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Department of Foreign Languages

# MASTER THESIS

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**Investigating the Role of Instructional Materials in Enhancing  
Oral Expression Teachers' Performance: The Case of  
University of Biskra and Intensive Language Teaching Centre  
Teachers**

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## **Declaration**

I, **ABDELHAMID Turkiya** do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra.

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## Dedication

I

*In the Name of **ALLAH** the Most Gracious, the Most Merciful All the Praise is due to **ALLAH** alone, the Sustainer of all the worlds*

*This work is dedicated:*

*To my mother **Abdeddaim Saida** , and my father **Moussa** , Thank you for all your sacrifices, your encouragement, and all your love.*

*To My lovely sisters: **Ikram, Meryem, and Leyla** thank you for your love and support.*

*To my beloved brothers: **Rafiq and Ismail***

*To my dear nephews: **Belkacem Mouaiz Billah** and **Iyad***

*To my brothers-in-law : **Redhouane and Mounir***

*To my soul mates : **Rania and Warda***

*To all my friends*

*To everyone who helped me in order to accomplish this work.*

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**Thank you.**

### **Abstract**

This research work aims to examine the role of instructional materials in Enhancing teachers' performance in teaching oral expression. It attempts at finding out whether these teaching aids help teachers to well achieve their course objectives. To achieve this aim, we relied on one data collection tool which is the questionnaire. The questionnaire was submitted to the university and Intensive language teaching centre of Biskra teachers in order to investigate the techniques applied by teachers to teach oral expression. It focused on investigating the role of instructional materials as one of these techniques. The results obtained from this investigation confirmed our hypotheses and revealed that teachers can perform better if they rely on such materials. These aids were also useful means to attract and motivate learners for learning a foreign language. Coming with these findings, we have proposed some recommendations for the integration of teaching aids. We showed that instructional materials provide high-quality teaching process and create an enjoyable atmosphere inside the classroom.

## List of Acronyms

**EFL:** English Foreign Language

**IM:** Instructional Materials

**LS:** Learning Styles

**OE:** Oral Expression

**TA:** Teaching Aids

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# **General Introduction**

## **Introduction**

English has become one of the most important languages in the world and learning a new language is required. Therefore, universities and institutions around the world are seeking for effective techniques for teaching English. Besides teachers' physical performance other factors are required to achieve learners' fluency most notably the instructional materials also known as learning materials. This research investigates the role of instructional materials to help achieve the learning objectives. These materials are used to help teachers and it could also help students to develop their skills.

## **Statement of the Problem**

It is apparent that English teachers find themselves facing many obstacles and difficulties in the oral expression session regardless to their experience or proficiency. Some might find troubles with the huge number of learners, others may face other issues mainly lack of materials. This study would investigate how these materials help teachers to perform better in oral expression.

## **Significance of the Study**

This study may be of a great value, for that it shows the effects of instructional materials on teachers' performance in oral expression session. Furthermore, this research will provide the proof to accept or deny the idea of teachers' proficiency is not important to better perform. The study is managed for English teachers at the university of Mohammed Kheider Biskra and teachers of Intensive Language Teaching Centre.

## **Aim of the Study**

The study subject aims at:

- Provide clear information about the instructional materials and their role in teaching oral expression.
- Make teachers aware about the effectiveness of teachers' use of the instructional materials.

### **Research Questions**

This research intends to answer the following research questions:

- How can instructional materials help teachers to perform better in oral expression session?
- What are the appropriate instructional materials for oral expression session?

### **Research Hypotheses**

The study is based on two hypotheses that shall be tested and verified:

- We assume that if instructional materials are properly used, it would have a positive effect on teachers' performance.
- We hypothesize that audio-visual materials are the appropriate tools for teaching oral expression

### **Research Methodology**

According to the nature of our research, it will be held under the mixed method approach in order to provide necessary information and gather data for these research.

### **Population**

Our study will be held at university of Mohammed Kheider Biskra and Intensive Language Teaching Centre with English teachers. This population is selected because both groups of teachers are not the same, the Intensive Language Teaching centre teachers may have less knowledge the centre provide them with suitable materials, while university teachers are more knowledgeable but they lack materials so that we can observe the effect of instructional materials through the difference between the tow.



The mentioned sample will consist of males and females to be observed in order to add validity to the research.

### **Data Collection Tools**

The study will include one data analysis tool which is questionnaire directed to the English teachers of oral expression at university of Mohammed Kheider Biskra and Intensive Language Teaching centre.

### **Structure of the Study**

This research is consisting of three chapters, two theoretical chapters and one practical chapter. Chapter one will be about the learning situation of English language teachers of Biskra university in comparison to Intensive Language Teaching Centre teachers while chapter two will be divided into two sections. section one will be about the IM mainly its definition, types, examples. Section two will be about the effectiveness of IM on the teaching process. Chapter three will be devoted to the practical part of this research, it includes the analysis and the results of the data collection tool.

### **Conclusion**

Through this research, we intend to link between the use teaching aids and teachers' performance. Our research objective depends mainly on examining the effectiveness of instructional materials in teaching oral expression, and trying to obtain all related data and attitudes concerning this issue.

## Chapter One: Learning Situation

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## **Introduction**

The educational system in Algeria has adopted the teaching of English because of its great importance, but the sector still faces some difficulties due to the lack of resources and a large number of students. The latter has made the Algerian educational system differs from what should be taught. Thus, it has reduced the standard of education in Algeria. Therefore, we devoted this chapter to tackle the issue of teaching English in Algeria.

### **1.1. Issues Related to Teaching English as Foreign Language (EFL)**

Teaching English is not just about being able to speak the language, it requires a set of the elements that work together to achieve teaching/ learning goals such as learners' attitude towards the language which should be positive, teachers' proficiency and our main concern in this study which is teaching materials. However, EFL teaching in some context becomes problematic. The fact that it is not the mother tongue of learners and even teachers create a problematic situation where teaching the language has potential difficulties that contradict with the previously mentioned elements of teaching a language, namely: learners' negative attitude towards English.

#### **1.1.1. The Issue of Learners' Negative Attitude Towards English**

Many studies were conducted to investigate learners' attitudes towards English. For instance, Zainol Abidin et al. (2012) conduct a study attempting to investigate learners' attitude towards English. Data show a negative attitude toward it even though they used to learn English for years at school. Also, they could not reach the desired level only if they join private schools to have special courses because they find the appropriate settings (materials, teachers, well-designed syllabuses, and so on). Therefore, teachers are recommended to create an encouraging atmosphere in the

classroom to encourage and motivate learners so that they will be interested in the language itself.

### **1.1.2. The Issue of Teachers' Proficiency**

Teachers' proficiency is another problematic issue about teaching the language. Teaching has been related to the teacher's knowledge and ability of his/ her profession. As Richards (2017) explains 'For non-native English teachers, language proficiency will always represent the bedrock of their professional confidence'. In addition, English teachers faced problems related to their training, classroom management, and Teaching Aids (TA). Pathan, Al Khaiyali, & Marayi (2016) state that the lack of teachers training is a common problem, teachers join teaching without official training so that their performance will be affected. Furthermore, English teachers consider classroom management as an important issue. Because oversized classes, limited time, the attitude of learners lead to poor classroom management. So teachers are responsible for their classroom management to make the instruction interesting, then the learners will participate in classroom activities. The problems of classroom management started when indiscipline is faced by teachers. Consequently, learners will come late or will be absent because the instruction is not interesting or the teachers are enabled to create interest in their classes. According to Chandra (2015) classroom management can be solved by well preparing the lesson, encouraging learners, providing a comfortable learning environment, and being creative about presenting lectures. Besides, lack of TA which will be explained in details in the common paragraphs. To conclude, here are the main points to recover the issue of teachers' proficiency:

- The ability to monitor learners' performance,
- The ability to teach language learning strategies,
- The ability to create an appropriate atmosphere for learning. (Kizildag, 2009)

### **1.1.3. The Issue of IM**

The availability of IM shows its effects on both teachers and learners. Teachers at all levels tend to use them to enhance the teaching quality. However, in our context, it is difficult to use those materials because of the university lack of materials. The OE session which demands those materials usually runs without them where teachers rely on students' performance. Even the students' performance is just about presenting oral information to be debatable later between classmates and the teacher without any instructional aids. Also, the limited number of language laboratories contradicts with the number of learners

### **1.2. Teaching English at Biskra University**

The situation of teaching English at Biskra university is similar to what was mentioned earlier. The challenging situation at our department contradicts the characteristics of EFL teaching.

At Biskra university, many EFL teachers face various challenges while teaching OE. Through our experience as learners, we revealed that our teachers encounter various problems including the number of learners and the lack of materials.

The situation is more critical and delicate where we can notice that the number of learners in one group may consist of up to 50 or more learners in small classes, sometimes space does not fit the number so they have TD sessions in amphity theaters. However, they are supposed to teach less number of learners at appropriate settings

EnglishClub (n.d.) states that " most teachers agree that teaching a small group of learners is easier, more enjoyable and less time consuming than teaching large groups". They added three major challenges about teaching large classes, which are the following:

- Monitoring learners: difficulty to monitor learners in pair or group work.

- Space: energetic activities, such as role-play require large classes.
- Resources: IM may not be enough or available for all students.

### 1.2.1. Teachers roles.

The process of teaching is about providing information to learners. In addition, the instruction should be in an attractive and informative manner. Also, it is the teachers' responsibility to make the session successful according to Sárosdy et al. (2006) the teacher should be:

- **A controller:** control the class and activities going on in groups.
- **An organizer:** the following areas are appropriate for classroom management which are the environment, the learners, the activities, the time, the resources, the records, the teachers themselves.
- **An assessor:** teachers should provide learners with feedback to see how well they are performing
- **A participant:** teachers may participate in classroom activities. However, they should not get involved in group works to keep control over other roles
- **A prompter:** motivate learners to participate in classroom activities.
- **A resource:** this role is less performed today because learners can access to the internet and other sources.

However, in our context teachers tend to be just controllers. Sometimes they give comments as feedback on learners' performances. The fact that learners and teachers do not have the space to perform physical activities, reduces the role of being a participant. To conclude, we come up with a rule that success depends on teachers so they are responsible for organizing, assessing, motivating learners using various techniques and materials.

### **1.3. Teaching OE for EFL learners**

EFL learning is not an easy task for many students. At the beginning of studying English, we noticed that many of our classmates face difficulties in OE session, they do not participate during the class as they should. Four years later, many of them still have the same problems, there is no progression or improvement. We asked ourselves why their skills have not been improved and whether teachers' performance have an impact on their performance.

It is a fact that teaching oral skills is the most difficult task comparing to other skills. After all, it requires participating during the session, acquiring such skills is not a matter of talent because not only talented people can be a good speaker or listener if he/she makes an effort to achieve the goal. It is the same for foreign language students it is not impossible to be a good English speaker and listener if you make efforts and follows certain effective strategies to be so.

### **1.4 Teaching skills for OE sessions**

For effective OE lessons, teachers need to be aware of the required skills to be learned as well as for teaching techniques to be used for developing learners' skills in OE classes. Also the teachers' role is crucial to choose effective activities depending on learners' needs.

During the OE session, learners need to be good speakers and listeners. Accordingly, teachers are required to teach them how to develop their speaking and listening abilities.

#### **1.4.1. Speaking skills.**

Speaking skills are vital for language learners because without speech we cannot communicate with one another. An effective speaker can gain the attention of the audience; it can also enhance their personal life. In our context, speaking skills are not

taught as they should be because teachers find themselves dealing with learners' shyness or they are afraid of negative feedback so they prefer not to show their speaking abilities.

It is the teachers' role to teach them how to be good speakers and to motivate them to participate orally during the class.

### **Definition of speaking.**

Speaking is the most important skill among all the required skills to learn a language. Thus, it deserves attention every bit as much as literary skills, in both first and second languages. Often, our learners need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged, and through which they may make or lose friends. (Bygate, 1987)

Speaking skill is about using our communicative ability to use the language in order to interact with each other by producing and processing information. Being skillful in speaking means to be able to produce the expected patterns of specific discourse situations. However, it is not an easy task because it is not just about being able to produce specific aspects of language such as grammar, pronunciation, and vocabulary but also to understand when, why and in what ways to produce them.

### **Characteristics of a good speaker.**

In our case, speaking a foreign language is not an easy task for many learners. The speakers' skills and abilities have an impact on their success. For that, teachers should focus on some required features related to the level of proficiency in speaking skills.

- a) **Fluency:** it is defined as the ability to process the target language with 'native like rapidity' (Lennon, 1990 as cited in Alsaedi, 2012). Richards and Schmidt (2002) operationalize 'fluency' as a level of language proficiency



which includes

- “Being able to produce written and/or spoken language;
- Being able to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar;
- Being able to communicate ideas effectively; and
- Being able to produce continuous speech without causing comprehension problems or a breakdown of communication”

(Richards and Schmidt, 2002 as cited in Alsaedi, 2012)

- b) Accuracy:** The good English teacher should care about learners' errors or mistakes. They have to teach them to overcome any mistake they make. Because a good English speaker is able to produce a well-controlled output. In addition, learners should know that to master speaking they should master grammar rules and structures.
- c) Flexibility:** flexibility is another important characteristic of a good English speaker. The term refers to the ability of turn-taking, changing topics during conversations. In other words, good English speakers should be able to introduce, discuss, and change a topic. It is the role of the teacher to teach them how to control the conversation to be flexible during the act of communication.

### **Factors that Affect Teaching Speaking.**

Teaching EFL learners speaking skills may be difficult. Consequently, teachers should take into consideration the following problems that learners may face during the learning process:

- a) Redundancy.** Allowing the learners to be understood by rephrasing, repeating from time to time during their oral presentations.

- b) **Clustering.** Teachers have to help their students to produce fluent speech and to get rid of word by word production. So that learners will not tend to divide their oral production into words or phrases.
- c) **Reduced Forms.** Reduced forms may be phonological, morphological, syntactic, or pragmatic forms of a language. The latter might be difficult for students who have been studying the “full forms” of the language.
- d) **Colloquial Language.** Teachers should help learners to use the colloquial language such as slangs, idioms, during communication.
- e) **Rate of Delivery.** The teacher’s aim is to help the students to speak the language rapidly and fluently.
- f) **Interaction.** Through interaction, learners develop their language because when negotiating the meaning (giving feedback, asking for explanation) they learn new words from each other.
- g) **Stress, rhythm, and intonation.** All these elements are important to the English language since they convey meanings above the word meanings.
- h) **Performance variables.** Teachers help their students to think at the same time as their oral performance (using uh, um...etc.) in order to reduce pauses and mistake. (Allou, 2013)

#### **Activities to teach speaking.**

At the level of our department teachers tend to use just presentations and rarely they ask learners to perform role-plays during the OE session. However, there are various activities that may be used in order to teach speaking skills for an effective result. Allou (2013) suggests the following activities to be used during teaching speaking

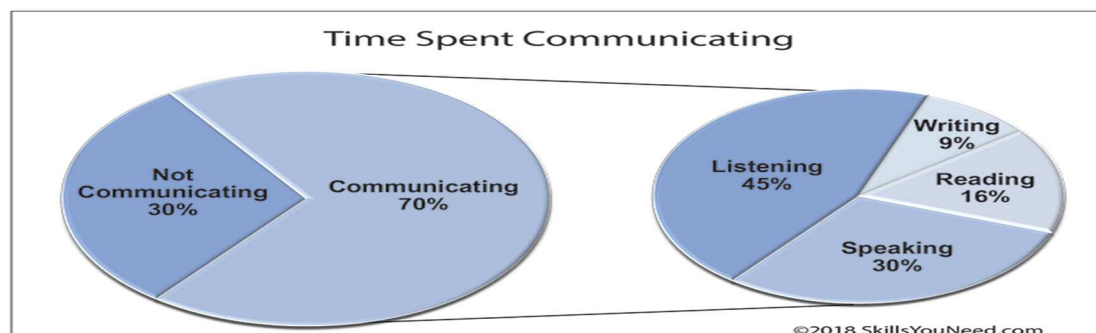
- a) **Dictation.** In dictation, teachers ask the students to write the expressions that s/he dictates (e.g. expressing gratitude) then, dividing them into two groups from formal to informal. After that, the students have to use them to write dialogues.
- b) **Using Live Listening.** By listening to the teacher or a guest speaker.
- c) **Noticing the gap activity.** Students are asked to perform an oral task, then they listen to a competent speaker performing the same task and then they denote the characteristics of the language that they have not used in the same way. Students re-produce the oral task as the competent speaker did.
- d) **Using recordings** Teachers should expose their learners to audio-recorded material that can be scripted, semi-scripted, or authentic conversations and dialogues. It is very essential to strengthen and enrich the communication skills of the learners through listening activities. For accurate pronunciation, students must listen to the correct pronunciation of words.
- e) **Computer-mediated chat.** Chatting with a person on the Internet means exchanging short sets of words or sentences. Chatting is noticed to be very effective since it enriches the learners' language. It is considered as an effective step for speaking.

All in all, speaking skills are crucial in the process of learning a language. For that, our teachers are recommended to notice the gap in the learners' performances. Then, they are asked to choose what type of activities is appropriate for better learning.

#### **1.4.2. Listening Skills.**

During the last years of studying English at university, we noticed that many of our classmates do not understand the instruction as it should be due to the huge number of learners in the amphity. The situation becomes problematic and learners may not

overcome the situation because they are not knowledgeable about the required strategies of listening. therefore, it is the duty of the teacher to teach them how to be good listeners, especially during the OE sessions. Skills you need ( n.d.) suggests the following pie chart to show how much time we spent in listening during communication.



*Graph 1.1* Importance of Listening ( Skills you need, n.d.)

This pie chart presents the time adults spent on communication which is 70%, they spent 45% of this time listening. Therefore, if there is one communication skill you should aim to master then it is listening.

As foreign language learners, we have to be able to understand what people say in English to us in order to make the conversation run well because we can interact with each other either to ask or respond to questions. However, our situation contradicts the standard of teaching listening skills. Our teachers face problems with learners during listening tasks because of various factors. The latter affect the performance of both teachers while teaching listening, and learners while practicing listening activities.

### **Factors that affect teaching listening skills.**

Through our experience as language learners. The following points are some of the factors that affect our listening learning process mainly our working memory, our proficiency, anxiety, and the materials used during teaching and learning listening skills.

- a) **Working memory.** Bloomfield, et al. (2010) claim that better comprehension of speech is linked to the greater working memory capacity. For example, learners who have good working memory capacity can understand more of what they hear when they listen to a non-native language.
- b) **Second language proficiency and experience.** In addition to the working memory, experience also may affect our listening skills. It includes familiarity with vocabulary, ability to understand non-native language's phonology, and previous knowledge about culture, topics and so on.
- c) **Anxiety.** Also, listeners' anxiety may affect their listening skills because if listeners are anxious or distracted, they cannot pay attention. Therefore, it will be more difficult to determine what was said.
- d) **Authentic materials.** The fact that our department lack materials made the process of teaching listening skills difficult for teachers. They rarely use such materials during listening classes. Consequently, they cannot achieve the desired results. The authentic materials are of great value in teaching listening. They have various benefits for language learning and teaching, mainly
- May strengthen learning strategies which can be then used in different situations,
  - May provide examples of communication in real-life situations,
  - May help learners to focus on the skills they need and ignore what they do not need. (Woottipong, 2014)

Besides those factors, there are other subsequent factors that affect learners listening skills most notably the passage length, the level of complexity, the organization of the passage, and some auditory features such as speaker accent, noise, pauses, speech rate, and so on.

### **Activities to enhance learners listening skills**

Dozer (1997) suggests the following guideline about what should be considered when selecting listening techniques and activities.

- a) **Listening should be relevant.** Teachers should keep motivation high by providing the learners with topics that interest them considering the goals and experience of the listeners.
- b) **Materials should be authentic.** The language used should reflect real discourse. It should not be simplified to meet the learners' level. Moreover, teachers are required to use the appropriate task for each level. Also, the use of authentic materials such as TV and radio broadcasts help to increase listening outside the classroom context.
- c) **The development of listening strategies should be encouraged.** Strategies such as predicting and asking for clarification may lead to successful listening. For example, cognitive strategies can be developed by using videos. Another example could be giving the learners segment with the sound off and ask them to predict what is happening. Then, viewing the segment with sound on and confirm or modify the learners' hypothesis.
- d) **Activities should teach not test.** Teachers are asked to avoid giving practice just to practice rather than helping learners to develop their listening abilities. For example, presenting oral passages to the listeners and then ask them to answer true or false questions is a way to test the learners' memory, this may not help them to develop their listening skills.

### **Steps to teach listening lesson**

In order to facilitate the development of listening ability, teachers can create listening lessons that guide learners through three major stages: pre-listening activity, listening task, post-listening activity.

**a) Pre-listening activity.** This activity establishes the purpose of the listening task.

It encourages the learners to discuss what they already know about the listening task content. Also, it can provide the needed background for them to understand the passage and focus their attention on what to listen for.

**b) The listening task.** The listeners are getting information and doing something with them.

**c) The post-listening activity.** This activity is supposed to test the learners' success in the listening task. By the end, the teacher should encourage the learners to practice outside the classroom whenever possible. (Dozer, 1997)

#### **Activities to teach listening.**

Lund (1990) as cited in Dozer (1997) suggests the nine activities, he asserts that those activities may help learners to increase their listening abilities. He has categorized them according to 9 responses that can be observed as comprehension checks. All in all, the listening skill can be developed based on these activity response types in concert with the guidelines mentioned below.



*Graph 1.2 kinds of Listening Activities (Lund ,1990 as cited in Dozer ,1997)*

## **Conclusion**

This chapter is an attempt to review the learning situation. we aim to present several issues concerning teaching English as well as the learners' attitude towards learning English and others concerning the task of OE. Also, we traced the basics of teaching this course such as the required skills and activities.



## Chapter Two: Instructional Materials

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## **Introduction**

Language teachers used to use traditional materials such as blackboard to facilitate the process of teaching. However, the latter becomes less effective when other materials such as pictures, videos, audios appear. Teachers and users of such materials agreed that it is the easiest and fastest way through which foreign language teachers can teach the language. Despite that, researchers have proved the positive effects of both materials. In addition, they try to make language teachers aware of it.

Consequently, this chapter is mainly devoted to introducing those materials and its importance in teaching a foreign language. We will present an overview of the Teaching Aids (TA) in brief definitions, different types, and importance of those materials.

### **2.1. Section One: Conceptual Framework**

#### **2.1.1. Definition of Instructional Materials (IM)**

Instructional Materials(IM) in teaching and learning a foreign language is considered as the easiest way to enhance the lesson plan and give learners the chance to learn better. The term IM refers to all the human and non-human resources, printed or non-printed documents that are used to achieve the desired objectives of any course. According to Hilda & Bernard (2015), IM are those materials that the teacher uses to facilitate their work. It may be concrete or non-concrete, visual, or audio-visual.

IM have been defined by several scholars. Samuel (2018) says that IM are channels of communication that the teacher uses to exemplify certain concepts. Moreover, they provide different ways by which the messages are sent. Also, according

to Merriem-Webster (n.d.) " IM are objects such as (books, pictures or maps) or devices such as ( DVD or computer) used by the teacher to improve the classroom instruction".

### **2.1.2. Types of IM**

During the teaching-learning process, a Variety of tools can be used to facilitate learners' learning and teachers' work. Those TA are ranged from traditional to modern or high-tech, examples include the blackboard, DVD, pictures, data show, and so on. Besides, they can be classified into several types: printed aids, audio aids, visual aids, audio-visual aids, and electronic interactive aids

#### **a) Printed aids.**

Refers to all written material, but non-print resources, which deliver planned course information. Examples of printed resources include, but are not limited to: textbooks, handouts, manuals, study guides.

#### **b) Audio aids.**

According to Maniruzzaman & Rahman (2008) " audio aids are models and devices that can be used by a teacher with little training in order to be heard, and give an image of something, somebody and some situations. They include recorded materials, radios, cassette players, cassettes...

#### **c) Visual aids.**

Visuals aids include materials such as charts, real objects, photographs, and transparencies. "They are the instructional device that appeals chiefly to vision" (Merriem-Webster, n.d.).

**d) Audio-visual aids.**

As it is clearly stated by the name, they are kind of useful aids which are a combination of auditory and visual materials. For example, slides, tapes, films, filmstrips, television, video, multimedia...

**e) Electronic interactive aids.**

Computers, calculators, tablets, and graphing are examples of electronic instructional materials that instructors increasingly leverage to enhance the learning experience for their learners. The latter create an interactive, playful learning environment. (Hui et al.,2007)

**f) Teachers' Role as IM.**

Teaching is a process that requires knowledge, skills, presentations. Moreover, it demands broad knowledge about the subjects in all aspects like classroom management, teaching techniques, and desire to make a difference in learners' level. Besides, no one can deny the teachers' role as an aid in the teaching process, plus what they have as non-human materials.

The use of teaching materials is based on the teachers' creativity because we cannot assume a single material without teachers since they are the teachers who use these materials, and if they are used effectively they will affect learners' level.

Teachers use themselves as an aid when they start using facts, Kumar(2017) states that " teachers use facts such as pointing, asking questions like " why?", encouraging learners to answer or predict what will happen next". "The mediocre teacher tells, the good teacher explains, the superior teacher demonstrates, the great teacher inspires" (ward as cited in Kumar, 2017). In other words, teachers are the aid that changes according to the goal (motivating learners in better ways).

As soon as the teacher enters the classroom he starts using himself as material. For example, they ask some learners to share their experiences about a certain topics and from there the teacher tries to test the speaking skills of the learners. This material can be used in order to chisel the speaking skills of the learners. Kumar (2017) claims that " the teacher can be material by his body language". For example, the presentation skills or strategies can be taught by teachers, gestures, facial expressions, and voice modulation. They can be easily learned by the learners when they observe their teacher's gestures and try to imitate him.

All in all, we cannot deny the fact that the teacher is an aid in the classroom since they rely on their experiences, gestures, skills, and so on to achieve the lesson goals.

### **2.1.3. Overview of the History of IM**

Earlier classrooms were dominated by the lecture method of the teachers were they rely on some aids such as blackboard. Therefore, the learning process becomes very monotonous because other teaching aids were not used. After, some aids come to disable monotonous classes. Kumar (2017) says that " teaching materials made a shift from response strengthening to knowledge acquisition for construction of knowledge". In this context, learners can construct their knowledge through interaction with the physical environment. In addition, some scholars considered instructional materials a vital means of support for teachers.

Cannon & Knapper (2019) suggest some ways to create interest in the lecture, they say " showing a slide, short segment of a video, or a modal can create interest and stimulate thinking". In other words, the use of IM help teachers to deliver their lectures

appropriately. With the evolution of teaching materials, learners achieved competence and they are more interested in interactive learning.

The need to provide information to large classes led teachers to use other teaching materials, which are more appropriate where the learners can grasp information without difficulties. For example, teachers shift from the use of blackboards to the use of slides. So that, they succeed in creating visual interest for learners in the back of the amphity for instance. Also, they may use microphones for voice clarity or distribute handouts instead of dictating.

For the students who faced boredom and inattention due to purely oral lectures, teaching materials can help to overcome this problem because introducing some variety in the lecture control the learners' interest. For example, the use of handouts and copies slides can provide information not readily available elsewhere. In addition, audio-visual aids such as powerpoint slides, videos can stimulate interest since they provide visual examples and illustration. The following table shows examples in the variation of media presentation:

Variations in Media of Presentation	
Handouts and copies of slides	For essential definitions, formulae, references; to give structure for note-taking; to provide information not readily available elsewhere
Audio-visual aids such as PowerPoint slides, short 'trigger' videos, models, objects and specimens	To stimulate interest; guide note-taking (using PowerPoint); provide examples and illustrations (videos, slides, models); provoke discussion (short 'trigger' videos)
Visiting speaker	To add authenticity of direct experience

Table 2-1 *Variation in IM* (Cannon & Knapper, 2011, p.42 )

#### 2.1.4. The Psychology of Using IM:

After the implementation of instructional material in EFL classes and other useful techniques, mainly: the use of games and providing concrete examples, teaching materials showed their influence on the psychological features of learners. Therefore, we will shed light on the relationship between using teaching materials and the main psychological aspect which is Learning Styles (LS), considering that this aspect is vital in learning FL. Chiya (2003) says that " some learners may face difficulties to catch up with their classmates because of differences in LS."

##### **Definition of LS**

It is " the way in which each person absorbs and retains information and/ or skills" (Dunn as cited in Ben Sola, 2012). Thus, it is the way that each learner prefers to learn through.

Ben Sola (2012) presents three types of LS which are visual, auditory, tactile/kinesthetic style. First, learners who prefer to learn through seeing are visual learners. Second, learners who prefer to learn through hearing are auditory learners. Finally, learners who prefer to learn through moving, touching, experiencing things are kinesthetic learners. She summarized the three LS and their characteristics in the following table.

Visual learner	Auditory learner	Kinesthetic learner
<ul style="list-style-type: none"> <li>• Reader/observer</li> <li>• Scans everything, wants to see things.</li> <li>• Enjoys maps, pictures, diagrams, and colours.</li> <li>• Needs to see the teacher's body movement and facial expressions</li> </ul>	<ul style="list-style-type: none"> <li>• A good listener.</li> <li>• Interprets the speech through listening to tone of voice, pitch, speed ...etc.</li> <li>• Prefers directions given orally.</li> <li>• Needs to listen to the teacher's talk and speech.</li> <li>• Uses repetition as a learning strategy.</li> <li>• learns best through songs, and other acoustic techniques</li> </ul>	<ul style="list-style-type: none"> <li>• "Do-er"</li> <li>• Needs to touch and handle materials and objects.</li> <li>• May find it hard to stay fixed for long periods.</li> <li>• prefers to practice activities with the teacher by doing and moving throughout the class</li> </ul>

Table 2-2 *Types of LS (Ben Sola, 2012, p.49)*

Yet, Dunn & Burke (2006) state that LS is more than whether the learner acquires new information through hearing, seeing, reading, experiencing, this is only one part of the LS. Therefore, we should examine the whole of each person's way of



learning from environmental to sociological to psychological, and physiological aspects. Consequently, there is a need for an instrument that measures such an individual's aspects, because teachers cannot correctly identify all the elements of such an individual's LS. "It is important to identify LS with a comprehensive instrument and it is critical to use one that is both valid and reliable". (Dunn & Burke, 2006)

### **Types of LS Tests:**

Each teacher should provide teaching materials according to their learners' LS. the question was how to identify each learner's LS, till a number of tests were designed in order to help teachers or learners diagnose which type of LS they have. Peterson (2019) recommends a collection of learning tests and inventories which are:

- VARK ;
- North Carolina State University inventory;
- Paragon learning style inventory;
- What is your learning style?
- Grasha-Richman student learning style scale;
- Learning styles online. Com;
- The RHETI Enneagram test;
- Learning Rx.

Although those tests come in a variety of styles and measures a variety of preferences, they are designed for the same purpose.

### **Relationship Between TA and LS:**

Once the LS has been identified. The next priority to choose what types of materials or methods should be used to achieve the teaching/ learning styles or not?

Abd halim, et al. (2017) conduct research on students' perception of TA with different LS: visual, auditory, and kinesthetic. The research show that the achievement of learners can be changed if the materials and activities fit with their LS. The teaching methods in each class may not be appropriate for all students. For example: when the teacher prepares the lesson based on visual materials such as images, charts, and so on, he will only get the attention of learners with visual LS. Moreover, learners with other LS will have problems with the content. In the end, the teaching materials should be chosen according to the learners' LS.

### **2.1.5. Selection and Use of IM in the Classroom**

#### **The Selection**

Before using IM, teachers should first select what type of materials fit their course objectives. Usually, materials are chosen randomly, where teachers rely on the subject matter nature written or oral for example. Also, they are often chosen from available catalogs or based on teachers' familiarity with the use of some materials. This selection leads to a lack of materials or an *overabundance*. Thus, the process of selecting IM should be based on a number of principles. The following are some principles taken from different scholars' point of view:

- According to Jefferson County Public Schools (2015) the selected materials should/ should be:
  - ◆ Support the curriculum and course objectives;
  - ◆ Appropriate for learners' age and level;
  - ◆ Suitable, formal, and of good quality to be accessed.
- Also, according to Urbandale Schools (n. d.) IM should:
  - ◆ Support philosophy, goals and objectives of the district, and the curricular in which they will be used;

- ◆ Be appropriate for the age, the emotional and social development of the learner for whom the materials are selected;
  - ◆ The quality is necessary for the selection;
  - ◆ Furthermore, the value either social or cultural should be considered.
- In addition, the physical status of learners should be highly considered during the selection of materials. Because in some cases learners with special needs such as hearing impairment cannot interact with audio materials. In this context, Weintheler & Rotberg (1970) say that " working with learners with special needs, their abilities should be evaluated first, only the appropriate materials can be selected.

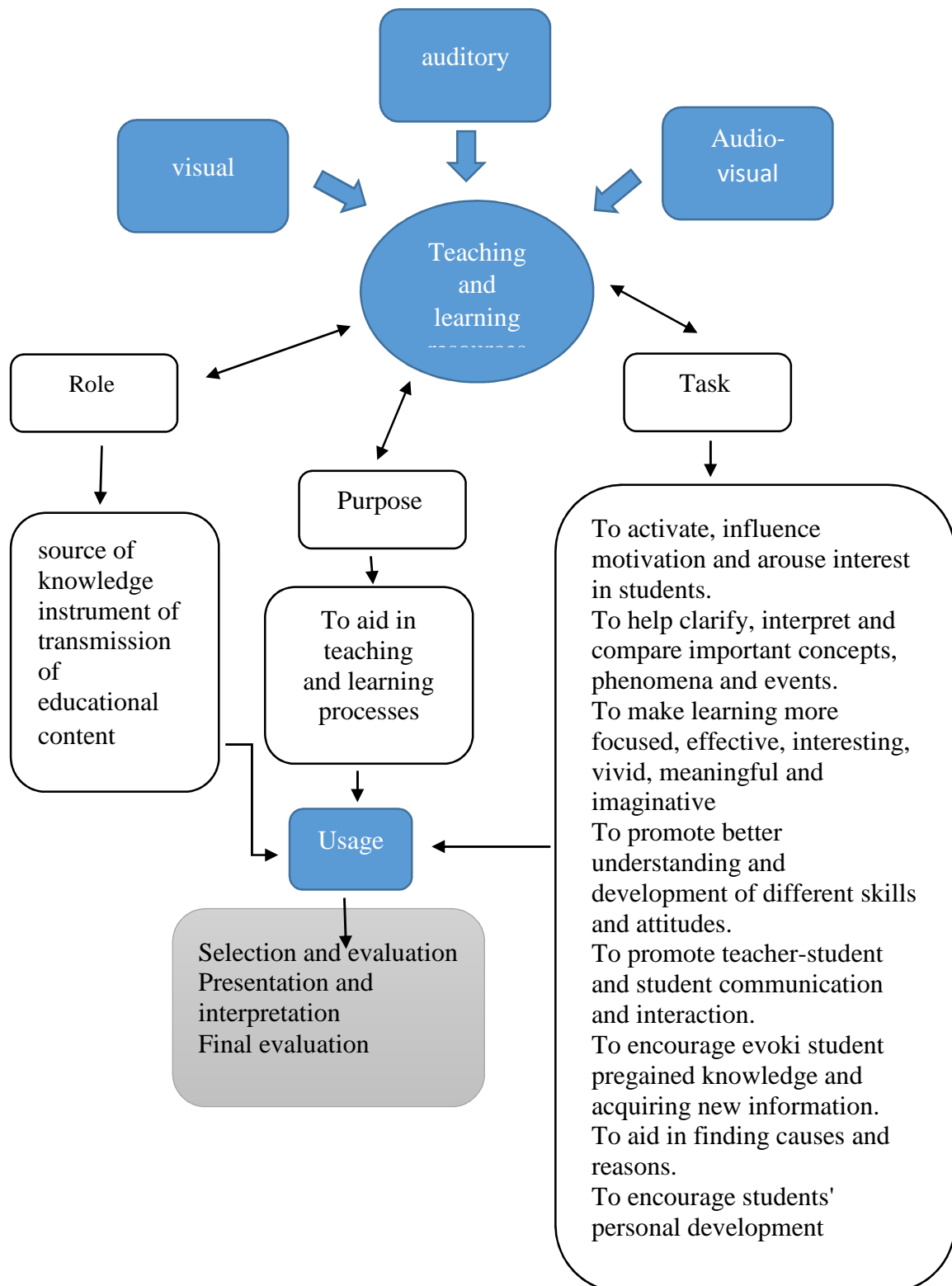
Consequently, scholars agreed on learners' age and level as well as the social values and the curriculum objectives as main principles to choose which type of IM fit the needs. Moreover, the physical ability was also highlighted as a principle in order to give learners with special needs their right to learn as others.

### **The use**

Whether or not those materials will maintain their goal, their function, or their duties, it all depends on their correct use.

Bušljeta (2013) presents a diagram in which she differentiates between three main phases of IM usage which are: selection and initial evaluation, presentation and interpretation, and final evaluation. The first phase which is the selection and initial evaluation aim to properly select the appropriate tools for the teaching/ learning process. Of course, instructors should take into consideration some factors mainly: teaching objectives and tasks, learners' personality, teachers' abilities, availability of materials, and the materials characteristics. The second phase of usage is presentation

and interpretation, this step should be guided or controlled in such a way that promotes the teacher-learner and learner-learner contact and interaction in three basic stages. Firstly, the initial analysis, in this step we determine the reasons behind choosing this material, its type, and its source. Secondly, collect and classify required information that should be relevant to the teaching task. Finally, synthesize the gathered information and draw a conclusion. The third phase is the final evaluation which aimed to evaluate the results of selecting and representing the IM whether it is effective or not.



**Graph 2.3 Overview of Types, Roles, Purposes, Tasks and Usages of Teaching and Learning resources (Bušljeta, 2013, p.57)**

It is easy to obtain teaching materials that can be used during the teaching process. But, the quality teaching process is not only determined by the appropriate selection of the materials. However, it is the teachers' success in using those materials that lead to achieving the course objectives.

## **2.2. Section Two: Effectiveness and Challenges of IM**

### **2.2.1. Educational Value of IM**

Present studies have addressed the educational value of using IM, they emphasize its role in promoting the teaching/ learning process. Scholars assume that teachers should create successful real life-related classroom learning based on the use of IM.

Ajoke (2017) asserts that we cannot underestimate the value of IM since they make learning more interesting, practical, and realistic, as well as allow teachers and learners to interact actively in the sessions. In this context Bušljeta (2013) states that the purpose of using IM is to assist the teacher with presenting and transmitting the content and achieving the objectives. Furthermore, IM help learners and motivate them to communicate and interact during the course. In the same vein, Çakir (2015) affirms that IM facilitate learning and draw attention to the course. They are required aids for teaching since they promote teachers' efficiency and their learners' performance. Moreover, they make learning more interesting.

IM give a room for acquisition of skills and knowledge, development of self-confidence, and self-actualization. To confirm this view, Olayinka (2016) says that learners who taught with IM are performing better than those who are taught without any material. Therefore, IM are significant in the development of learners' abilities.

For example, the use of audio-visual materials as a teaching tool showed its effectiveness in teaching a foreign language.

Researches on the significance of IM argued that those materials are vital objectives because they provide real-life situations in classrooms. Besides, IM can meet the learners' LS such as records that help auditory learners or images that help visual learners, and so on. (Ben Sola, 2012)

Samual (2018) states a number of IM educational values and their importance in language teaching. the following are some of these values:

- The essence of using IM is to facilitate the teaching/ learning process;
- A teacher is guided by expert ideas during his utilization of IM;
- They create real-life situations learning, therefore; they have a high degree of learners' interest;
- They provide a concrete basis for conceptual thinking and they make learning more permanent;
- IM create continuity of ideas, especially in the case of motion pictures, as they provide an experience that is not easily acquired through other materials, as well contribute to efficiency, department, and various learning;

Teaching materials do not only support learners learning. According to the website Ministry of Education (2016), they also support other teaching sides, mainly: lesson structure, differentiating instructions and acquiring teaching materials. They add important structure to the lesson planning and instruction delivering and they act as a guide for both teachers and learners. For example, if you relied on vocabulary games each Tuesday, it will take the pressure off from you to think each time about the way of delivering the instruction and provide fun for learners. This create a valuable routine

for instruction presentation. In addition, to lesson structure support, they can assist teachers in their important professional duty which is the differentiation of instruction, the latter means tailoring instruction to meet individual's needs (Tomlison, 2000).

Thus, the use of IM such as images, videos, charts, records allows the teacher to best activate learners' LS. Finally, the internet as a teaching material can enrich the teaching toolbox. For instance, teachers can acquire materials such as pictures, videos, from the internet. Consequently, one TA could be important to have another teaching material.

All these views argued that IM are vital in the teaching/ learning process because they encourage learners, promote teachers' performance, moreover; IM can provide other.

### **2.2.2. Challenges of Using IM**

Despite the fact that IM are important in teaching/ learning process, there are a number of challenges that hinder the effective role of IM in education, include lack of materials, miss-use of such materials because of the lack of qualified teachers and others. According to Tety (2016) teachers face limited accessibility to IM and lack of exposure. He states:

Teachers in community secondary schools most especially in rural community schools face some challenges in accessing IM. One of the big challenges that teachers in community secondary schools face in accessing IM is meagre funds provided by the government to community secondary schools for purchasing instructional materials.

(p. 20)



Another challenge is the lack of qualified teachers to monitor the required materials. An example of these could be the technological IM, this type of material requires qualified technologists to operate them. As Muhammad (2018) states that some challenges faced while using multimedia materials is the lack of ICT skills by the teachers who are expected to be the instructor.

Equally important challenge, is the classroom atmosphere. Sometimes, the class size or the learners number makes it difficult to use certain IM. In such a case, teachers cannot offer materials for a huge number of learners or they cannot operate some IM in small size classes.

In order to minimize the challenges of using IM teachers should engage in training to become qualified in using developed IM. Also, the institution should provide a number of IM in order to help teachers in presenting the instructions. Thus, those challenges will be overcome and course objectives will be achieved.

### **2.2.3. Teachers' Attitude towards IM**

With age development and educational system changes, learners are expected to learn better within the classroom that consists of IM as a vital element. Meanwhile, teachers' attitudes towards the use of such IM can be different from one to another. Some factors such as age, teaching experience, and whether the teacher is governmental or private teacher affect teachers' attitudes towards the use of IM. Sekhar et al. (2014) point that young teachers' attitude is better than the old teachers' attitude. Also, high teaching experience is better than the low experience teachers' attitude towards IM. Finally, government teachers' attitude is better than other teachers (private) teachers' attitudes. To conclude, teachers who have positive assumptions towards the use of IM, consider them as an effective TA for improving students' listening skill.

## **Conclusion**

Current studies have dealt with the use of IM in education. Researchers emphasize the vital role of them to assist teachers despite the challenges they face. However, they should consider the LS of each individual to achieve satisfactory results. Also, teachers should appropriately select the TA. Importantly, they should consider some principles that lead to accessible classroom instruction. Within this phase, an important fact which teachers should be aware of is the application of IM can fail if they miss-use them. Thus, teachers should know when, what, and how they should use them.

## Chapter Three: Field Work and Data Analysis

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## **Introduction**

The presented study is designed to examine the effects of IM on teachers' performance. Mainly, it is based on the following hypotheses:

- We hypothesize that if instructional materials are properly used, it would have a positive effect on the development of the teachers' performance as well as the students' achievement.
- We hypothesize that audio-visual materials are the appropriate tools for teaching oral expression.

Thus, to evaluate these hypotheses we designed two online questionnaires, administered one for university Oral Expression(OE) teachers and the other one for the Intensive Language Teaching Centre(CEIL). Finally, the findings of this data collection tool will be analyzed, interpreted, and compared in this chapter.

### **3.1. Design of the Study**

#### **3.1.1. The Choice of the Method**

Depending on many factors, we have decided to carry on our research based on the mixed-method approach. Our work is based on correlating teachers' performance and the use of IM. Therefore, to confirm our hypothesis we have used one instrument for collecting data which is semi-structured questionnaire.

#### **3.1.2. The Target Population**

According to Majid (2018), the target population is the population of interest that we intended to study or treat. Also, it is a complete set of people with specialized characteristics. (Banerjee & Chaudhary, 2010)

In the present research we are dealing with the effect of IM on teachers; mainly, OE teachers. In our case, OE is taught as a course at universities or in private institutions.

For that reason, we have chosen to conduct our case study at Biskra university and the CEIL. Besides, other factors stood behind our choice. First, we want to reduce the number of challenges since the Centre and university are located in the same place and near to our home town. Second, the writer is a student at Biskra university and that makes it easier to conduct research and submit questionnaires. Finally, conducting research with teachers tend to be more workable because they are much more responsible and mature.

### **3.1.3. The Sample**

After we define the population of our research, we may not want to observe the whole population. For example, the population consists of 100 teachers and we only have the time and resources to examine 50 or fewer teachers; therefore, we need a sample.

Sampling is selecting only part of the population to be observed (Thompson, 2012). Additionally, Tuovila (2020) states that the methodology to take a sample relied on the type of analysis being performed, it may include simple random sampling or semantic sampling. In our case, random sampling was followed where every item of the population has a chance of being chosen.

## **3.2. Data Collection Methods**

The ways that the researcher follows to collect data are called data collection methods. According to Abawi (2017), data collection methods allow us to collect the information we want to collect about our study objects, it includes document review, observation, questioning, measuring, or a combination of different methods. In addition, the researcher should carefully choose the appropriate data collection tools, taking into consideration the nature of the study. There are different methods to collect data, mainly: questionnaires, interviews (those can be structured, semi-structured, Or unstructured), observation (passive or active), quasi- experience, and focus groups.

Out of the above four different data collection methods, we were able to adopt only one method which is a questionnaire, other methods were not possible due to the time by which we have started the fieldwork.

### **3.2.1. Questionnaire**

This was the only data collection tool used in this study. The questionnaire is defined as a set of questions on a topic or group of topics designed to be answered by the respondents. (Ahmad, 2012)

Also, the questions can be open-ended, close-ended or a mixture between them, which determines the type of the questionnaire (structured, semi-structured, or unstructured).

## **3.3. The Questionnaire**

### **3.3.1. Description of the Questionnaire**

The study questionnaire is designed to collect data from EFL teachers at Biskra university and the CEIL teachers. In fact, we distributed two semi-structured questionnaires with common questions for both groups of teachers. The university teachers' questionnaire consists of three sections, two of them were common in the CEIL teachers' questionnaire where they were the only two sections. The common, two sections were about teaching experience and the use of IM in teaching OE. While one section was devoted only to university teachers which was about teaching OE. The latter was only for university teachers because they teach OE as a separate course. The total number of university teachers' questionnaire is 26 questions (open-ended and close-ended). The questionnaire was semi-structured in order to make teachers free in giving more details about our topic.

### **3.3.2. Aim of the Questionnaire**

From the designed questionnaire, we aimed to check whether teaching experience affects teachers' performance. However, our intention was to check teachers' familiarity with IM, and their opinions about the use of those materials. Finally, we left for them the opportunity to add further comments and suggestions.

### **3.3.3. Piloting and Validation**

After designing the first draft of the questionnaires. Our supervisor suggested that it would better if we make them online and send them via e-mail or posted it online because we cannot hand them according to certain circumstances. Additionally, he made very beneficial remarks about some word errors; moreover, our supervisor proposed to re-order some questions.

Apart from the supervisor's feedback, we pre-used it to verify its validity before we administrate it. In fact, the piloting draft was sent to 3 colleagues since they are supposed to be future teachers. Actually, the main purpose of piloting the questionnaires was to verify if there are difficult, ambiguous, or repeated questions.

Finally, our supervisor and the volunteers agreed that the questions were clear, with no repeated questions, and no ambiguity. Their feedback has been taking into consideration while designing the final draft.

### **3.3.4. Administration**

For the administration stage, we send the teachers' questionnaire via e-mail and we distribute it through "facebook.com " for the CEIL teachers as the supervisor has suggested.

### **3.3.5. Analysis and Interpretation**

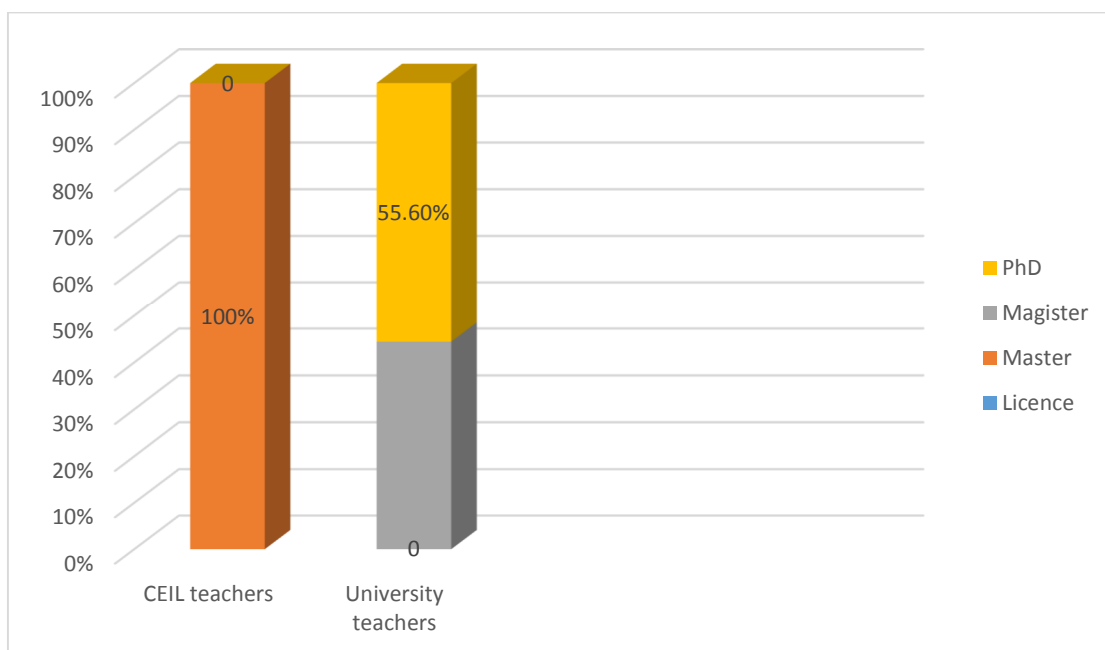
**Section One: Teaching Experience (from item 01 to item 03)**

This section was common in both questionnaires. The foci of this section are to have an idea about teachers' higher academic qualifications, how long they have been teaching English, and if they are trained teachers.

### Item 01: Teachers' Higher Academic Qualifications

This item illustrates higher academic qualifications.

Results demonstrate that (55.6%) of university teachers have Ph.D. degree and the rest (44.4%) have the magister degree which means they are all qualified teachers because no one of them has just master or License degree. However, all CEIL participants (100%) were just master graduated teachers. This indicates that university teachers are more qualified than CEIL's teachers.



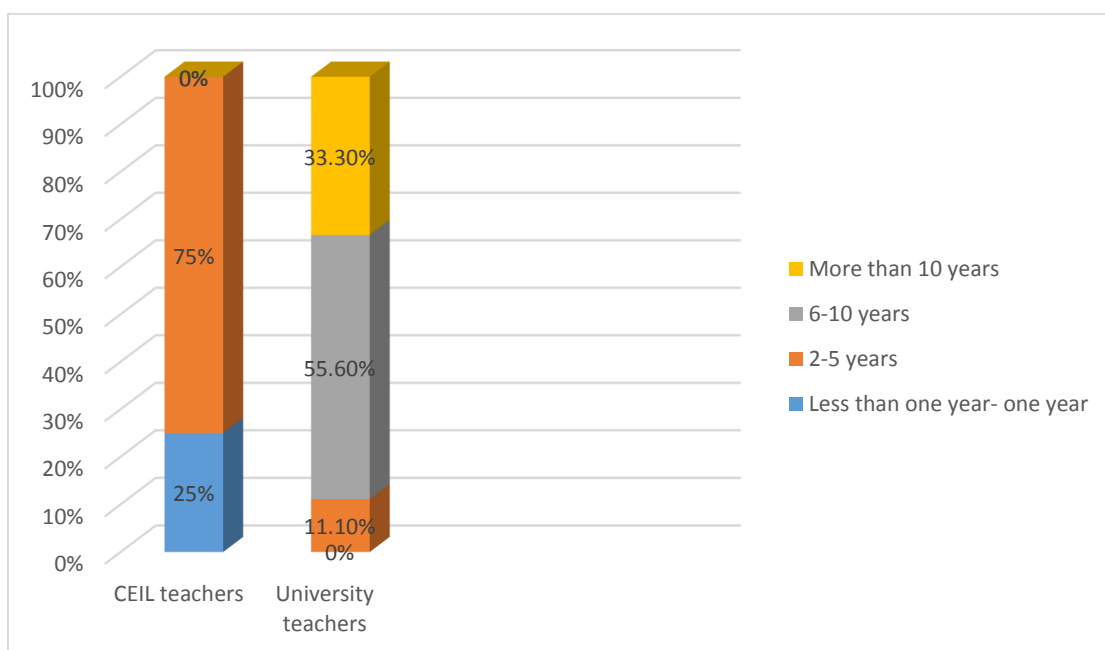
*Histogram 3.1 Teachers' Qualification*

### Item 02: Respondents' Teaching Period

This item aimed to check teachers' experience from how long the teachers have been teaching.



(33.3%) of university participants were teaching for more than 10 years, while more than half (55.6%) of the participants were teaching from six to 10 years, and the minority (11.1%) was from two to five years. Yet, (75%) of CEIL teachers were teaching from two to five years and the rest (25%) were beginners and their experience is less than one year. This showed that university teachers are familiar with the teaching process; whereas, CEIL teachers are less acquainted with teaching. Also, university teachers are from different generations so they have marked the availability of IM from the past till now.



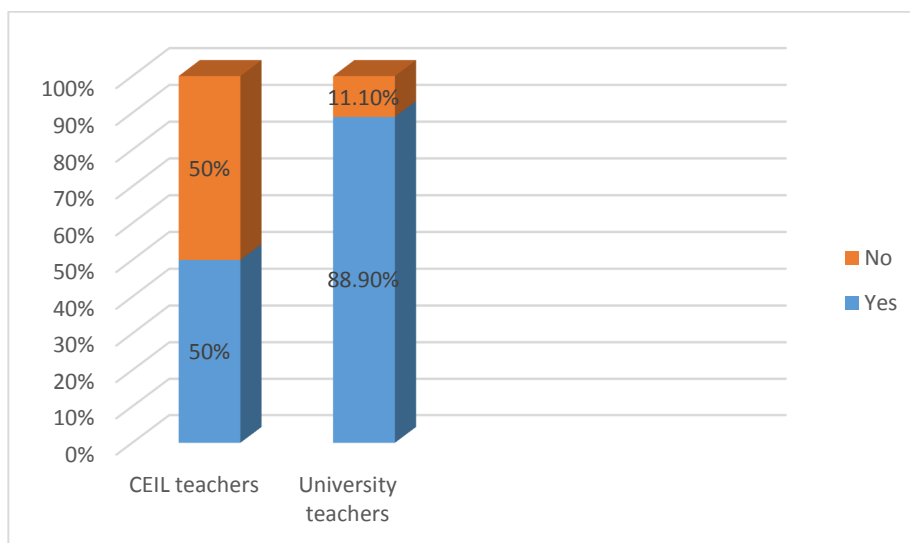
*Histogram 3.2 Teachers' Higher Academic Qualification*

### **Item 03: Respondents' Training**

Through this item, the researcher aimed to check if teachers are trained teachers.

Results indicate that (88.9%) of university participants are trained teachers while (11.1%) of them are not trained teachers. In the other hand, (50%) of CEIL participants were trained and the other (50%) of the group were not trained. In chapter two we have mentioned that teachers should be qualified to avoid the miss-use of certain teaching materials. Thus,

being well equipped is important in teaching process and lack of professional training can be a key to dissatisfaction in the teaching quality as it was mentioned in the literature.



*Histogram 3.3 Teachers' Training*

## **Section two: Teaching OE (from item 04 to item 11)**

This section was only devoted to university teachers. In this section, the researcher focusses on the task of teaching OE, their methods of teaching, focus, way of assessment at the end we ask for further suggestions for effective OE teaching.

### **Item 01: Description of OE Teaching**

Through this item, university teacher described the task of teaching OE each one from his/ her own point of view.

**Teacher 01:** it is enjoyable but it needs training and creativity.

**Teacher 02:** challenging.

**Teacher 03:** difficult.

**Teacher 04:** not easy, requires preparation that combines many skills.

**Teacher 05:** very difficult

**Teacher 06:** interesting. I like teaching this course.

**Teacher 07:** hard.

**Teacher 08:** enjoyable.

**Teacher 09:** interesting, didactic, tiring.

Teachers described teaching OE in their own words; however, from the description of the majority, we notice that it is a challenging task. Furthermore, there are teachers who described it as an enjoyable and interesting task. Moreover, teachers (1 and 4) added that teaching OE requires training and preparation.

From teachers' responses, we notice that teaching OE is hard task that requires training; additionally, it is interesting and enjoyable.

### **Item 02: Teaching Method**

This open-ended item was to check the participants' method of teaching OE. The answers were as following.

**Teacher 01:** There's no method in particular. It depends on the purpose and objectives of the lesson.

**Teacher 02:** Open discussions and argumentation.

**Teacher 03:** Eclectic.

**Teacher 04:** exposure to realistic language discussions dialogues situations.

**Teacher 05:** a variety of methods.

**Teacher 06:** make my students able to express themselves to improve the language mastery and their fluency

**Teacher 07:** authentic materials.

**Teacher 08:** classroom interaction.

**Teacher 09:** eclectic.

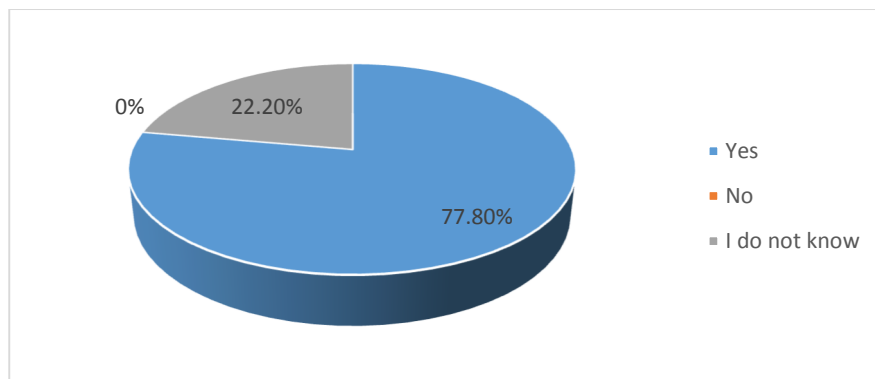
Respondents' answers indicate that four teachers out of nine have no method in particular, it depends on the purpose and objectives of the lesson. Meanwhile, three teachers out of nine relied on discussion and classroom interaction. Only one teacher relies on authentic materials.

The above responses stimulate that the university system does not propose one specific method to teach the course. Thus, teachers are free to choose the appropriate method for their course objectives.

### **Item 03: Students' Satisfaction with their Teachers' Teaching Method**

The purpose of this question is to check whether students like their teachers' teaching methods or not.

The Graph illustrates that the very large majority (77.8%) of teachers confirm that their students like the method they follow. Besides, the rest (22.2%) do not know whether their learners like their method.

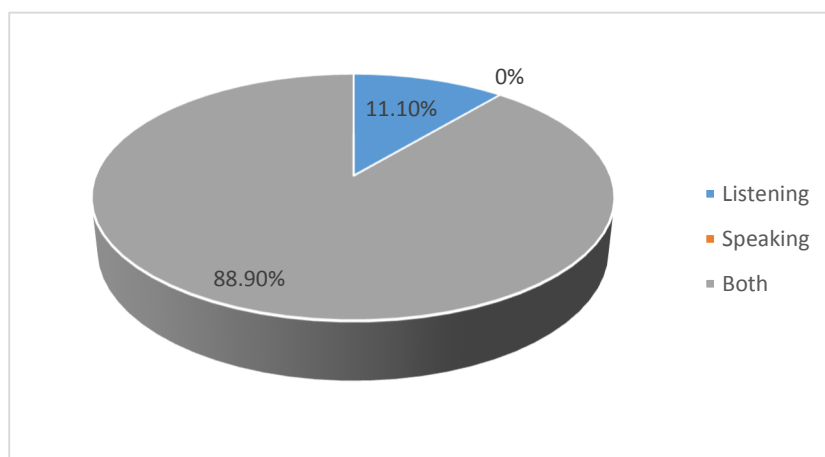


*Graph 3.4* Students' Satisfaction about their Teachers' Teaching Method

#### **Item 04: Skills Focus**

From this item, we aim to check which skills should the teacher focus on while teaching OE. We gave speaking, listening, and both as suggestions.

As it is illustrated, (88.9%) of teachers focus on both skills; whereas, (11.1%) of them focus on listening skills. From the choice of the majority, we notice that both skills are required.

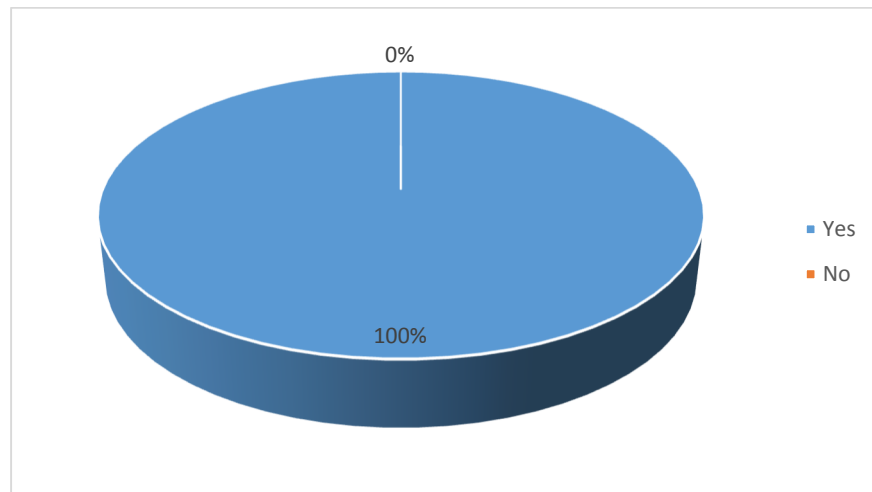


*Graph 3.5* Skills Focus

#### **Item 05: Students' Achievement Check**

This item sought to know if the teachers assess their students' achievement.

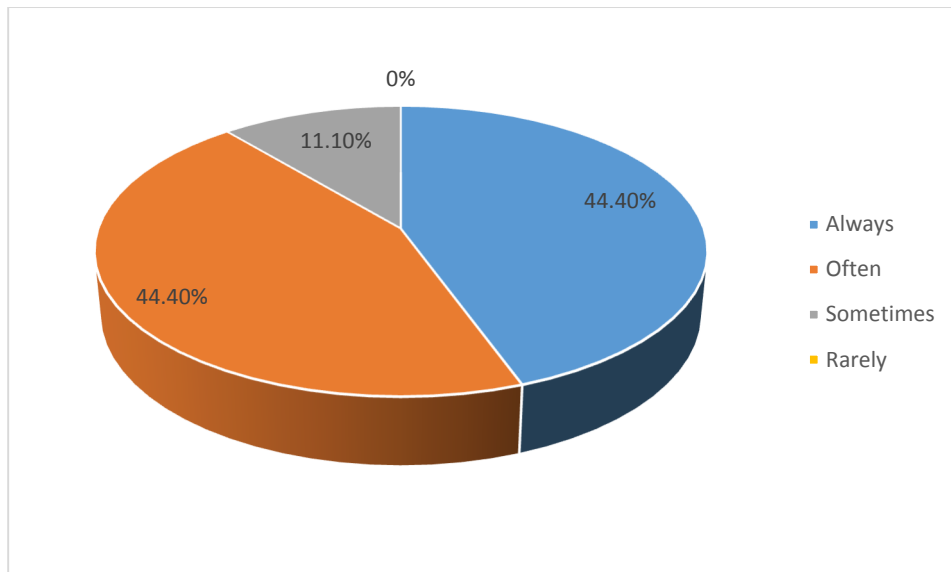
Results illustrate that the total number of university teachers (100%) answered yes. Thus, assessing students' performance is vital during teaching process.



*Graph 3.6 Students' Achievement Check*

#### **Item 06: Rate of Students' Achievement Checking**

Through this item, we aim to check how often teachers assess their students. the scale was as follows (44.4%) of teachers state that they always check their students' achievement. Equally, (44.4%) claim that they often check. Only (11.1%) sometimes check. This demonstrates that university teachers give importance to assessment.

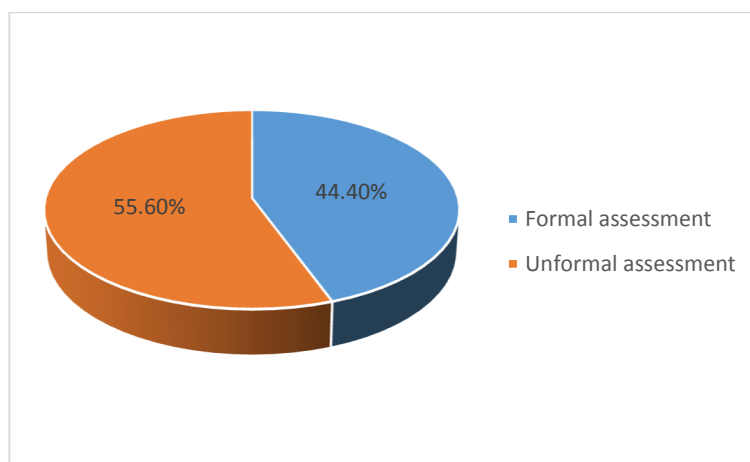


*Graph 3.7* Rate of Students' Achievement Checking

#### **Item 07: Types of Assessment**

To specify what type of assessment they relied on if they assess, we asked the teachers through which type they assess their students' achievement.

From what the graph demonstrates, (55.6%) of participants use informal assessment to check the students' achievement while the rest (44.4%) use formal assessment. Hence, informal assessment is more effective because the majority use it.



*Graph 3.8* Types of Assessment

**Item 08 : Teachers' Suggestions for Effective OE Teaching**

From this item, we opened the door for participants to provide us with suggestions that can be effective in teaching OE.

**Teacher 01:** Variety and creativity would make the course enjoyable.

**Teacher 02:** Creativity and innovation in teaching content and method.

**Teacher 03:** Reading then practice.

**Teacher 04:** you must teach gradually using authentic diverse material and following a methodology.

**Teacher 05:** no.

**Teacher 06:** Make the students like to Express themselves without any frustration.

**Teacher 07:** no.

**Teacher 08:** At first focus should be on the listening skill.

**Teacher 09:** choosing topics up to date and interesting for students.

Some of the teachers suggested creativity and variety to make the course enjoyable. Then, there are some teachers who give importance to the students, the sixth teacher suggest making the students express themselves without any frustration, and the ninth teacher suggest choosing interesting topics. For the skills that should be emphasized in the OE session, the eighth teacher stressed listening skills.

A part from teachers and students, teacher four suggested to use authentic materials; moreover, following a methodology is required. The rest of the participants did not give any suggestions.



All in all, teaching oral expression should be a creative task, performed through the varied methods, and gives important to the listening skills.

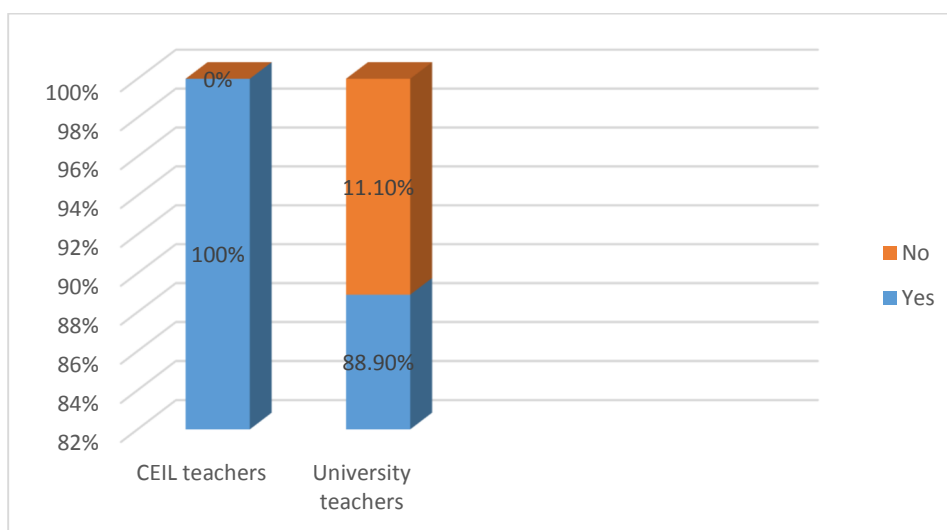
### **Section two: The Use of IM (from item 12 to item 26)**

This section is common between the two groups of participants. It is the essential element of our research, it investigates the use of IM and participants' opinions toward them. Importantly, it examines their role in teaching.

#### **Item 01: Use of IM**

This item sought to check whether the participants tend to use IM or not.

For university teachers, (88.9%) of them answered yes. However, (11.1%) answered no. On the other hand, all of the CEIL participants answered with yes. This indicates that there is a reason behind the full percentage from CEIL and the (11.1%) that do not use IM. The following items are set to gain more information about that.

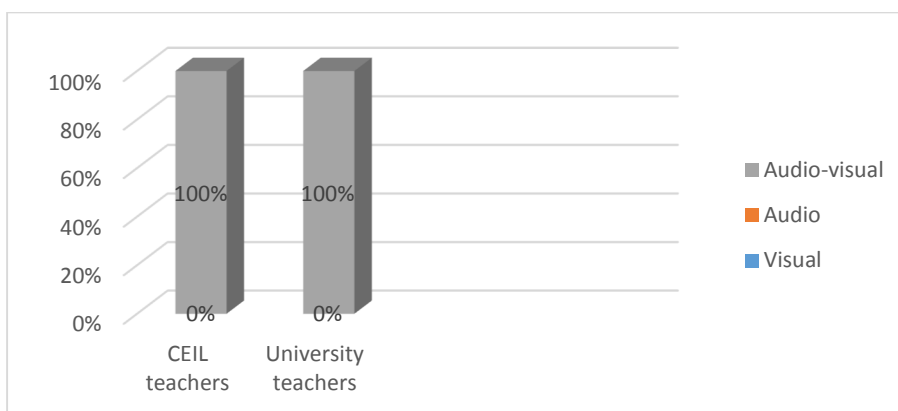


*Histogram 3.4 Use of IM*

#### **Item 02: Type of IM That is Used Frequently**

This item aims to check what type of IM is frequently used by both groups of teachers who opt for yes from the previous question.

The results indicate that (100%) of the university teachers relied on audio-visual materials as the main IM. Similarly, (100%) of CEIL teachers opt for audio-visual materials. This gives importance to the audio-visual materials since they are chosen by the whole sample.



*Histogram 3.5 Type of IM That is Used Frequently*

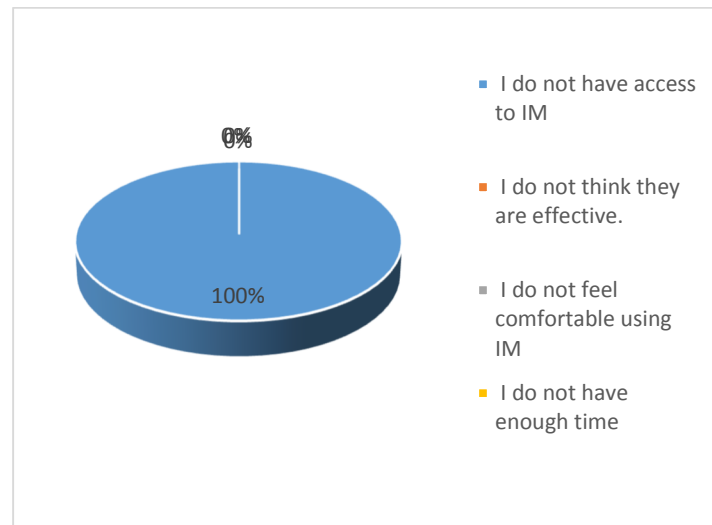
### **Item 03: Teachers' Justification**

This item is close-ended question where they can choose more than one option from the following

- I do not have access to IM.
- I do not think they are effective.
- I do not feel comfortable using IM.
- I do not have enough time.

It is devoted to the teachers who have chosen the option no from item 01 to justify why they do not use IM. Actually, it was only answered by university teachers. The three

participants claim that they do not have access to IM. Since the answers are only from university teachers; thus, university lack materials but they are offered at the level of CEIL.

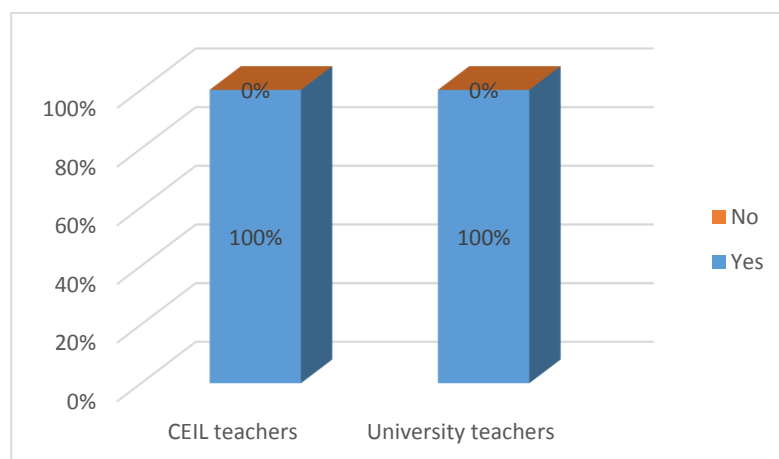


*Graph 3.9 Teachers' Justification*

#### **Item 04 : Teachers' opinion about the use of IM**

This item illustrates teachers' opinions about the effect of IM on their performance.

They were given options yes and no. (100%) of the participants from both groups answer yes. Therefore, IM are important to improve teachers' performance.



*Graph 3.10 Teachers' opinion about the use of IM*

#### **Item 05: Respondents' Justification of their Answers**

In this question participants are asked to justify their answers from the previous item.

On one hand, university teachers agree that they are helpful. Some of them think that they save time, others point that they are authentic materials. Teacher (6) assert that it is a must and teacher (9) see that they help for better interaction.

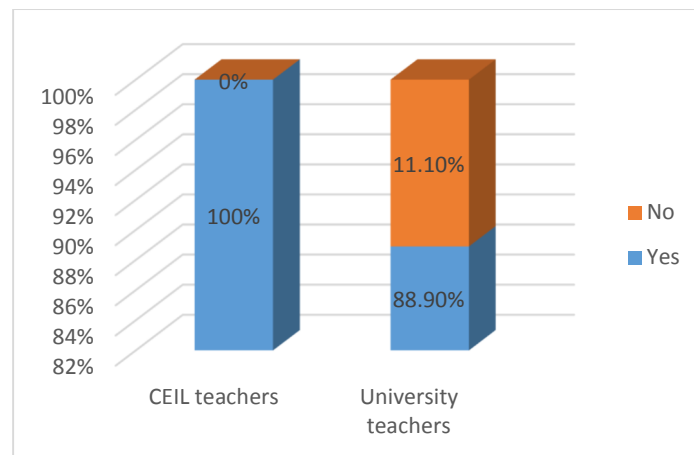
On the other hand, CEIL teachers' answers are similar to the university teachers' ones. Teachers (1, 2, and 5) agree that they help them to tackle the content and to be organized. While teachers (3, 4, 6, 7, and 8) agree on their effect on students because they help to avoid boredom, and they serve as concrete language aid for students.

All in all, both groups of teacher agree on IM's importance because they help them as well as they help their learners in acquiring the language.

#### **Item 06: Respondents' Opinion about the Effect of IM on Students Attention**

Through this item, we aim to know whether the use of IM affects students' attention or not.

The university teachers' answers illustrate that (88.9%) are with this idea, they answer yes, while the rest (11.1%) answer no. Meanwhile, all CEIL teachers agree that IM can affect students' attention. For more details, we asked both groups for justification in the next item.



*Histogram 3.6* Respondents' Opinion about the Effect of IM on Students Attention

### **Item 07: Respondents' Justification**

This item is following to the previous question. We open the door for participants to justify their answers if they have chosen yes.

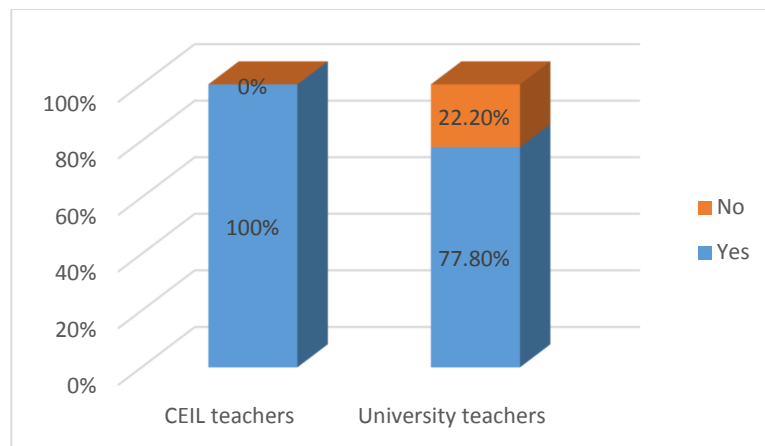
Both groups answers varied, still they agree on the same points which can be summarized as follow:

- Learners are more visual.
- Materials are near to reality.
- Helpful for interaction.
- Helpful for understanding.

### **Item 08: LS and IM**

This item aims to check if teachers focus on the LS while they select IM.

Results show that the majority of university teachers (77.8%) answer yes and (22.2%) of them answer no. Yet, CEIL teachers' answers are all yes (100%). This indicates that CEIL teachers care more about learners' LS than university teachers, plus they choose IM according to them.



*Histogram 3.7 LS and IM*

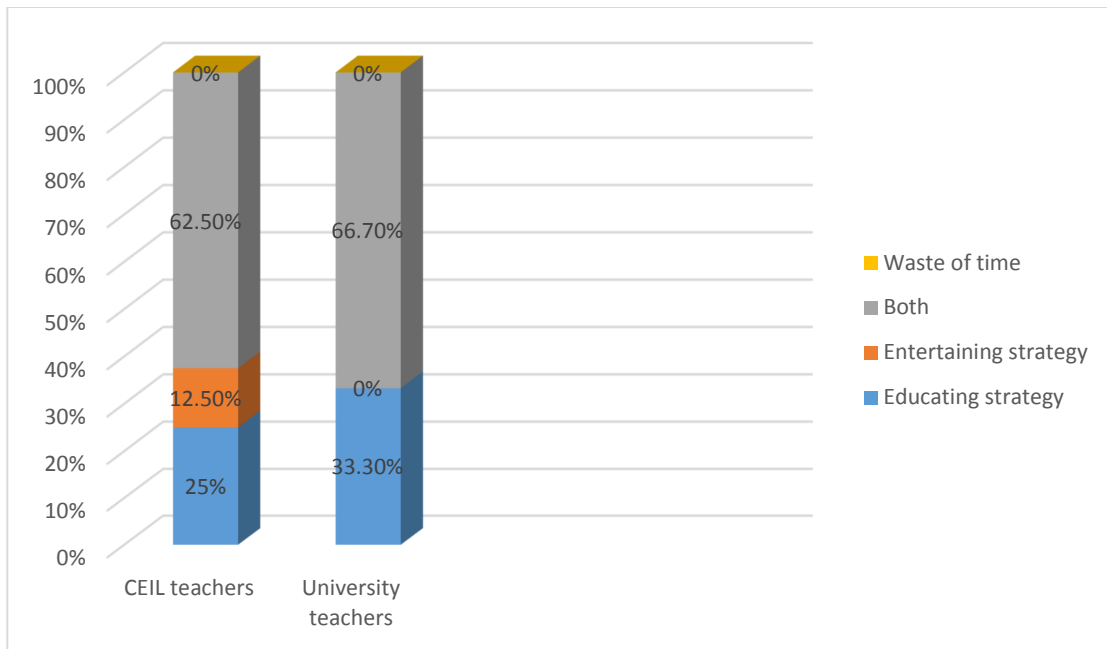
### **Item 09 : Nature of IM**

Through this item, we ask the teachers about the nature of IM. We suggest the following options:

- Educating strategy.
- Entertaining strategy.
- Both
- Waste of time.

(66.7%) of university teachers consider it as both entertaining and educating strategy and (33.3%) of them consider it educating strategy. Yet, (62.5%) of CEIL teachers consider it as both educating and entertaining strategy. (25%) as an educating strategy, and the rest (12.5%) as an entertaining strategy.

It is highly observed that no participant from both categories affirm that IM are a waste of time. This can be interpreted as the fact that teachers think that the integration of IM get students learn as well as they enjoy the task.

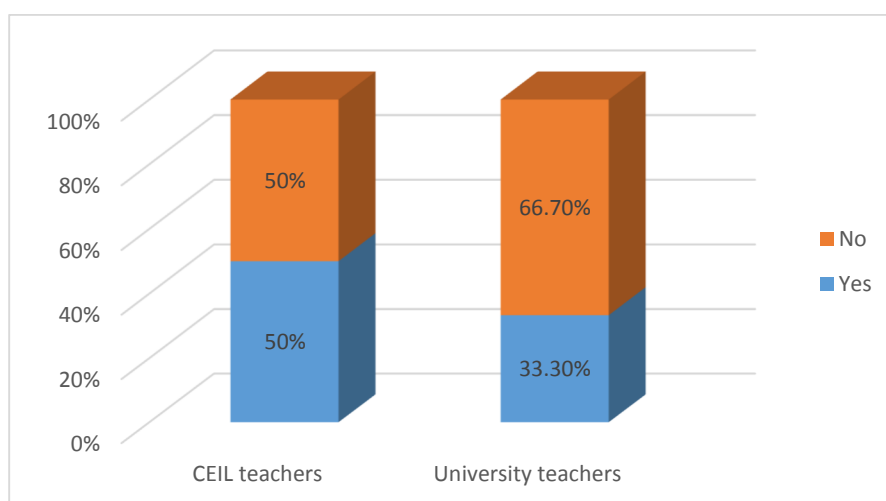


*Histogram3.8 Nature of IM*

#### **Item 10: IM Variation in one Session**

Through this item, we aim to know whether they use more than one IM in the same lesson.

(33.3%) of university teachers integrate more than one IM in the same class. Exceptionally, (66.7%) do not use more than one IM. On the other hand, (50%) of CEIL participants use more than one IM; similarly, (50%) do not use more than one.



*Histogram 0.9 IM Variation in one Session*

### Item 11: Respondents' Justification

This item is designed to gather teachers' justification about their integration to more than one IM in one lesson.

Each teacher answers on his/ her own words. However, they all agree that the variation depends on the course objectives. In the same vein, CEIL teachers justify the variation with varied answers that can be summarized as follow:

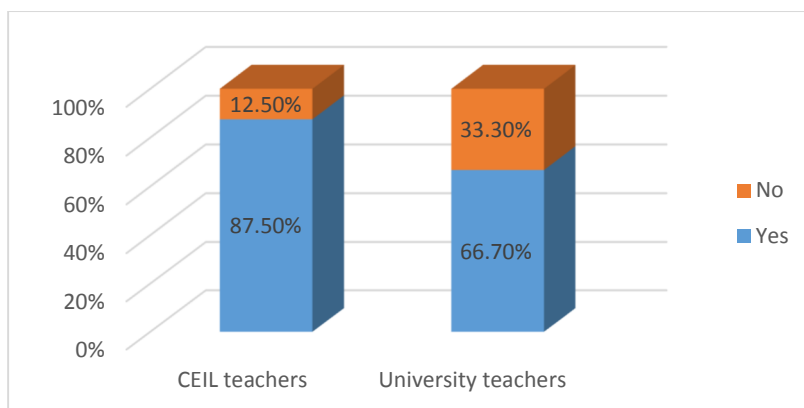
- To facilitate learning.
- To provide fun and to avoid boredom.

Thus, the integration of several IM within the same lesson depends on the course objectives. Moreover, it creates a positive atmosphere.

### Item 12: The Existence of Difficulties

This item investigates the existence of difficulties while integrating IM to teach OE.

(66.7%) of university teachers face challenges while using IM, and (33.3%) of them do not. On the other hand, (87.5%) of CEIL teachers have no problems while using IM. In addition, (12.5%) of them have problems. This indicates that CEIL teachers take control on integrating IM more than university teachers.



*Histogram 3.10* The Existence of Difficulties



### **Item 13: Respondents' Suggestions Concerning Challenges**

This item is devoted to those participants who find problems in using IM, they are asked to give some of those challenges.

The university teachers' answers varied but they all agree that university lack materials, plus the inappropriate classroom setting. Teacher (1) add that the lack of training about how to use them is a problem. Besides, teacher (7) claims that suitable content, level of difficulty, and the degree of interest are what make using IM difficult.

On the other hand, only one of CEIL's teacher states one single difficulty which is redundancy. The results reveal that university lack materials because only university teachers claim that their problems are in IM's availability, also they are not trained to use those materials. Still, the CEIL teachers tackle the issue of excessive information offered by the materials if they were miss-used.

### **Item 14: The Value of IM**

In this item we open the room for participants to give the educational value of IM.

From both groups' answers, we infer that IM are of great value, they help both teachers and learners to achieve their objectives. IM provide motivation and support as well as they promote teacher to create real-life situations. Thus, the teaching/ learning activity turns to a joyful, interesting, and valuable task.

### **Item 15: Teachers' Suggestions and Comments**

Through this item, we demand from the participants to comment or add any suggestions.

Some of the such as teacher (1, 3, and 7) from university give comments concerning IM. Teacher (1) states that the biggest problem of using IM is their suitability to students' linguistic competence and cultural background. Whereas, teachers (3 and 7) stress on the role of the availability and appropriate use of such materials in teaching process success.

In return, CEIL teachers emphasized other different points that should be considered which are the variation of IM and the attention to learners' LS. Teacher (8) add that over-use of IM may lead to negative results because not all learners like this method. He/ she also supports our topic by stating that the process nature of communication implies that both the source and the receiver of a message are actively involved in a communication encounter. Of course, this is why it is important to use IM.

### **3.3.6. Summary and Interpretation of the Results**

The analysis and interpretation of the questionnaires show that our university participants are experienced teachers with high degrees also they are from different generations. Despite, CEIL teachers are beginners with master degrees. The obtained results demonstrate that university teachers are more qualified than CEIL teachers. Yet, this is beneficial for us because it helps to gather data from teachers with different degrees and varied teaching experiences.

Concerning the second section about teaching OE, it is only designed for university teachers since they teach the course separately. Results affirm that teaching OE is not an easy task. It requires creativity to develop students' skills, especially listening and speaking. Also, assessing students' performance is vital whatever the type of assessment is.

In section three, we gather a number of valuable information from both groups of teachers. We have deduced that IM are of great value in the teaching-learning process because they are related to the task success.

All the participants agree that IM are important to improve their performance and they are the pillar of achieving the course objectives. We notice that IM motivate students; moreover, they help teachers during their professional duty. However, university teachers have complained from the unavailability of IM at the level of university, mainly: they lack

of laboratories, data show, and other teaching materials that may help them to better perform. Moreover, they have pointed that the settings where they teach are not suitable to integrate IM.

Another problem is that some teachers are not trained to use certain types of IM; therefore; they avoid using them despite that they are helpful. Thus, university masters should seriously consider this issue and try to find a solution.

In the same vein, CEIL teachers' responses indicate that the centre is well equipped what make teachers use IM to improve their performance.

IM can affect teachers' performance if they were properly used because they are tools for concrete language teaching. Indeed, they help teachers to facilitate the learning task; moreover, to avoid boredom.

Concerning students' achievement, we reveal that IM affect students as well, they help to get their attention and make the course interesting. Also, our participants give importance to students' learning styles while selecting and using IM because they help to decide what type is required.

Consequently, both groups' feedback and information are effective and contribute on the validity of our hypothesis. More importantly, it shows the role of IM in enhancing teachers' performance as well as the students' skills.

## **Conclusion**

This chapter was devoted to the fieldwork of our research that consists of two parts which are the theoretical background of our research methodology and the investigation of the role of IM to improve teachers' performance. In addition, it dealt with data analysis and discussion of the results.

### **Limitation of the Study**

Our present research focuses on finding out the value of IM and their role in affecting teachers' performance. However, this work is limited by some constraints which may not result in accurate data. In fact, we were supposed to rely on two data collection tools to obtain more information related to our research which are questionnaire and classroom observation. Thus, Triangulation would have provided us with more accurate and reliable data to conduct our research. Yet, due to the COVID-19 pandemic that the country was going through, we were unable to use more than one gathering data tool.

### **Recommendations**

From the collected data, the following recommendations seem to be beneficial for our teachers and department masters:

- Teachers are all invited to consider the usage of IM in teaching OE.
- Syllabus designers should guide teachers to which instruments to use that best fit the lesson objectives.
- Teachers and university masters should consider the fact that some IM requires special training to be operated. So, teachers should be involved in training to be knowledgeable about their use.
- University masters are responsible to provide materials in all types so that when teachers plan to apply them, they find them available.

Our research still open to further discussion that would deal with other important points we have not mentioned in our modest work.

# General Conclusion

## **General Conclusion**

The present study investigates the role of IM in enhancing the performance of teachers. This work consists of three main chapters two theoretical and one practical chapters. Through these chapters, we intend to answer our research questions to confirm our hypotheses.

Theoretical chapters provide sufficient information about the learning situation mainly a comparison about how should teachers teach English and how it is taught at the level of Biskra university and CEIL. Chapter one is an attempt to review the learning situation. we aim to present several issues concerning teaching English as well as the learners' attitude towards learning English and others concerning the task of OE. Also, we traced the basics of teaching this course such as the required skills and activities.

In chapter two, we tackle some conceptual views about teaching and the importance of integrating IM. Besides, assessment and LS were highly highlighted because of their vital role in the teaching process. Through the literature review of this chapter we reveal that IM are of great importance despite their type or role they all have a positive effect on teachers' performance as well as learners' achievement only if they are properly used.

The third chapter was devoted to the fieldwork and data analysis, we presented the research methodology (research design, population and sampling, and data collection methods). Next, we dealt with data analysis and interpretation in addition to the discussion and summary of the findings.

To achieve the research aim, we relied on mixed-method. Besides, the study was based on one data collection method; a questionnaire, which has been administrated to our devision teachers and CEIL teachers. The sample of the study included nine university teachers and eight CEIL teachers.

Generally, the practical work has emphasized on how IM help teachers during the teaching process, and what type of IM should be used. Nevertheless, university teachers state that they face challenges when implementing IM, especially concerning lack of training and unavailability. This leads them to present lectures orally and which may not create an effective OE course. In the other hand, CEIL teacher claim that they face other problems differ from those that university teachers have faced. Namely, the over-use or the miss-use of IM, they state that the problem with IM is that they may provide excessive information if they were misused. Thus, the use of this kind of materials in foreign language teaching/learning is valuable, not only for students, but teachers also will be able to develop their performance through them.

Correlating what has been found in the literature review and research investigation parts, the research questions and the research hypothesis were confirmed.

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# Appendices

## Appendices

### Teachers' Questionnaire

**Investigating the Role of Instructional Materials in Enhancing Oral Expression Teachers' Performance: The Case of University of Biskra and Intensive Language Teaching Centre Teachers**

Dear teachers,

This questionnaire is a data collection tool about The role of Instructional Materials in Enhancing Oral Expression Teachers' Performance in order to prepare a Master dissertation. Your contribution will be of great help to make the research work achieve its objectives. You are kindly required to answer the questions by ticking your choices in the corresponding boxes or completing your own information whenever necessary. All information provided will remain anonymous.

\*Obligatory

**we will be very grateful for your collaboration.**

**Prepared by:**

ABDELHAMID Turkiya

**Supervised by:**

Mr. CHENINI Abdelhak

Academic Year, 2019-2020

**Section One: Teaching Experience ( for university teachers and CEIL teachers)**

**Q 1:** Higher academic qualification \*

License

Master

Magister

PhD

**Q 2:** How long have you been teaching?

Less than one year- one year

2-5 years

6-10 years

More than 10 years

**Q 3:** Are you trained English teacher? \*

Yes

No

**Section Two: teaching Oral Expression (OE) (for university teachers)**

**Q 1:** How can you describe the task of teaching OE?

.....

.....

.....

.....

**Q 2:** What is your method in teaching OE?\*

.....

.....

.....

.....

**Q 3:** Do your learners like your method? \*

- Yes
- No
- I do not know

**Q 4:** Do you check your student achievement? \*

- Yes
- No

**Q 5:** If yes, how often do you check it? \*

- Always
- Often
- Sometimes
- Rarely

**Q 6:** Do you check their achievement through: \*

- Formal assessment
- Informal assessment

**Q 7:** Do you have suggestions for effective OE teaching? \*

.....

.....



.....  
.....

**Section Three: Using Instructional Materials in Teaching OE ( for university teachers and CEIL teachers)**

Instructional Materials refer to any collection of materials that a teacher can use in teaching to achieve desired learning objectives. For example: textbooks, handouts, slides, computers, charts, filmstrips, microphones...etc.

**Q 1:** Do you use Instructional Materials in class? \*

Yes

No

**Q 2:** If yes, what type do use frequently?

Audio materials

Visual materials

Audio - visual materials

**Q 3:** If no, why? you choose more than one option

I don't have access to Instructional Materials

I do not think they are effective

I do not feel comfortable using Instructional Materials

I do not have enough time

**Q 4:** Do you think that the use of Instructional Materials improve your performance?\*

Yes

No

**Q 5:** Justify your answer, please. \*

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**Q 6:** Do you think that Instructional Materials can attract students' attention? \*

Yes

No

**Q 7:** If yes, why?

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**Q 8:** Do you focus on your students' learning style while choosing Instructional Materials?\*

Yes

No

**Q 9:** Do you consider teaching with Instructional Materials as? \*

an educating strategy

an entertaining strategy

both

a waste of time

**Q 10:** Do you use more than one Instructional Material in the same lesson? \*

Yes

No

**Q 11:** If yes, in what case?

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**Q 12:** Do you face difficulties while using Instructional Materials? \*

Yes

No

**Q 13:** If yes, would you list some of them?

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**Q 14:** In your opinion what is the educational value of Instructional Materials? \*

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**Q 15:** would you add any other comments you consider important for this issue? \*

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**Thank you for your time, efforts and collaboration**

## ملخص

من لال هذه مذكرة قمنأ بدراسة وتحليل دور وسائل تعليمية في تحسين الأداء وظيفي لأساتذة تعبير شفهي و التي تمكنهم ن تحقيق اهداف مقرر دراسي. من هذا منطلق افترضنا ان هذه وسائل تعليمية تأثير على أداء الأساتذة تم استخدامها كما ينبغي تأكيد هذه فرضية اعتمدنا على الاستبيان كوسيلة جمع معلومات متعلقة بهذا موضوع. ومنه فان هذه وسائل دور كبير في تحسين أداء الأساتذة زيادة على ك فإنها تؤثر إيجابا على مستوى الطلبة هذا الأمر تم توزيعه على اساتذة مقياس تعبير شفهي على مستوى قسم اللغة الإنجليزية ومركز تعليم مكثف لغات بجامعة بسكرة. من لال نتائج متحصل عليها تم اثبات صحة فرضيات مطروحة سابقا. وفي الأمر قدمنا بعض توصيات بخصوص ادراج وسائل تعليمية في منهج مساعدة الأساتذة على تقديم الأفضل لطلبة.