-4- Classification of Audio-visual aids

2-5- Types of Audio-visual aids

2-6- Pedagogical benefits of Audio-visual aids

2-7- Choosing the appropriate teaching aids to use

2-9- The advantages of Audio-visual aids

Conclusion

Introduction

Audio-visual education use the supplementary teaching aids such as recordings, transcripts, and tapes, motion pictures, video tapes, radio and television, and computers to improve learning. Audio-visual education has developed rapidly since the 1920s by drawing on new technologies of communication, most recently computer.

Audio-visual aids were widely employed by the armed services during and after the World War II. This and much research over the intervening years indicate that when skillfully used, audio-visual aids can lead to significant gains in recall, thinking, interests and imagination. Audio-visual aids are also called 'instructional materials'. Audio literally means 'hearing', and visual means that which is founded by 'seeing'. So, all such aids which attempt to make the knowledge clear to us through our sense called 'Audio-visual Aids', or 'Instructional Materials'. All these different aids make the learning situation as real as possible, and give us first hand knowledge through the organs sense of hearing and seeing because we learn through them and help us understanding the environment. Everything comes through ears and eyes.

In language teaching and learning the use of Audio-visual aids becomes a necessity because it is the easiest and fastest way through which foreign language learners (FLL) can be exposed to language.

This chapter is devoted into very important elements which are different and important. It deals with the kinds of audio-visual aids that can be used to increase level of education and listening skill. First, we deal with definitions of audio-visual aids , importance and their types. Next, the way of choosing the appropriate aids to use, and the pedagogical benefits of these materials, characteristics of audio-visual aids, and finally the advantages from using these materials in education.

2.1. Teaching listening through Audio-visual Aids

Materials and aids help prepare students for their listening skill and others skills. The general aim of those materials is to develop students' ability to receive, comprehend, and exchange information and opinions. It is the only way to bring the natural language of native speakers into the classroom for different objectives and by different speakers. Listening materials are important to develop the listening proficiency.

Teaching aids are devices to present units of knowledge through auditory or visual stimuli or both with a view to help learning .(Singh,2007, p.234).The foundation of teaching aids requires different part of Audio-visual materials that enables to listen faster ,gain more information ,enrich their vocabulary ,and remember easily. Furthermore, they help in better understanding of the spoken language. Through Audio-visual Aids learners become conscious of what they listen and what they see and understand well the content of that language.

Audio-visual aids in the classroom can enhance teaching methods and improve students comprehension. Today's technology offers many choices to the informed educator. Lesson plans that incorporate the use of Audio-visual Aids should be consistent with curriculum objectives and not followed improperly .

2.2. Definitions of Audio-visual Aids

According to Borton, Audio-visual Aids are “those sensory objects or images which initiate or stimuli and reinforce learning”. Audio-visual Aids are any instructional device that can be used to make learning experience more concrete ,more realistic, and more dynamic.(Kinder. S).Audio-visual Aids are those useful materials which help teachers and students in the teaching and learning process. Different writers and scholars provide different definitions of AVA, Carter .V. is one of them, he defines AVA as ‘Audio-visual Aids are those aids which help in completing the triangular process of learning that is motivation, classification, and stimulation’.

According to Good's dictionary of Education 'Audio-visual aids are any thing by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight which strongly means that these instructional materials are effectively helpful for teaching and learning'.

Audio-visual aids, as it is clearly stated by the name, are those kind of useful aids and different materials which help both learners and teachers in acquiring and teaching any language and in our study ,English as foreign language. According to Grandhiji "True education of the intellect can only come through a proper exercise and training bodily organs : hands, feet, eyes, ears, and nose."

Edgar, also stated that "Audio-visual Aids are those devices by the use of which communication of ideas between persons and group in various teaching and training situation is helped. These are also termed as multi sensory materials."

Audio-visual Aids or devices or technological media or learning devices are added devices that help the teacher to clarify , establish, co-relate, and co-ordinate accurate concepts, interpretations, appreciations and enables the learner to make more concrete, effective, interesting, inspirational ,meaningful and vivid.

In other words, audio-visual aids are used to improve teaching .i.e. to increase the concreteness, clarity and effectiveness of the ideas and skills being transferred. They enable the audience to look, listen, and learn by (doing) ; to learn faster, to learn more thoroughly, and to remember longer.

2.3. The importance of using Audio-visual Aids

In order to help students to develop their listening proficiency, teachers should use Audiovisual Aids and different materials to support learning in classroom. These kinds of teaching materials are very important exposure to authentic foreign languages (FL). So, AVA give students all the opportunity to see and hear the foreign language as it is used by native speakers in real life situations.

Using Audio-visual aids makes teaching and learning process effective and more concrete. Audio-visual Aids have an instructional role in themselves. They motivate students and attract their attention, saving time in classroom as they provide realistic experience too. They meet students' learning needs, and also save time since they are easy to prepare.

According to an older Chinese Proverb, the importance of AVA is indicated by the saying that : “ If i hear i forget, if i see i remember, if i do i know”.

Audio-visual Aids help in completing the triangular process of learning motivation, clarification and stimulation.

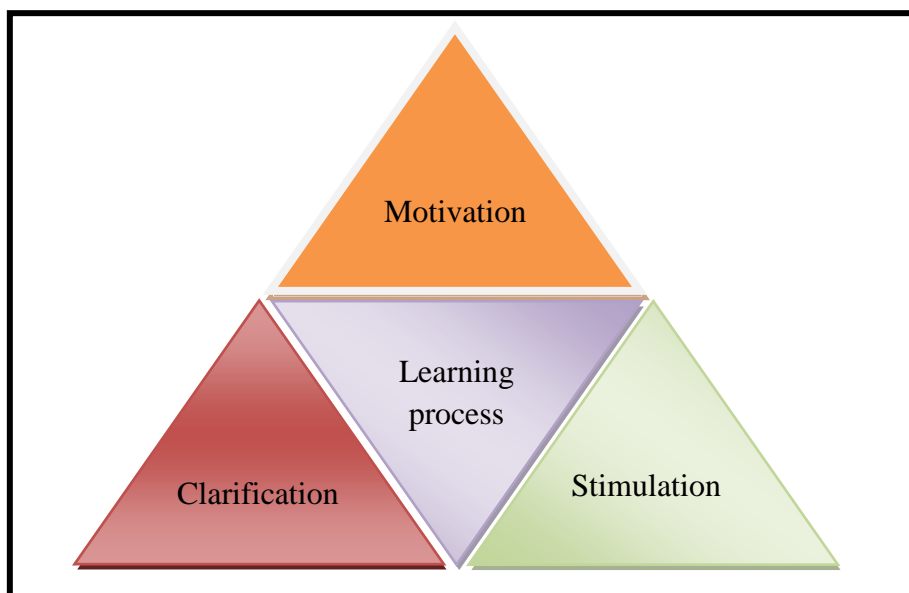


Figure 2 : The triangular process of learning. Good

Audio-visual aids provide significant gains in informational learning, retention, recall, thinking, interest, reasoning, activity, imagination, better assimilation, personal growth and development. It must be remembered that AVA can only supplement the teacher but never supplant the teacher

Instructional tools like books and black-board were thought to be sufficient in the beginning and apparently they served the purpose till human knowledge grew out of all proportions to be acquired by single person in his life. Educators came face to face with problem of speeding up the process of imparting maximum amount of knowledge in shortest possible time.

It has been established beyond doubt that the use of Audio-visual Aids can contribute directly in improving the effectiveness of learning in teaching and training situations. Though the communication media are obvious potent forces in our society today, we are yet to use them seriously for making the teaching and learning process more interesting, more effective, and more permanent. Audio-visual materials can bring the world into the classroom ; the most abstract concept can be presented in vivid concrete forms that are easily grasped by the learners with a good substitute for first-hand experience. Motivation is a powerful force in the learning process, since AVA motivate and help learning , they are important in any scheme of educational activities, either formal or informal type.

Abbas (cited in. Nazneez p,180) has described the importance of Audio-visual Aids in this way :

- ✓ Promote a mood of mutual understanding 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.

- ✓ Encourage meaningful use of subject matter by allowing for imaginative, involvement and active participation the ‘i was there’ feeling that results increase learning

2.4. Classification of Audio-visual Aids

According to the researches, researchers have recognized different views and opinions in classifying these teaching aids. From those different classifications, the following website described and presented Audio-visual materials under three types <http://www.scnbd.com/doc/11631190/6-Effective-use-of-Audio-visual-Aids> :

- 1- Projected materials.
- 2- Non-projected materials.
- 3- Electronic materials.

The diagrams bellow present to us these types as follow :

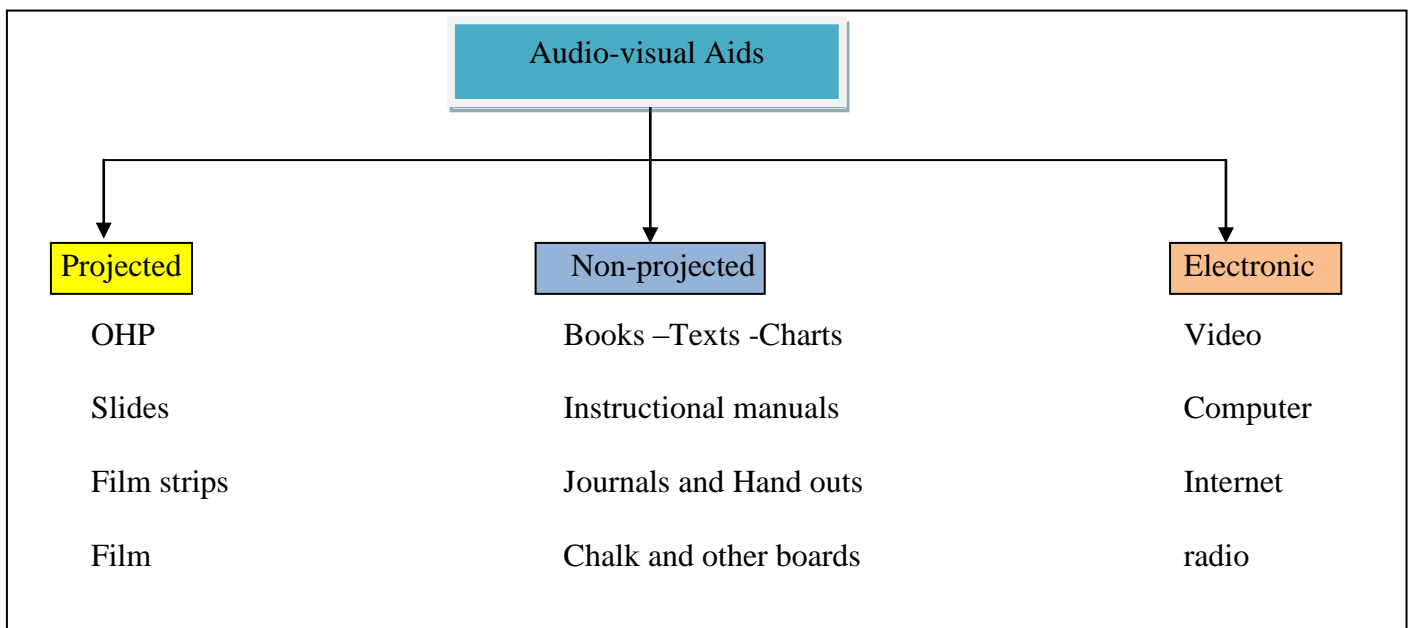


Figure 3 : Types of Audio-visual Aids

Narayan (7-9) has proposed another classification to the Audio-visual Aids, he put them under eight kinds, they are as follows:

A- Visual and non-projected aids

- Pictures or illustrations
- Photographs
- Flash cards or strips
- Charts
- Posters
- Diagrams
- Picture books...etc

B- Projected aids

- Films and Film strips
- Slides
- Transparencies for over head projectors

C- Audio aids

- Radio
- Recording tapes and discs

D- Three dimensional aids

- Models
- Objects
- Mobiles

E- Display boards

- White board or chalk board
- Flamel board

- Bulletin board...etc

F- New media

- Television
- Tape-recorder
- Computers

G- Others

- Audio-visual kits
- Displays and exhibitions
- Programmed learning materials

H- Audio-visual equipment

- Motion pictures projectors
- Slide projectors
- Computers and Television
- Over head projectors

Under all the previous classification, Aggrwal (pp.65-67) has summarized them in very precise points and different types, we mention three of them as following :

Classification N°1 : Projected and Non-projected aids

Projected aids	Non –projected aids				
<ul style="list-style-type: none"> - Films - Film strips 	Graphic aids	Display aids	Dimentional aids	Audio aids	Activity aids
<ul style="list-style-type: none"> - Slides - Overhead projectors 	<ul style="list-style-type: none"> - Cartoons - Charts - Comics - Diagrams - Maps - pictures 	<ul style="list-style-type: none"> - black board - bulletin board - flamel board - magnetic board 	<ul style="list-style-type: none"> - models - objects 	<ul style="list-style-type: none"> - Radio - Rocordings - Television 	<ul style="list-style-type: none"> - Computers - Dramatics - Field trips - Teaching machines

Table 1 : Classification N° 1 of Audio-visual Aids

Classification N°2 : Audio/Visual /Audio-visual Materials

Audio materials	Visual materials	Audio –visual materials
<ul style="list-style-type: none">- Language laboratory- Radio- Second distribution system- Tape recorder	<ul style="list-style-type: none">- Boards- Charts- Drawings- Flash cards- Pictures- Photographs- Slids	<ul style="list-style-type: none">- Demonstrations- Films- Videos- Television

Table 2 : Classification N°2 of Audio-visual aids

Classification N°3 : Hardware and software in teaching aids

A- Hardware Approach

The development in sciences and technology provides different materials which can be used in education. These materials which are related to electro-mechanic features of technology, can serve the process of teaching and learning.

This approach includes: Computers, Motion pictures, Radio, Over head projectors, Slides, Tape recordings, Television...etc.

B- Software Approach

This is related to psychological features of learning and behavior. Originally, these materials are divided from behaviorists studies. It includes : News papers, Books, Magazines, Educational games.

2.5. Types of Audio-visual Aids

Renanya and Richards(2002,p.316) stated that using technologies such as :tape recorder, VCR ,CD ROM, multi-media, or others Net work -based communication technologies in classroom after a potential to language learning.

At first, the origin of teaching aids is from physical sciences and engineering. The use of Audio-visual aids has mechanized the education and teaching learning process.

The Audio-visual aids are categorized and arranged into three categories which are :

2.5.1. Audio Aids

This type of teaching aids facilitates audio senses and encourages the listening function. The audio sense is more active by the use of such teaching aids. In addition, it is active in lecture and question-answer strategies. Pre-listening, while-listening and post-listening these are the major important stages that teacher have to go through when using an audio materials, each stage has his own perfection effect on the students during the lesson or the activity. The use of tape recorder, radio, recorder player and gram phone , makes the learner more active and attentive in teaching process. The students take more interest when lesson is played with the help of such teaching aids. These aids produce only sounds which can be heard such as : radio, tape recorder, songs and music, language laboratory and others.

2.5.1.1. Radio

Radio is an important type in teaching because this tool helps to improve students spoken and written English. According to Lynch(2009,p.05) “ radio is just an important part

of the background .’’,which means that radio is very substantial source of information, and to understand well the spoken language.

In other hand, Odeva (2006,p.02) noted that « radio technology is viewed by teachers as a useful tool for teaching and learning languages. In other hand, Singh(2007,pp.251.252) summarized some advantages in the following list which are related to the radio :

- ✓ Supplements instruction ; which means it supplements classroom instruction. In other words, it helps and rearranges the content of the curriculum in a new pattern.
- ✓ In fuses new life into the curriculum by adding new knowledge , information, skills, and facts which can enrich the curriculum.
- ✓ Radio reinforces the intellect with contrived emotional factors such as drama and music.
- ✓ Radio enables the students to listen to the experts, the authors, and to the scientists, etc.

Using radio in and out of the classroom is so interesting and amazing , it gives students more space and positive results in understanding the language.

Singh (2007,p.252) distinguishes two mains and important types of radio programs which are used in teaching listening skill especially. These types are : the School broadcast, and the General broadcast.

The first type, the School broadcast, specially meant for teachers and learners. Wilson (2008,p.120) confirmed that ‘‘ schools that record the radio news on a daily basis have a valuable asset that it is not difficult to set up. The new provides excellent listening practice for high level students working alone or in class’’.

The next type is General broadcast, speeches and declarations of important personalities are important in general broadcast.

Listening to radio program is very useful and practical in learning languages. Thus, listening to this kind of programs requires a good listener because such program cannot be

repeated for that while listening to a radio program, you have to be prepared and ready and all your stuff as pencil and own paper present to take notes.

2.5.1.2. Tape recorder

Another type of Audio- teaching aids ‘tape recorder’ which can help and develop the learner’s listening skill in the classroom.

According to Singh(2007,p.250),a tape recorder is an instrument used to record speeches, conversations, music and songs etc, which may be played back at any time and in any place and any numbers of time.

This type of Audio-aids also called ‘Audio cassette’ that plays an important role and deep influence in enhancing learner’s listening.

Flowerdew and Miller(2005,p.167) stated that “ Audio cassette are the simplest and cheapest way to provide listening practice opportunities for learners in classroom because nearly, all general course books these days accompanying audio cassette” .Moreover, UR (2012,p.202) claimed that “audio recording is an essential component for listening comprehension.”. He added too that “recording provide the students with the same valuable exposure to native accents, and their use also makes available and a far greater range of language situation ; different voices and accents, mood, background, effects.”(1984,p.25).

Audio tape is essential for receptive skill and it is the easiest tool and the easiest way for learners to listen to different speakers and accents on different sessions and lectures, dialogues, interviews, stories, songs and others. Students can record their own discussion, interviews, and this help them to do their work and to improve too their level of pronunciation. Tape recorders are easy to use and we can records real episodes.

According to Alkhuli (2006,p.123) , “tapes are aural aid that may be employed for more than one purpose.”. He also mentioned some of these purposes in the following points :

✓ Tapes used to provide students with recorded samples of native speakers’ pronunciation and intonations.

- ✓ Tapes may be in grammar drills. Students listen to recorded sentences ; at the end of each of them there is pause long enough for learners to repeat that sentences.
- ✓ Tapes may be used in aural comprehension. They listen to a story or any passage recorded on a tape and they are given written or oral questions to answers.

In general ,in the point of view of Harmer(2001,p.98),listening to tape with different categories is a very important and interesting way of bringing different kinds of speaking into the classroom and the teacher must make sure that the tape recorder can be heard all around the classroom.

2.5.1.3. Songs and music

Songs and music are types which motivate learners to comprehend more, and they propose opportunities for listening activities.

Resove (2007,p.10) stated that “ Music is an inseparable component of our lives.”. He also said that “Songs and music contain a great power in both music and the lyrics”.

According to Wilson(2008,p.49) “ music brings other dimensions -art and emotion- to the classroom”. Songs are often familiar to everyone, particularly when teachers give students all the opportunity to bring songs of their choice to work with in the class, this is the Wilson’s point of view about the effects of music in teaching. In the other hand , Cakir(1999,p.332) pointed out that “ music can be wonderful medium for natural language learning and songs are wonderful materials in this respect and they provide the occasion of real language use in meaningful situations.”.

This type of Audio teaching aids are the powerful stimulus ever for the majority of students ,because what music and songs take, it speaks directly to our emotions and interpret our feelings.(Harmer,2001,p.242).The effective use of songs is the best selection of songs which are suitable for learners and the teaching objectives according to the level of the

learner. The use of music and songs in teaching brings a lot of news and different accents, voices, cultures, and ideas which can be motivating for practicing listening skill and provide learners with various and new cultural information.

Through this type ,learners are provided a wide range of vocabulary ,and it becomes to the teachers to develop different activities like fill in the blank, multiple choice, and other activities ,songs and music are so interesting to the learners as they find it as learning through fun.

2.5.1.4. Language Laboratory

In the modern era of language teaching, in very language institute, language laboratory is an essential part and very important audio teaching aids. This type provides the learners with maximum language exposure outside the classroom. Students can practice all language skills using the resources of the language laboratory for increasing and developing their language proficiency.

According to Harmer(2007,p.147), the modern language laboratories are made up of booth, each equipped with a tape deck, headphones, microphones, and now computers. Language laboratories have three characteristics which make them very different from other learning sources. Harmer (2001,p.142) distinguished them as following :

a) Double track

Students can present to one track on their tape and record on another one. They have the ability to listen back not only to the original one, but also to what they themselves say into the microphones.

b) Teacher access

Laboratories allow teachers to read what students are writing and make corrections individually, either by talking to the students or by using the editing facility attached to their word-processing package.

c) Different modes

Teacher may broadcast an audio tape which records into each individual tape to each booth. In computer equipped laboratories, the teacher can send the same text to each machine for them to read or to manipulate according to their own needs. If the classroom is using language laboratory, the students are more concentrated on the material and they feel more comfortable.

Rautrao (2012,p.04) said that “It is useful for the teacher as it frees him from the tiring task of receptive presentation, therefore puts him in a dual role simultaneously.”

Wilson and Thayalan (2007) presented some different features of language laboratory such as :a tool designed for teaching language, and it helps students to be familiar with the different aspects of the language like pronunciation, accents, stress and other aspects, and also online lessons and oral examinations can be carried out through the language laboratory.(the significance of the language laboratory in communication).This type of teaching aids has many tools to use and the design of this laboratory contains ;headphones for each students, microphones, a booth and computers that deliver exact and clear sounds to the specific way and directly to the ears.



Figure 4: Language Laboratory design

2.5.2. Visual aids

These teaching aids facilitate the visual sense, and encourage the sensing function, The visual sense is more active by the use of such aids and more helpful to visualize things when using pictures, graphs, maps, models, and line-drawing and others in their teaching activities. No teaching can be possible without the use of such teaching aids. The visual materials play a significant role in teaching: geography, physics, chemistry, biology and economics, etc. The geography content cannot be taught without the use of maps and globe, they are the most useful and economical aids than the audio materials.

5.2.1. Charts

Chart is graphical representation of a data that are represented by using different symbols like: bar chart, line chart ,and pie chart ,and these are the most common charts.

This visual aid is defined as an illustrative visual materials for describing a logical relationship between ideas and supporting facts.(‘Audio-visual aids in teaching’, n.d.).Charts are very important for presenting and practicing structures and vocabulary; they are inexpensive and easy to prepare and make changes, easy to transport and they need no special lighting, but in the other side ,the attached work art may not roll up easily and also the class size while presenting them which is limited to those who can see the chart clearly.

5.2.2. Graphs

Graphs are aids used for presenting statistical information and comparing the current situations and changes of certain attributes.

5.2.3. Flash cards

Flash cards are small cards of generally 25 to 30cm size which are very useful in the classroom in many subjects.(‘Audio-visual aids in teaching’,n.d).

5.2.4. Posters

Posters are graphic aids with large size pictures and wide range of illustrative techniques that can be used in teaching. They are easy to set up. These posters provide general motivation and create an esthetic atmospheric effect. They attract attention of learners and they convey the message very quickly.

5.2.5. Maps

A map is a graphic aid representing the proportionately as a diagram, the surface of the earth, world or part thereof. It conveys the message by lines, symbols, words and colors. There are many different types of maps such as: political maps, relief maps, weather maps and others.

5.2.6. Comic strips

This type is about graphic depiction in a series of pictures or sketches of some characters and events full of actions. According to Chandler and Cypher (1948,p.23) “the appeal of this type of material lies, of course ,in the universal attraction which pictures hold for young and old alike.”.

2.5.3. Audio-visual aids

According to Kinder S. James “audio-visual aids are any device which can be used to make the learning experience more concrete, more realistic, and more dynamic.”. These aids are useful and very important; they are aids which can be heard and seen simultaneously and

used to facilitate both audio and visual senses and encourage listening and observing functions. Thus, these aids involve more than one sense and learners are more active with. This type of aid is effective and the learning structure can be generated more easily and comprehensively, and also develop the perception of the learner which is the basis for understanding of any concepts. These aids include: videos, computers, television, and others we will mention them later.

Audio-visual aids imply anything means of which learning process may be encouraged or carried on through the sense of hearing and the sense of sight.

2.5.3.1. Videos

Renedya and Richards(2002,p.364) clarified that, “video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experience to spoken language.”, which extremely means that the use of this aid is very important in helping the learner to learn different foreign languages through two different ways, both hearing and viewing. The use of video in teaching English as foreign language (EFL), has become famous and a common practice, teachers can download from the internet different videos with different subjects that are beneficial and appropriate for learning and for learners.

Cakir (2006,p.67) reported that “the use of video in language teaching ensures authentic language input to the learners”. Moreover, using content related videos helps the learners to conceptualize the ideas and yet in depth though on that topic. Besides, learners can concentrate on the use of contextual language in the videos along with non-verbal features of the language that helps them to have better understanding of the target language use.

Harmer (2001,p.282) spoke a lot about the audio-visual aids and their importance, and also about their advantages that we get through using videos in teaching, he stated that “video can add a special extra dimension to the learning experience.”, and also he mentioned three main types of videos which teacher could use in the classroom with learners:

- ✓ Off-air programs: these are kinds of videos which are recorded from certain television channels, and here the teacher should bring and choose interesting and comprehensible programs.
- ✓ Real-world video: in this type, teachers have to pay attention to the language that should be comprehend and also to the length of the video and its learning objectives.
- ✓ Language learning videos: they are specially made videos such as videos to accompany course books. They have been produced at a particular level in mind of students and this is the most important point of them.

2.5.3.2. Films and Film strips

This type of aids is a great method and very useful one to shorten the distance between the students and both accents British and American English and their pronunciations and with their cultures too when learning English language. Films are teaching medium of connecting watching with listening. Before class ,teachers must have a general instructional design which mainly includes three aspects which are:

- ✓ What to study?
- ✓ Which process of materials to use?
- ✓ How to know students' reaction?

In order to motivate learners to express their opinions freely and arouse their interests for learning language in classroom, the first important step is to select the appropriate film strips for students' interest, participation, challenge and instruction which must include variety of topics, viewpoints, and learning literary styles, and the most important step for the teacher is to take into account the learners' needs and the teacher's training purposes. The language of the film strips should be selected carefully ,which is neither difficult nor easy; which means that if the language is too difficult for learner's comprehension, in this case they will lose their confidences and interests in listening and understanding the characters and the patterns.

Audio-visual aids are the most effective means of making the students more independent and provide improved motivation for them. They can also better understand the culture background of the target language to be learned.

2.5.3.3. Power Point

“Power Point” refers to Microsoft Power Point, a program allows the user to design a presentation that consists of multiple slides and these slides may contain images, texts, video clips, and others.

Power Point slides have become popular among the teachers from all the disciplines. This aid has made teaching more active and dynamic with attractive presentations and audio visualized equipment.

Ozaslan and Maden(2013,p.42) conducted a relevant study where they found that students learn better if materials are presented through some visual tools. Teachers also believed that power point makes the content more attractive which draw the attention of students easily.

Use power point in presentation has become popular in the recent time. Availability of multimedia projectors and computers has made the task easier for the teachers of using power point slides in their lectures.(Mutar,2009,p.03).It also hale the audience to pay attention in the presentation as they have something visuals and audio visuals in front of them

2.5.3.4. Computers

According to Stockwell (2012,p.11) “computer is a specific technology that has had an enormous impact on the language learning process, enabling learning to engage in activities and communication for the enhancement of all language skills and language areas.”. This type of aids is important device which has become a common features in language teaching

and learning. Computers provide both audio and visual records and they are inexpensive ,but they require a small number of students and they take time for the preparation.

2.5.3.5. Television

What the Oxford Learner's Pocket Dictionary (p.456) mentioned is that television is a piece of electrical equipment with a screen on which you can watch moving pictures and sounds, it means that this type of aid help the students in different way. Television is an important technological device which can help in developing learner's language abilities. When using television in teaching, the most thing to do is that teacher must make learners focus their eyes and attention on the speaker's way of speaking, intonations, gestures and body language .(Renandy and Richards,2002,p.365).

6. Pedagogical benefits of Audio-visual aids

Audio-visual education aids use of supplementary teaching aids, such as recordings, transcripts, tapes, motion pictures, television, video tapes, and computers and others to improve learning. Audio-visual education has developed rapidly since the 1920s by drawing on new technologies of communication, most recently 'computers'. They were widely employed by armed services during and after World War II.This and much research over the intervening years indicate that, when skillfully used, audio-visual aids can lead to significant gains in recall, thinking, interest and imagination.

There are many benefits to using audio-visual aids specially video in education as shown in several decodes of research. Salman. K. in 'Let's use video to reinvent education', described the transformative way that video can impact on teaching and learning and encourages teachers to consider the flipped classroom model where learners can digest lecture content at their pace and explore content more deeply during class time. Tatiana. G. (pp.179.180) has discussed the benefits of these technological teaching aids in education, she

has mentioned that these materials build learner’s motivation and build their interest in learning. Furthermore, she has argued that they play a vital and important role in developing and interesting and excited communicative context.

In other hand, Rathenberg and Mielck compared teaching aids to language. They looked at language as an instruments which people use in order to communicate, and they consider also teaching aids as an instruments that teachers use to communicate with learners, a teaching aid always serves to exchange information between teachers and students. The adaptation of audio- visual aids should be directly by teachers to student’s knowledge. They have represented this communication task diagrammatically as follow:

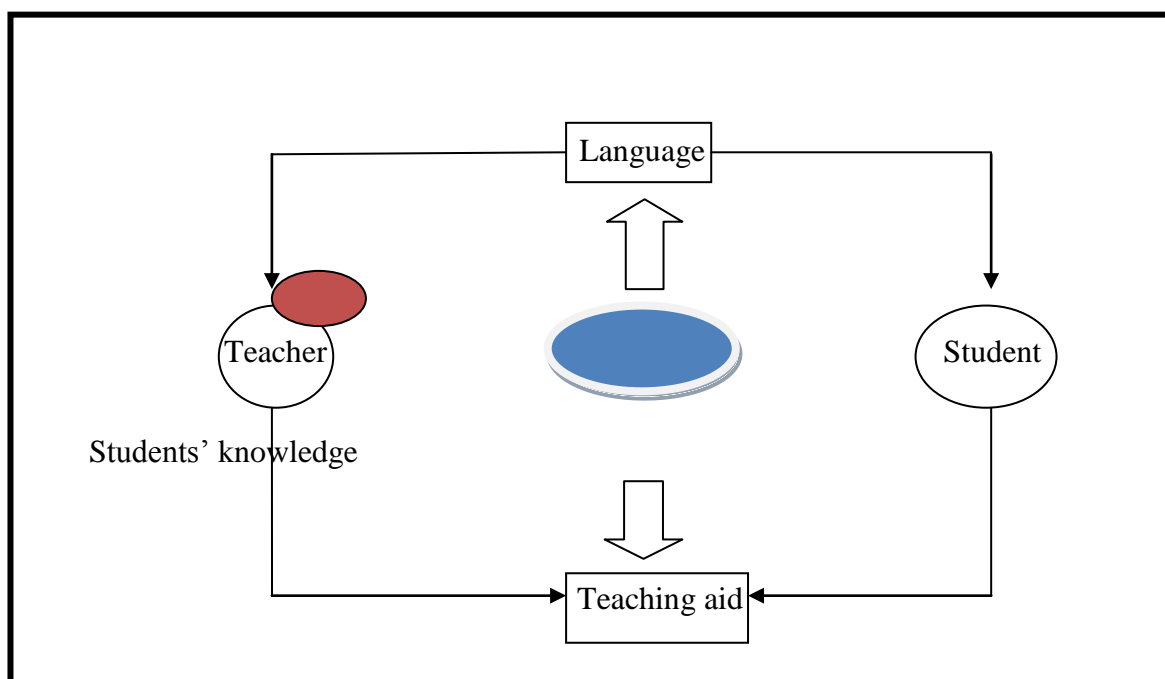


Figure 5: Fundamental of communication (Adopted from Rathenberg and Mielck.8).

2.7. Choosing the appropriate teaching Aids to use

The appropriate aids to use in teaching and learning require many steps and different factors that influencing in the selection of the audio-visual aids ,and these factors are as follow:

- ✓ The teaching objectives; the type of behavior change you want to bring about, like gaining information or changing attitude of learning some skills.
- ✓ The nature of the subject matter being taught.
- ✓ The nature of audience like, age level, educational level , interests, experience, etc.

Besides these factors, when we are supposed to choose the appropriate aids to use, we have to pay attention to their objectives in the teaching and learning process. Objectives of using the appropriate audio-visual materials are varied and different. We will mention some of these objectives and take them into consideration.

- ✓ To increase the effectiveness of the teaching.
- ✓ To enhance teachers skills which help to make teaching and learning process effective.
- ✓ Make learners active in classroom and make them also good observers.
- ✓ Communicate them according to their capabilities.
- ✓ And also to save time and this is the important point.
- ✓ These aids must be used skillfully to achieve specific points.

2.8. Characteristics of good Audio-visual Aids

Chandler & Cypher (1984,p.47) stated that “ there is no one perfect audio-visual aids. The sooner we find this out, the better.”. So audio-visual aids should be really meaningful and purposeful, and also they should be accurate in every respect, as far as possible, audio-visual aids should be improvised and large enough to be properly seen by the students for whom they are meant. In order to get good audio-visual materials, teachers have to choose materials that should be up to date and according to the mental level of students and motivate them, and the final important thing is that they should be simple and cheap for the majority because not all of them can bring the complex and expensive materials all the time regarding to the average and poor class.

2.9. Advantages of Audio-visual Aids

In language learning, using audio-visual aids is very helpful way in developing most of language skills especially speaking and listening because these different materials stimulate learners' senses.

The most important advantages of these audio-visual aids are as follow:

- ✓ Best and important motivators; audio-visual aids are important motivators because of they process vividness, clarity, and dramatic appeal. Students work with more interests and they are more attentive.
- ✓ Provision of sensory experience; learning requires and edequates background of sensory experience. New words and unfamiliar objects cannot be followed and understood unless they are attached to specific elements of one's experience.
- ✓ Clear images; these are formed when we use our senses, when we see, hear, touch. Learning through these senses becomes the most natural and consequently the easiest one.
- ✓ Variety and freedom; audio-visual aids provide variety and provide different tools as well as they provide various occasions for teachers and students to move about, talk and comment upon.

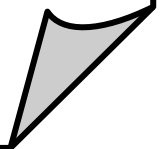
Conclusion

To sum up, audio-visual aids are sensitive tools used in teaching and learning, and the importance of technology in schools and education cannot be ignored, it facilitates many things and gives different ways for the teacher to impart knowledge and for students to acquire it. Through this chapter we have found that the use of Audio-visual aids in teaching and learning is very helpful in developing students' skills especially listening; those materials can be classified according the learner's sense organs affected by the aids. We have

mentioned different types of audio-visual aids which are helpful and useful and their importance. Moreover, we touched their advantages and different characteristics. So, these audio-visual materials should be used appropriately for good results and students become more conscious about what they listen and see and understand the content of the language very well.

PRACTICAL

PART



Chapter Three:

Data Analysis

Introduction

3-1- Methodology

3-2- Population

3-3- Research tools

3-4- Students' questionnaire and Analysis

3-4-1- The description of students' questionnaire

3-4-2- Students' Questionnaire Analysis

3-5- Teachers' questionnaire and Analysis

3-5-1- The description of teachers' questionnaire

3-5-2- Teachers' Questionnaire Analysis

Conclusion

3-6- Classroom Observation

3-6-1- Description of the Checklist Layout

3-6-2- Classroom Observation's Analysis

Conclusion

General Conclusion

Introduction

The second part of this research is the field work. So to investigate the role of Audio-visual aids to enhance the students' listening skill. This research is mainly based on one important hypothesis which is: if audio-visual aids are implemented in oral sessions the students' listening skill will improve. Thus, to evaluate this hypothesis, we handed a study in steps. Two different questionnaires are administered to the teachers of oral expression and students of first year LMD English at University of Mohamed Kheider Biskra. The main objective of using this questionnaire is to get teacher's and student's opinions about teaching and learning the listening skill and their attitude towards using audio-visual aids to enhance student's abilities. In addition, a classroom observation sessions.

This chapter deals with practical study as it explains the method and the process used for the research. It starts by describing the population of the study then explaining the mean of the research. It also deals with the description of teacher's questionnaire, interpretation, and analysis as well as the description of the students' questionnaire with the whole steps. The classroom observation also will be presented and analyzed at the same time.

3.1. Methodology

In this study, the descriptive method was the best choice to work with, due to its appropriateness to this study, by using the data gathered from the questionnaire to describe and analyze the role of Audio-visual aids in the improvement of EFL learner's listening skill taking both the teachers and the students of first year LMD English at the University of Mohamed Kheider of Biskra as the population and also the classroom observation.

3.1.1 Research Method

The method adopted throughout this study is the descriptive method which is the appropriate one in combining the two variables of the research which are the listening skill and the audio-visual aids that enhance this students' skill.

3.2. Population

The population of this study consists of first year LMD students of English at Mohamed Kheider University of Biskra during the academic year 2016-2017, and also teachers of oral expression. The total number of our sample is (150) students divided into 15 groups and (11) teachers of oral expression. We have submitted the students' questionnaire during their sessions under their teachers' control. We have collected (90) of student's questionnaire and (07) from the teachers' questionnaire, and our analysis is based on the number of the collected questionnaires.

3.3 Research Tools

The tools chosen for this case study were two questionnaires for first year LMD students of English at Mohamed Kheider University of Biskra and the teachers of oral expression and classroom observation. These data collection tools were used in order to investigate the role of audio-visual aids to enhance the students' listening skill and obtain teachers attitudes towards these materials. These questionnaires are composed of series of multiple choice questions that particular persons would answer for the sake of gathering new information about these materials and their importance and benefits.

3.3.1 Students Questionnaire

This questionnaire was distributed to students of first year English to obtain the relevant data about using these aids in the classroom and also in their daily life, and how these aids are effective and important in developing students' level and abilities.

3.3.2 Teachers Questionnaire

A questionnaire was distributed to the teachers of oral expression to obtain the relevant data about how teachers work with these aids and how they prepare their courses according to them to be effective and beneficial for the students abilities and needs, and help them to achieve better skills and teaching this process successfully.

3.3.3. Classroom Observation

In the classroom observation, we relied on different checklists to notice any elements which are related to our topic, and to observe how students interact with these materials in the classroom, how they work with them and to take notes about their difficulties and if they facing problems or not. Also we dealt with this classroom observation to observe how teachers prepare their courses using these aids to be effective and beneficial for the students' needs and their levels.

3.4. Students' Questionnaire and Analysis

Introduction

Our students' questionnaire deals with the role of using Audio-visual Aids in listening skill and how these materials enhance the EFL students' listening skill perfectly and correctly. The questionnaire is divided into three sections including different information and

questions about their choices and about using Audio-visual aids out or inside classroom with teachers and how these materials are effective and motivators.

3.4.1 Description of the Questionnaire

The questionnaire was distributed to one hundred and fifty (150) students of first year LMD of English at Mohamed Kheider University of Biskra during oral expression sessions most of them under their teachers' control. This questionnaire is composed of twenty one (21) questions divided into three sections including both open ended questions and close ended questions and multiple choice ones.

Section one: General Information

The first section in students' questionnaire contains five (05) questions. The objective of this section is gathering information about students' choices, levels, and about their listening skill.

Section two: Audio-visual Aids in listening skill

The second section of this questionnaire is about listening skill and how using of Audio-visual Aids enhance this skill and their effectiveness. This section contains five (05) multiple choice questions.

Section three: Audio-visual Aids

The final section contains twelve (12) questions about the Audio-visual Aids. It is set to find out the students' opinion about the use of Audio-visual Aids in their classes and lectures, and how these materials motivate them to improve their listening skill.

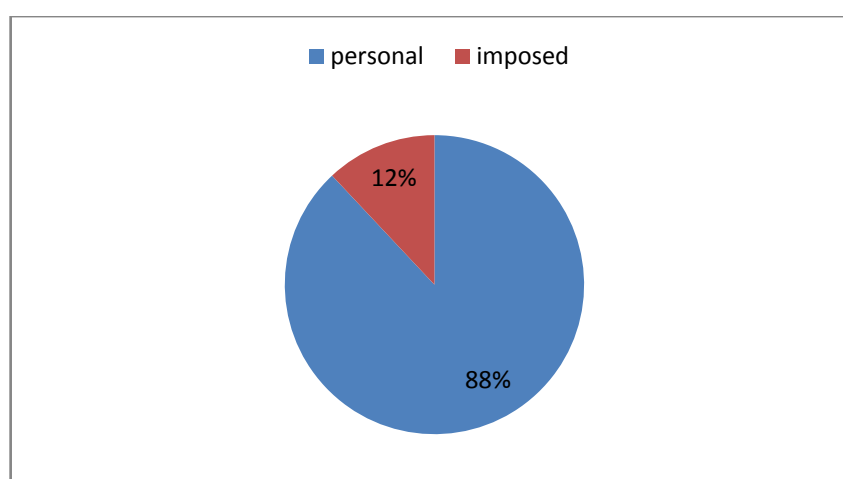
3.4.2 Students' Questionnaire Analysis

Section one: General Information

Item 1: Your choice to study English was: and why?

Responses	Personal	Imposed
Participants	79	12
Percentage	88%	12%

Table 03: Student's choice of studying English



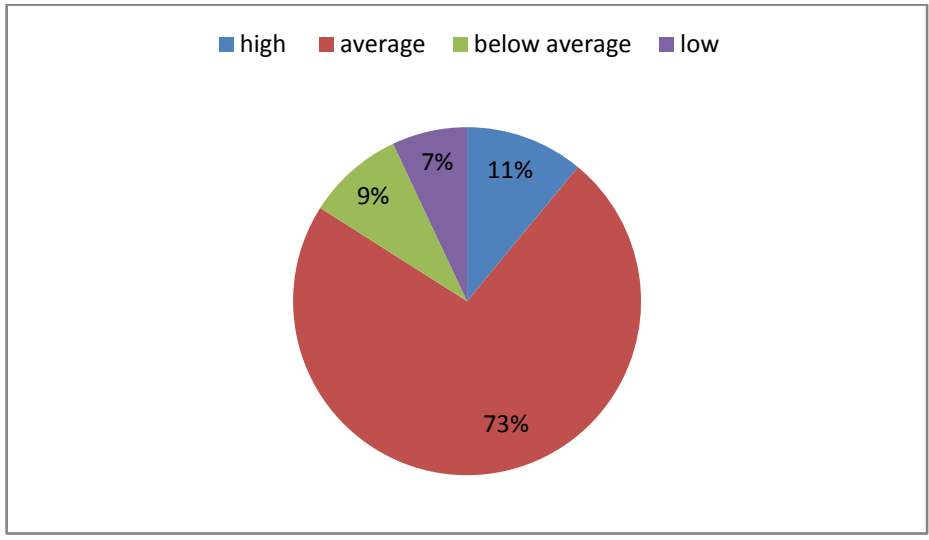
Graph N°1: Student's choice of studying English

The majority of participants (88%) said that their choice of learning English language is personal. They are interested in learning this language to achieve their dreams and goals for being teachers of English, getting their dream job, and also to travel and practice the language fluently and correctly. However, (12%) of the students were forced to learn English because of their parents' choice or for their poor marks in the baccalaureate exam.

Item 2: What is your level in English?

Responses	High	Average	Below average	Low
Participants	10	66	08	06
Percentage	11%	73%	9%	7%

Table 04: Student’s level in studying English



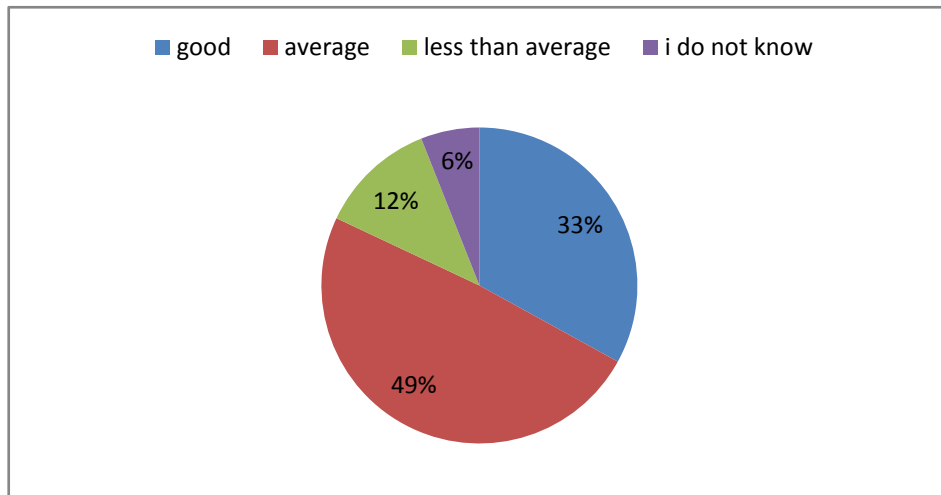
Graph N°2: Student’s level in studying English

As it is mentioned in the table 04, most of the students have an average level in English language (73%) , and (11%) of them said that they have a high level, whereas the rest of the students said that they have low level (7%), and below average level for (9%) which means that students with average and high level have good background in English language and signifies their interests while the others have no idea about it and they cannot practice and learn it.

Item 3: How do you evaluate your listening skill?

Responses	Good	Average	Less than average	I do not know
Participants	30	44	11	05
Percentage	33%	49%	12%	6%

Table 05: Student’s evaluation of their listening skill



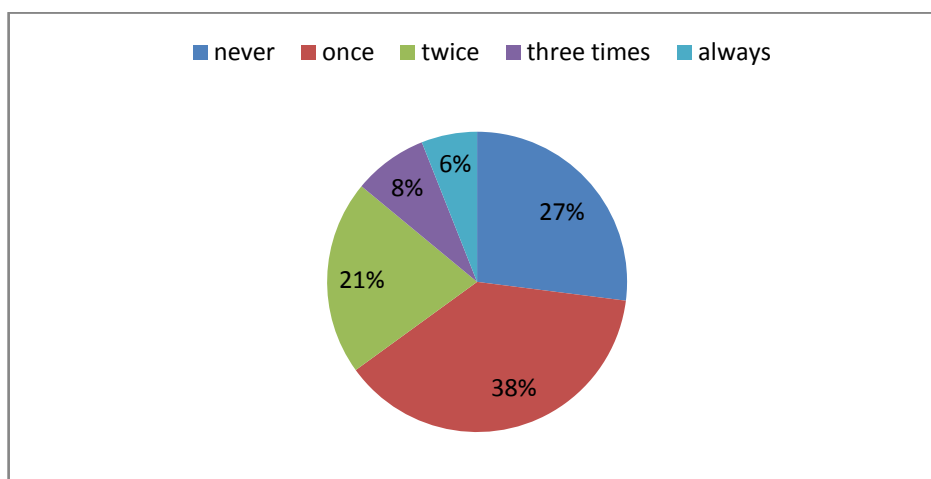
Graph N°3: Student’s evaluation of their listening skill

This item shows that students who evaluate their listening skill as average constitutes the majority with (49%) of participants, while (33%) of students evaluate listening skill as good. On the other hand, a percentage of (12%) from students said that their listening skill is less than average and (6%) cannot make the evaluation and they do not know.

Item 4: Have you ever failed your listening test?

Responses	Never	Once	Twice	Three times	Always
Participants	25	34	19	07	05
Percentage	27%	38%	21%	8%	6%

Table 06: Student’s failure in listening skill



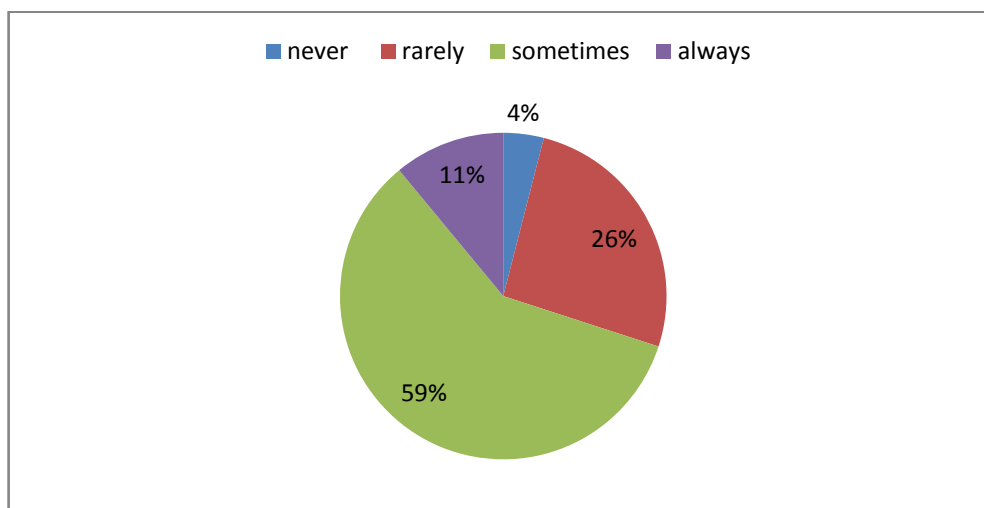
Graph N°4: Student’s failure in listening skill

(38%) of students of the English language have failed their listening test once and (27%) of them have never failed this test, while (21%) and (8%) have failed their listening test twice and three times because of the lack of concentration and their low level in English. In addition, there are (6%) of students have always failed in listening test and this failure because they did not understand the concept correctly while listening, new word and unfamiliar ones which is very difficult to them to understand , others they failed their listening test because they are not interested.

Item 5: How often do you self- study listening at home?

Responses	Never	Rarely	Sometimes	Always
Participants	04	23	53	10
Percentage	4%	26%	59%	11%

Table 07: Frequency of studying listening at home



Graph N°5: Frequency of studying listening at home

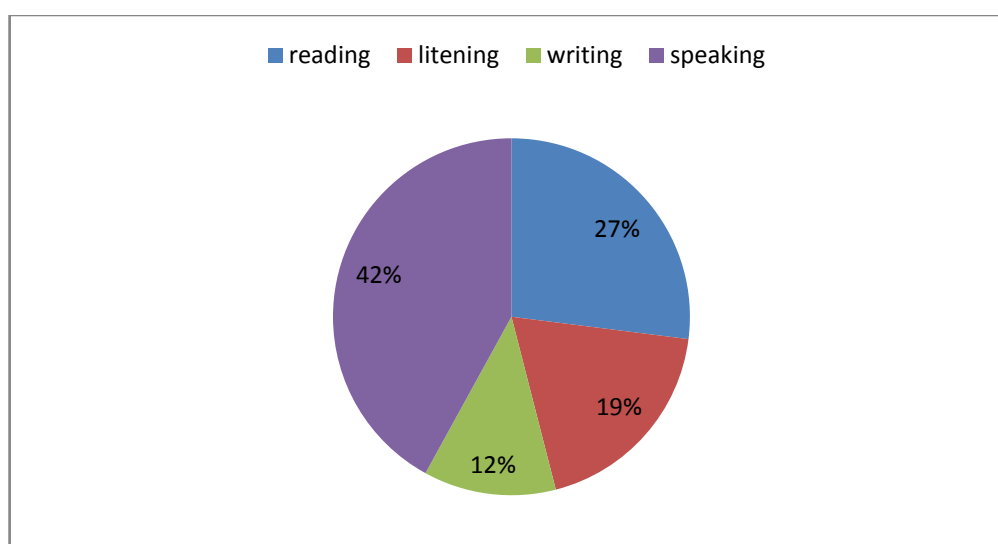
As it is mentioned in graph 05 (59%) of students self-study and practice listening with themselves at home by watching English movies or listening to songs and also by practising some self listening activities, and (26%) of this population study listening rarely, while (4%) of students have never study listening at home and (11%) of them always practice it alone at home to develop their level in this skill.

Section two: Audio-visual aids in listening skill

Item 1: which skill do you think is very important to learn English as a foreign language?

Responses	Reading	Listening	Writing	Speaking
Participants	24	17	11	38
Percentage	27%	19%	12%	42%

Table 08: The important language skills



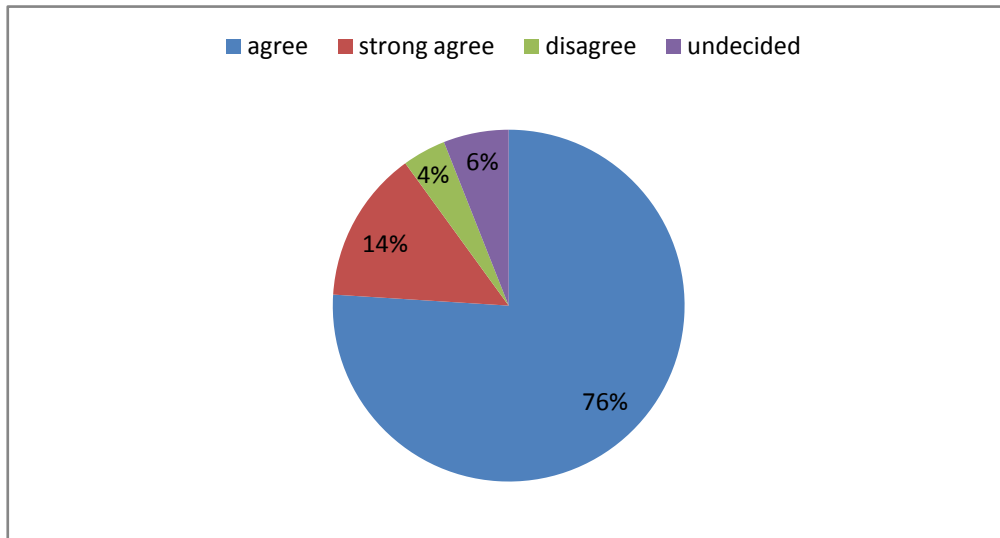
Graph N°6: The important language skills

In this item, we asked the students about the important skill in learning English as a foreign language. The highest proportion (42%) of students selected speaking skill because they consider this skill as the most important measure of knowing a language. About (27%) of the participants selected reading skill and (19%) selected the listening one. In addition, only (12%) of them selected writing as an important skill in learning English as foreign language and this is the lowest proportion.

Item 2: The use of Audio-visual aids always enhance your listening skill

Responses	Agree	Strong agree	Disagree	Undecided
Participants	68	13	04	05
Percentage	76%	14%	4%	6%

Table 09: The role of AVA in the enhancement of students’ listening skill



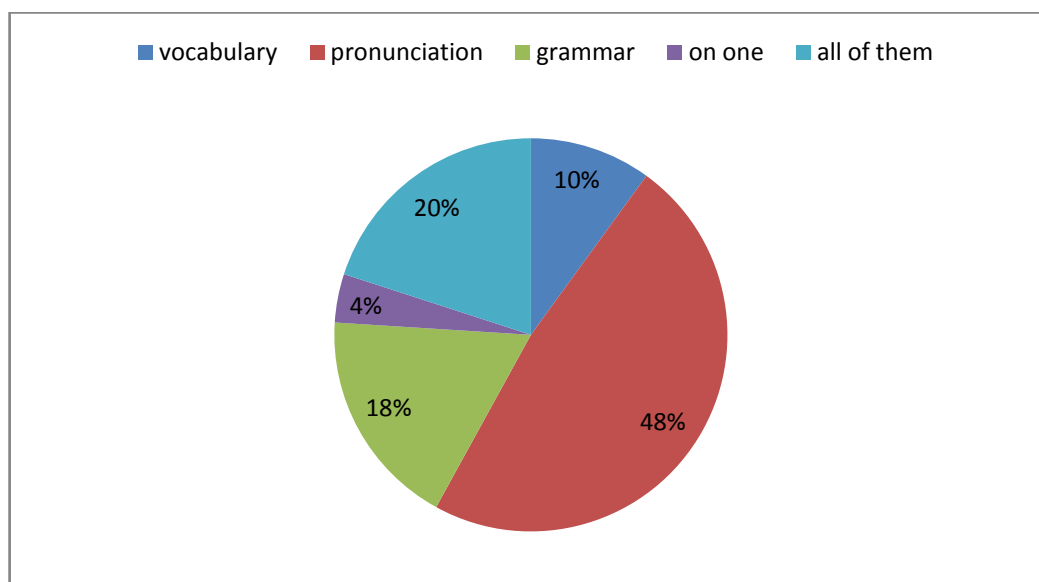
Graph N°7: The role of AVA in the enhancement of students’ listening skill

The table 09 and the graph above indicated that (76%) of students agree that the use of audio-visual aids always enhance their listening skill, and only (14%) of them strongly agree with using them as a medium to enhance the listening skill, while (6%) of students founded themselves undecided about the use of such materials and (4%) of them disagree with this usage.

Item 3: Different components can be enhanced while using Audio-visual aids. Justify

Responses	Vocabulary	Pronunciation	Grammar	No one	All of them
Participants	09	43	16	04	18
Percentage	10%	48%	18%	4%	20%

Table 10: The language components that can be enhanced through aids



Graph N°8: The language components that can be enhanced through aids

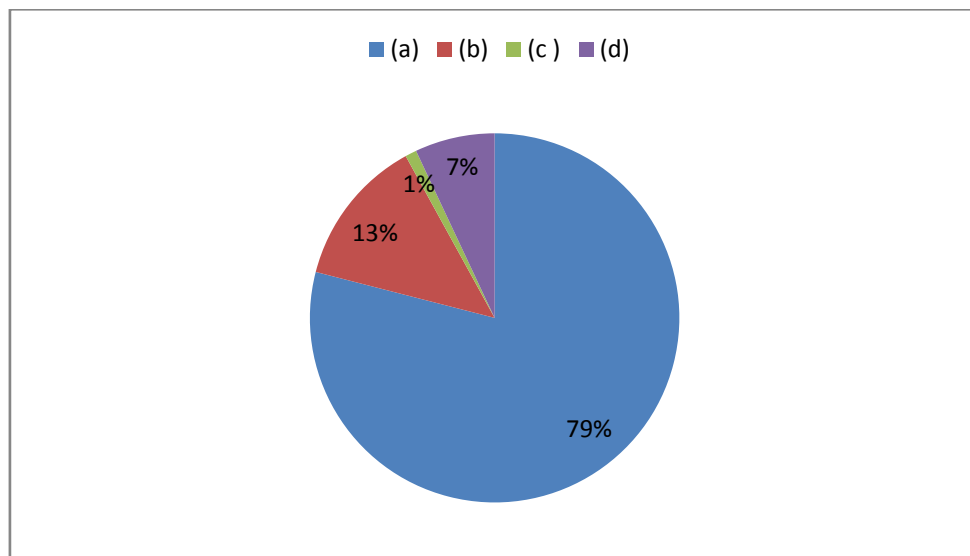
Graph 08 demonstrated that (20%) of the students indicate that all the language components can be enhanced when we use audio-visual aids which means that the use of these aids is very crucial in the learning process, while (48%) of them stated that the most important component that can be enhanced is pronunciation, (10%) said that audio-visual aids enhance only and mostly vocabulary among language components, whereas (18%) of students mentioned grammar and only (4%) of them stated that using audio-visual aids enhance no one of these.

Item 4: What is your opinion about the implementation of Audio-visual aids in listening?

- a) They are of great help
- b) They do not help much in class
- c) They are nor beneficial
- d) It is too difficult to apply them in class

Responses	(a)	(b)	(c)	(d)
Participants	71	12	01	06
Percentage	79%	13%	1%	7%

Table 11: The implementation of the Audio-visual aids in listening



Graph N°9: The implementation of the Audio-visual aids in listening

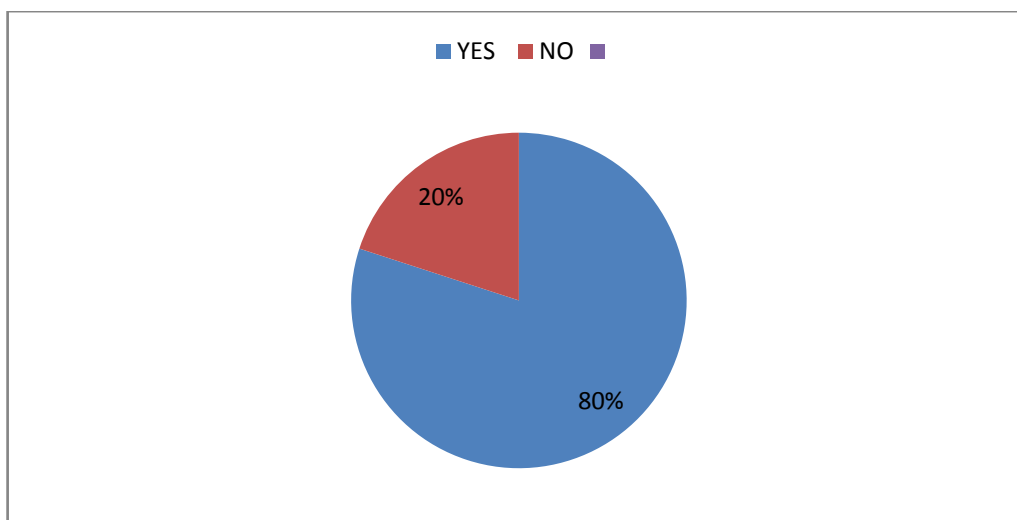
Table 11 shows that (79%) of participants think of the implementation of audio-visual aids in listening as a great help for them, as use is beneficial in developing the listening skill.(13%) of them found it not helpful very well in the class, and (1%) think that the

implementation of these materials is not beneficial at all. In addition, (7%) of students consider the application of these aids in class too difficult.

Item 5: Do you think that the activities you do in class are effective to develop your listening skill?

Responses	Yes	No
Participants	72	18
Percentage	80%	20%

Table 12: The effectiveness of activities to develop listening skill



Graph N°10: The effectiveness of activities to develop listening skill

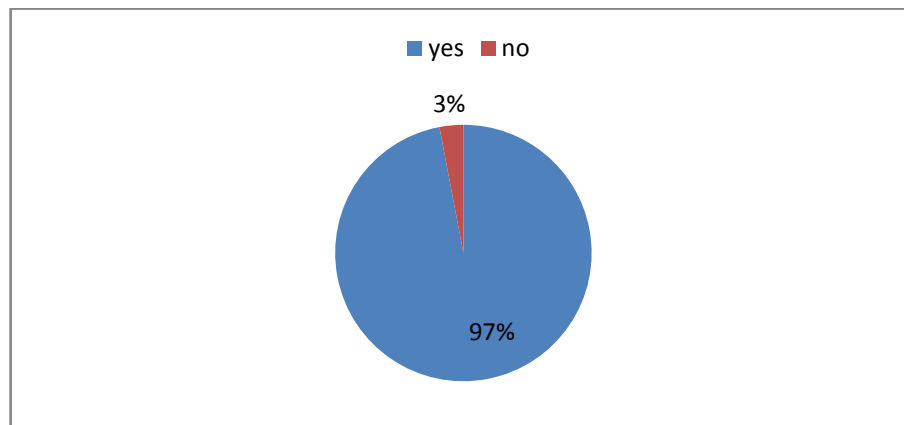
As it is mentioned in graph 10(80%) of participants declare that the use of activities in classroom are strongly effective to help them develop their listening skill, while (20%) of them think that the activities that they practice in their classroom are not helpful at all.

Section three: Audio-visual Aids

Item 1: In your opinion using audio-visual aids is beneficial? Say why?

Responses	Yes	No
Participants	87	03
Percentage	97%	3%

Table 13: Using Audio-visual aids is beneficial



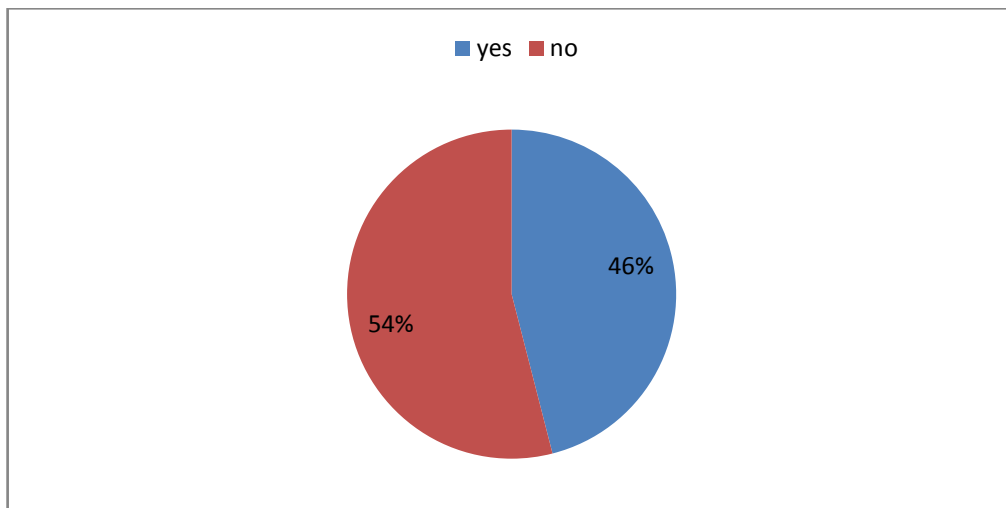
Graph N°11: Using Audio-visual aids is beneficial

In table 13, the results revealed that (97%) of students said that using audio-visual aids is very helpful and beneficial to develop their levels, while only (3%) of them do not agree and said that the use of such materials is not beneficial at all and it is wasting time.

Item 2: Do your teachers use Audio-visual aids in the classroom? If yes, give some common audio-visual aids that your teachers use.

Responses	Yes	No
Participants	41	49
Percentage	46%	54%

Table 14: The use of audio-visual aids in the classroom



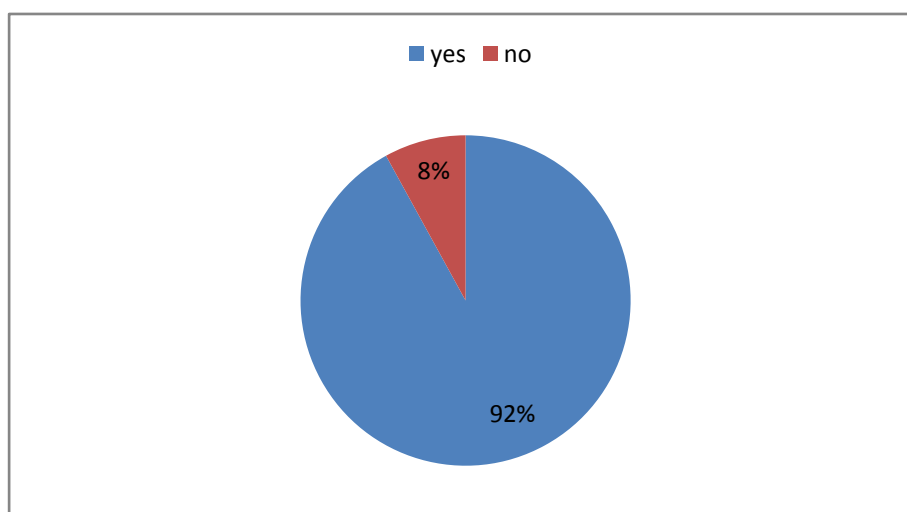
Graph N° 12: The use of audio-visual aids in the classroom

According to graph 12, (54%) of students report that their teachers do not use audio-visual aids, and (46%) of them their teachers use these materials in courses and lectures which means that they know the importance of using different materials each session in teaching listening particularly and they use different aids such as: data show, projectors, laptop, recorded speeches, stories and videos.

Item 3: Do you think that the use of Audio-visual aids help you improve your listening ability skill?

Responses	Yes	No
Participants	83	07
Percentage	92%	8%

Table 15: Student's attitude towards using Audi-visual aids



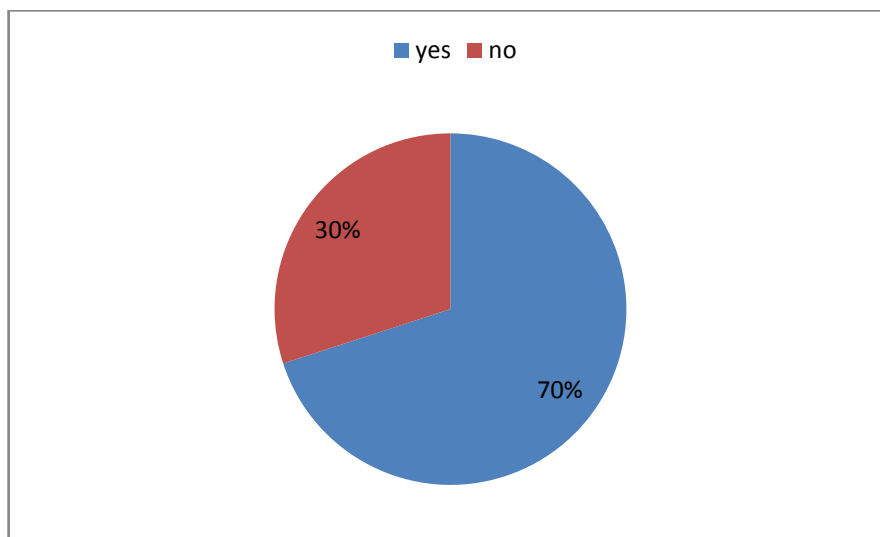
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From the results in table 15, (92%) of students which means the majority of our participants say that using audio-visual aids is very important to develop and improve their listening skill, while (8%) of them said that these audio-visual aids could not help at all because they find using these materials difficult and take too much time to concentrate and understand the concept of the topic.

Item 4: Does the class become interesting if your teachers use Audio-visual aids in the classroom?

Responses	Yes	No
Participants	63	27
Percentage	70%	30%

Table 16: Interesting classroom when using Audio-visual aids



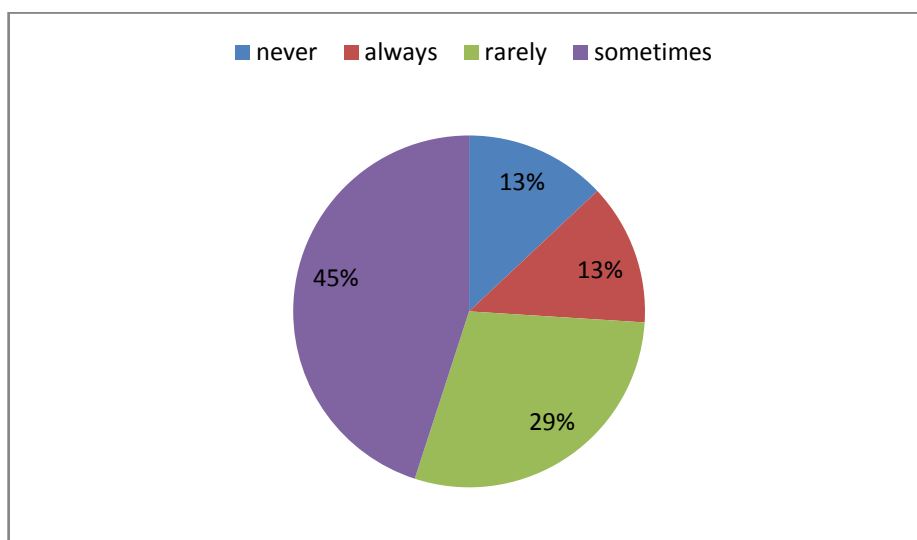
Graph N°14: Interesting classroom when using Audio-visual aids

The (70%) of students state that the classes become interesting when the teacher uses different audio-visual aids in presenting the lecture, and (30%) of them find that the class is not interesting that much and these aids do not help in preparing and presenting the lecture in the classroom.

Item 5: How often do you face problem in listening when Audio-visual aids are used in the classroom?

Responses	Never	Always	Rarely	Sometimes
Participants	12	12	26	40
Percentage	13%	13%	29%	45%

Table 17: Student’s facing problems in listening skill



Graph N°15: Student’s facing problems in listening skill

Table 17 shows to us that (45%) of students mention that they face problems in listening sometimes when they use audio-visual aids in the classroom , while (29%) of them face problems and difficulties rarely because they used to practice and work with these materials. In the other hands, the rest of participants of (13%) they have never face problems and also (13%) always faced problems.

Item 6: State some problems which are important in this study:

Students were asked to state some problems which are important in this study , and these problems are as follow:

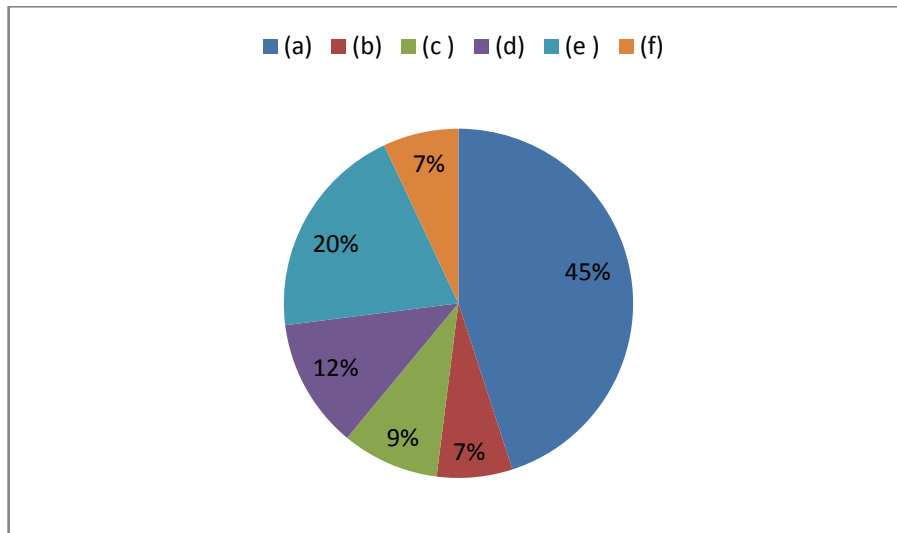
- Low voices
- Different accents
- No enough time to answer questions while listening
- Materials are complicated and not clear
- Noise
- Misunderstanding of some words and pronunciation

Item 7: Which type of the following Audio-visual aids do you prefer?

- a) Videos
- b) Tape recorded
- c) Power point
- d) Films
- e) Songs
- f) Radio

Responses	(a)	(b)	(c)	(d)	(e)	(f)
Participants	41	06	08	11	18	06
Percentage	45%	7%	9%	12%	20%	7%

Table 18: The most preferable type of audio-visual aids



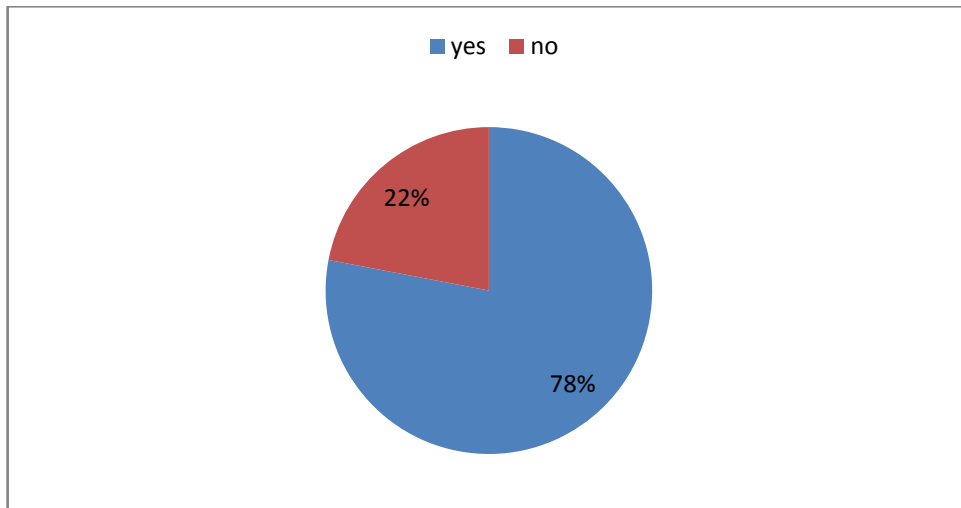
Graph N°16: The most preferable type of audio-visual aids

Table 18 demonstrates to us that (45%) of participants prefer videos, (20%) of them prefer songs, (12%) prefer films, while (7%) of them prefer tape recorded and with same percentage (7%) students prefer using radio, and only (9%) of them prefer power point. Besides, some of them stated other materials such as: News, Gifs, Blogs, Games, Short stories and Audio-books, and also they stated Television, Computers, and Pictures.

Item 8: Do Audio-visual aids motivate you? If yes , how?

Responses	Yes	No
Participants	70	20
Percentage	78%	22%

Table 19: Audio-visual aids as motivators



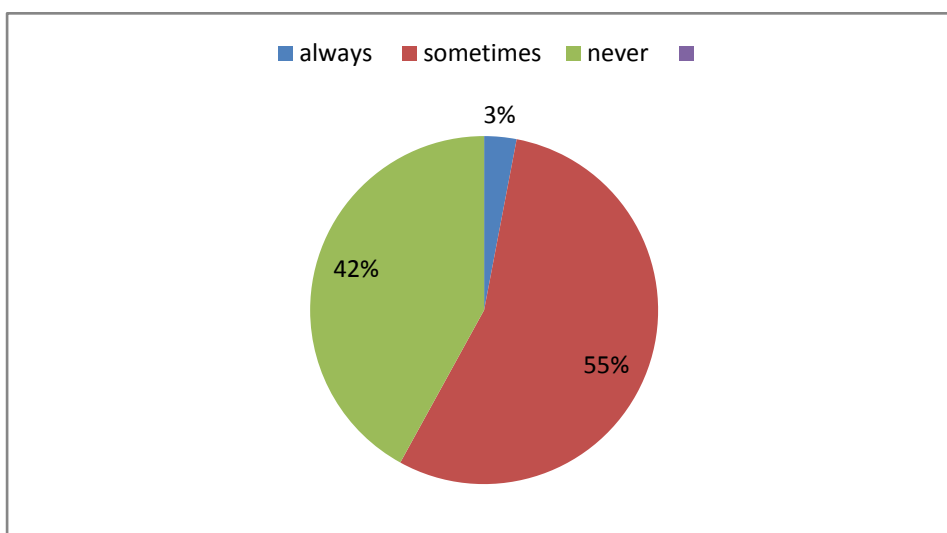
Graph N° 17: Audio-visual aids as motivators

As it is mentioned in graph 18 (78%) of participants consider audio-visual aids motivators because they motivate them and stimulate the real world, and (22%) of them do not consider these aids as motivators, and they do not help them in developing their levels and their listening process.

Item 9: How often does your teacher use them in classroom?

Responses	Always	Sometimes	Never
Participants	03	49	38
Percentage	3%	55%	42%

Table 20: Teacher’s use of Audio-visual in classroom



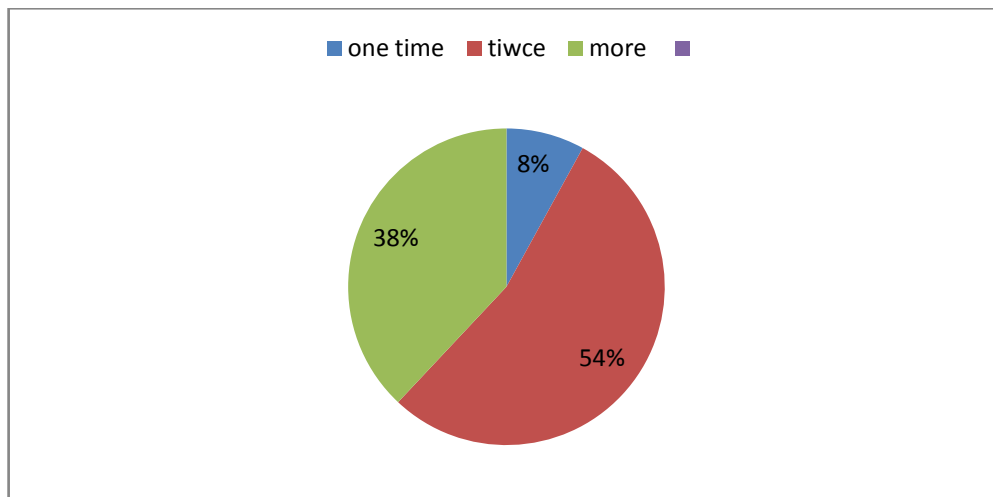
Graph N°18: Teacher’s use of Audio-visual in classroom

In this item, the students are asked to answer how often their teachers use audio-visual aids in the classroom. We find the following results: (55%) of students said that their teachers use sometimes audio-visual aids during sessions, whereas others (42%) to us that their teachers never use these materials in classroom, while only (3%) of them answered that they always use audio-visual aids in the class.

Item 10: When you have an activity to do and you have to focus very well, how many times do you need to understand the content of the subject?

Responses	One time	Twice	More
Participants	07	49	34
Percentage	8%	54%	38%

Table 21: Time needed by the students to understand the content



Graph N°19: Time needed by the students to understand the content

Table 21 shows that (54%) of the participants need two times to understand the content of the subject, and (38%) of them need more time to understand the activities and their content, and this is may be of the difficulties of words or pronunciation which are hard to grasp, whereas only (8%) of students need only one time to understand well the content and do their activities.

Item 11: What kind of materials do you suggest to your teacher to use in oral expression courses?

In this item students are asked to suggest any kind of Audio-visual aids that they want to use in oral expression courses to make it more interesting and changing the method and the way of learning, and their suggestion were as follow:

- Students suggest using materials such as: power point, videos, songs, presentations, role play, data show, pictures, maps, slides, audio-books, projectors, computers and smart phones.

Item 12: Would you please feel free to make any suggestions or provide relevant pieces of advice:

In this last item, we have requested the students to make any suggestions for their teachers and provide relevant advices about using the Audio-visual aids. So, the students have suggested the following:

- Audio-visual aids with all their different kinds should be used in English classes to help students developing their level and their skills.
- Teachers should encourage their students to use Audio-visual aids in and outside the classroom.
- Students said that they need equipped rooms to use these materials clearly and to get benefits from them.
- Teachers must use each time a kind of aids to motivate students and let them working.
- Students suggest to use different pedagogical aids like maps and slides to motivate them and help them develop their language skills.

In their point of view, students said that their teachers' presence is the important way to capture the students' attention while presenting the lecture because studying for them need to be motivated more, and it would be better also using different kinds of materials that help them making studying interesting. So, for that they want to encourage their teachers to use Audio-visual aids because these materials are entertaining and very helpful. They report that in order to learn English, they have firstly learning carefully anything has a relationship with this language and use different aids to facilitate this operation to them, and at the end the majority wish to me a good luck.

It is also very necessary to get a closer view on what the teachers think about using the audio-visual aids in their classes and their help to improve the listening skill. So, a teacher's questionnaire is very important to be included in order to cover the whole issue. The following section deals with the teachers' questionnaire analysis.

3.4. Students' Questionnaire and Analysis

Introduction

Our students' questionnaire deals with the role of using Audio-visual Aids in listening skill and how these materials enhance the EFL students' listening skill perfectly and correctly. The questionnaire is divided into three sections including different information and questions about their choices and about using Audio-visual aids out or inside classroom with teachers and how these materials are effective and motivators.

3.4.1 Description of the Questionnaire

The questionnaire was distributed to one hundred and fifty (150) students of first year LMD of English at Mohamed Kheider University of Biskra during oral expression sessions most of them under their teachers' control. This questionnaire is composed of twenty one (21) questions divided into three sections including both open ended questions and close ended questions and multiple choice ones.

Section one: General Information

The first section in students' questionnaire contains five (05) questions. The objective of this section is gathering information about students' choices, levels, and about their listening skill.

Section two: Audio-visual Aids in listening skill

The second section of this questionnaire is about listening skill and how using of Audio-visual Aids enhance this skill and their effectiveness. This section contains five (05) multiple choice questions.

Section three: Audio-visual Aids

The final section contains twelve (12) questions about the Audio-visual Aids. It is set to find out the students' opinion about the use of Audio-visual Aids in their classes and lectures, and how these materials motivate them to improve their listening skill.

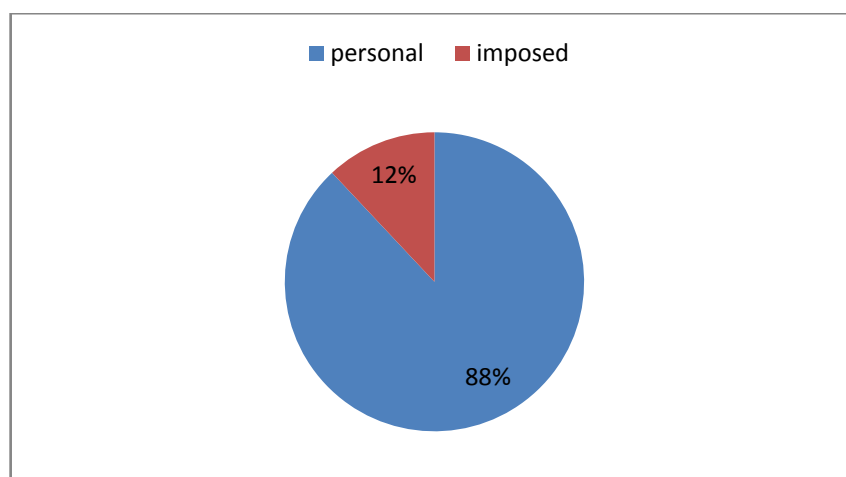
3.4.2 Students' Questionnaire Analysis

Section one: General Information

Item 1: Your choice to study English was: and why?

Responses	Personal	Imposed
Participants	79	12
Percentage	88%	12%

Table 03: Student's choice of studying English



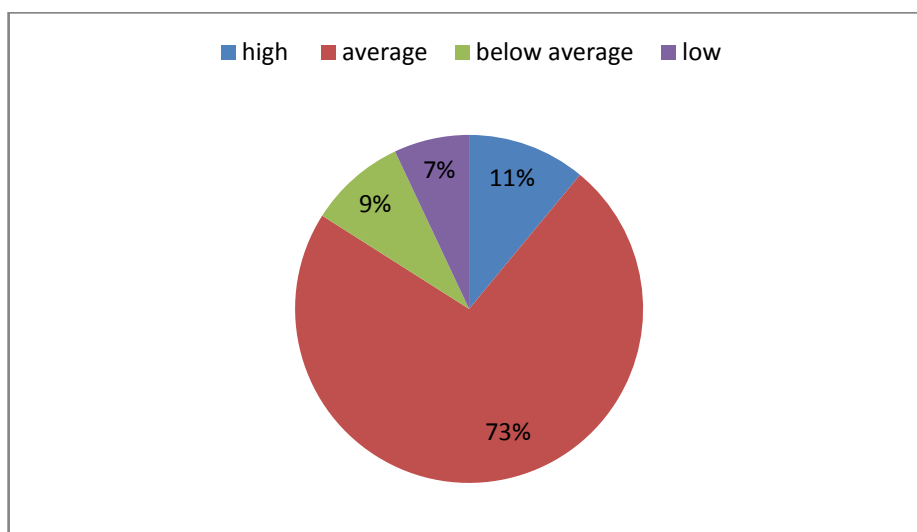
Graph N°1: Student's choice of studying English

The majority of participants (88%) said that their choice of learning English language is personal. They are interested in learning this language to achieve their dreams and goals for being teachers of English, getting their dream job, and also to travel and practice the language fluently and correctly. However, (12%) of the students were forced to learn English because of their parents' choice or for their poor marks in the baccalaureate exam.

Item 2: What is your level in English?

Responses	High	Average	Below average	Low
Participants	10	66	08	06
Percentage	11%	73%	9%	7%

Table 04: Student's level in studying English



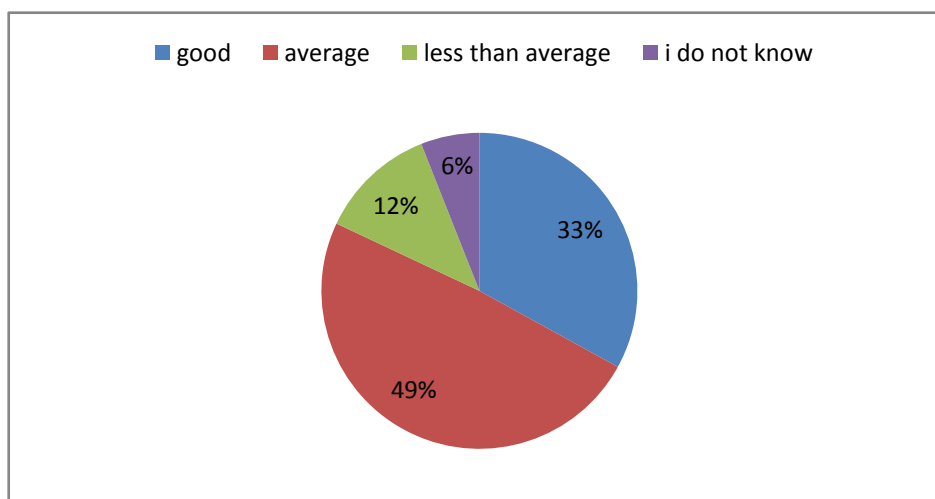
Graph N°2: Student's level in studying English

As it is mentioned in the table 04, most of the students have an average level in English language (73%) , and (11%) of them said that they have a high level, whereas the rest of the students said that they have low level (7%), and below average level for (9%) which means that students with average and high level have good background in English language and signifies their interests while the others have no idea about it and they cannot practice and learn it.

Item 3: How do you evaluate your listening skill?

Responses	Good	Average	Less than average	I do not know
Participants	30	44	11	05
Percentage	33%	49%	12%	6%

Table 05: Student’s evaluation of their listening skill



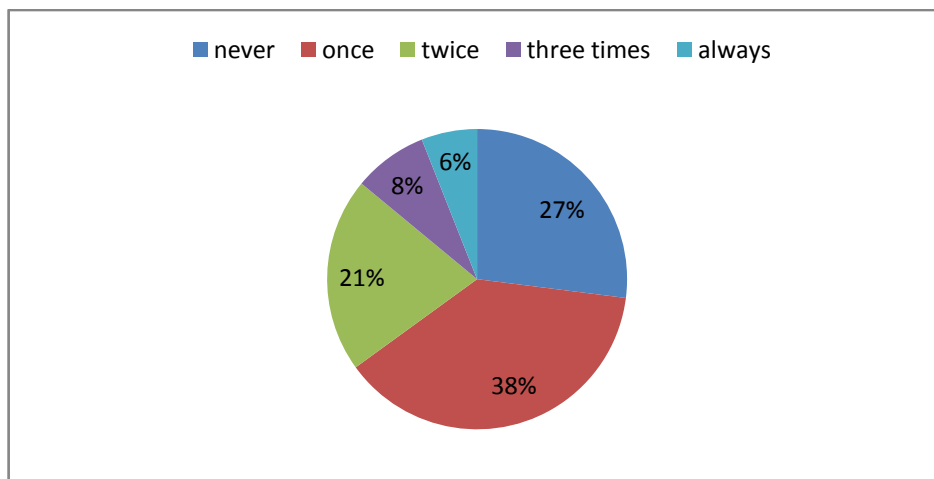
Graph N°3: Student’s evaluation of their listening skill

This item shows that students who evaluate their listening skill as average constitutes the majority with (49%) of participants, while (33%) of students evaluate listening skill as good. On the other hand, a percentage of (12%) from students said that their listening skill is less than average and (6%) cannot make the evaluation and they do not know.

Item 4: Have you ever failed your listening test?

Responses	Never	Once	Twice	Three times	Always
Participants	25	34	19	07	05
Percentage	27%	38%	21%	8%	6%

Table 06: Student’s failure in listening skill



Graph N°4: Student’s failure in listening skill

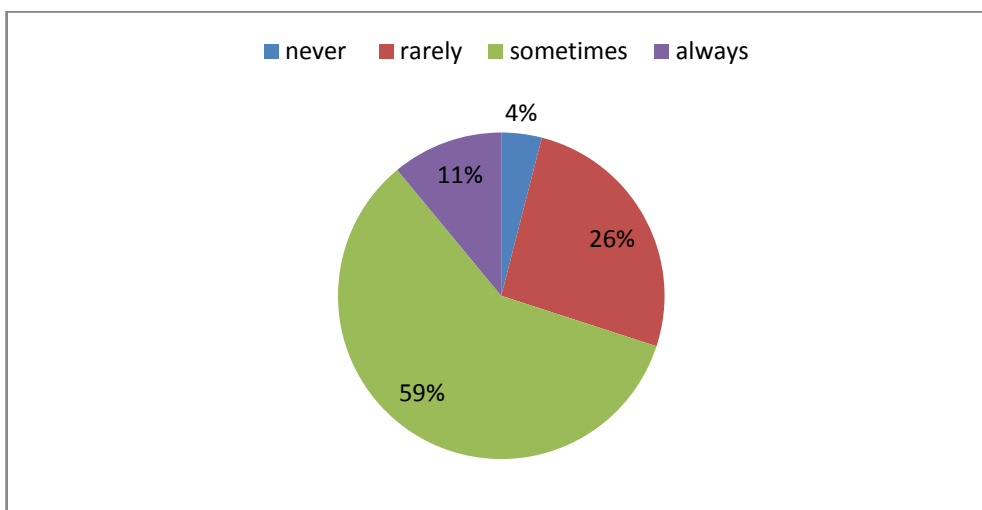
(38%) of students of the English language have failed their listening test once and (27%) of them have never failed this test, while (21%) and (8%) have failed their listening test

twice and three times because of the lack of concentration and their low level in English. In addition, there are (6%) of students have always failed in listening test and this failure because they did not understand the concept correctly while listening, new word and unfamiliar ones which is very difficult to them to understand , others they failed their listening test because they are not interested.

Item 5: How often do you self- study listening at home?

Responses	Never	Rarely	Sometimes	Always
Participants	04	23	53	10
Percentage	4%	26%	59%	11%

Table 07: Frequency of studying listening at home



Graph N°5: Frequency of studying listening at home

As it is mentioned in graph 05 (59%) of students self-study and practice listening with themselves at home by watching English movies or listening to songs and also by practising some self listening activities, and (26%) of this population study listening rarely,

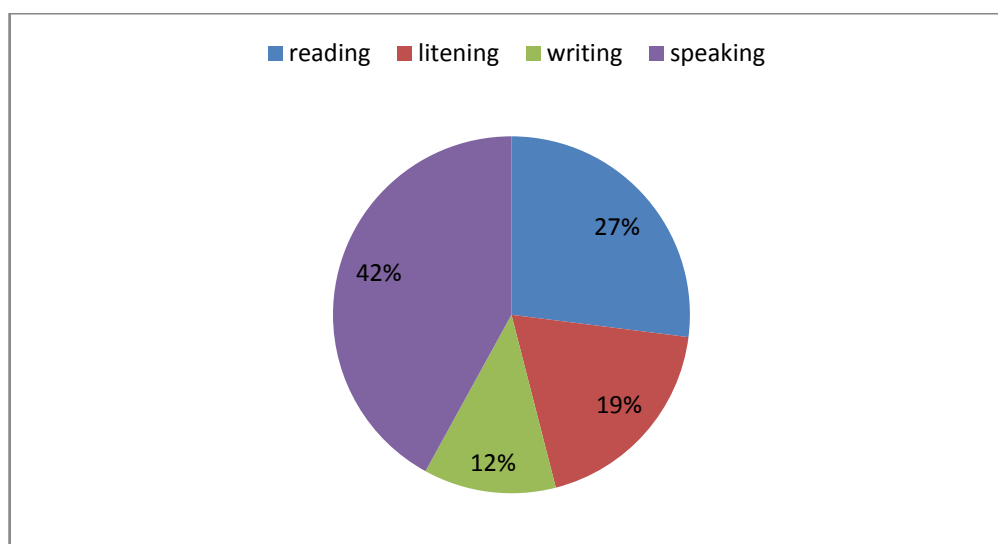
while (4%) of students have never study listening at home and (11%) of them always practice it alone at home to develop their level in this skill.

Section two: Audio-visual aids in listening skill

Item 1: which skill do you think is very important to learn English as a foreign language?

Responses	Reading	Listening	Writing	Speaking
Participants	24	17	11	38
Percentage	27%	19%	12%	42%

Table 08: The important language skills



Graph N°6: The important language skills

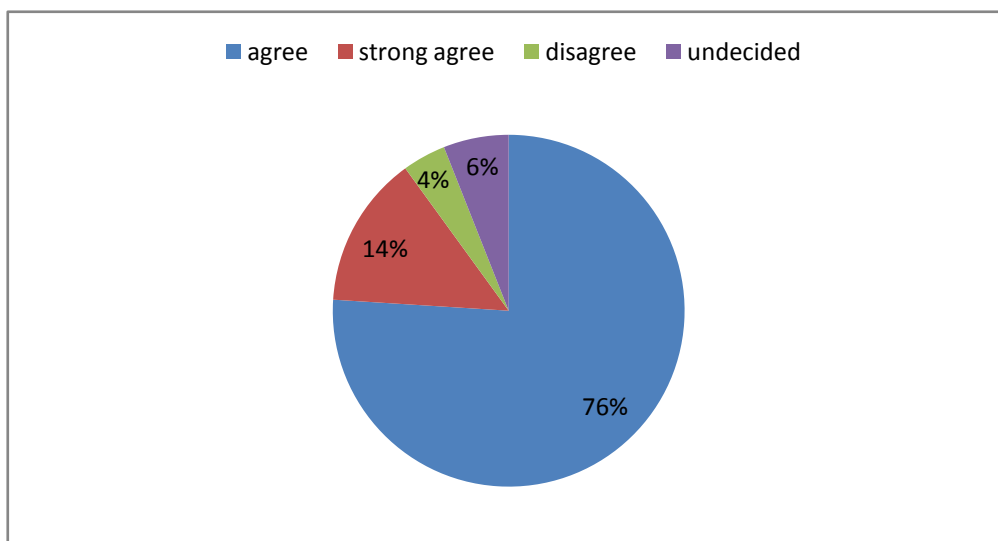
In this item, we asked the students about the important skill in learning English as a foreign language. The highest proportion (42%) of students selected speaking skill because

they consider this skill as the most important measure of knowing a language. About (27%) of the participants selected reading skill and (19%) selected the listening one. In addition, only (12%) of them selected writing as an important skill in learning English as foreign language and this is the lowest proportion.

Item 2: The use of Audio-visual aids always enhance your listening skill

Responses	Agree	Strong agree	Disagree	Undecided
Participants	68	13	04	05
Percentage	76%	14%	4%	6%

Table 09: The role of AVA in the enhancement of students’ listening skill



Graph N°7: The role of AVA in the enhancement of students’ listening skill

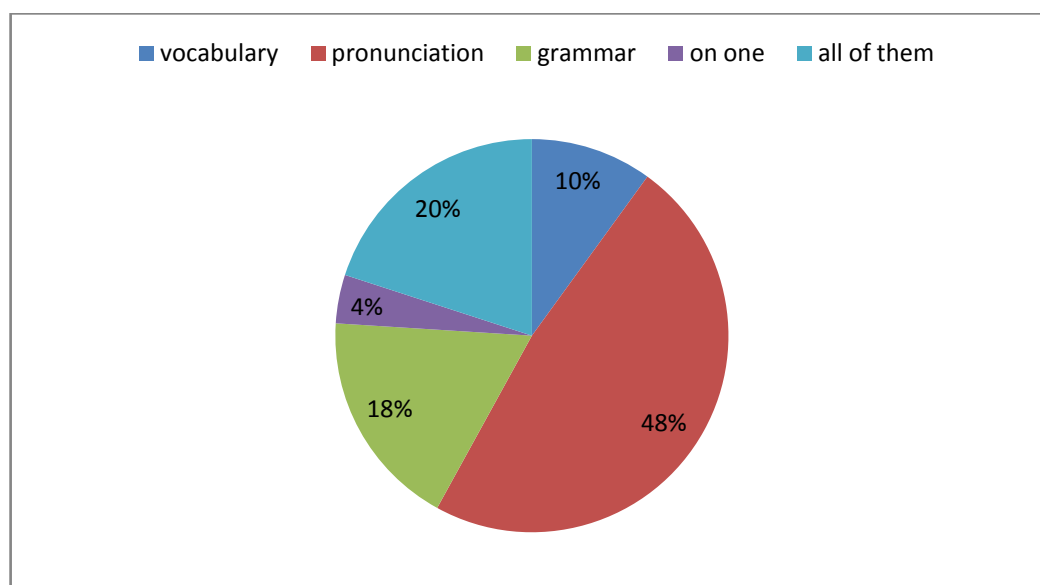
The table 09 and the graph above indicated that (76%) of students agree that the use of audio-visual aids always enhance their listening skill, and only (14%) of them strongly agree with using them as a medium to enhance the listening skill, while (6%) of students

founded themselves undecided about the use of such materials and (4%) of them disagree with this usage.

Item 3: Different components can be enhanced while using Audio-visual aids. Justify

Responses	Vocabulary	Pronunciation	Grammar	No one	All of them
Participants	09	43	16	04	18
Percentage	10%	48%	18%	4%	20%

Table 10: The language components that can be enhanced through aids



Graph N°8: The language components that can be enhanced through aids

Graph 08 demonstrated that (20%) of the students indicate that all the language components can be enhanced when we use audio-visual aids which means that the use of these aids is very crucial in the learning process, while (48%) of them stated that the most important component that can be enhanced is pronunciation, (10%) said that audio-visual aids enhance only and mostly vocabulary among language components, whereas (18%) of students

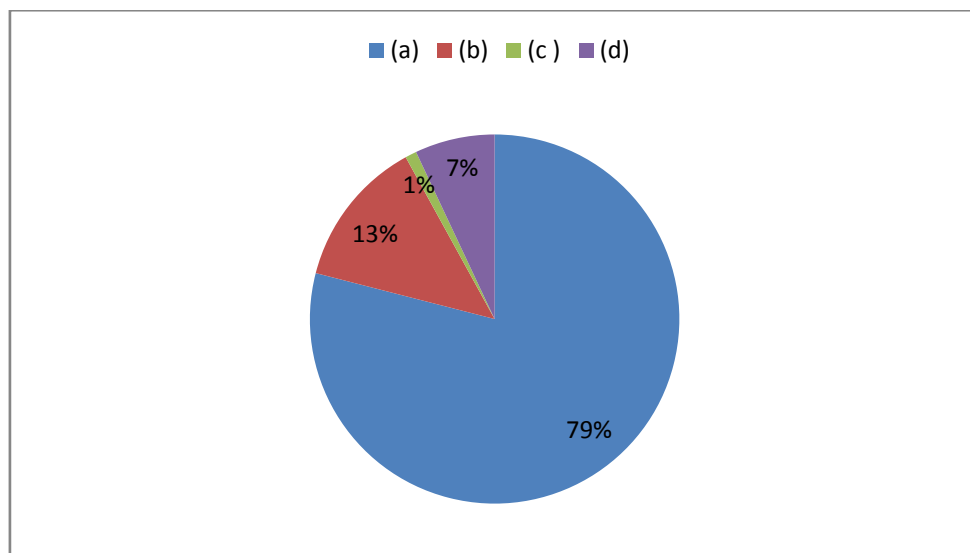
mentioned grammar and only (4%) of them stated that using audio-visual aids enhance no one of these.

Item 4: What is your opinion about the implementation of Audio-visual aids in listening?

- a) They are of great help
- b) They do not help much in class
- c) They are nor beneficial
- d) It is too difficult to apply them in class

Responses	(a)	(b)	(c)	(d)
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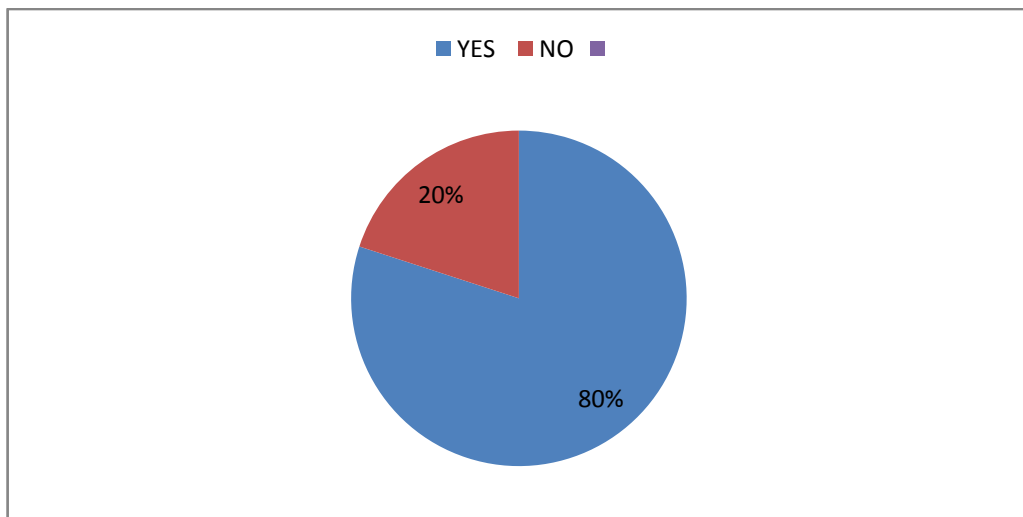
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Table 11 shows that (79%) of participants think of the implementation of audio-visual aids in listening as a great help for them, as use is beneficial in developing the listening skill.(13%) of them found it not helpful very well in the class, and (1%) think that the implementation of these materials is not beneficial at all. In addition, (7%) of students consider the application of these aids in class too difficult.

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Responses	Yes	No
Participants	72	18
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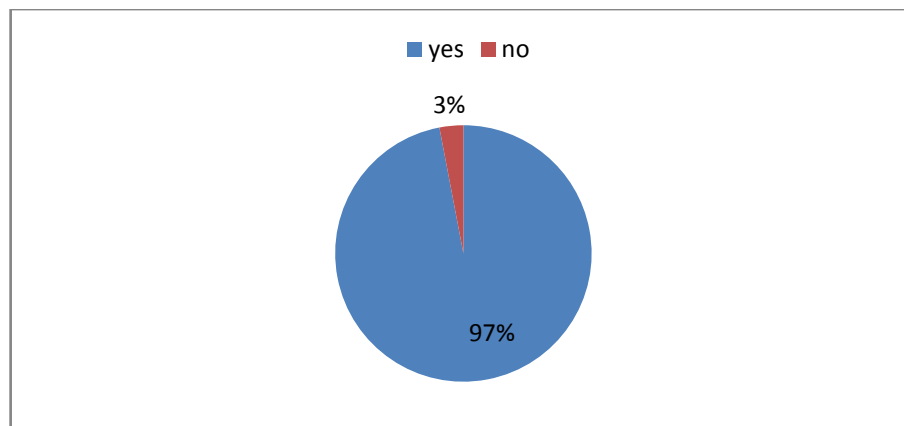
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Percentage	97%	3%

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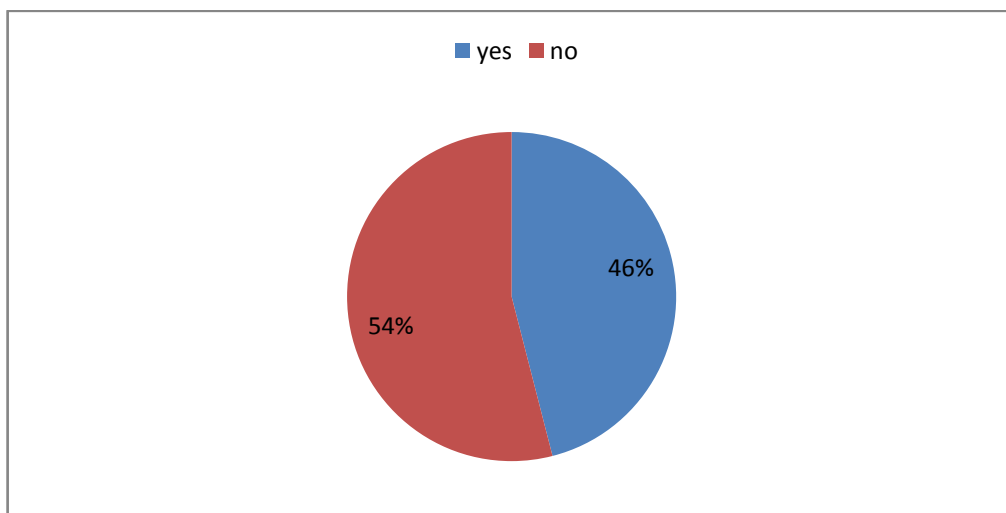
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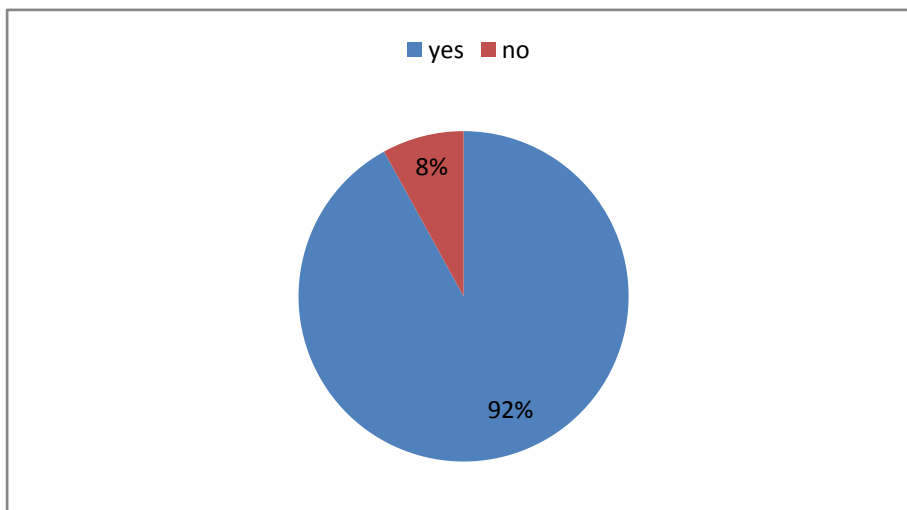
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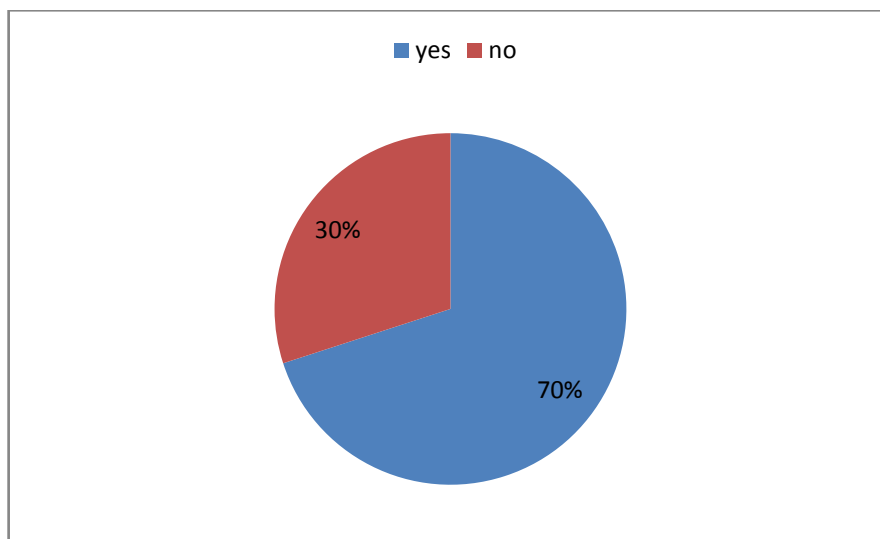
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Percentage	70%	30%

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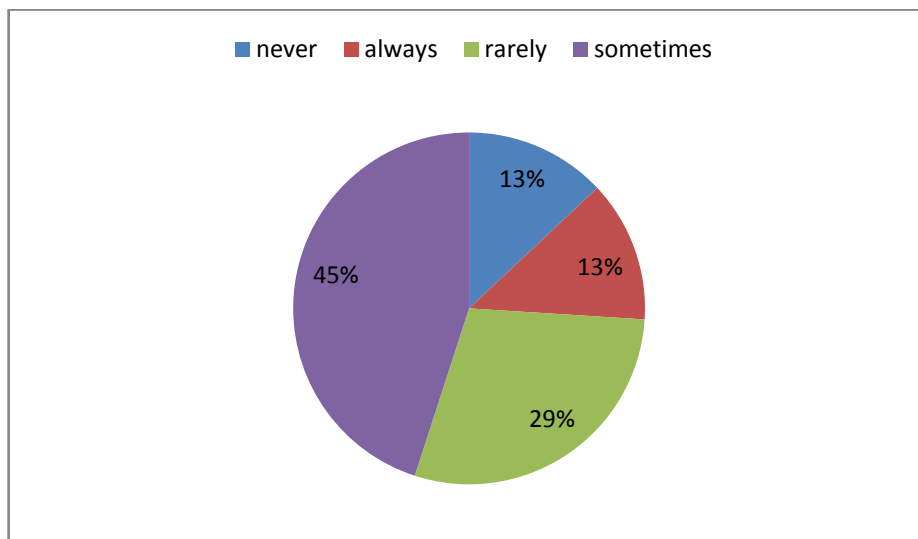
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Responses	Never	Always	Rarely	Sometimes
Participants	12	12	26	40
Percentage	13%	13%	29%	45%

Table 17: Student’s facing problems in listening skill



Graph N°15: Student’s facing problems in listening skill

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Students were asked to state some problems which are important in this study , and these problems are as follow:

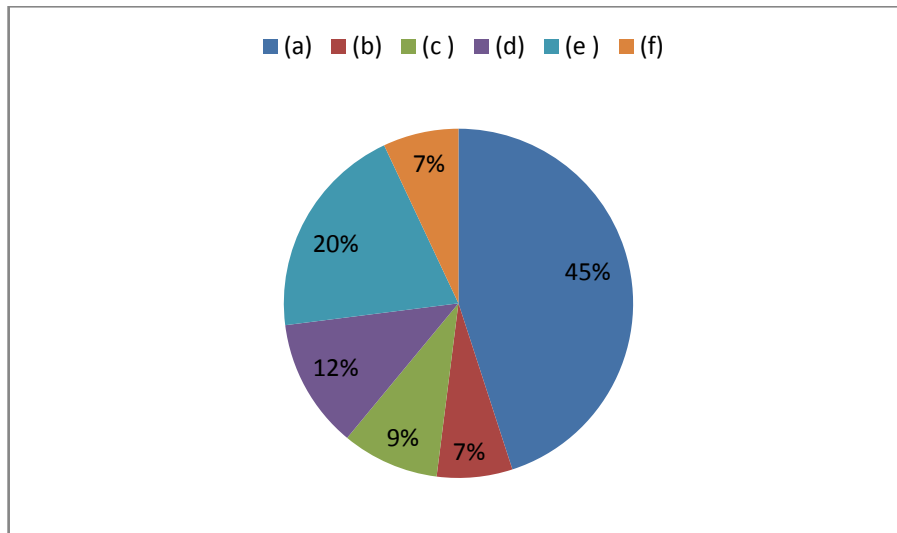
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- No enough time to answer questions while listening
- Materials are complicated and not clear
- Noise
- Misunderstanding of some words and pronunciation

Item 7: Which type of the following Audio-visual aids do you prefer?

- a) Videos
- b) Tape recorded
- c) Power point
- d) Films
- e) Songs
- f) Radio

Responses	(a)	(b)	(c)	(d)	(e)	(f)
Participants	41	06	08	11	18	06
Percentage	45%	7%	9%	12%	20%	7%

Table 18: The most preferable type of audio-visual aids



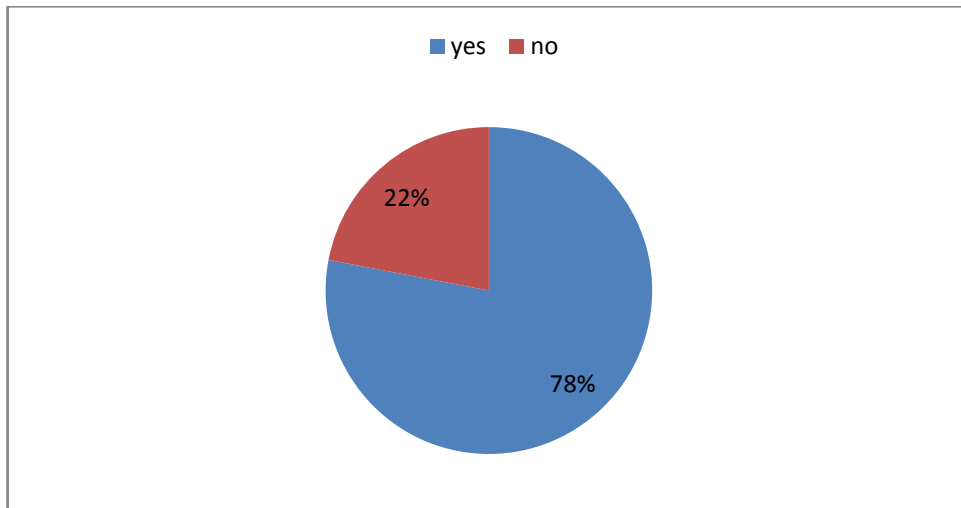
Graph N°16: The most preferable type of audio-visual aids

Table 18 demonstrates to us that (45%) of participants prefer videos, (20%) of them prefer songs, (12%) prefer films, while (7%) of them prefer tape recorded and with same percentage (7%) students prefer using radio, and only (9%) of them prefer power point. Besides, some of them stated other materials such as: News, Gifs, Blogs, Games, Short stories and Audio-books, and also they stated Television, Computers, and Pictures.

Item 8: Do Audio-visual aids motivate you? If yes , how?

Responses	Yes	No
Participants	70	20
Percentage	78%	22%

Table 19: Audio-visual aids as motivators



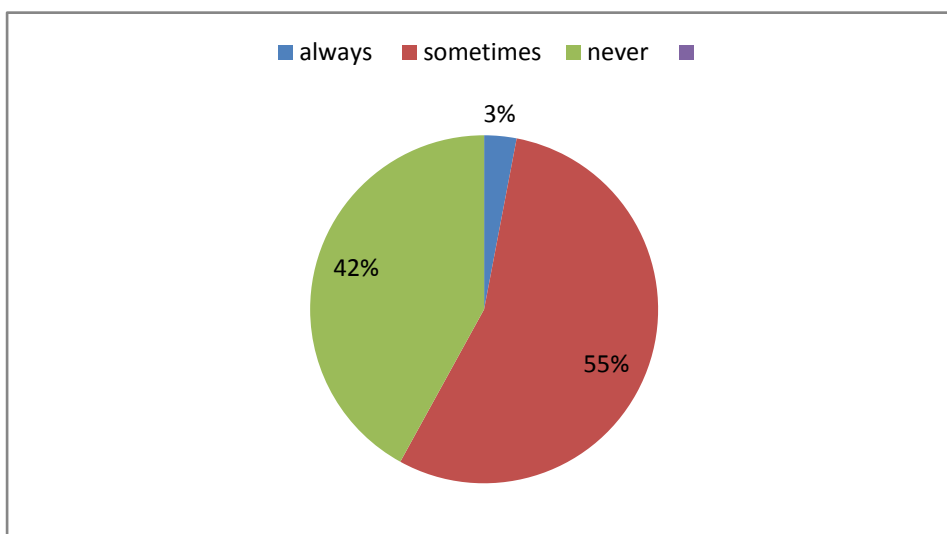
Graph N° 17: Audio-visual aids as motivators

As it is mentioned in graph 18 (78%) of participants consider audio-visual aids motivators because they motivate them and stimulate the real world, and (22%) of them do not consider these aids as motivators, and they do not help them in developing their levels and their listening process.

Item 9: How often does your teacher use them in classroom?

Responses	Always	Sometimes	Never
Participants	03	49	38
Percentage	3%	55%	42%

Table 20: Teacher's use of Audio-visual in classroom



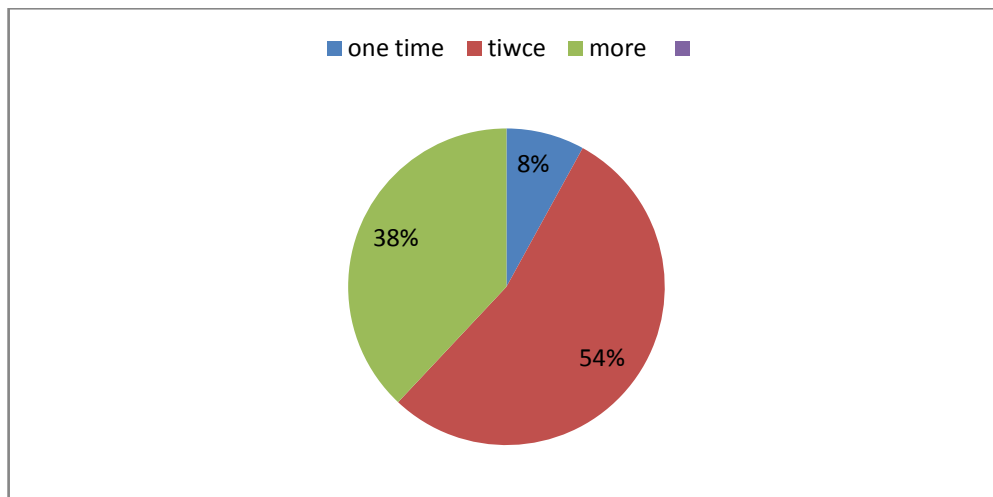
Graph N°18: Teacher’s use of Audio-visual in classroom

In this item, the students are asked to answer how often their teachers use audio-visual aids in the classroom. We find the following results: (55%) of students said that their teachers use sometimes audio-visual aids during sessions, whereas others (42%) to us that their teachers never use these materials in classroom, while only (3%) of them answered that they always use audio-visual aids in the class.

Item 10: When you have an activity to do and you have to focus very well, how many times do you need to understand the content of the subject?

Responses	One time	Twice	More
Participants	07	49	34
Percentage	8%	54%	38%

Table 21: Time needed by the students to understand the content



Graph N°19: Time needed by the students to understand the content

Table 21 shows that (54%) of the participants need two times to understand the content of the subject, and (38%) of them need more time to understand the activities and their content, and this is may be of the difficulties of words or pronunciation which are hard to grasp, whereas only (8%) of students need only one time to understand well the content and do their activities.

Item 11: What kind of materials do you suggest to your teacher to use in oral expression courses?

In this item students are asked to suggest any kind of Audio-visual aids that they want to use in oral expression courses to make it more interesting and changing the method and the way of learning, and their suggestion were as follow:

- Students suggest using materials such as: power point, videos, songs, presentations, role play, data show, pictures, maps, slides, audio-books, projectors, computers and smart phones.

Item 12: Would you please feel free to make any suggestions or provide relevant pieces of advice:

In this last item, we have requested the students to make any suggestions for their teachers and provide relevant advices about using the Audio-visual aids. So, the students have suggested the following:

- Audio-visual aids with all their different kinds should be used in English classes to help students developing their level and their skills.
- Teachers should encourage their students to use Audio-visual aids in and outside the classroom.
- Students said that they need equipped rooms to use these materials clearly and to get benefits from them.
- Teachers must use each time a kind of aids to motivate students and let them working.
- Students suggest to use different pedagogical aids like maps and slides to motivate them and help them develop their language skills.

In their point of view, students said that their teachers' presence is the important way to capture the students' attention while presenting the lecture because studying for them need to be motivated more, and it would be better also using different kinds of materials that help them making studying interesting. So, for that they want to encourage their teachers to use Audio-visual aids because these materials are entertaining and very helpful. They report that in order to learn English, they have firstly learning carefully anything has a relationship with this language and use different aids to facilitate this operation to them, and at the end the majority wish to me a good luck.

It is also very necessary to get a closer view on what the teachers think about using the audio-visual aids in their classes and their help to improve the listening skill. So, a teacher's questionnaire is very important to be included in order to cover the whole issue. The following section deals with the teachers' questionnaire analysis.

3.5. Teachers' Questionnaire and Analysis

Introduction

This questionnaire is administered to teachers of oral expression of English department at Biskra University. Its main principal is to investigate the role of audio-visual aids to enhance the students' listening skill. This questionnaire is distributed to eleven (11) teachers of oral expression module. The main objective of this questionnaire is to get teacher's opinion about using audio-visual aids in teaching especially listening skill in their classes with students and how these aids enhance student's abilities and motivate them.

3.5.1 Description of teacher's Questionnaire

We have submitted this questionnaire to eleven(11) teachers of oral expression, and we have collected seven (07) of them. This questionnaire includes eleven (11) questions; it includes both the open ended and the close ended questions. Moreover, it is composed of two sections.

Section one: Background Information

This section contains three (03) questions while mainly represent teacher's personal profile. It attempts to give an overview about the teacher's degree and the modules that they teach, and also about using Audio-visual aids in their modules.

Section two: Audio-visual aids (teacher's use of Audio-visual aids)

This section of the questionnaire contains eleven (11) questions. It concerns teacher's attitude towards teaching the listening skill and how they use the audio-visual aids in their classes. In addition, this questionnaire deals with different difficulties and problems that the teachers face when using these materials with students, the importance of using such materials

and how they facilitate teaching the listening skill. The rest of the questions are concerning the most preferable aids and their different advantages and disadvantages in class with students. Moreover, the comments and suggestions that they give which are very helpful and important this study.

3.5.2 Teachers' Questionnaire Analysis

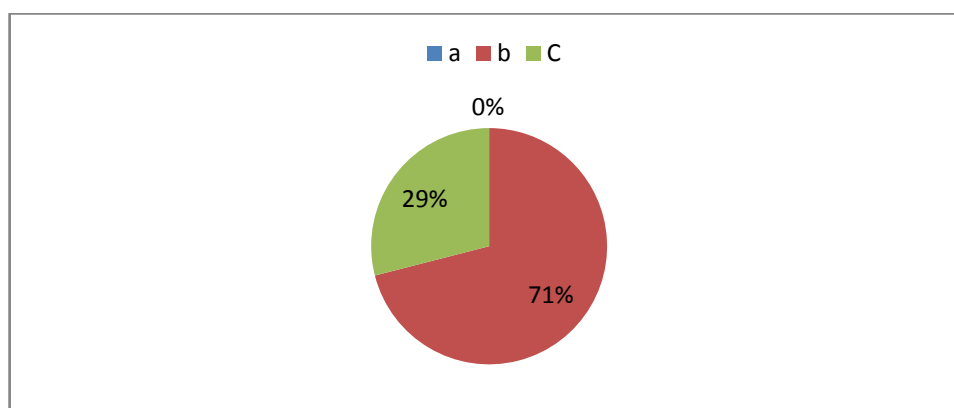
Section one : Background Information

Item 1 : Specify your degree :

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

Responses	(a)	(b)	(c)
Participants	0	05	02
Percentage	0%	71%	29%

Table 22: The participants' qualifications



Graph N°20: The participants' qualifications

Table 22 shows that the majority of teachers (71%) have an MA (Master/ Magister) degree, and it is mostly Magister degree, while the rest of them (29%) have PhD(Doctorate) or they are doctorate researchers.

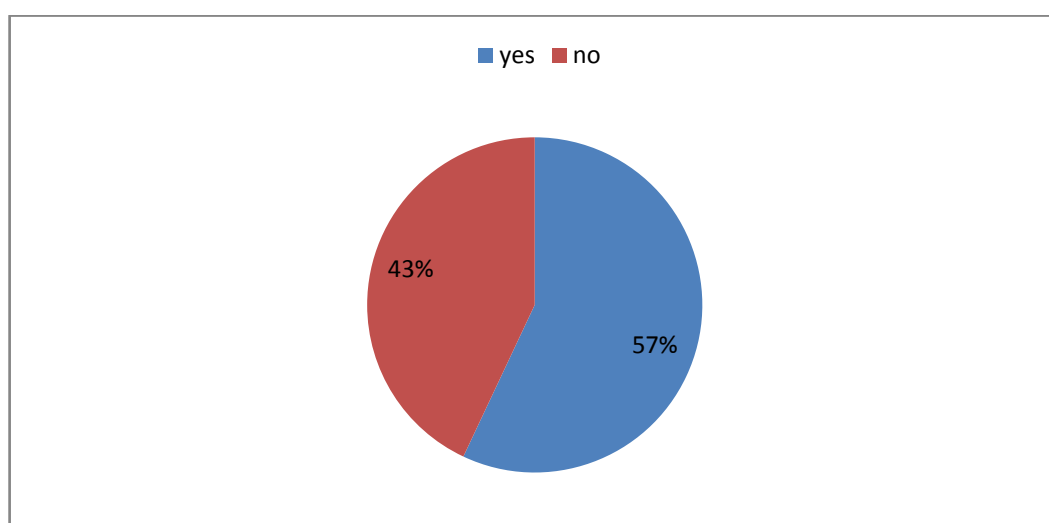
Item 2: What are the modules you teach?

Teachers are asked about the modules that they teach and the majority of them teach the following modules which are mostly deals with the using of Audio-visual aids: Didactics, Mastery of the language, Literary texts, Oral expression, Linguistics, Grammar and Written expression.

Item 3: Do you use Audio-visual aids in all the modules you teach? Why?

Responses	Yes	No
Participants	04	03
Percentage	57%	43%

Table 23 : Using Audio-visual aids in all the modules



Graph N°21: Using Audio-visual aids in all the modules

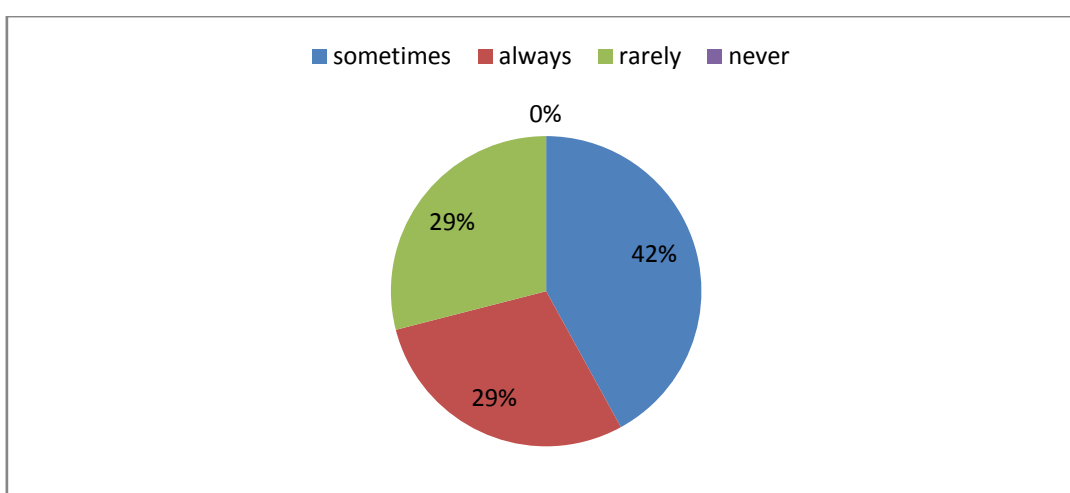
In this item, teachers (57%) said that they use audio-visual aids in all the modules they teach because they are motivating, less time consuming, and they help to improve student’s pronunciation, and others said that they use them depending on the nature of the topics to be discussed, while (43%) of them do not use these aids in all their modules because of time and topics and also because of the nature of the module itself.

Section two: Audio-visual Aids

Item 1: How often do you use Audio-visual Aids in your class?

Responses	sometimes	Always	Rarely	Never
Participants	03	02	02	0
Percentage	42%	29%	29%	0%

Table 24: Teachers’ frequency of using aids



Graph N°22: Teachers’ frequency of using aids

This question was addressed to explore teachers' frequency of using Audio-visual aids in their classes.(42%) of teachers answered that they sometimes use Audio-visual aids , while (29%) of them use these aids always , and others(29%) use them rarely.

Item 2: How do you select Audio-visual Aids for your class especially for listening skill?

Teachers are asked about their way of selecting the Audio-visual aids in their classes especially to do with listening skill are their answers were as follow:

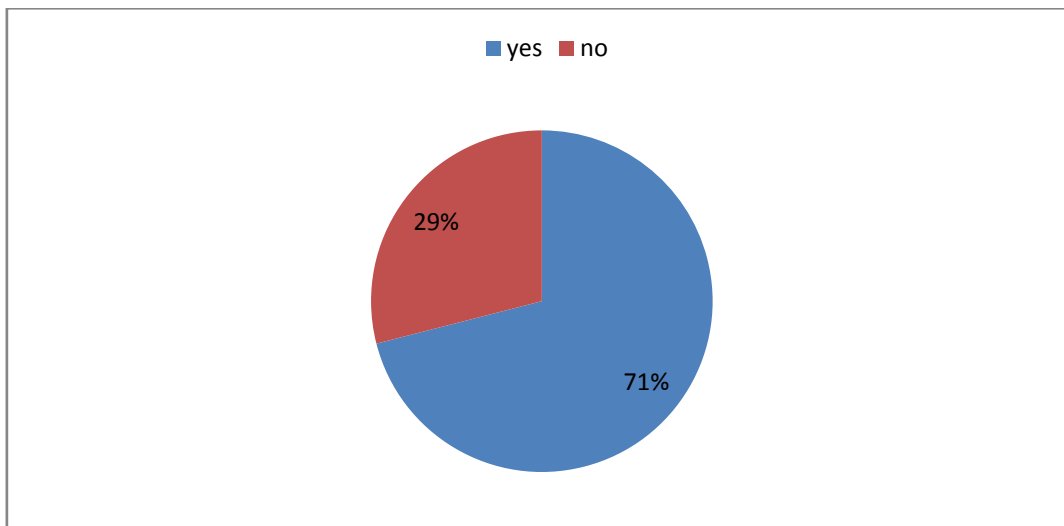
- Teachers select their materials according to the students' levels and needs
- Speaking and listening in addition to exemplification.
- Choosing academic, realistic materials.
- Vary the content to achieve the maximum benefits.
- And they select their aids depending on the nature of the topic to be discussed and the students' interest.

Item 3: Do you face any problems when using these materials in your class with students?

Why?

Responses	Yes	No
Participants	05	02
Percentage	71%	29%

Table 25: Problems when using Audio-visual aids with students



Graph N°23: Problems when using Audio-visual aids with students

In this item the majority of teachers(71%) said that they face problems when they use audio-visual aids in their classes with students because of the noise outside the class, and also the materials are very limited, while (29%) of them said that they do not face any kind of problems when using these aids in their classes with students.

Item 4: What kind of problems do you meet? State them please.

Teachers stated some kinds of problems such as:

- Lack of projection boards or devices.
- The classes are overcrowded.
- The rooms are not considered as the best places for using Audio-visual aids.
- The noise outside the class.
- The projectors are not available always.
- Materials are limited and problems of electricity.

Item5: Does the use of Audio-visual Aids in the classroom make the learner active?

Teachers are asked if these materials make the learners active. So, they said that they do. Using Audio-visual aids in classroom with learners make them active and more interested, and they find using Audio-visual aids so motivating for the students since they learn in a new methods and new teaching materials.

Item 6: How do Audio-visual Aids facilitate teaching listening skill to your students?

Teachers said that Audio-visual aids facilitate teaching listening skill to their students because:

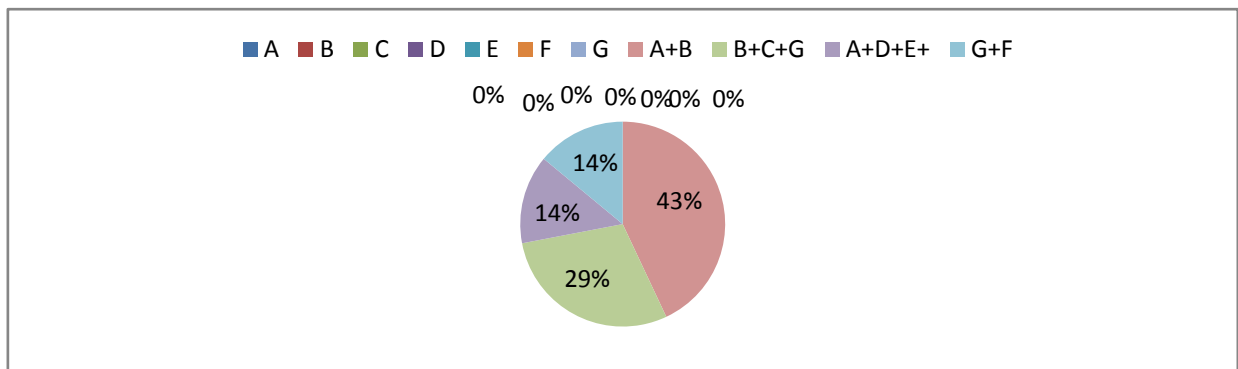
- They attract their attention and make them followed and benefit more.
- They enable students to grasp certain concepts quickly and easily.
- Once they listen and see whether videos or simple pictures, this helps them to grasp the ideas discussed via that material.

Item 7: What types of Audio-visual Aids do your students interact with more than other materials? Mention others.

- (a) Power point
- (b) Videos
- (c) Films
- (d) Tape recorded
- (e) Language laboratory
- (f) Radio
- (g) Song and music

Responses	(a)	(b)	(c)	(d)	(e)	(f)	(g)	a+b	b+c+g	a+d+e	g+f
Participants	0	0	0	0	0	0	0	3	2	1	1
Percentage	0%	0%	0%	0%	0%	0%	0%	43%	29%	14%	14%

Table 26: Preferable students Audio-visual aids.



Graph N°24: Preferable students Audio-visual aids students.

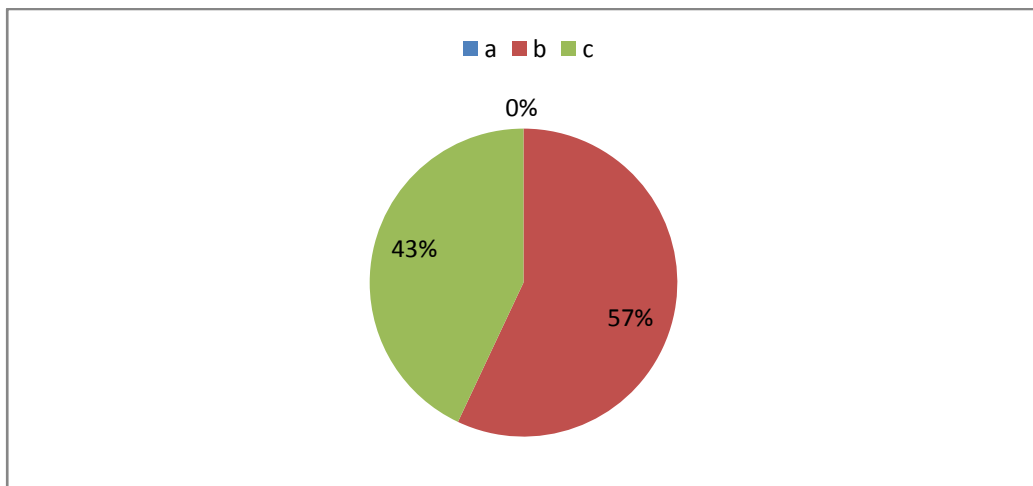
This table present to us the most important and preferable types of audio-visual aids that teachers' students interact with more than other materials and the results are as follow: (43%) of teachers say that their students interact with power point and videos, while (29%) of them interact with videos, films and songs and music, in the other hand (14%) of students interact with power point, tape recorded and language laboratory and the rest of them (14%) prefer radio, songs and music.

Item 8: How do you use the audio-visual aids in your class?

- (a) Ask students to use them independently.
- (b) Group of (02) or (03) students.
- (c) Use the aids together with all the students.

Responses	(a)	(b)	(c)
Participants	0	4	3
Percentage	0%	57%	43%

Table 27: Way of using Audio-visual aids in class



Graph N°25: Way of using Audio-visual aids in class

Teachers use audio-visual aids with their students in different way.(57%) of teachers said that the best way of using the audio-visual aids with their students is using them in group of two(02) or three(03) students depending on the nature of the topic and the activity to be presented, and the rest of teachers (43%) said that they use them together with all the students to save time and encourage team work.

Item 9: The advantages of using audio-visual aids:

The teachers were asked to name the advantages of employing Audi-visual aids in teaching. So, their answers were the following:

- Creating and motivating environment for the students.
- They provide students with a variety of activities and give them the same opportunities to handle and manipulate them.
- Saves time.
- Exposure to native speakers' accents and culture.
- More motivating to students and attractive.
- Less time consuming with the maximum of benefits.
- Authentic language and materials.
- To enhance and increase listening comprehension.

Item 10: The disadvantages of using Audio-visual aids

Teachers stated some disadvantages of using audio-visual aids in teaching:

- One of teachers said that in his/her point of view the only drawback of using audio-visual aids is when we face problems with electricity or with the material itself (PC, data show...etc).
- They require a very calm atmosphere, which is unfortunately not always available.
- They are not available all the time.
- The content is very difficult to prepare.

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

In this last question, teachers of this population were asked to freely add any comments or suggestions that they see important in this study.

- Equipped rooms are needed to use Audio-visual aids.
- Smallish classes (groups) are required.
- The Audio-visual aid is not the only to teach listening but it must be used judiciously and teachers must be trained on how to use it.

Conclusion

The analysis and the interpretation of both teachers' and students' questionnaires demonstrate that the audio-visual aids have a key role in teaching English as foreign language and to improve the students' listening skill. However, teaching students listening skill and help them to develop it, is a difficult work to do and it needs a lot of preparation and a lot of motivation in order to encourage those students to work more, and to participate and develop themselves. From the analysis of students' questionnaire, we conclude that most of the participants are very interested in the subject through their contribution because the majority of them respond the questions given to them honestly. Students agreed that the audio-visual aids are important ways to develop their skills even there are many difficulties especially in listening skill such as: fast speech, pronunciation, accents and also when they cannot hear the voice clearly. In the other hand, the result obtained from the teachers' questionnaire helped us a lot to see how they used these materials, and how much these different aids are beneficial in presenting the lesson. According to what the analysis of the teachers' questionnaire have demonstrated, listening is an important skill for the learners to practice and develop however they have encountered some difficulties such as: lack of vocabulary, unfamiliar with some accents or pronunciation and speed speech of some speakers. Teachers also stated that using audio-visual aids in the classroom with students have many advantages. From the results of this questionnaire, most of teachers agreed and confirmed that using audio-visual aids is very interesting and important in enhancing learners' listening skill, and they suggested to provide appropriate materials to use and equipped rooms to facilitate teaching and learning this skill.

3.6. Classroom Observation

Introduction

The classroom observation is conducted to investigate the role of audio-visual aids in teaching and learning the listening skill in the classroom and how these materials are affective for developing this skill. The classroom observation task of this study took place with six groups of first year LMD students of English at Mohamed kheider University of Biskra with their teachers of oral expression. The observation lasted six sessions, we have started the classroom observation after the winter holidays in the 3rd January 2017, because of the students' exams and the holidays, we preferred to do the classroom observation during this period, and also because of the teachers who did not start using the Audio-visual aids in their classes from the beginning of the year or the semester . Classroom observation was carried out by using check list and field notes regarding students' behavior and attitudes towards the using of Audio-visual aids in classroom with their teachers.

3.6.1 Description of the Checklist Layout

We used in this classroom observation a checklist that was divided into four(04) sections including twenty seven (27) items to show how teachers used the audio-visual aids in their classes and how students interact with them, and to see whether they were effective to improve the students' skills or not.

3.6.2. Classroom Observation's Analysis

Section 1: Development of learning objectives

Item 1: Review previous day' course content

I have observed that most of the teachers of oral expression reviewed their previous day's course content to refresh students' minds and make them in contact with the new lecture and the new content especially when the day's lecture have a relation with the previous one.

Item 2: Present an overview of the lesson

All the participants in their sessions that we have attended before starting the new lecture presented an overview about the new lesson and its objectives.

Item 3: Make the statements of the purpose of the lesson

About this item, we have observed that all teachers made clear statements about the main purposes and the important objectives of the lesson to make the students interested more.

Item 4: Vary activities

In this item, half of the participants did not use different activities about the lesson ; at least they did one or two activities in the maximum because of the activities' length and also because of the time and sometimes the noise of the students in and outside the classroom which made the teachers angry and start shouting and stopping the lecture.

Section 2: Selection and use the instructional materials

Item 1: present appropriate materials to state purpose of the course

In this section the first item that we wanted to observe is whether teachers present appropriate materials. We have observed during the six (06) sessions that we have attended with them that three of the participants presented a good and an appropriate materials to state the purpose of their course , while two (02) of them started directly the course without mentioning any aid or material. In addition, only one of them used one aid without presenting

it and the purpose of its usage because they used to work with such aid and no need to represent it.

Item 2: Prepare students for the lesson with appropriate listening

Most of teachers during the classroom observation presented to their students some relevant steps and points in order to follow and to prepare them to the day's lesson with an appropriate and good listening.

Item 3: Use common Audio-visual aids

All teachers that we have attended with them used different audio-visual aids even if the day's course content has no relationship with listening task, they used different handouts and pictures to present the lesson and the content of students' activities.

Item 4: Relate the Audio-visual aids to the objectives of the lesson

Most of teachers used a different audio-visual aids which have a relation with the objectives of the lesson, and the rest of our participants sometimes in some of their sessions used the wrong and the inappropriate materials to present the lesson, since their lesson need another type to be more clear and understandable.

Section 3: Students-teachers' interaction

Item1: Clarity and effectiveness of the teacher's questions

What we have observed about this item above, is that most of teachers' questions are clear and effective and have relation with the topic that they learned, and others sometimes made some unclear questions without explained them.

Item2: Encourage students' discussion when they finish listening

We have observed during sessions that we have attended that teachers did not encourage their students to discuss the content of the topic and this is depending of the day's content whether they have listening or reading, and also when they have activities to do during listening or watching the product, but when they have no activities they listen well to the content and the teachers ask questions and give examples to motivate them and start the discussion.

Item3+ item 4: Students ask questions and make comments on the subject+ Classroom's atmosphere is participative

Those two items have a relation and clear combination between them because if students did not making comments and asking questions about the topic, so the atmosphere of the classroom will be boring and not participative, but in the most of classes that we have attended students were very participative and active, during the first session students were sat forming semi-circle and the environment of the classroom changed when the tape recorded or the video was introduced , and also especially when their teachers using different aids each sessions which make them curious and all of the time want to know more.

Item5: The teacher has an eye contact with students

We have observed about the item above that the majority of teachers are active too with their students and have an eye contact with them when students are supposed to clarify things or asking questions about the topic, so here teachers must show to their students that they are interested about their comments and give them all their attentions.

Item 6: Time-on-task is used appropriately

Most of sessions that we have attend, we have observed that teachers choose appropriate topics and use best materials to present their lectures, and know how to manage their time appropriately and effectively.

Item 7+ Item 8: All students are engaged and active+ The lesson involves a variety of students and difficult materials and activities

When teachers know how to change the types of topics used in class each time, this will be effectively successful and beneficial for the students to help them. So , session after session teachers have to change their method and their kinds of materials used in presenting lectures to make students more active and engaged, there was a significant increase in the number of students participating in the discussions and the activities, and this what we have observed, but in the other hand, we have observed too in other sessions that students are not active enough when their teachers used another aid, a new one which they have never dealt with it.

Section 4: Content

Item 1+ Item2: Project voice easily heard (about the pronunciation of course) + Understandable language

According to the number of the sessions that they practiced listening and we have attended with them which are mainly five sessions. We have observed that the voice was not clear as much as possible for the whole class. Firstly, mainly due to the students' number, and secondly, because of the project voice; maybe it was clear only for students who are sitting in the front of the class, and also because of the external speakers was small and this was not

enough to make the voice very loudly and this is the main first reason which make the language not understanding very well.

Item3: Appropriate rate delivery

During our observation, we have noted about this item above that teachers delivered their opinions using different ways and aids to facilitate the idea for their students and delivered it appropriately, but also in other sessions we have observed that there are some teachers gave idea as it is and the students are responsible of getting the meaning.

Item4: The use of helpful and clear concepts (about using Audio-visual aids)

Not in all the sessions the use of clear and helpful materials are available, there was teachers who could bring their own materials such as PC, Data show, and External speakers, but others no, and if the materials are available most of time they have problems in electricity.

Item5: Students face problems while listening to a fast speech or conversation

We have observed during different sessions that students who have the ability to speak and understand the English language have no problem in listening fast speech , but this is not mean that they understand everything because they are not native speakers. In contrast, others did not understand anything. Most of problems that students face while listening to a fast speech and conversation mainly because of the external speakers and the noise inside and outside the class.

Item 6: The use of Audio-visual aids help the teacher improving students' level

We have observed that teachers during all the sessions work to help students developing their level skill by skill and using different materials with practicing different activities strongly help the teachers to improve their students level.

Item 7+ Item 8: Do students react about the use of Audio-visual aids in the class? + Students interact and work with those materials

We speak here about applying new methods in teaching and learning, and working with new thins and new aids, and we have observed from the first session that students react and interact with using different audio-visual aids in their lessons and they find this very helpful and enjoyable which make them more active and participative.

Item9: The teacher writes key words or short paragraph with blank space to find the appropriate words while listening

From what we have observed, the majority of teachers presented their lectures without writing key words, they presented the content of the lecture and the materials that they are going to use , and sometimes they gave handouts contain questions or short activities or games to do.

Item 10: Uses repetition each time/ many times

When teachers use a long tape recorded or videos we have noted that they did not repeated again because of time , so they told students before starting that there will be no repetition to pay all their attentions and senses. In addition, we have attended some sessions

that students have a listening test, so here students have the right to repeat the video or the tape one time to answer their test and their questions.

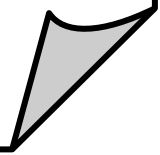
Item11: Employs group work to make a summary about what they have listened or to answer questions

Most of teachers do group work in their classes when students have reading or writing sessions, and it is rarely used in listening because in this situation teachers have to discover student's own abilities in listening something, most of time they gave them paragraphs to fill the blank or answer questions or to express what they understand from the topic orally.

Conclusion

During all the sessions of the classroom observation, and according to what we have observed and according to the findings, using Audio-visual aids is very important for the most of our participants because these materials help them to do more and different activities to develop their abilities and their listening skill even they are a little bit difficult and hard to prepare, and they faced sometimes problems when they use them such as problems in the voice and the lack of materials but at the end they found that using audio-visual aids is very helpful for them to develop themselves outside and inside the classroom.

General Conclusion



Conclusion

This study has been conducted to investigate the role of audio-visual aids to enhance the students' listening skills, at the level of the English Branch at Mohamed Kheider University of Biskra. On one hand the first chapter contained the listening skill definitions, different types and its importance. On the other hand, the second chapter of this study included different definitions of audio-visual aids, their classifications and types, and also problems and solutions about using these materials. Furthermore, the third chapter is related to the practical work including the description and the analysis of teachers and students' questionnaire and also the classroom observation.

This investigation is confirmed by the results which are obtained from the two questionnaires and what we have observed during the classroom observation with students of first year LMD. The use of audio-visual aids in the classroom is very interesting and important for developing the learners' abilities, needs at the same time. This is what the obtained data from the questionnaires has revealed without forgetting the problems and the difficulties that learners trying to beat such as using language laboratory, songs and videos, and also tape recorder. Those tools yield the learners the opportunity to improve themselves and to discover new things, give them the chance to exchange ideas and practice the language with others and encourage them to listen.

Audio-visual aids are successful and effective tools since they give students space to discover their abilities in hearing and introduce them to the original use of English language. Using these materials facilitates the teaching and learning process, and in order to improve students' needs, teachers must help them through designing different listening activities to motivate them.

The present study indicates that listening is a very important skill in learning and teaching foreign languages, and it will be more successful when it is based on using the A

audio-visual aids with their different kinds. So teachers should be responsible enough and aware of their students' listening abilities, and their difficulties in order to be able to solve these problems and to provide effective materials.

According to the results, students preferred learning listening much more than other language skills because they consider this skill have an important and effective role in developing their levels because these materials are successful and give students an opportunity to hear the real English with its different accents and pronunciations. Also, they motivate and enable students to reach the desired level of proficiency .The results confirmed our hypothesis that using audio-visual aids play a major role in improving the students' listening skill, and based on these different results mentioned in this conclusion.

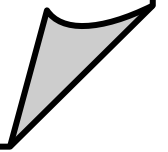
Recommendations

Basing on the findings and the conclusion of this study we suggest and recommend the following:

- The use of Audio-visual aids need to be used by teachers and learners together.
- Teachers must choose the appropriate aids for their task for better achievement.
- Teachers have to use different aids each time and do not focus only on one type to motivate their students so that usage can be helpful for both.
- Teachers should increase the level of their students by using audio-visual aids in their sessions.
- Listening is an important skill that not only everyone needs to improve but also learners because this is a good opportunity that help them to improve their language and their levels and abilities.

- Students should work on themselves not only inside the classroom but also outside at home or with their friend using different materials and practicing listening activities this is very helpful and practical.
- Listening is an important language skill which requires a lot of practice, for that teachers must design different activities which have relation with the listening task by using different materials to expose students to new methods in order to develop their listening abilities and motivate them to do more.
- Using audio-visual aids such as tape recorded, videos and songs have a great influence on students' listening proficiency because they focus more when they are listening to something interesting for them which lead to good results. So here students gain the appropriate pronunciation and accents, new unfamiliar words and different information not only about the topics presented but also about the language.

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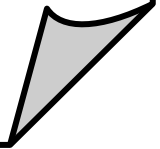
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Appendices



Appendix One

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Mohamed Khider- Biskra
Faculty of Arabic language and Foreign Languages
Department of Foreign Languages
Branch of English

Student's questionnaire

Dissertation topic :

Investigating the Role of Audio-visual Aids to Enhance EFL students'

listening skill .case study of first-yearLMD students at Mohamed Kheider University
of Biskra.

Dear students,

The aim of this questionnaire is to Investigate the Role of Audio-visual Aids to Enhance EFL students' listening skill. This questionnaire consists of three sections, read each instruction and choose your answers. Your answers are very helpful for me and for the validity of this research. So ,please read carefully and tick the appropriate answers.

Thank you very much in advance.

Section one : General Information

1-Your choice to study English was :

- a) Personal .
- b) Imposed..

Why ?.....
.....
.....

2-What is your level in English ?

- a) High.
- b) Average.
- c) Below average.
- d) Low.

3- how do you evaluate your listening skill ?

- a) good.
- b) average.
- c) Less than average.
- d) I do not know.

4- have you ever failed your listening test ?

- a) Never.
- b) Once.
- c) Twice.
- d) Three times.
- e) Always.

5- how often do you self-study listening at home ?

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

section two : Audio-visual Aids in listening skill

1- which skill do you think is very important in learning English as a foreign language ? Choose one.

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

2- The use of Audio-visual Aids always enhance your listening skill .

- a) Agree.
- b) Strong agree.
- c) Disagree.
- d) Undecided.

3- Different components can be enhanced while using Audio-visual Aids .Tick one of the following and justify your choice.

- a) Vocabulary.
- b) Pronunciation.
- c) Grammar .
- d) No one.
- e) All of theme .

4- What is your opinion about the employment of Audio-visual Aids in listening ?

- a) They are of great help for you..
- b) They do not help much in class .
- c) They are not beneficial.
- d) It is too difficult to apply them in cl

5- Do you think that the activities you do in class are effective to develop your listening skill ?

- a) Yes.
- b) No.

Section three : Audio-visual Aids

1- In your opinion ,using Audio-visual Aids is beneficial ?

- a) Yes.
- b) No.

Say why ?

.....
.....
.....•

2- Do your teacher use Audio-visual Aids in the classroom ?

- a) yes.
- b) No.

If yes,give some common Audio-visual Aids that your teacher use :

.....
.....
.....•

3- Do you think that the use of Audio-visual Aids help you improve your listening level ?

- a) Yes.
- b) No.

4-Does the class become interesting if your teacher uses Audio-visual Aids in the classroom ?

- a) yes.
- b) No.

If yes justify your answer :

.....
.....
.....•

5- How often do you face problems in listening when Audio-visual Aids are used in the classroom ?

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

6- State some of these problems which are important in this study :

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

7- Which type of the following Audio-visual Aids do you prefer ?

- a) Videos.
- b) Tape recorded..
- c) Power point.
- d) Films.
- e) Songs .
- f) Radio.

State others :

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

8- Do Audio-visual Aids motivate you ?

- a) Yes.
- b) No.

If yes ,how ?

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.....
.....

9- How often does your teacher use them in classroom ?

- a) Always.
- b) Sometimes.
- c) Never.

10- When you have an activity to do, and you have to focus very well, how many times do you need to understand the content of the subject ?

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

11- What kind of materials do you suggest for your teacher to use in oral expression courses ?

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.....
.....•

12- would you please feel free to make any suggestions or provide relevant pieces of advice :

.....
.....
.....•

Thank you for your collaboration .

Souidi Amira

Master 2 (G 4).

Appendix Two

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Mohamed Khider- Biskra
Faculty of Arabic language and Foreign Languages
Department of Foreign Languages
Branch of English

Teacher's questionnaire

Dissertation topic :

Investigating the Role of Audio-visual Aids to Enhance EFL student's listening skill. Case study of first year LMD at Mohamed Kheider University of Biskra.

Dear teachers,

For the preparation of this dissertation, this questionnaire serves as a data collection tool to investigate the Role of Audio-visual Aids to Enhance listening skill, your answers are very important for the validity of this research. We hope that you will give us your full attention and interest. Please, tick the appropriate choice that corresponds to your answer.

Thank you very much for your help and time in advance.

Section one : Background Information

1- Specify your degree :

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

2- What are the moduls you teach ?

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

3- Do you use AVA in all the modules you teach ?

- a) Yes.
- b) No.

Why ?

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.....

Section two : Audio-visual Aids

1- How often do you use Audio-visual Aids in your classes ?

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

2- How do you select AVA for your class especially for the listening skill ?

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

3- Do you face any problems when using these materials in your class with students ?

a) Yes.

b) No.

Why ?

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.....
.....•

4- What kind of problems do you meet ?state them,please.

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.....
.....•

5- Does the use of Audio-visual Aids in the classroom make the learner active ?

.....
.....
.....•

6- How do Audio-visual Aids facilitate teaching listening skill to your students ?

.....
.....
.....•

7- What types of Audio-visual Aids do your students interact with more than other materials ?

- a) Power point.
- b) Videos.
- c) Films.
- d) Tape recorded .
- e) Language laboratory.
- f) Radio.
- g) Songs and music.

Mention others :

.....
.....
.....•

8- How do you use the Audio-visual Aids in your classroom ?

- a) Ask students to use them independently.
- b) Group of (02) or (03) students.
- c) Use the aids together with all the students.

Say why please ?

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.....•

9- What are the advantages of using these Audio-visual Aids ?

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.....•

10- What are the disadvantages of using these Audio-visual Aids ?

.....
.....
.....•

11- Feel free to add any comments or suggestions you see important in this study.

.....
.....
.....•

Thank you for your
collaboration .

Souidi Amira . master 2 .

Classroom Observation Check List

- **Departement :**
- **Topic :**
- **Class observed .:**
- **Time :**
- **Date :**
- **Observer :**

Features	Yes	No	Not observed
<p>1/ Development of learning objectives :</p> <ul style="list-style-type: none"> ✓ Review previous day's course content. ✓ Present overview of the lesson. ✓ Make clear statements of the purpose of the lesson. ✓ Vary activities. 			
<p>2/ Selection and use of instructional materials :</p> <ul style="list-style-type: none"> ✓ present appropriate materials to state purpose of the course. ✓ Prepare students for the lesson with appropriate listening. ✓ Use common Audio- visual Aids :Audio clip/Data show/Power point/ Language laboratory/Songs/Radio.... ✓ Relate the Audio-visual Aids to the objectives of lesson. 			

<p>3/ Students-teachers' interaction :</p> <ul style="list-style-type: none"> ✓ Clarity and effectiveness of the teacher's questions. ✓ Encourage student's discussion when they finish listening. ✓ Students ask questions and make comments on the subject. ✓ Classroom's atmosphere is participative. ✓ The teacher has an eye contact with students. ✓ Time-on-task is used appropriately. ✓ All students are engaged and active. ✓ The lesson involves a variety of students and difficult materials and activities. 			
<p>4/ Content :</p> <ul style="list-style-type: none"> ✓ Project voice easily heard (about the presentation of course). ✓ Understandable language. ✓ Appropriate rate delivery. ✓ The use of helpful and clear concepts (about using AVA). ✓ Students face problems while listening to a fast speech or conversation. ✓ The use of AVA help the teacher improving student's level. ✓ Do students react about the use of AVA in the class ? ✓ Students interact and work with those materials. ✓ The teacher writes key words or short paragraph with blank space to find the appropriate words while listening. ✓ Uses repetitions each time/many times. ✓ Employs group work to make a summary about what they have listened to or to answer questions. 			

Comments :

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المخلص

الاستماع هو العملية التي يستطيع من خلالها الدماغ ادراك و تفسير الاصوات التي تصل اليه. و هذه المهارة واحدة من اهم المهارات اللغوية الاساسية التي تسمح بفهم مختلف اللهجات و طريقة النطق الخاصة بكل لهجة ، و لكن عندما تتم ملاحظة هذه العملية خلال الفصول الدراسية فإنه من المروع أن نجد أن تدريس الاستماع هو المهمل في الغالب و ان العمليات الاخرى هي محور التركيز ، وهذا الإهمال له تأثير كبير في تقدم الطلاب في تحسين مهارات الاستماع لديهم وتطويرها.

في هذه المذكرة نقدم الطريقة الاكثر فائدة و ذات اهمية لتعليم مهارة الاستماع و غيرها من المهارات داخل و خارج الفصول الدراسية ، بما في ذلك الوسائل المختلفة و المفيدة في مجال تدريس و تعليم اللغات الاجنبية و التي هي الوسائل السمعية و البصرية. في هذه الدراسة نحن نهدف الى تحقيق دور تلك الاجهزة في تعزيز مهارة الطلاب للاستماع و مدى اهميتها و فعاليتها. الفرضية الاساسية في هذه الدراسة هي انه اذا تم استعمال هاته الوسائل السمعية و البصرية في القسم فان مهارة الطلاب في الاستماع سوف تتحسن ، فلنفي او اثبات هذه الفرضية تم استخدام استبيانين مختلفين لطلبة السنة الاولى من اللغة الانجليزية و اساتذة التعبير الشفوي من اجل معرفة مدى قيمة استعمال هاته الوسائل في حياتهم اليومية و خلال الفصول الدراسية و كذلك مدى اهميتها في تعليم و تدريس الاستماع. كما قمنا ايضا ببرمجة حصص مراقبة مع سبعة اقسام خلال سبعة حصص لمراقبة تفاعل الطلاب عند استخدام هذه الوسائل و ما اذا كانت مفيدة و قابلة للتطبيق او لا. و قد اظهرت تحاليل نتائج استبيانات الطلاب و الاساتذة و وفقا لما لاحظناه من خلال الجلسات انهم يعتبرون الوسائل السمعية و البصرية كادوات هامة و فعالة في تعزيز مهارة الاستماع.