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**The Effect of Audiovisual Aids in Teaching Speaking Skill
among EFL Learners**

**A Case Study: Second Year Students of English at Biskra
University**

A dissertation Submitted to the Department of foreign languages Mohamed Kheider University of Biskra in Partial Fulfillment of the Requirement for the Degree of Master(2) in Science of Language

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Dedication:

In the name of Allah, most gracious, most merciful all the praise is due to Allah alone, the sustainer of the entire world.

I dedicate this work:

To my parents

To everyone I love

Acknowledgment:

First, I would like to express my thanks and deep appreciation for my supervisor Mr. Tayab Bouhitem for his wonderful and insightful comments and suggestions.

I extend special thanks to all the teachers and students who helped me to collect much of the data. Without their help and participation this study could not have been done.

I also acknowledge the contribution of my friends and colleagues who supported and encouraged me till the last moments.

Finally, I humbly and gratefully acknowledge the continual and enduring love and emotional support given by my parents. I could never acknowledge or thank my parents enough.

Abstract:

In this research work our hypotheses states that if the teacher use audio-visual aids in class students' speaking skill will be improved. In order to test our hypothesis and for the purpose of introducing audio-visual aids as an effective strategy to enhance speaking and to provide a full illustration for the correct use of AVA we submitted a teachers' questionnaire which helped us to know the teachers' points of view about the use of audio-visual aids in teaching speaking. meanwhile, we submitted a questionnaire for 2nd year students of English at Biskra University for more accurate data. At the end of the research the obtained results could confirm our hypothesis which stated that students' speaking skill will improve if we use of audio-visual materials. Eventually, this study aims at suggesting some recommendations and tips for teachers as well as students that may serve for improving speaking skills.

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List of abbreviations and symbols:

| | |
|------|-----------------------------|
| AVA: | Audio-visual aids |
| EFL | English as foreign language |
| Q: | Question |
| % | Percentage |

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I.General Introduction:

Learning English as a foreign language is not an easy task for many students. In the very early months of studying English I noticed that many of my classmates have difficulties in speaking English accurately and fluently, they don't speak English as it should be; four years later, and still many of them still have the same problems, there is no progression or improvement. I asked myself why their speaking skill has not been improved.

It is a fact that speaking is the most difficult skill comparing to other skills, because it is a combination of many other skills for instance, people used to say that a good listener makes a good speaker and a good reader also can make a good speaker. So to be a good speaker is not a matter of talent not only talented people can be a good speaker if he/she makes effort to achieve the goal. It is the same for foreign language students it is not impossible to be a good English speaker if you make efforts and follows certain effective strategies to be so.

In fact, in education it is the duty of the teacher to look for strategies that may help students to achieve better and to reach the required level in speaking, for that and as a future teacher I thought about a strategy to enhance speaking capacities of foreign language learners. I find it crucial to spot the light on the use of audiovisual aids as an effective strategy to enhance teaching and learning speaking English in this modest research. We assumed that if the teacher uses and motivate his/her students to use audio-visual aids inside and outside the classroom then students' speaking skill will improve. Finally, the use of audio visual aids is a necessity that makes language learning and teaching easy, effective and enjoyable.

II.1. Statement of the Problem:

Usually, when someone shows his/ her ability to speak proficiently a foreign language, we hear people around him/her asking ‘how did he/she come to achieve this? Which method does he/she follow? Many scholars’ around the world have been eager to know the best methods that help students to enhance their speaking skill, and most of them directed their attention to the use of audio-visual aids as an effective strategy for both improving speaking abilities and making learning foreign language easy and enjoyable. However; when we attended EFL classes in Biskra university, we noticed that few learners are aware of the impact of the use of these materials on their speaking capacities and the vast majority of the teachers do not use any kind of audio-visual aids. Therefore the lack of using them makes the majority of students not motivated in the lectures and this for sure has a negative effect on their learning progress. (teachers are not using the AVA this leads to lack of students’ interest in learning)

II.2. Significance of the Study:

Doing this research we focus on the use of audiovisual aids in teaching languages and especially teaching learning speaking. I believe that my work is of great importance for teachers, it may be as guide for better using audiovisual materials as well as making them aware about their students needs. This research is also beneficial for other researchers who are interested in the topic.

II.3. Aim of the Study:

Through this academic research, we aim at investigating the relationship between the use of audio- visual aids and foreign language speaking improvement. We believe that this study will introduce audiovisual aids to EFL teachers and learners and make

them aware about its efficiency and usefulness, our aim in this piece of research too is to determine the role of the teacher as a key factor in motivating his/her students .

II.4. Key Terms:

Speaking, teaching speaking, learning speaking, audio-visual aids, visual aids, audio aids.

II.5. Research Questions:

The research on audiovisual aids provokes many questions that need to be answered. First, do EFL teachers use audiovisual aids in their lectures? and are they aware of the importance of audiovisual approach?. Why teachers do not use audio-visual materials? and why they are not available in our universities?. Do students have an extensive exposure to language through the use of audio-visual aids?

II.6. Hypothesis:

- If students are intensively exposed to language through the use of audio-visual aids, then their speaking skill will be improved.
- If the teacher does not use audiovisual materials in his/her lectures then students' speaking skill will not improve.

Independent variable: using audio-visual aids.

Dependent variable: speaking skill improvement

II.7. Tools of the Study:

In order to test our hypothesis and to obtain the information required for our subject, we used one main tool the questionnaires. we proposed two formal questionnaires one for students and another for teachers, both were designed to show whether the use of audio-visual aids can improve students' speaking skill. We selected two groups 25 from each group.

The teachers' questionnaire was designed for teachers of second year of English at the university of Biskra. We selected randomly ten teachers as a sample for the study.

The questionnaires results are of a vital importance for our research. The analysis of both of the teachers" and the students" questionnaires will show us to which extent their responses correlate either positively or negatively with our hypotheses.

II.8. Structure of the Study:

The dissertation is divided into four chapters. It starts with a general introduction that deals with the background of the study and the aims of the study. It includes also the hypothesis and the statement of the problem. The general introduction ends up with the tools of research and the structure of the dissertation. In the second and the third chapters we consider the literature review, and the fourth chapter will be devoted to the field work. The first chapter is devoted to talk about speaking skill it include different activities to teach speaking, characteristics of good speakers, what make speaking difficult and so on. In the second chapter we dealt with audio-visual aids in teaching , types of audio-visual aids ,selection and use ..etc. The last chapter is devoted to the investigation of the obtained results. In this chapter we dealt with the research tool (the questionnaires) and we described the questionnaires design, answered the research

questions and checked the results as to the truthfulness of the hypotheses, then at the end, we put forward some practical suggestions.

III.1. Introduction:

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

Since speaking is of that importance, this chapter is devoted to discuss different aspects of the issue, starting from the definition of speaking, how to teach speaking, learning styles in the speaking classroom, and characteristics of good speaker, in addition to the causes behind speaking difficulties, how to teach speaking and listening speaking relationship.

III.2. Definition of Speaking:

Speaking is the most important skill among other skills Bygate (120)claims

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

Speaking skill is an interactive process of constructing meaning that involves producing and processing information. The speaking skill involves a communicative ability to use language to chat and transmit messages in different and appropriate situations. It is to interact with participants and carry a message. Petrie cited that “speaking is an activity which most of us spend a great deal of time engaged in, apparently without any effort and with not very much thought.” (p 366). People around the world produce a lot of words without making great efforts, in his turn Brown defines speaking as “an interactive process of constructing meaning that involves producing and receiving and processing information” (p13) Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking it is often spontaneous, open-ended and evolving. Being skillful in speaking means to be able to produce the expected patterns of specific discourse situations. It is, to be able to decide what to say in the situation, saying it clearly, and being flexible during a conversation when a difficult situation comes out ,for that reason; speaking requires that learners not only know how to produce specific aspects of language such as grammar, pronunciation and vocabulary but also that they understand when ,why and in what ways to produce language. Finally, speaking has its own skills structures and conventions that the speaker should be aware about.

III.3. Characteristics of Good Speaker:

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

III.3.1 Fluency:

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

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

III.3.2. Accuracy:

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

III.3.3. Vocabulary range:

As the title suggests, it is the knowledge of a wide range of words and their meanings. H.Douglas believes that good English speakers are able to speak the language with enough vocabulary to participate and contribute effectively in most formal and informal conversations on practical, social, cultural, and professional topics (406), which means they are able to overcome the issue of groping for words, so they can speak in any topic with no obstacles.

III.3.4. Vocabulary selection:

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

III.3.5. Flexibility:

By this we mean “the ability to turn take in a conversation and to adapt to new topics or changes of directions” (Hedge 260). Good English speakers are able to introduce a topic, discuss a topic, and change a topic. This indicates that they are good turn takers. It is to be aware of to direct and control spoken discourses and to recognize the different contexts in which that control may be practiced. Therefore; flexibility is another important characteristic of a good English speaker.

III.4. Components of English Language:

This component of the chapter is strongly related to the previous one, when students speak English they use all the component of the language without being aware about that. During speaking lessons and in order to help students improve their speaking skills, the teacher should take into consideration and not ignore any components of the language. Muriel Saville (33) describes the areas of English language as follows:

- Lexicon(vocabulary):

Word meaning

Pronunciation

Grammatical category

Possible occurrence in combination with other words and in idioms

- Phonology(sound system):

Speech sounds that make a difference in meaning (phonemes)

Possible sequences of consonants and vowels (syllable structure)

Intonation patterns (stress, pitch and duration), and tone in word.

Rhythmic patterns (pauses and stops)

- Morphology (word structure):

Parts of words that have meaning (morphemes)

Inflection that carry grammatical information (like number or tense)

Prefixes and suffixes that may be added to change the meaning of words or their

Grammatical category

- Syntax(grammar):

Word order

Agreement between sentence elements (as number agreement between subject
And verb).

ways to form questions, to negate assertions, and to focus or structure information
within sentence .

- Discourse:

Ways to connect sentences and to organize information across sentence
boundaries.

Structures for telling stories, engaging in conversations, etc.

Scripts for interacting and for events.

All of this knowledge about language is unconsciously used by English language
learners. In the other hand

III. 5. What Makes Speaking Difficult?

Learning how to speak may be troublesome for second language learners.

Brown (13) identified eight problems that the students may face during the learning process, which the teacher has to take into account.

III. 5.1. Clustering:

Because of memory limitation or stress, students tend to divide their oral production into words or phrases. For that reason, teachers have to help their students to produce fluent speech and to get rid of word by word production.

III. 5.2. Redundancy:

The spoken language is redundant in the sense that it is possible for students to rephrase, repeat, and use “I mean” or “you know” from time to time during their oral performance. By such doing, students are given more opportunities to be understood.

III. 5.3. Reduced Forms:

The spoken language has several reduced forms; it may be phonological, morphological, syntactic, or pragmatic. Such reductions might be hard for students who have been studying the “full forms” of the language.

III. 5.4. Performance Variables:

Second language learners are subject to hesitation, pauses, false starts, and correction. Teachers help their students to think at the same time of their oral performance (using uh, um...etc).

III. 5.5. Colloquial Language:

It is a bit hard for second language learners to get used to the colloquial language (idioms, slang, and cultural knowledge, for instance). The aim of the teacher, here, is to get his/her students communicate using these forms.

III . 5.6. Rate of Delivery:

Probably the most important aim of second language learners is to communicate fluently using the target language. The teachers aim, as well, is to help the students to speak the language rapidly and fluently.

III. 5.7. Stress, rhythm and intonation:

All these elements are crucial to the English language since they convey meanings above the words' meanings.

III. 5.8. Interaction:

Interaction helps a lot in the students' language development. When negotiating meaning (giving feedback, asking for explanation) they learn new words and new structures.

III. 6. Activities Used to Teach Speaking:

According to Thornbury (2008) Theorists, in relation to their schools of thought, proposed three different stages that learners pass through when they are learning to speak. The first stage to be mentioned, here, is awareness. By awareness it is meant that students are in need to be aware of the characteristics of the language under study. Appropriation makes up the second stage. Appropriation is the "integration" of the language characteristics into the students' existing knowledge. The last stage has to do

with autonomy (usually used with automaticity). When students are able to use the new language on their own, they are said to be autonomous.

According to Thornbury (2008), theorists have designed several activities for all the stages mentioned above in order to an effective teaching to take place. All these activities urge the students to participate since they bring interest into the classroom and, thus endeavor motivation.

III. 6.1.Awareness:

The awareness activities focus on language features, sociocultural rules, topic shift, performance effects, communication strategies, speech acts, features of spoken grammar (repetition, ellipsis...etc), discourse markers (well, I mean, any way... etc), vocabulary, lexical chunks and stress and intonation.

III. 6.1.1Using 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 communication skills of the learners through listening activities. For accurate pronunciation it is necessary that students listen to correct pronunciation of words.

III. 6.1.2 Using 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.

III. 6.1.3.Using Live Listening: By listening to the teacher or a guest speaker .

III. 6.2 Appropriation

Once students are aware about the language features, they have to appropriate this awareness in order to be used. Appropriateness offers the learners the opportunity to do a better control over their oral production.

III. 6.2.1. Drilling and Chants:

By drilling it is meant the repetition of words, sentences or entire expressions after hearing them (as in dialogues, conversations, TV...etc). Drilling may help students in memorizing vocabulary and improve their articulation. Chants are very entertaining for students. Listening to songs or playing computer games help students pick up many words and idiomatic expression and remember them easily.

III.6.2.2. Milling Activities:

Such activities push the learners to put in practice the standard language repetitively. In such activities, the learners are asked to collect the different points of views of their classmates by asking them specific questions to complete a survey or to find what the students have in common (in order to know how funny the class is, every student asks his/her classmates three or four questions that work in this “would you ever...”).

III.6.2.3. Writing Tasks:

It seems a bit strange to talk about writing in speaking. However, writing plays a significant role in the speaking-learning process. The following activities explain more the role of writing in teaching speaking.

III.6.2.3.1.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.

III.6.2.3.2. Paper Conversation: In this type of activities, students are asked to write a conversation on a shared paper (pair work or group work) that the teacher corrects while walking around the groups.

III.6.2.3.3. Computer-mediated chat:

Chatting with a person on 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.

III.6.2.3.4. Rewriting: Another effective writing activity is rewriting. In this activity, teachers ask their learners to “adapt” or “modify” the written dialogues to learn what has been newly introduced. (e. g. the direct/indirect speech or the passive voice)

III.6.2.4. Reading Aloud:

Reading aloud is a step that can be classified between writing and speaking. It helps learners focus on pronunciation without feeling stressed of what to say next. According to Thornbury (2008), Mark Powell suggested a four step technique for reading aloud that he called “sound scripting”. 1) Teachers give the learners a text and ask them indicate where pauses fall. 2) Students highlight the stressed words. 3) Then, they come to a decision about the sequences of words that are slower or deliberate. 4) Finally, practice reading the text they have been through.

III.6.2.4.1.Dialogues: Dialogues have been used for ages and still are used today in language classes. Dialogues give the learners the opportunity to focus on grammatical and lexical structures.

III.6.2.4.2.Items on Board:

The teacher writes some expressions (e.g. have you heard ...? Its really funny to...etc) in an attempt to make the students imagine a situation and then speak. It is a good way to urge students to talk freely in class and even creates a relaxed atmosphere among students, as the teacher propose something to talk about and give the floor to students to express.

III.6.2.4.3. Disappearing Dialogue:

The teacher writes the text of the dialogue on the board. Then s/he asks the students to read it loudly in pairs. After that the teacher removes the sections of the dialogue one after the other. By such doing, the learners memorize the dialogue and rewrite it all over again.

III.6.2.4.4Dialogue Building:

It is the opposite of disappearing dialogue. The teacher sets up a situation using drawings and asks the students questions and then the students are asked to imagine the whole situation. By so doing, the students construct a complete dialogue which they perform on the spot.

III.6.2.5.Communicative Tasks:

The communicative tasks emphasize more the importance of fluency rather than accuracy. Teachers believe that the students' oral production is better developed when they are focusing on what to say in a given situation rather than how to say it. They also believe that communicative tasks get the learners ready to use the language in real-life situations and that these tasks enhance automaticity in them.

III.6.2.5.1.Information Gap Activity:

This activity provides extensive talks among the learners. In information gap, the learners are given different information that the other students may not have. This gap

cannot be completed only if the learners use the language. Every learner has an important role in this activity because the activity cannot be achieved unless all the participants give the piece of information they have.

III.6.2.5.2.Jigsaw Activity:

It is so called because it involves many participants. In such an activity, the teacher arranges four flashcards and tells the learners about the general idea that these cards uphold. Then, s/he distributes the cards for four subgroups (one per each). After a moment the teacher asks the members of all the subgroups number one, for instance, to describe what s/he has seen. Later on, the teacher and subgroup number one members decide upon the idea that this card upholds.

III.6.2.5.3.Surveys:

The students are asked, in this type of activities, to confirm or disconfirm the claim a hypothesis that the teacher suggested. To do so, students collect their classmates' opinions about this issue then one student should be chosen to report what the group's members found. Finally, the whole class comes to a decision whether what they reported confirms or disconfirms the truthfulness of the issue.

III.6.2.5.4.Guessing Games: Like who am I? Or what am I? Where every student thinks of a famous person, an object or an animal and his/her classmates make guesses until what was thought is found.

III.6.3.Autonomy:

Automaticity is defined by Thornbury (2008 p 90) as being “the capacity to self-regulate performance as a consequence of gaining control over skills that were formally other-regulated.” The activities that are used to enhance automaticity in the learners are described as follow:

III.6.3.1. Presentations and Talks:

Teachers ask the students to present activities in front of their classmates and get ready for a real life communication. Here the activities are supposed to be similar to real life situations to help students to interact in real life. It helps students to get rid of stress and anxiety and to be integrated.

III.6.3.1.1. Show and Tell: Students are asked to talk about a picture or an object that is important to them, and then answer the questions that their classmates ask. Here students are supposed to describe or to analyze a picture or a video, for instance, this can help students to develop their thoughts and express their ideas using the target language.

III.6.3.1.2. Did You Read About? Students are asked to speak about something they may have heard about on the radio or that may have read in the newspaper. After that, all the students give their opinions. It is kind of discussion activity.

III.6.3.1.3 Academic Presentations: This type of activity gets the learners (individually, in pairs or in groups) present academic presentations with formal characteristics (e.g. language and gender). A discussion takes place when the students finish their presentation.

III.6.3.2. Stories, jokes and anecdotes:

Storytelling has been used for decades and still is used now. Through storytelling, students are given the opportunity to practice their oral skill as well as to know each other. Jokes and anecdotes have the same aim.

III.6.3.2.1. Guess the lie:

In this activity, students are going to take turns. One of them tells three short anecdotes; two of them really happened to him/her, but the third is false. The other

students are going to guess the lie. This activity covers the learning of all the components of the language in addition it make students feel at ease and integrated in the lesson.

III.6.3.2.2.Insert the word:

The teacher gives all the students cards with different words or expressions. After that, they start telling anecdotes one after the other and the other learners guess the “secret item” that the anecdote entail.

III.6.3.2.3. Chain Story: The students turn take to build a story (one sentence per student).This may help students to memories words and to learn vocabulary. It may be considered also as a listening activity as students listen carefully to what their classmates say, evaluate their pronunciation.

III.6.3.2.4.Party jokes: Students exchange jokes in pairs or groups. Then the class should vote for the best one. This activity is very interesting because it helps to learn the language and creating a relaxed atmosphere in the classroom as well.

III.6.3.3 Role play:

Role plays involve the learners in real life communication and help them reduce their fears of performing in front of people. The other students, later on, are free to give their opinion about the participants’ performance and about the message they transmit.

III.6.3.4.Discussion and debate:

Discussion and debate are, usually, the most used activities in oral classes. Actually, “**Panel discussion**” is what teachers prefer. Usually used in pairs or in groups; students on the panel give their arguments about a given issue, and those students (from the audience) either agree or disagree. This activity is very effective, in the sense that it helps learners focus more on what they say rather than how to say it (fluency rather than accuracy).

III.7. Teaching Stages for Speaking Lesson:

For an effective speaking lesson, teachers need to be aware of, knowledgeable about, and familiarized with the teaching stages of a speaking activity as well as the teaching techniques used for encouraging speaking in class. Also, the teacher role is crucial to choose effective activities depending on the needs of his/her students. Carolina Terry stated that speaking activities pass through four main stages; a pre-communicative stage, practice stage, communicative interaction stage and the last one feedback and reformulation stage(3).

During the pre-communication stage the teacher should introduce the communicative function and highlight the fixed expressions to be used the teacher should also mention the structure (grammar) that students are exposed to learn and of course provide them with the necessary vocabulary. However; the practice stage involve learners in reproducing the targeted structure and the teacher is supposed to correct their mistakes and remind them of the words if they forget. The communication interaction stage encourage language negotiation and the teacher may take notes of any aspects that hinder communication (pronunciation, grammar, vocabulary). Finally, in the last stage the teacher give students feedback on their pronunciation, grammar, vocabulary and ask them to repeat the task if necessary and use what they have learnt in different context in real life communication.

III.8. Teacher Roles During Speaking Lesson:

Teaching speaking is like any other teaching job is about conveying information to students in an informative and in interesting manner.

As it is the duty of the teacher to make the speaking lesson successful. According to Carolina Terry (23) The teacher should be :

An organizer: he should plan the lesson in advance.

A prompter: provide students with large amount of words.

An observer: analyses what causes communication break downs.

Participant: do not take complete control or initiate the conversation.

Assessor: take notes about language produced by students.

Feedback provider: tell students how proficient their performance was.

Resource: provide students with tools to improve their performance.

To conclude, we come up with rule that the success or the failure of a speaking lesson depends primarily on the teacher. He is the one who has to plan the lesson, supply students with language, he should vary the topics and make them meaningful and motivate students by using various technique and tools.

III. 9. Listening and Speaking Relationship:

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

1-Listeners make better speakers researches showed that students perform more effectively not because of previous practice in speaking roles but because of previous experience as listeners.

2-Listeners affect what speakers say, when we speak we try to imitate what we have listened to accurately.

3-conversation involves listening and speaking.

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

III .11.Conclusion:

Briefly, we mapped out throughout this chapter the speaking skill. The speaking skill is assumed to be the most difficult skill (compared to listening, reading or writing), for that students should work hard to be proficient speakers and if the teachers do not use the right method and do not center their attention on the learners affect learning speaking process will be a challenging matter. Scientists agreed that speaking goes through three stages: Awareness, appropriateness and autonomy. They also suggested a various range of activities for each stage to be well developed. These activities focus more on the learners and give the teacher the role of a guide or a facilitator who do not interrupt his/her learners for the sake of getting their answers accurate, but emphasize more on how they are fluent when performing a given task. The variety and interest that these activities bring into the class, create a less inhibiting atmosphere and increase motivation among the learners, and as a consequence, help the learners develop their speaking skill.

IV.1.Introduction:

Teaching is communication, in a good communication there are three main important aspects which are the person who gives the information, the message or the information and the receiver of the message. In the past, teachers used to use traditional aids like the blackboard and printed materials to facilitate communication and make the learning task easier; however, nowadays and because of technological development; devices like picture, computers, video tapes are necessary for better results in education.

In language teaching and learning, the use of audio-visual aids becomes a necessity because it is the easiest and fastest way through which foreign language learners can be exposed to language. Undoubtedly, thanks to those materials even people who are not in educational setting can acquire and speak the language. In addition, many researchers have proved the good effects of the use of audiovisual aids in education and particularly in teaching languages they try to make teachers aware of it.

This chapter is devoted mainly to introduce audio-visual aids and its importance in teaching languages for both the teacher and the learner as well. First we will give a general overview about audio-visual aids presented in brief definitions and mention their importance and significance in learning languages. Then we will move to identify their various types ,and constraints that hinder learners and teachers from using them.

IV.2.Definition of Audio-Visual Aids:

Using audio-visual aids in teaching is one way to enhance lesson plans and give students additional ways to process subject information. The term audio-visual implies that one should be able to grasp directly the meaning and content of what is seen and heard through the visual and auditory senses. Audio-visual aids refer to any device used to help as to communicate an idea or information. In learning languages audio-visual aids are used to enhance oral presentation. Moreover, an audiovisual product is any

audiovisual (AV) item such as photography, motion picture, audio or video tape, slide or filmstrip, that is prepared singly or in combination to communicate information or to elicit a desired audience response. According to Edgar Dale “Audio-visual aids are those devices by the use of them communication of ideas between persons and groups in various teaching and training situations is helped. These are also termed as multi sensory materials.”(47).Audio-visual aids are any means that make learning task enjoyable and motivating carried on through the sense of hearing or sight.

To conclude audio-visual materials make the learning process more concrete, real and vital what makes the teaching and learning easy and successful. Those materials are of great importance in educational field especially in teaching languages.

IV .3.The Importance of Using Audio Visual Aids in Teaching:

When we talk about audio-visual aids people think of very modern instruments and very modern method of teaching; however, audio-visual aids are very old that is to say using audiovisual aids is not something new because they were used by educators in II world war as training tools for soldiers to increase their motivation and enhance their learning. Then technology has developed since that time, educational audio-visual aids appeared and the field evolved to newer devices with great potentials.

Abbas (qtd.in .Nazneez 180) has described the importance of audio-visual aids in this way:

- Promote a mood of mutual understanding and sympathy in over class room.
- Bring about significant changes in student behavior.
- Show the relationship of subject matter to the need and interests of pupils, with a consequent heightening of motivation for learning.
- Show the relationship of subject matter to the needs and interests of students.

- Bring freshness and variety the learning experience.
- Make learning meaningful over a wide range of student's abilities.
- Encourage meaningful use of subject matter by allowing for imaginative involvement and active participation the "I was there" feeling that results increase learning.
- Provide needed feedback that will help the pupil to discover how well he has learned.
- Furnish the rich experiences from which meaningful concepts will be developed.
- Widen the range of students 'experience in a process that will faster non-verbalistic learning and the making of accurate generalization.
- Assure the order and clarity of thought that student will need if he is to from conceptual structures and establish meaningful system of ideas.

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

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

- They increase the pupil's experience of language by providing rich variety and better quality.
- They promote teacher's efficiency by saving time and energy.
- They provide recreation to the learners.

IV.4. Learning Styles:

A learning style is the way in which an individual learner tries to learn. It includes how they approach learning, experience learning and utilize information that's why many students have a difficulty to go with the method used by the teacher in class (Fedler22). If the teacher follows a method that does not go with the student learning style the student tend to be bored and inattentive in class, so by finding out a student preferred learning style we will be able to sort out possible challenges in their studying career. Students learn in many ways by seeing and hearing and acting, reasoning logically, memorizing and visualizing. However research shows that a 65% of the population preferred learning style which is visual 30% that is auditory and a 5% that is kinesthetic.

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

IV.5. Types of Audio-Visual Aids:

The various teaching aids could be summarized in the following categories:

- Visual aids e.g. maps, pictures etc.

- Auditory aids e.g. tape recorder, record player.
- And both audio-visual aids e.g. television.

IV.5.1.visual aids:

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

1.Black-board: a big strong piece of wood it is a very old teaching aids used by teacher to write on anything he wants to attract the attention of students e.g. difficult words, questions.

Advantages of blackboard:

- Easy to make changes
- Excellent two way communication
- Inexpensive
- Good for step by step instruction

Disadvantages:

- Not portable
- Not permanent
- Poor for showing details
- Time consuming
- Loss of eye contact with the class

2.Handout: any written material to be covered in class or information.

Advantages:

- Good for covering forms.
- Inexpensive

Disadvantages:

- Students will spend class time going over a handout if it is not covered in class
- Difficult to make changes if the handout is large
- Current forms need to be constantly updated

- Spelling must be checked

3. Charts and maps:

Usually the teacher uses them in case of diagrams that he cannot draw them in the blackboard. Charts are very important for presenting and practicing structures and vocabulary. Maps are useful in showing the location of places, mountains, rivers...etc.

Advantages:

- Inexpensive
- Easy to prepare and make changes
- Easy to transport
- Simple to set up
- No special lighting
- Step by step instruction

Disadvantages:

- Charts get dirty and ragged with use
- Attached work art may not roll up easily
- Class size limited to those who can see the chart clearly.

4. Pictures:

Here we distinguish two types of pictures; text pictures and class pictures. Text pictures are found in texts they are usually designed for beginners. Class pictures may be divided into two; picture cards and wall pictures. Picture cards (post cards) are very helpful in language teaching. Wall pictures include maps, posters photographs that represent things that cannot be brought to the classroom. They are helpful for oral presentations and question and answer drills. Pictures are important because we describe through them what we cannot describe by words.

5. Posters:

They are a large size pictures.

Advantages:

- Wide range of illustrative technique can be used.
- Permanent record

Disadvantages:

- Repeated use can cause posters to break
- Less portable
- Difficult to make changes
- Easy to set up

6. Flannel board: it is a piece of wooden board covered with flannel to stick on some stiff and sanded strips of paper.

7. Specimen:

Specimens are part of a bigger object. Pieces of bark of a tree, , buds, flowers etc., can be called specimens.

8. Model: is when we represent something real in an object it may be larger or smaller than the real object.

Advantages:

- Having the real thing in the classroom
- Permanent
- Adds realism to training instruction

Disadvantages:

- Expensive
- Can require skill to use in front of the classroom

9. Overhead projectors: it is an object used to display your hand-written, pictures before the learners. For overhead projectors there are transparencies sheets on which you can write with the help of pens specially meant for writing on the transparency.

Advantages:

- Instructor can face the class and present information
- Easy to prepare
- Can use step by step presentation
- Inexpensive
- Handouts can be made directly from the transparency
- Permanent

Disadvantages:

- May require a darkened room
- Projection equipment may not be available
- Projection may change if not set up properly
- Difficult to control

10. Puppets:

By using puppets the teacher can attract students attention he can perform many situations.

Puppets can represent persons that a discussion or dialogue may happen between them.

11. Films:

It is a visual aid used in language teaching in the forms of fixed film strips or slides and motion picture film. The advantages of slides and film strips are they direct the attention of students to the screen and to the picture and words on it. What we present in a film strip can be shown over and over. Motion picture are very interesting in teaching meaning and the form of the language.

12. Slides: picture on photographic film projected onto a screen.

Advantages:

- Subject matter is unlimited
- Can be easily rearranged
- Permanent and easy to handle and carry
- Projection equipment easily available
- Can be easily duplicated
- Presentation can be stopped for discussion

Disadvantages:

- Room needs to be dark
- Requires time and special equipments
- Expensive
- Equipment may fail

Therefore, we have seen that visual aids play an important role in teaching languages. However the main function of visual aids is to allow the learner to understand what he hears, to learn the different situation in which language forms are used.

IV.5.2 Audio aids:

Audio aids are the aids which are related to our sense of hearing they are helpful to hear something but not to see, they can be in or outside the classroom by students. Some important audio aids are listed below:

1. Record player:

Using tape recordings students can record their own discussions, speech it may help students improve their pronunciation. It is also helpful for the teacher to evaluate his students speaking skills.

Advantages:

- Easy to use and provide a permanent.
- Can record real episodes
- Recorders are portable

Disadvantages:

- Only provide the oral portion of an episode not the visual.

2. Radio:

Listening to radio program are useful in learning languages. However; listening to a radio program needs good listener as for radio program cannot be repeated. Radio programs are of two types; one called education radio broadcasts in which students and teachers can participate; and radio programs that carry general discussions on social issues. when you listen to a radio program you should have your own paper and pencil to take notes.

IV.5.3. Audio-visual aids:

Television: T.V. programs are of great importance in teaching. The teacher may ask students to see a T.V. show then make it under discussion.

1. Video:

Nowadays, educational video cassettes are available with video libraries in the market. Instructors must be familiar about how to use the material effectively.

Advantages:

- Instant replay of subject material
- Permanent and reusable
- Allows both audio and visual to be recorded

Disadvantages:

- Requires practice
- May distract students when they are video taped.
- May be difficult to handle all the equipment.

2.Computer: electronic device that can store, organize and find information do calculation and control other machines.

Advantages:

- Instructor faces the class while presenting information
- Provide both audio and visual records
- inexpensive

Disadvantages:

- Require a small number of students
- Preparation for the aid takes time

IV.6.Select and Use of Audio-Visual Aids:

Teaching aids are very useful educational materials; they can help in making learning more effective and interesting. They make the learning process easier as we have seen before; teaching aids encourage students to learn because they provoke their senses. To achieve the target matter teachers should use those materials carefully, there must be some criterion for choosing the right aid and use it the right way. Oyesola(3) suggested that for effective use of audio-visual aids the following should be taken into consideration

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

IV.7. Obstacles of Using Audio-Visual Aids:

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

IV.7.1. Apathy of the teacher: when the teacher is not aware about the importance of using audio-visual aids in the classroom. By this the teacher's lack of interest may demotivate the learners.

IV.7.2. Indifference of the students: It is the role of the teacher to make the lesson more effective through the use of audio-visual materials he should choose the aid appropriately and takes into consideration students preferences in order to make them motivated and not get bored from the session.

IV.7.3. Ineffectiveness of the aids: When using audio-visual aids there should be a pre-preparation for the lesson in order to make the lesson successful.

IV.7. 4. Financial hurdles: This is always in underdeveloped countries where they do not give importance to the use of audio- visual aids in education because they are unable to provide institutions and universities with enough and good equipments.

IV.7.5. Need for training: teachers should be knowledgeable about the differences of using one aid rather than another.

IV.7.6. Not catering for local needs: when using audio-visual aids the teacher should take into consideration regional, sociological, psychological, cultural, and pedagogical aspects.

IV.7.7.Improper selection of aid: the teacher should select the aid according to students' needs and wants.

IV.8.Conclusion:

In this chapter we have discussed the meaning and importance of audio-visual aids. Types and difficulties faced when using them has also been discussed, we have also shed light on different life styles because we believe strongly that it has a relation with selection and use of audio-visual materials. We have discussed visual and audio and audio-visual aids separately. We have also stressed the role of the teacher as guide and we list the efforts that he should make to make the lesson successful.

V. 1.Introduction:

For the purpose of investigating the effectiveness of using audio-visual aids in teaching speaking in foreign language classes. We conduct questionnaires to both teachers and Second year students of English at the university of Biskra. In this chapter we will describe, analyze and interpret the questionnaires results that help us confirm or disconfirm our hypothesis about the effect of using audio-visual aids in teaching speaking in foreign language classes.

1.Methodology: carrying out this research we used a descriptive method

2. Population:

2. 1. Students:

Second year students of English at the university of Biskra forms the population of our study .We dealt with a sample of 50 students, the participants were taken from two different classes; we took 25for each class our sample consists of 24%males and 76%females.

2. 2.Teachers:

Teachers of English at Mohammed Kheider University make up the whole population. We dealt with the sample of ten (10) teachers selected randomly, from the entire population. All the participants in this study at least have taught or are still teaching oral expression. The reason behind such a choice was to examine the degree to which teachers' are aware of the importance of using audiovisual aids in teaching and improving students' speaking skill.

3.1. Students' Questionnaires:

The students' questionnaire was submitted to a group of 50 students, before they start answering the questionnaires we gave them some instructions about how to answer and the purpose of designing those questionnaires. We inform them that it is not a test and there is no true or false answer and that their participation is of great importance in our study. The questionnaires were divided into sections. The first section carries on general information mainly about sex and gender and English career. The second section covers information about speaking skill and the last section investigates students' attitudes about the use of audio-visual aids in the classroom during speaking lessons.

3.2. Teachers' questionnaire:

The questionnaires submitted to teachers consist of twenty-three question divided into sections. The first section concerned about sex and the experience of the teacher in teaching English and oral expression. The second section devoted to speaking skill such as speaking activities use in speaking lessons, the purpose of choosing them and the last section deal with the use of audio-visual aids in teaching speaking.

V. 2 . Analysis of the students' questionnaires:

Section one: Background information

Q1: Age

| | | | | | | |
|--------|-----|-----|-----|----|----|-------|
| years | 20 | 21 | 22 | 23 | 26 | total |
| number | 32 | 9 | 6 | 2 | 1 | 50 |
| % | 64% | 18% | 12% | 4% | 2% | 100 |

Table 1: age

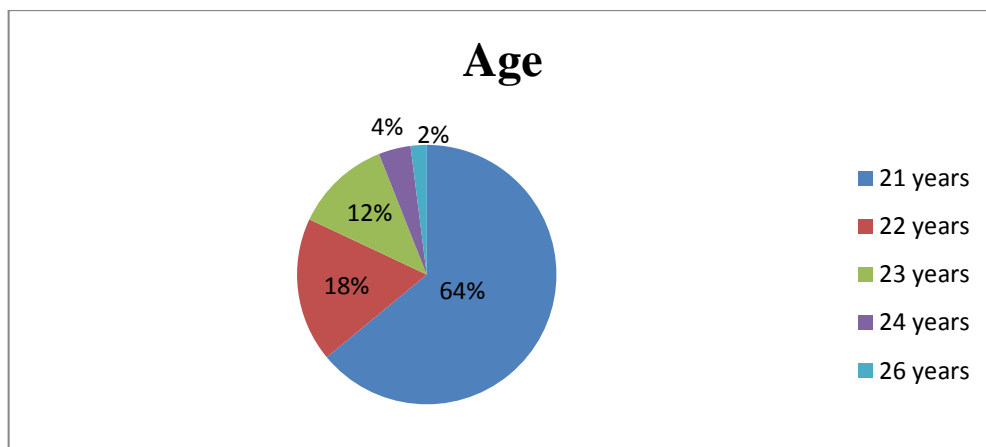


Figure 1: Age

The table one reveals that there are five age groups in our selected sample. The students' ages vary between 21 and 26 years old. Out of the total number of the sample we have 32 students (64%) who are 21 years old and 9 students represent 18% of the sample whose age is 22 years old. 23 years old make the 21% of the sample. In addition, 24 and 26 years old students seem to be the older group of the sample either because they have repeated years or not having started early their education.

Q2:Sex

| Sex | Male | Female | Total |
|--------|------|--------|-------|
| Number | 12 | 38 | 50 |
| % | 24% | 76% | 100% |

Table 2: Sex

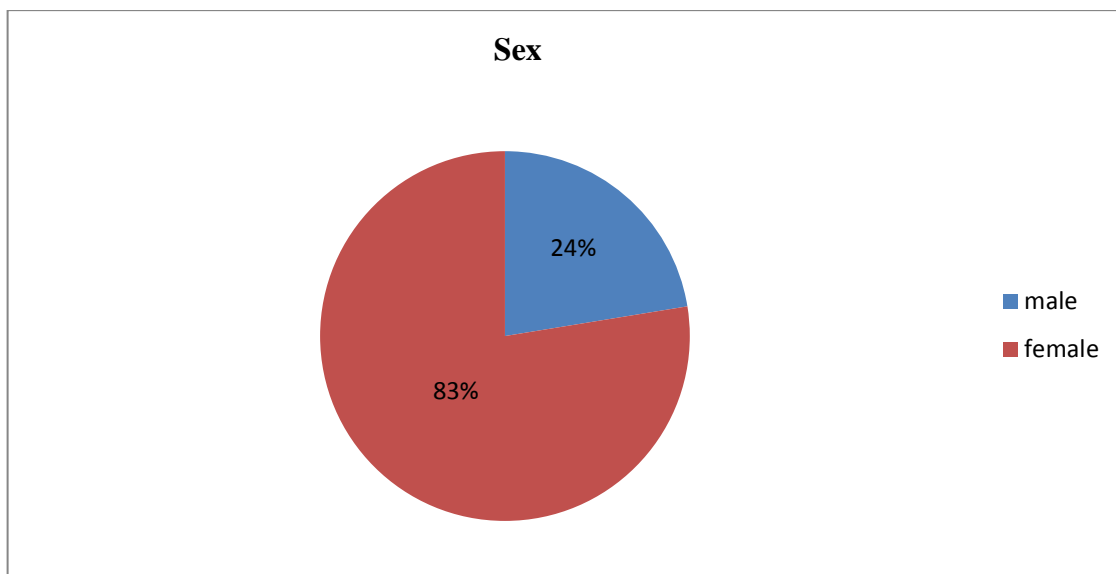


Figure 2: sex

As it appeared in the pie chart above the female number is higher than the male. We have found 12 male students out of the total sample 50 making 24% whereas the remaining is a female gender that is 38 female students. This may be a sign that girls are more interested in learning foreign languages especially English language.

Section two: Speaking Skill

Q3: How do you consider your level in speaking English?

| | very good | good | average | bad | Very bad | total |
|--------|-----------|------|---------|-----|----------|-------|
| Number | 1 | 9 | 24 | 13 | 3 | 50 |
| % | 2% | 18% | 48% | 26% | 6% | 100% |

Table 3: Students' evaluation of their level in speaking

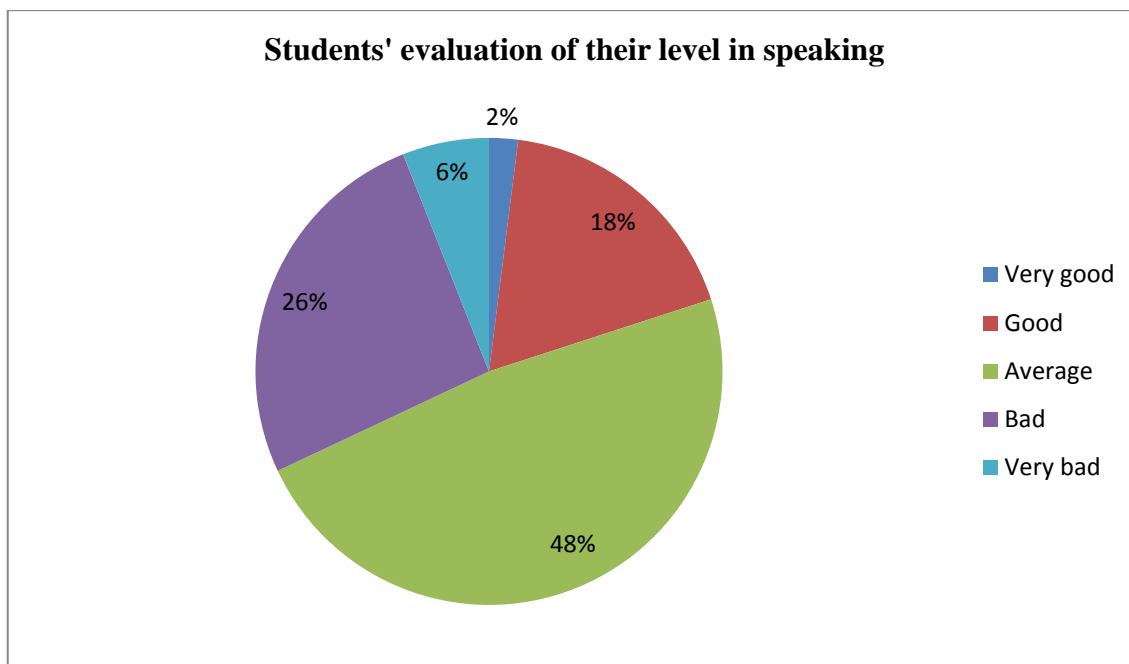


Figure 3: Students' evaluation of their level in speaking

One of the participants consider his/her level of speaking English to be very good.18% of the students consider their level to be good on the other hand 48% state that their level is average 26%of the sample consider their level to be bad and 6%assumed that they are very bad speakers of English.

Q4: When you speak do you find difficulties in

| | vocabulary | pronunciation | grammar | all | total |
|--------|------------|---------------|---------|-----|-------|
| Number | 9 | 24 | 11 | 6 | 50 |
| % | 18% | 48% | 22% | 12% | 100% |

Table 4: Difficulties Faced in Speaking English

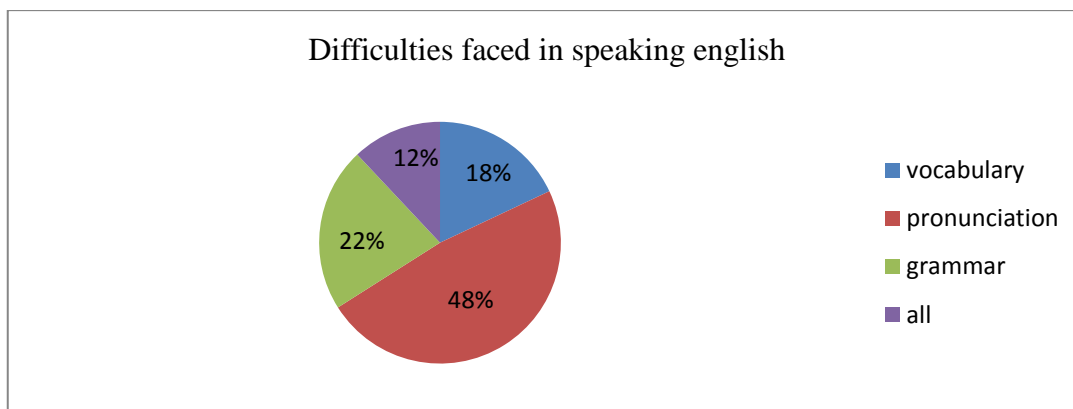


Figure 4: Difficulties Faced in Speaking English

24 of the participants making up 48% claimed that they have difficulties in pronunciation most when producing language orally. However; 22% of the sample considers grammar as challenging matter during speaking English. Word selection and foundation is difficult for 18% of the sample it means that 9 student find difficulties in vocabulary .The rest of the participants opted for all of the suggested choices they face difficulties in vocabulary ,pronunciation and grammar as well.

Q5:How often do you talk English inside the classroom?

| | often | Sometimes | rarely | never | total |
|--------|-------|-----------|--------|-------|-------|
| Number | 11 | 15 | 18 | 6 | 50 |
| % | 22% | 30% | 36% | 12% | 100 |

Table 5: The Frequency of Speaking English Inside the Classroom

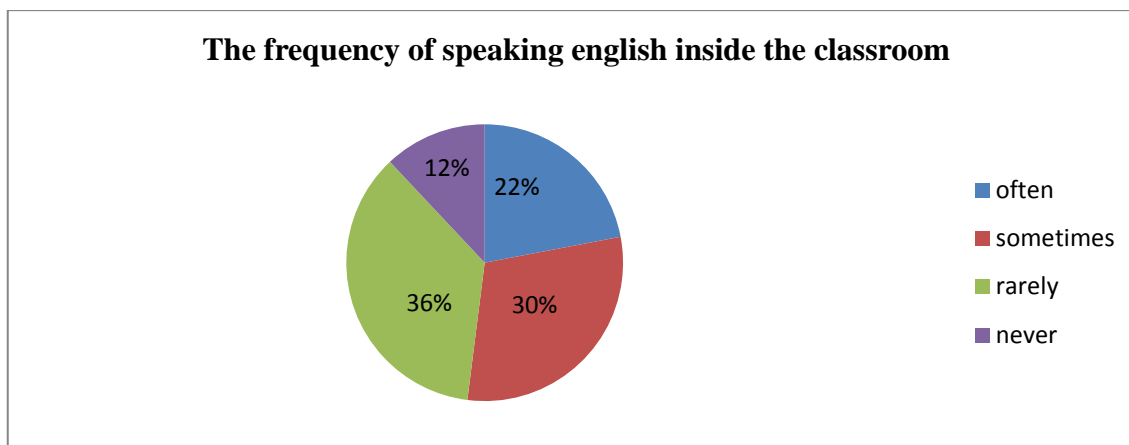


Figure5: The Frequency of Speaking English Inside the Classroom

A very interesting question that shows how often do students of English as a foreign language communicate and put the language into practice. 11 students which means 22% of the participants say that they often use English to communicate inside the classroom. 30% of the sample do speak English sometimes inside the classroom; however, 36% say that they rarely express in English inside the classroom and 12% claim to never communicate in English with their classmates may be because they are anxious or not motivated to speak. We can say that the results obtained are pessimistic and assure that students are not motivated to speak the language inside the classroom what make it important to look for the reasons behind.

Q6:How often do you talk English outside the classroom?

| | often | Sometimes | rarely | never | Total |
|--------|-------|-----------|--------|-------|-------|
| Number | 4 | 9 | 21 | 16 | 50 |
| % | 8% | 18% | 42% | 32% | 100% |

Table 6: The Use of English Outside the Classroom

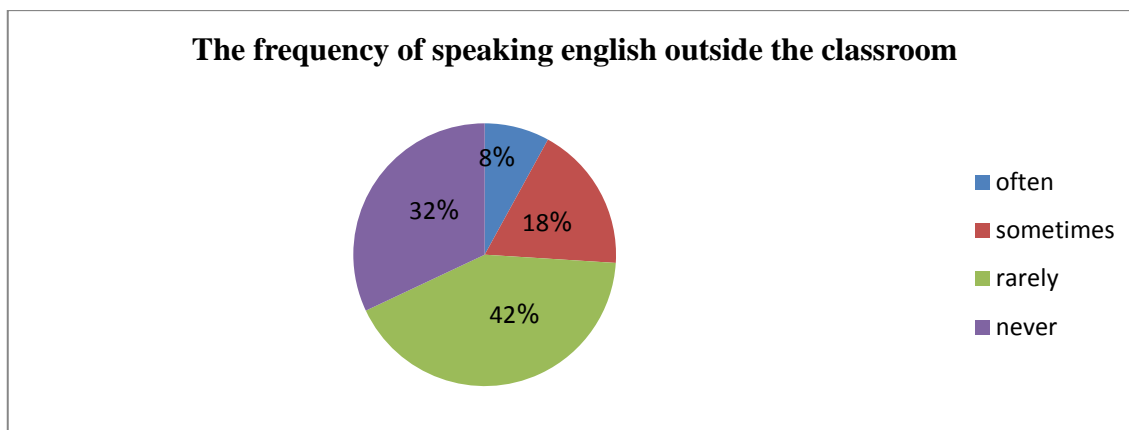


Figure 6: The Use of English Outside the Classroom

As it reveals in the figure above most of students do not use the target language outside the classrooms 42% of the participants stated they never speak English outside the classroom and 32% of them say that they rarely use it however only 8% respond positively that they often use English outside the classroom 18% of the sample speak sometimes English after classes.

Q7: Does your teacher encourage you to speak?

| | Yes | No | Total |
|--------|-----|-----|-------|
| Number | 39 | 11 | 50 |
| % | 78% | 22% | 100 |

Table 7: Teachers' encouragement of his/her students to speak

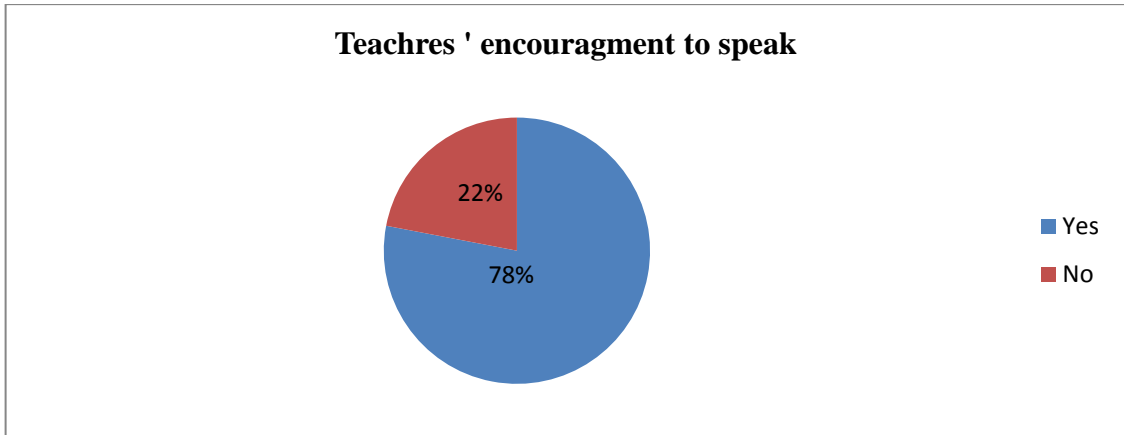


Figure 7: Teachers’ encouragement of his /her students to speak

The majority of students (78%) opted for “yes” while only 11 participants (22%) opted for “No». We conclude from the obtained results that most of the teacher do encourage and motivate their students to speak the target language.

Q8: Which speaking activities does your teacher use most?

| | discussion | Role-playing | Language games | Total |
|--------|------------|--------------|----------------|-------|
| Number | 21 | 33 | 3 | 50 |
| % | 42% | 66% | 6% | 100% |

Table 8: Activities Used by the Teacher

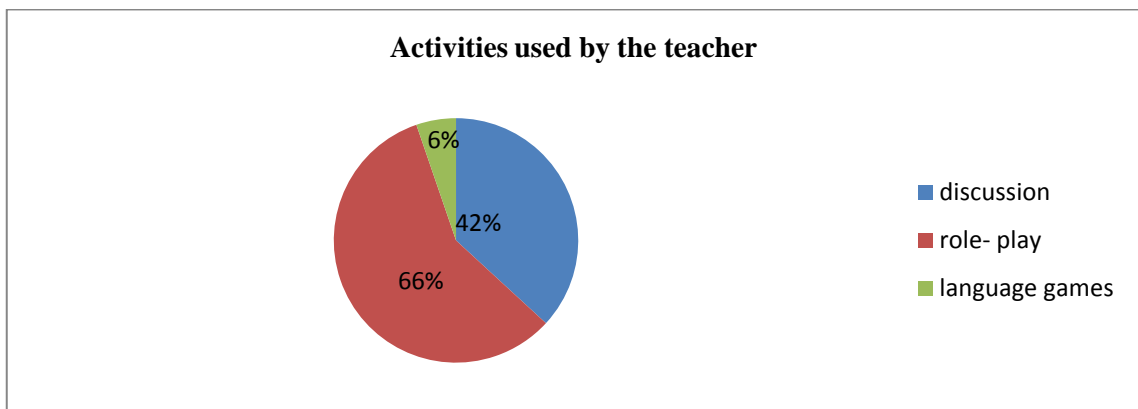


Figure8: Activities Used by the Teacher

66% of the students agree that discussion is the most used activity by the teacher then 42% of them choose role-play to be the activity that the teacher use frequently in oral expression course then came language games at the bottom of the list, only 3 students say that their teacher use language games as an activity during the lesson.

Q9: Which speaking activities do you prefer most?

| | Discussion | Role-play | Language games | Total |
|--------|------------|-----------|----------------|-------|
| Number | 23 | 21 | 6 | 50 |
| % | 46% | 42% | 12% | 100% |

Table9: Students' Favorite Activity

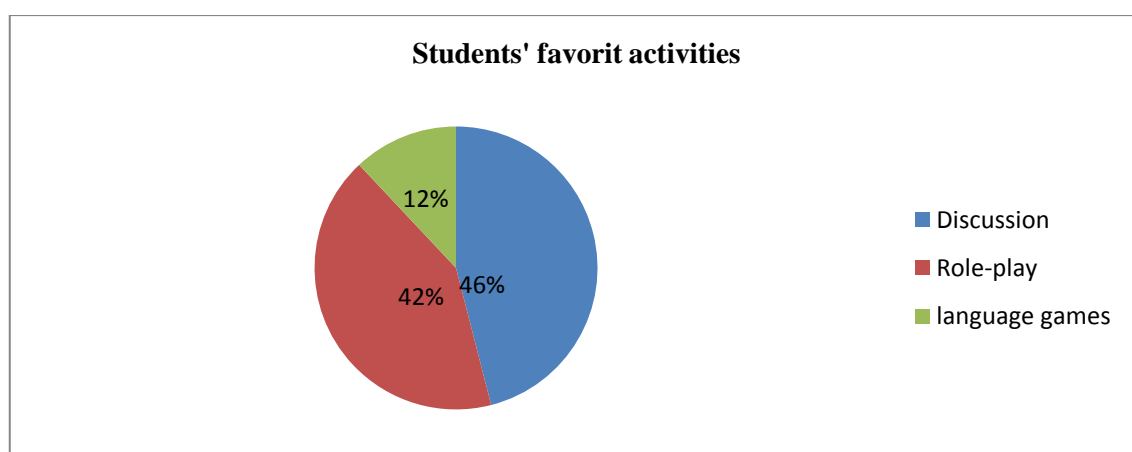


Figure 9: Students' Favorite Activity

Among the activities used by the teacher discussion and role-playing considered to be the favorite activities for a great portion of students. 46% of the participants choose free discussion to be their enjoyable activity; on the other hand 42% believe that role play is their first choice. However; only 6 students what make 12% of the sample prefer language games.

Q10: Do you find them effective? Do you find them helpful to improve your speaking?

| | Yes | No | Total |
|--------|-----|-----|-------|
| Number | 3 | 47 | 50 |
| % | 6% | 94% | 100% |

Table 10: The Effectiveness of Teacher’s Activities in Improving Speaking

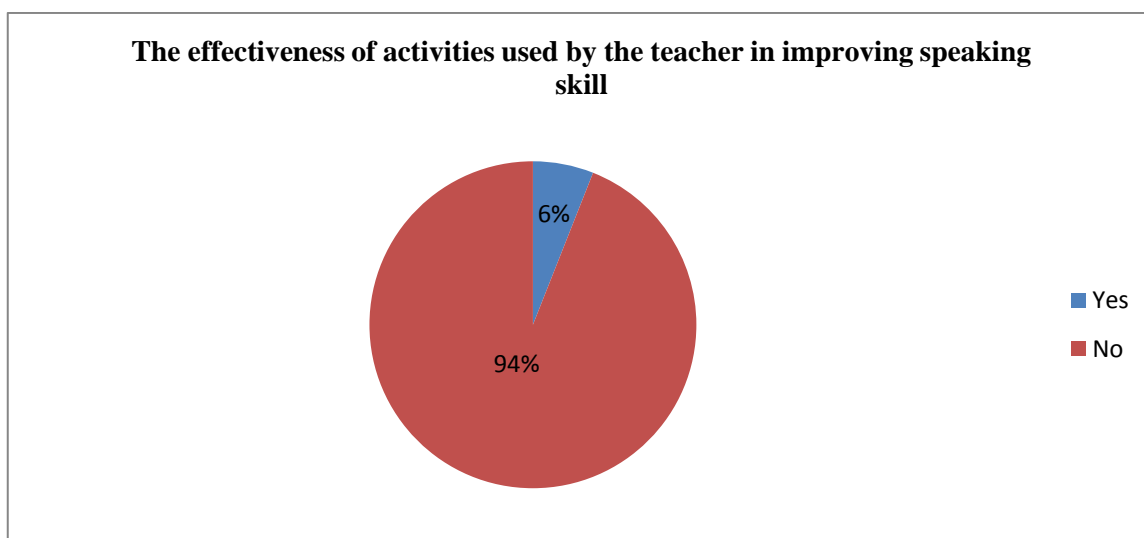


Figure 10: The Effectiveness of Teacher’s Activities in Improving Speaking

Even though a great portion of students enjoy the activities suggested by the teacher 94% of them stated they are not helpful enough in improving speaking skills ;however; 3 participants out of 50 found the proposed activities effective and helpful enough to ameliorate their speaking capacities.

Q11:Why do not you find them effective

| | Not enough time | Class size | Total |
|--------|-----------------|------------|-------|
| Number | 41 | 33 | 50 |
| % | 82% | 66% | 100% |

Table 11: The Causes of the Ineffectiveness of Speaking Activities Proposed by the Teacher

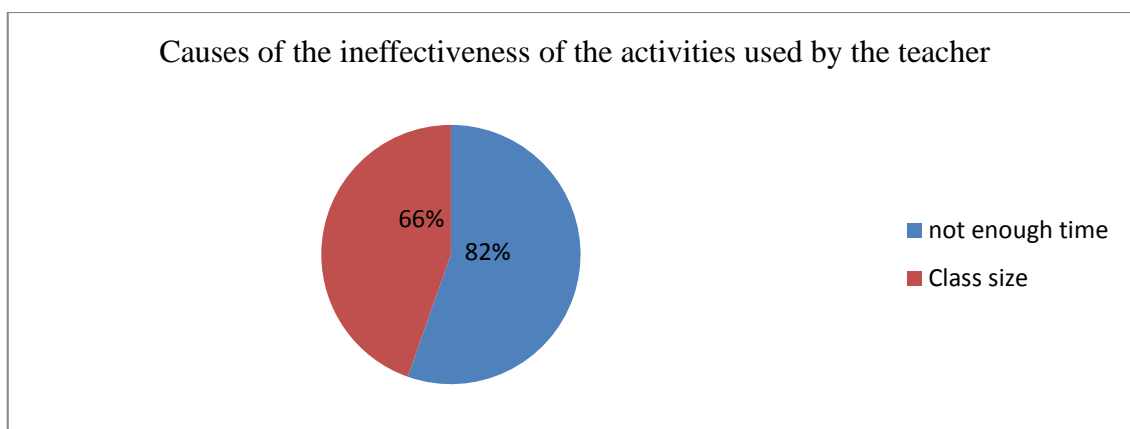


Figure 11: The Causes of the Ineffectiveness of Speaking Activities Proposed by the Teacher

In this question we investigate the reasons that make students do not be satisfied with activities used in the classroom. 66% of the participants claim that time do not allow the teacher to cover the subjects fully and the time devoted to oral course is not sufficient; however, 82% the huge class size make it impossible to give all students the opportunity to speak and do not allow the teacher to correct them and know about their weaknesses.

Section three: The Use of Audio-Visual Aids in class

Q12: Does your teacher use any kind of audio-visual aids during speaking lesson?

| | Yes | No | Total |
|--------|-----|-----|-------|
| Number | 18 | 32 | 50 |
| % | 36% | 64% | 100% |

Table 12: The use of AVA in oral expression courses

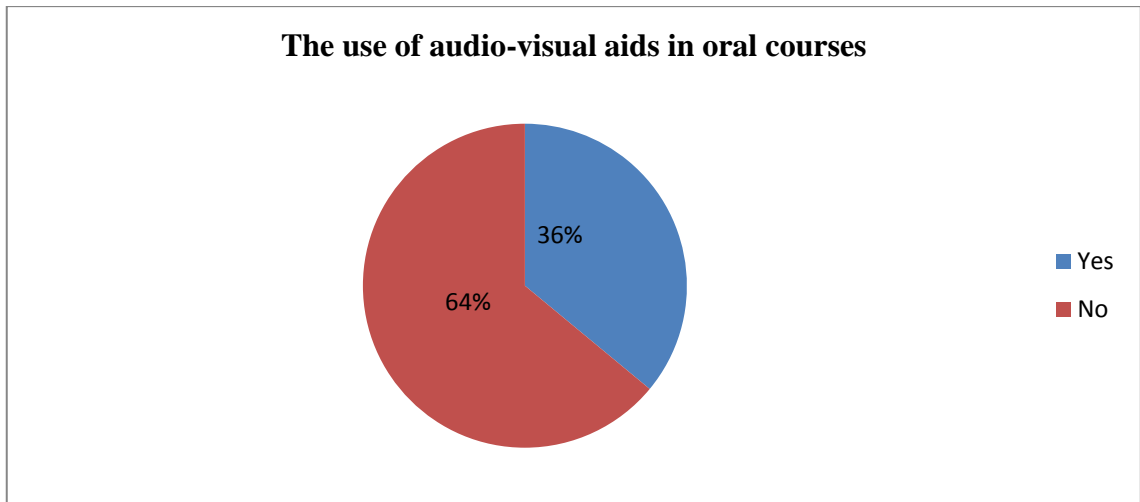


Figure 12: The Use of Audio-Visual Aids During Speaking Course:

18 of the participants which make 36% opted for “yes” the teacher use audiovisual aids during oral classes however the remaining 32 participants opted for “no” the teacher do not use any kind of audio-visual aids.

Q13:How often does your teacher use audio-visual aids?

| | Always | Sometimes | Total |
|--------|--------|-----------|-------|
| Number | 4 | 46 | 50 |
| % | 8% | 92% | 100% |

Table13: The frequency of using AVA in oral courses.

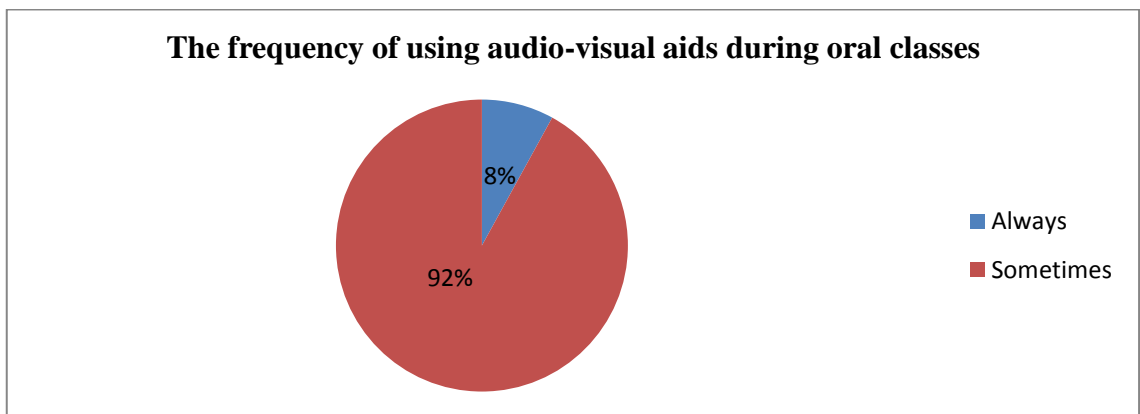


Figure13: The Frequency of Using Audio-Visual Aids During Oral Classes:

92% of the sample opted for “sometimes” that is to say the teacher use audio-visual from time to time not during each oral expression course. The remaining 8% opted for “always” the teacher frequently uses audio-visual aids.

Q14: Do you think audio-visual aids are helpful in improving speaking skill?

| | Yes | No | Total |
|--------|-----|-----|-------|
| Number | 41 | 9 | 50 |
| % | 82% | 18% | 100% |

Table 14: The effectiveness of using AVA in improving speaking

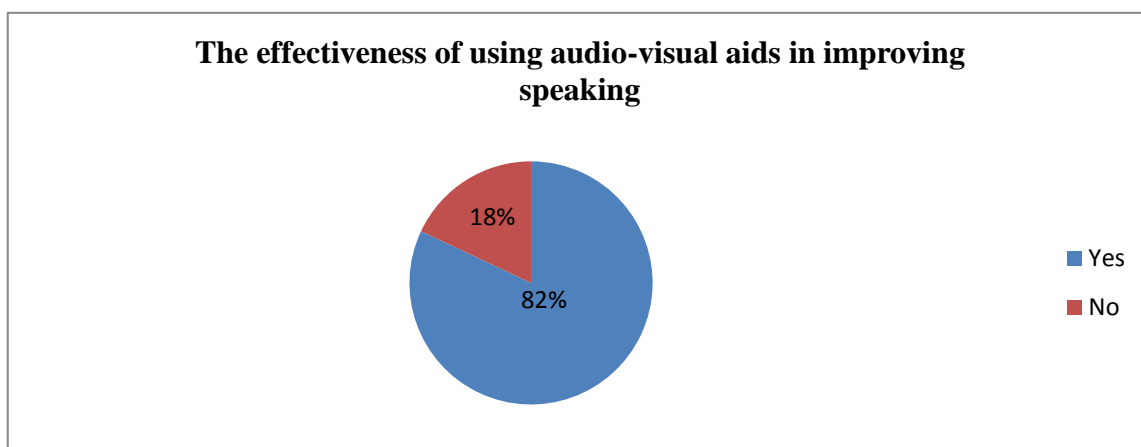


Figure 14: The Effectiveness of Using Audio-Visual Aids in Improving Speaking

According to 41 of the participants (82%) the use of audio-visual aids is effective in improving speaking; however, 9 of them that make 8% of the sample disagree with the idea that the use of audio-visual aids can help students to improve their speaking skills.

Q15:If yes how?

| | Improve pronunciation | Learn vocabulary | Introduce the target culture | total |
|--------|-----------------------|------------------|------------------------------|-------|
| Number | 34 | 15 | 5 | 50 |
| % | 64% | 30% | 10% | 100% |

Table 15: Causes of the effectiveness of AVA

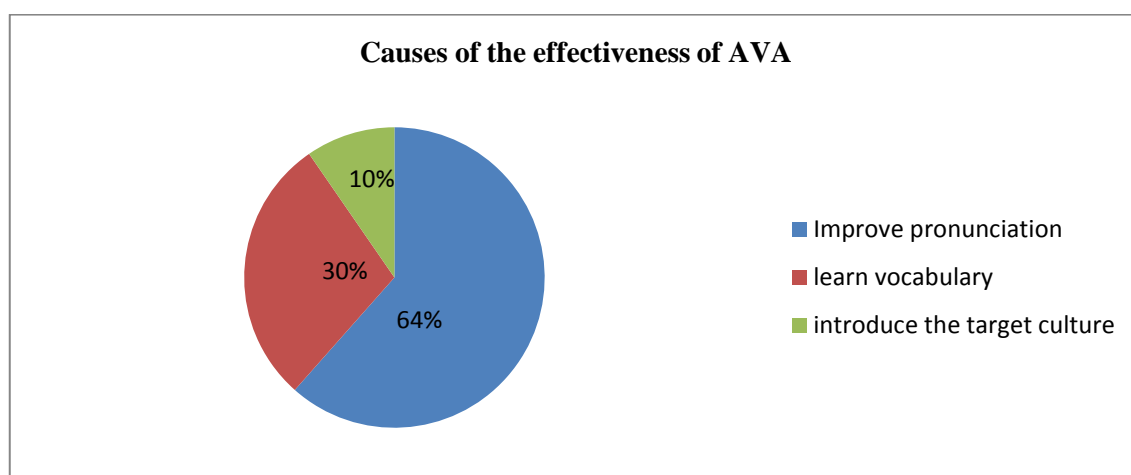


Figure15: The Reasons Behind the Usefulness of Audio-Visual Aids

This question has a relation with the previous one; here we investigate in what way are audio-visual aids effective to ameliorate oral communication with the target language. 64% of the students support the use of audio-visual aids because it helps to improve pronunciation, and 30% of them find it useful to learn vocabulary. Audio-visual aids are useful to know about the culture of people of the target language that is important in any communication setting.

Q16:If no why?

| | Class size | Total |
|--------|------------|-------|
| Number | 9 | 9 |
| % | 100% | 100% |

Table16: The cause of ineffectiveness of AVA in improving speaking

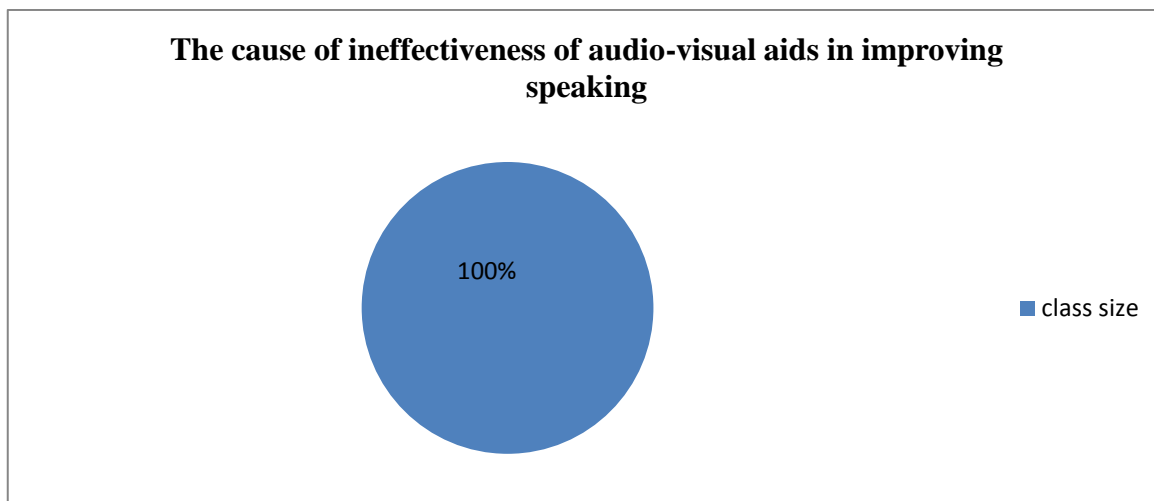


Figure16: Why do not you Find Audio-Visual Aids Useful in Improving Speaking?

The teacher cannot cover all the class when using audio-visual aids that is how Students who answer that audio-visual are not effective in improving speaking justifying their answer. Their attitude may be a reflection of the teachers' misuse of those materials may be does not pre-plan the lesson or may be he focus on a group of students rather than others.

Q17:Do you use any type of audio-visual aids at home to improve speaking?

| | Yes | No | Total |
|--------|-----|-----|-------|
| Number | 21 | 29 | 50 |
| % | 42% | 58% | 100% |

Table 17: The Use of Audio-Visual Aids at Home

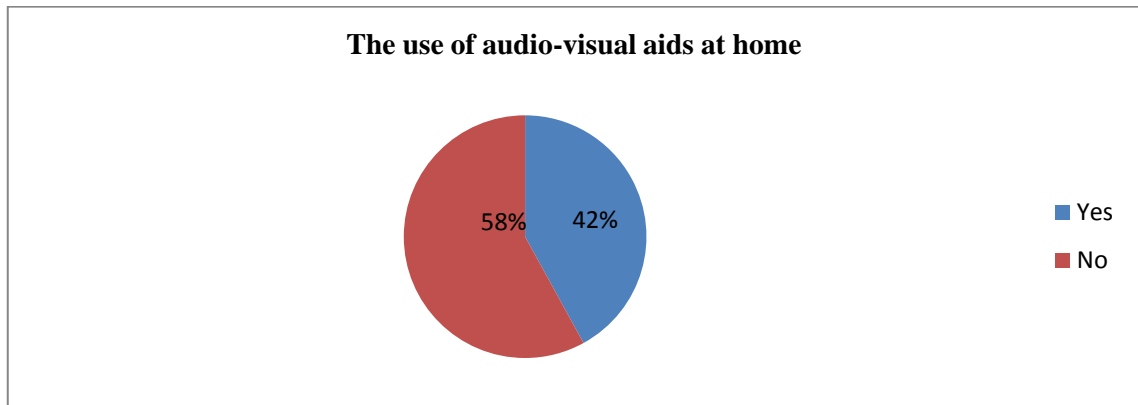


Figure17: The Use of Audio-Visual Aids at Home

Among 50 students only 21 students use audio-visual aids at home in purpose to improve speaking. The rest of students who makes 58% of the sample do not use any kind of audio-visual aids outside the classroom.

Q18: Which type of audio-visual aids do you prefer most?

| | Audio-aids | Visual-aids | Audio-visual aids | Total |
|--------|------------|-------------|-------------------|-------|
| Number | 36 | 2 | 12 | 50 |
| % | 72% | 4% | 24% | 100% |

Table 18: Students' favorite type of AVA

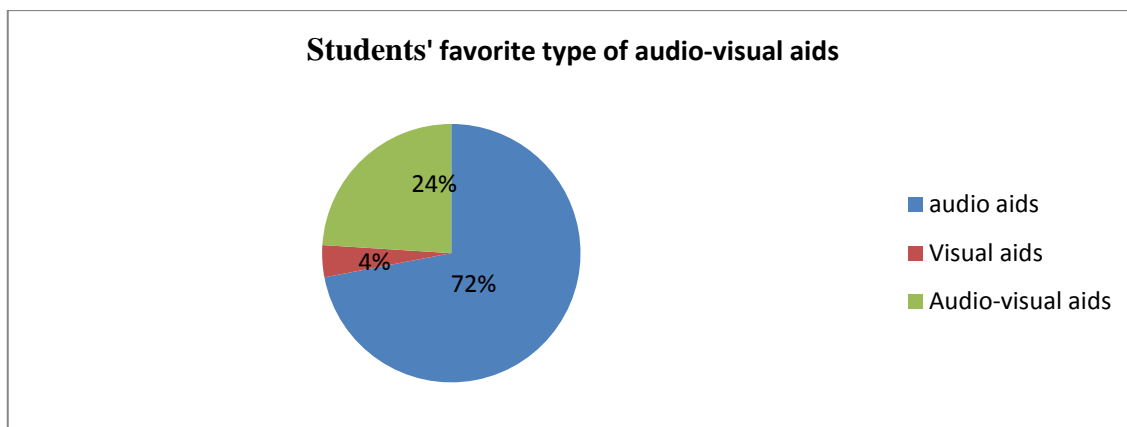


Figure18: Students' Favorite Type of Audio-Visual Aids

As we have seen in the theoretical part each student has his own learning style. In this question we tried to find out different learning styles of students that is important in the interaction with what is given by the teacher inside the classroom. As foreign language learners 72% learn by listening they prefer audio aids and 24% prefer audio-visual aids on the other hand only 4% of students are visual learners.

31. Analysis of Teachers' Questionnaires:

Background Information:

Q1: Sex

| Sex | Male | Female | Total |
|--------|------|--------|-------|
| Number | 3 | 7 | 10 |
| % | 30% | 70% | 100% |

Table19: Sex

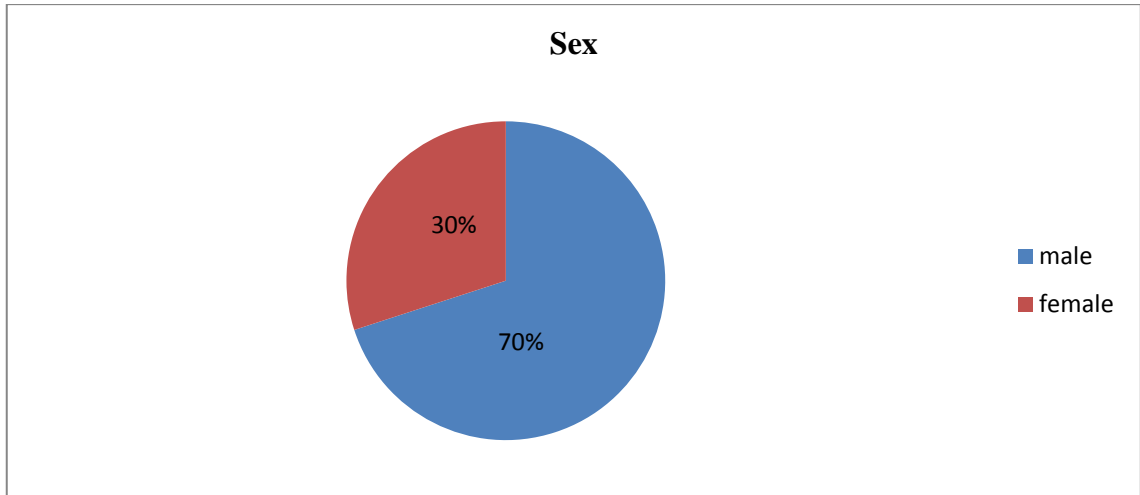


Figure19: Sex

From the table 18 and the chart above, we found that the majority of teachers are female they represent 70% of the sample however the remaining 30% represents male gender.

Q2:How long have you been teaching English at university

| Years | 1-5 | 5-10 | >10 | Total |
|--------|-----|------|-----|-------|
| Number | 4 | 2 | 4 | 10 |
| % | 40% | 20% | 40% | 100% |

Table 20: Teachers' experience of teaching English

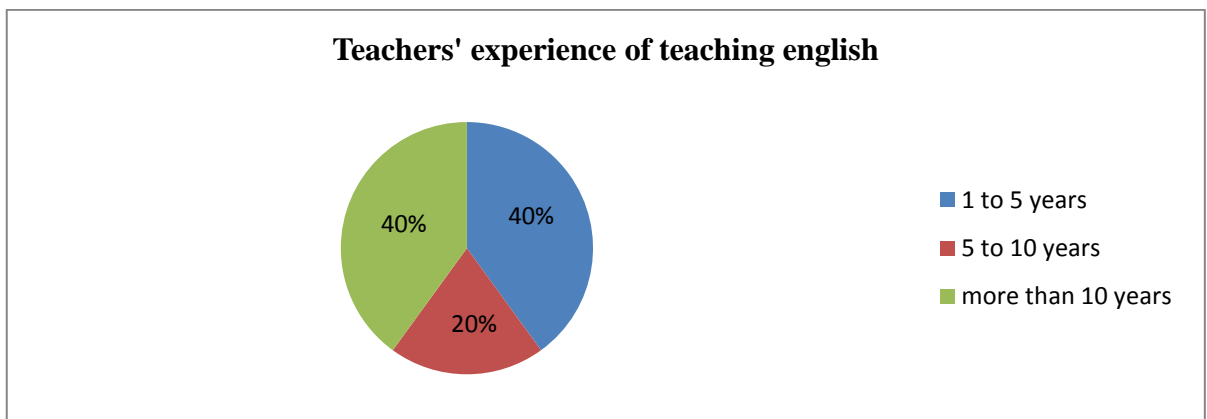


Figure 20: Experience of Teaching English at University

As it appears in the table and charts above 40% of the participants experienced teaching for few years from one year to 5 years only, on the other hand 40% of teachers experienced teaching at university level for more than 5 years. Whereas 20% of the teachers affirmed that they have been teaching English for more than ten years may be because they started their career at early age.

Q3: How long have you been teaching oral expression?

| Years | 1-5 | 5-10 | >10 | Total |
|--------|-----|------|-----|-------|
| Number | 5 | 4 | 1 | 10 |
| % | 50% | 40% | 10% | 100% |

Table 21: Teachers' experience of Teaching Oral Expression

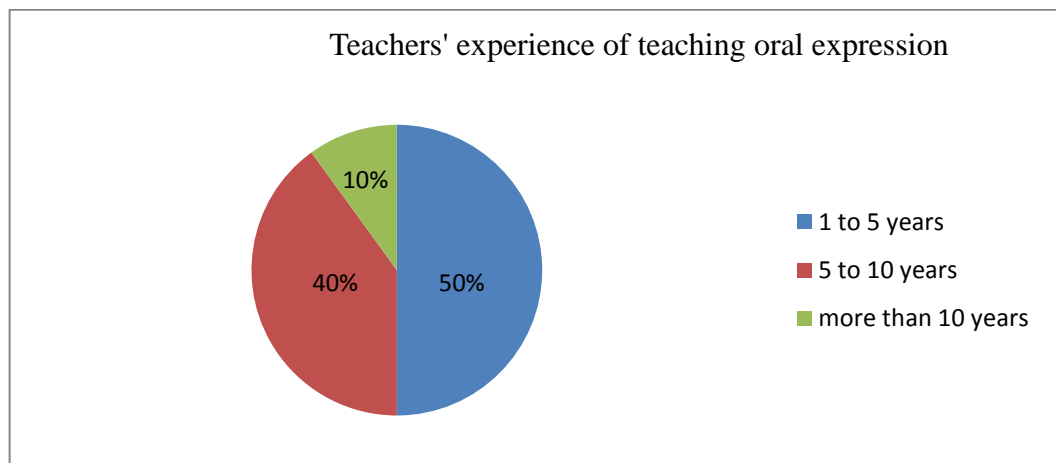


Figure 21: Years of Teaching Oral Expression

50% of the participants that is five teachers claim that they have been teaching oral expression of the period between one to five years. 40% of the sample affirmed they have been teaching English for the period of five to ten years. However; only one teacher noted that he/she has been teaching English for more than ten years.

Q4: Do you like teaching oral expression?

| | Yes | No | Total |
|--------|-----|-----|-------|
| Number | 8 | 2 | 10 |
| % | 80% | 20% | 100% |

Table 22: Teachers' perspectives about teaching oral expression

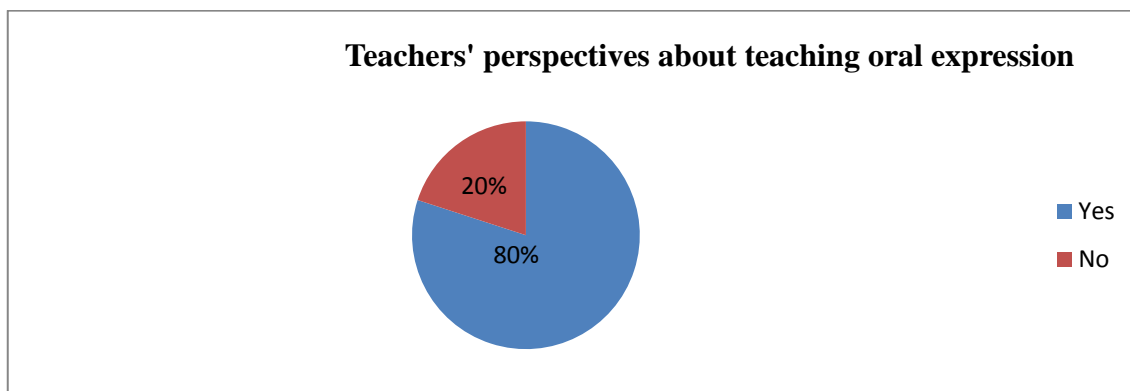


Figure 22: Teachers' perspectives about teaching oral expression

The purpose from asking this question is to know if the teachers of oral expression are motivated to teach the module or not because this affect students, a motivated teacher will make more efforts to make the lesson successful than a demotivated teacher .Results reveals that the majority of the participants 80% like teaching oral expression however 2 teachers only claim to not to be unwilling to teach this module.

Q5: What does teaching language mean to you?

| | Teaching grammar and vocabulary | Teaching how to communicate with language | both | Total |
|--------|---------------------------------|-------------------------------------------|------|-------|
| Number | 0 | 6 | 4 | 10 |
| % | 0 | 60% | 40% | 100% |

Table 23: Teachers' perspectives about teaching a language

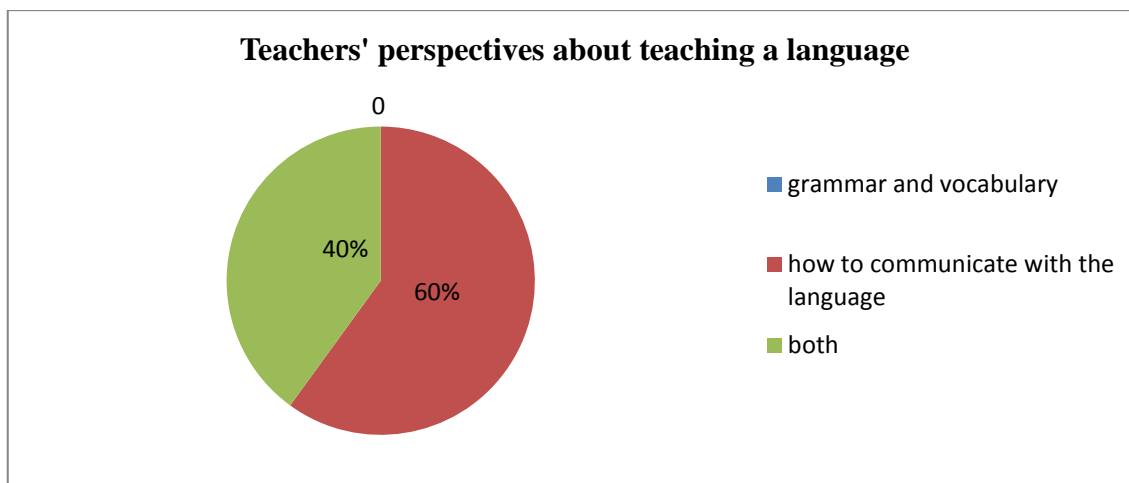


Figure 23: Teachers’ perspectives about teaching a language

6 teachers what makes 60% of the participants say that teaching a language is teaching how to communicate and use the language. Whereas 40% of the samples say that teaching a language is a combination of teaching grammatical rules and lists of vocabulary from one hand and teaching how to communicate using these rules. None of the teacher opted for the first choice they don t agree that teaching the language is just teaching grammatical rules and vocabulary only.

Section two: Teaching Speaking

Q6:Do you urge your students to speak:

| | Always | Sometimes | Often | Rarely | Never | Total |
|--------|--------|-----------|-------|--------|-------|-------|
| Number | 7 | 0 | 3 | 0 | 0 | 10 |
| % | 70% | 0 | 30 | 0 | 0 | 100% |

Table24: The frequency of motivating students to speak

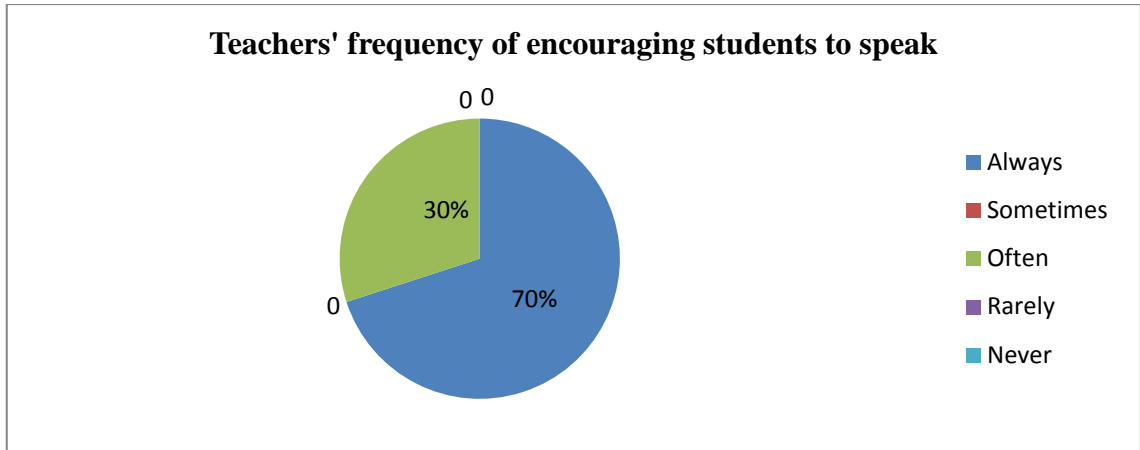


Figure 24: Teachers' Frequency of Encouraging Students:

It is important that the teacher encourage his/her students to use the language. 70% of teachers noted that they always encourage their students to speak and 30% of the sample said that they often encourage their students to use the language. However; no one of the teachers opted for “sometimes”, “rarely”, “Never” choices.

Q7: How do you Evaluate your Students' Level in Speaking English?

| | Good | Average | Bad | Total |
|--------|------|---------|-----|-------|
| Number | 0 | 3 | 7 | 10 |
| % | 0 | 30% | 70% | 100% |

Table 25: Teachers' Evaluation of Their Students Speaking Skills.

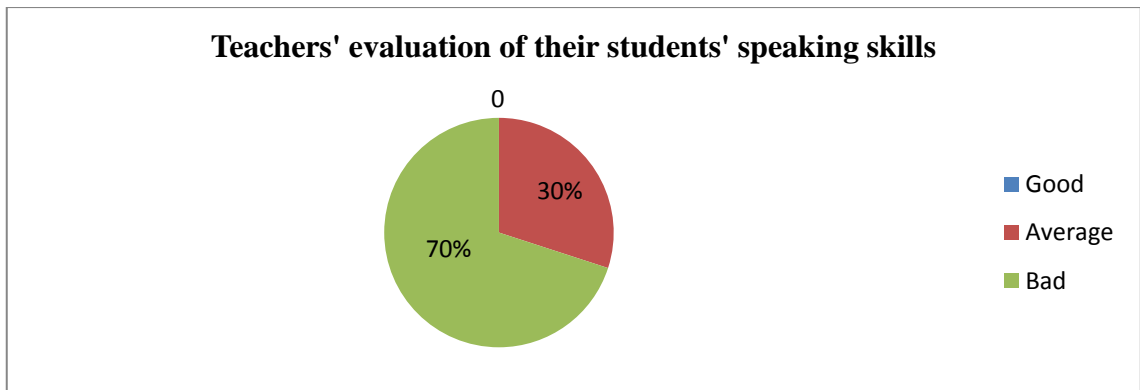


Figure 25: Teachers' Evaluation of Their Students Speaking Skills.

The great portion of the teachers 70% affirmed that their students' level in speaking is bad and 30% of them claim that their student' speaking is average. Whereas; none of the teachers opted for the first choice "good", because their students have not reached this level in speaking yet.

Q8: What are the Causes Behind Students' Low Level in Speaking Skill?

| | They are not exposed to language | They are not aware that language is communication | Lack of linguistic competence | all | Total |
|--------|----------------------------------|---------------------------------------------------|-------------------------------|-----|-------|
| Number | 4 | 2 | 3 | 1 | 10 |
| % | 40% | 20% | 30% | 10% | 100% |

Table26: Causes Behind Students Low Level in Speaking Skill

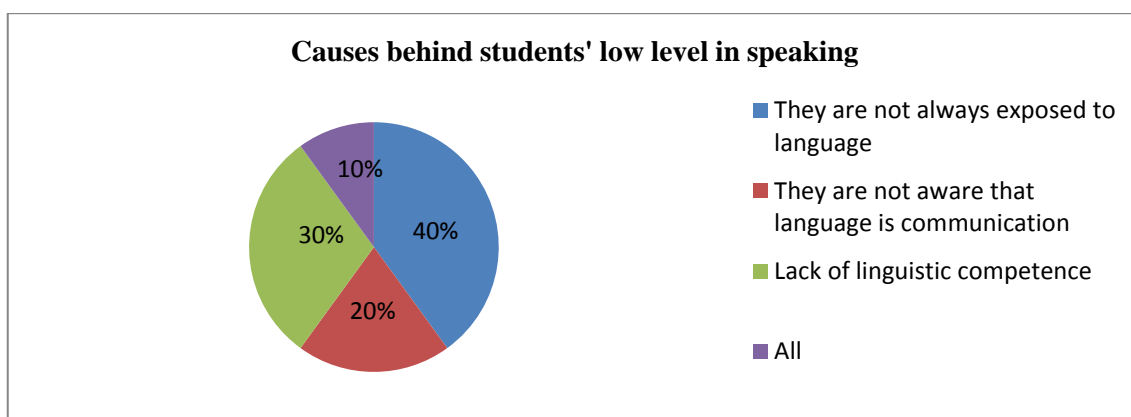


Figure 26: Causes Behind Students Low Level in Speaking Skill

This question aimed at sorting out the causes behind students' low level in speaking English.40% of the teachers declared that students have poor speaking level because they are not always exposed to the target language, in addition 30% of the sample affirmed that students unawareness that language is communication is behind their poor

performance. 3 teachers what makes 30% of the participants see that the lack of linguistic competence is the main reason of students' low level in speaking. However; 10% of the teachers noted that all the previous reasons are behind students' poor performance.

Q9: How do you Try to Help Students Improving Their Speaking Skills?

| | Urge them to listen to authentic materials | Choose activities that cover all aspect of language | Teach them some strategies to learn speaking | Total |
|--------|--------------------------------------------|-----------------------------------------------------|----------------------------------------------|-------|
| Number | 3 | 6 | 1 | 10 |
| % | 30% | 60% | 10% | 100% |

Table 27: Teachers' Efforts to Improve Their Students Speaking Skills

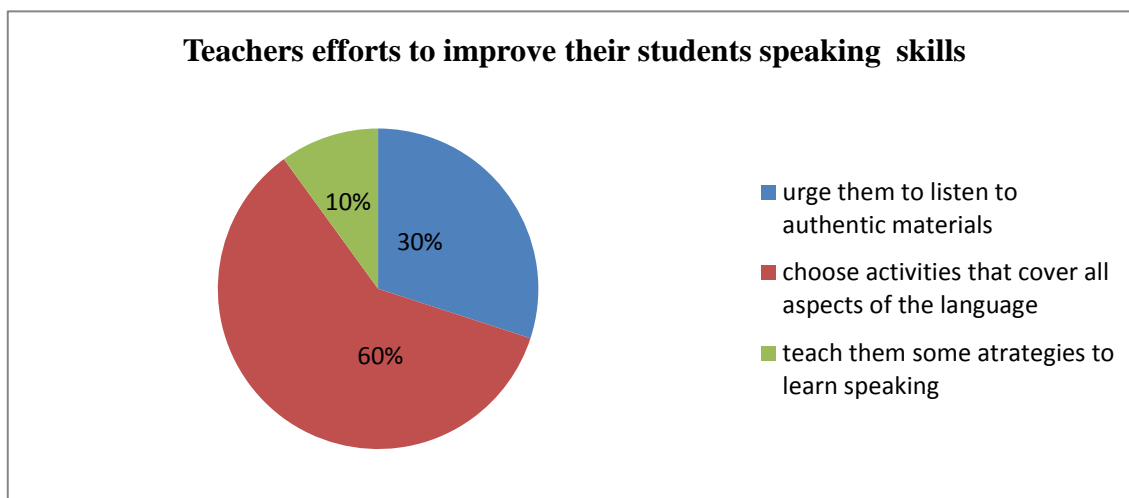


Figure27: Teachers' Efforts to Improve Their Students Speaking Skills

60% of the participants depend on the choice of activities to help their students improve their speaking skills. 30% of the teachers affirmed that they advice their student to listen to authentic materials in order to improve their speaking. The rest 10% said that they teach them some strategies to improve their speaking skills.

Q10: What Type of Activities do you Choose in Teaching Speaking?

| | Role play | Information gap activity | Free discussion task | Story telling task | all | |
|--------|-----------|--------------------------|----------------------|--------------------|-----|------|
| Number | 6 | 0 | 5 | 0 | 1 | 10 |
| % | 60% | 0 | 50% | 0 | 10% | 100% |

Table 28: Activities Used by Teachers in Teaching Speaking

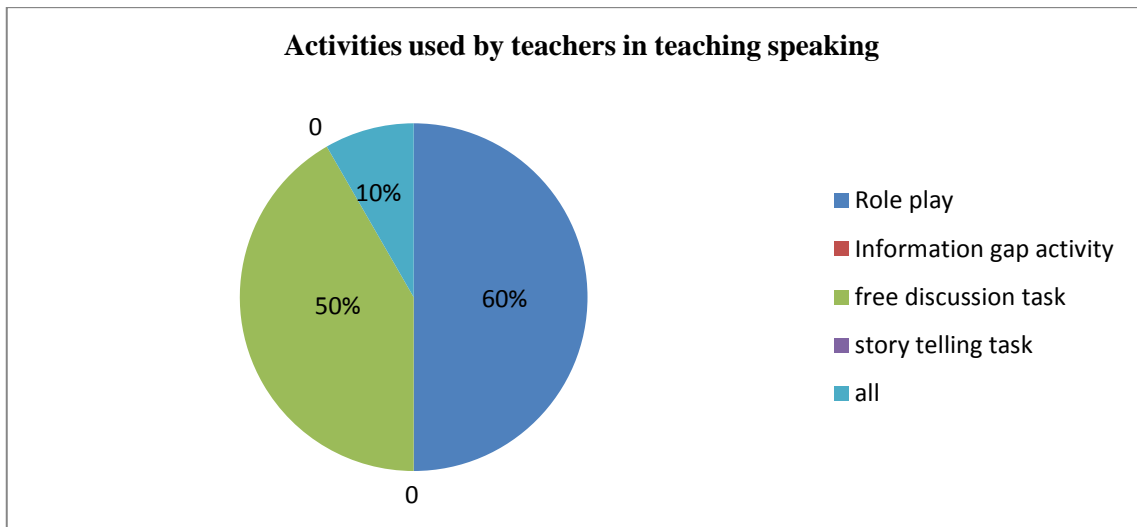


Figure 28: Activities Used by Teachers in Teaching Speaking

6 of the teachers what makes 60% of the sample affirmed that they use role play during oral expression course.50% of the participants use free discussion task to teach speaking to their students. 10% use all the activities we proposed “role play”, “information gap activity”, “free discussion task”, “story telling task”, whereas no one uses merely “information activity” or “story telling task” as the main activities in teaching speaking.

Q11: For What Purpose do you Choose These Activities?

| | To reduce anxiety | They give more classroom interaction | To enhance both listening and speaking skill | Total |
|--------|-------------------|--------------------------------------|----------------------------------------------|-------|
| Number | 4 | 2 | 4 | 10 |
| % | 40% | 20% | 40% | 100% |

Table 29: Purpose of Choosing Activities by the Teachers

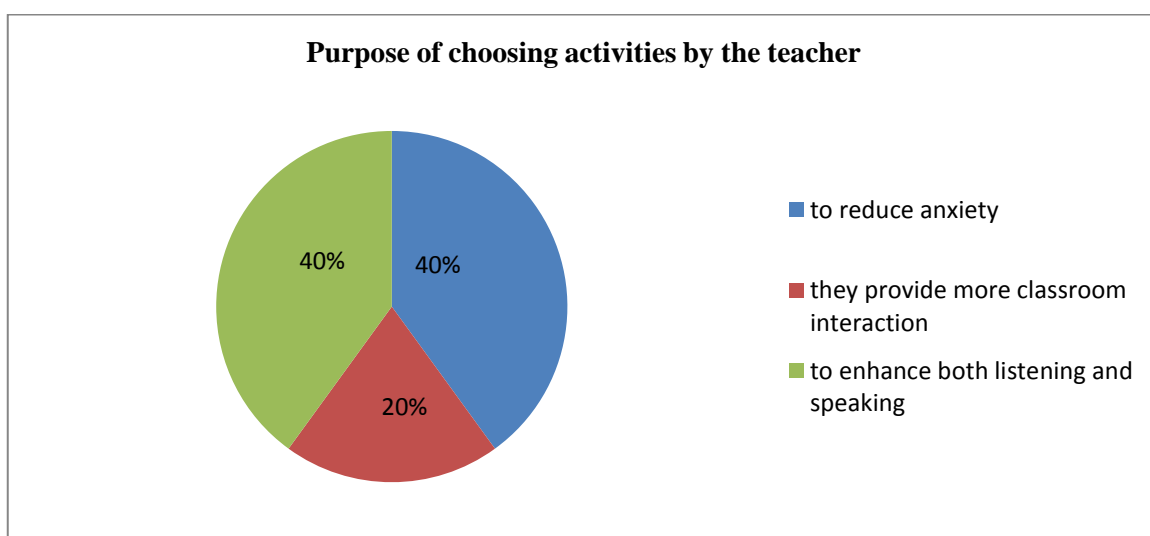


Figure29: Purpose of Choosing Activities by the Teachers

Talking about the reasons of using such activities teachers have different justifications.40% of the teachers choose activities that make students feel at ease during oral course in order to reduce their anxiety, 40% of them say that such activities provide more classroom interaction and help students to show their capacities the rest 20 % choose these activities to be able to improve both speaking and listening as well.

Q12: During Oral Expression Course do you Stress More in

| | Vocabulary | Grammar | Pronunciation | All | Total |
|--------|------------|---------|---------------|------|-------|
| Number | 0 | 0 | 0 | 10 | 10 |
| % | 0 | 0 | 0 | 100% | 100% |

Table 30: Teachers' priorities during oral expression course

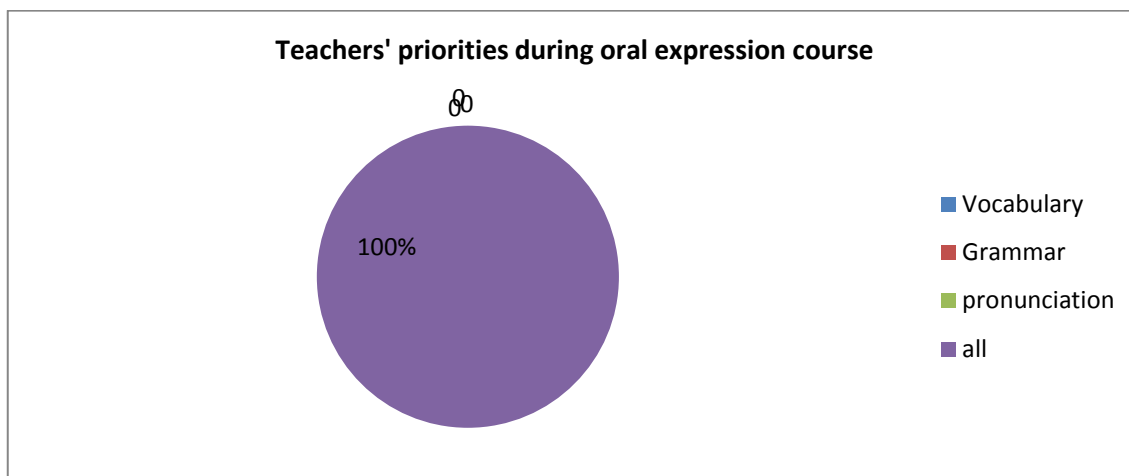


Figure 30: Teachers' priorities during oral expression course

All of the participants 100% affirmed that they stress on all the aspects of language when teaching speaking. They do not stress one aspect and neglect the others.

Section three: using audio-visual aids in the classroom

Q13: Are Audio-Visual Aids Available in your University?

| | Yes | No | Total |
|--------|-----|-----|-------|
| Number | 4 | 6 | 10 |
| % | 40% | 60% | 100% |

Table 31: The availability of AVA in university

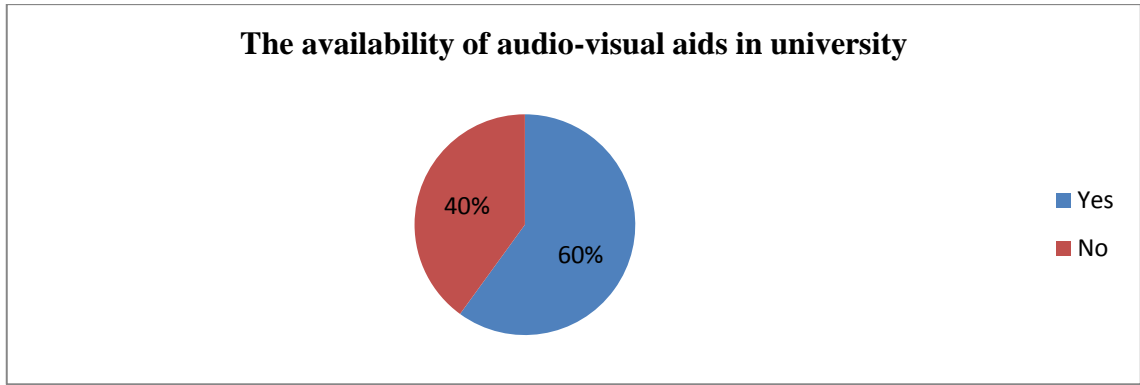


Figure31: The Availability of Audio-Visual Aids in University:

60% of the participants confirm that audio-visual aids are available in university; however, 40% affirmed that audio-visual aids are not available in university they noted that they bring them themselves. Generally it is rare to find audio-visual aids available in underdeveloped countries universities.

Q14: Do you Use any Type of Audio-Visual Aids in Class?

| | Yes | No | Total |
|--------|-----|-----|-------|
| Number | 8 | 2 | 10 |
| % | 80% | 20% | 100% |

Table32: The use of audio-visual aids in class

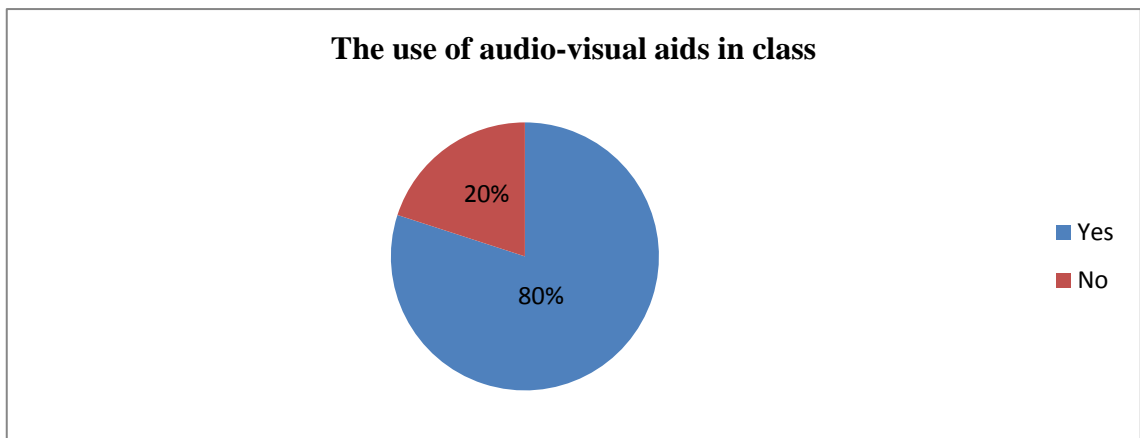


Figure 32: The Use of Audio-Visual Aids in Class:

The majority of the sample 80% declared that they use audio-visual aids in class; whereas the rest 20% noted that they do not use any type of audio-visual aids in class.

Q15: If yes What Kind do you Use Frequently?

| | Audio-visual aids | Visual aids | Audio-aids | No type | |
|--------|-------------------|-------------|------------|---------|-----|
| Number | 8 | 0 | 0 | 2 | 10 |
| % | 80% | | | 20% | 100 |

Table 33: Type of AVA used by the teachers

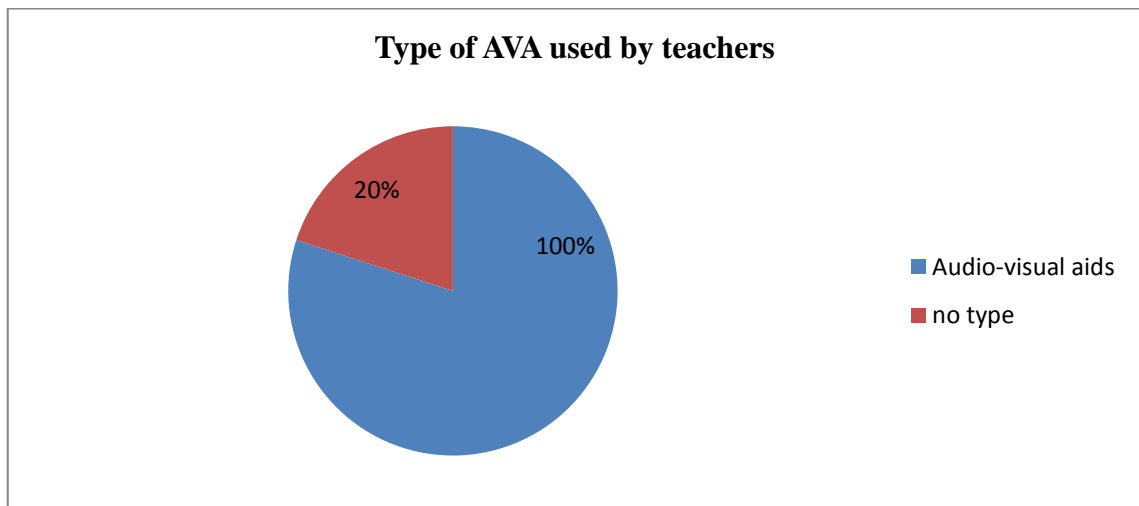


Figure 33: Type of Audio-Visual Aids Used by Teachers

80% of the teachers who use audio-visual aids in class affirmed that they use audio-visual aids only they neither use visual aids nor audio aids separately. And the rest of the sample do not use any kind of AVA.

Q16: If no why? :

Teachers who noted that they do not use audio-visual aids in class claimed that they do not use them because they have not the means to use them regularly in addition the use

of audio-visual aids needs a pre- preparation what make it difficult because they have not enough time .

Q17: What is the Frequency of Using Audio-Visual Aids?

| | frequently | sometimes | often | Every week | Never use AVA | Total |
|--------|------------|-----------|-------|------------|---------------|-------|
| Number | 0 | 4 | 2 | 2 | 2 | 10 |
| % | 0 | 40% | 20% | 20% | 20% | 100% |

Table 34: The frequency of using audio-visual aids in class

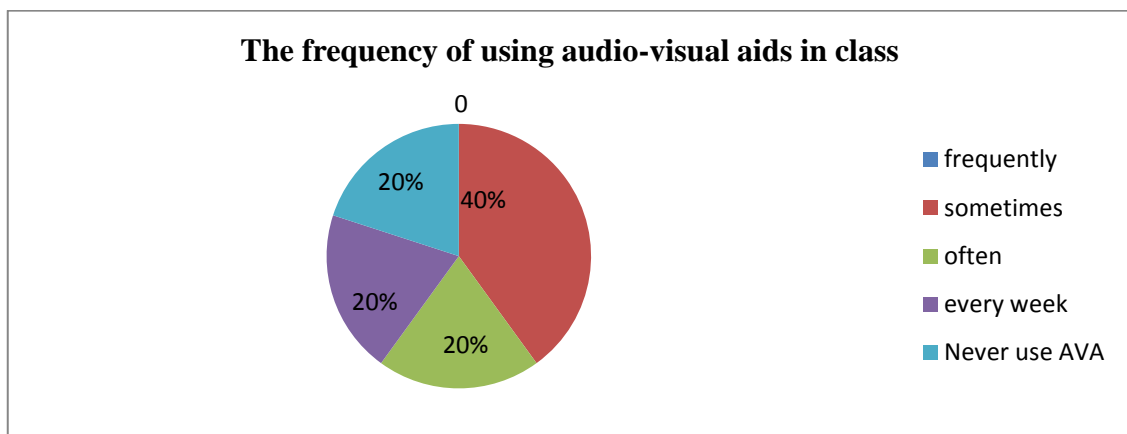


Figure 34: The Frequency of Using Audio-Visual Aids in Class

40% of teachers who use audio-visual aids in class declared that they “sometimes” use those materials in class and 20% of them noted they “often” use them in class and the rest 20% said they use them every week and none of the teachers opted for the first choice “frequently” and the rest of the sample claim they never use AVA.

Q18: Do you Consider Teaching Speaking With Audio-Visual Aids as:

| | An education strategy | Entertainment strategy | Both | Waste of time | Total |
|--------|-----------------------|------------------------|------|---------------|-------|
| Number | 6 | 0 | 4 | 0 | 10 |
| % | 60% | 0% | 40% | 0% | 100% |

Table35: Teachers' perspectives about the use of AVA in teaching speaking

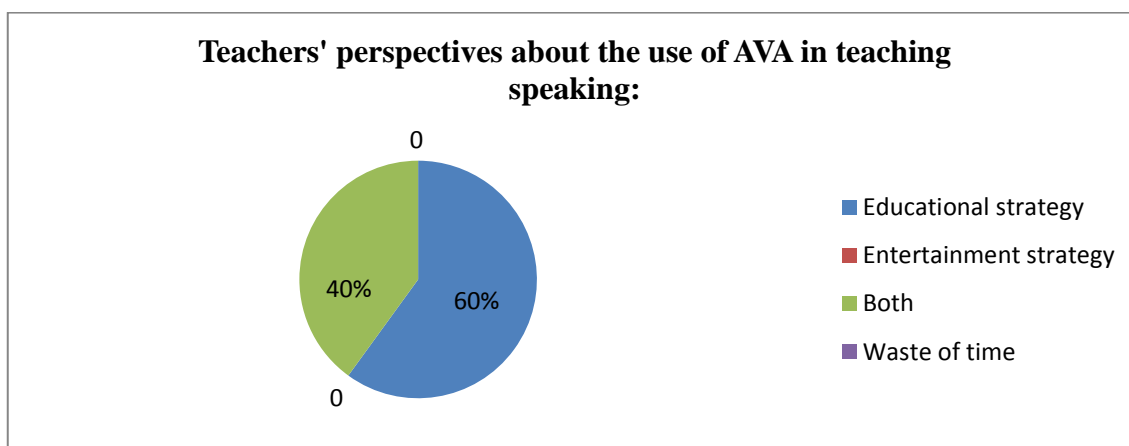


Figure 35: Teachers' perspectives about the use of AVA in teaching speaking

60% of the participants consider teaching with audio-visual aids as an educational strategy and 40% of them consider it as both educational and entertainment strategy; however, none of the teachers consider it as being just an entertainment strategy or a waste of time.

Q19: Do you Think that the more we Use Audio-Visual Aids the more Students' Speaking Skill will Improve

| | Yes | No | Total |
|--------|------|----|-------|
| Number | 10 | 0 | 10 |
| % | 100% | 0% | 100% |

Table36: Teachers’ perspectives about the frequent of using audio-visual aids in improving speaking

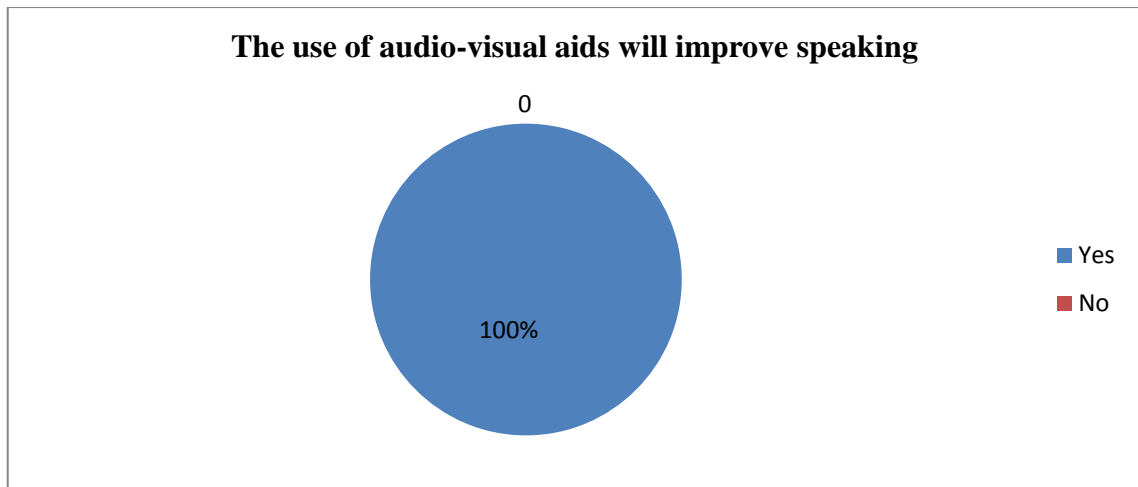


Figure 36: Teachers’ perspectives about the frequent of using audio-visual aids in improving speaking

From the table and the chart above we deduce that all the teachers 100% agree that the use of audio-visual aids is effective in improving students’ speaking skills.

Q20:If yes how?:

All teachers justify their answers by saying that students will witness language through the use of audio-visual aids; they will be exposed to correct English therefore they can store the information they get. All the teachers consider audio-visual aids as kind of input.

Q21: would you list some difficulties you have faced using audio-visual aids in teaching speaking:

Integrating audio-visual aids in a lesson is not an easy task it needs a pre-preparation of the aid and a pre-planning for the lesson too; however, problems such as the huge number of the students which make it hard for the teacher to cover all the class, using

audio-visual aids during courses needs pre-preparation for the aids that takes a lot of time also the quality of the aid may be troublesome. Some teachers find it difficult to select the right aids that go with students needs and wants what makes students get bored and feel indifferent the use of those aids.

V. 3. Discussion:

The analysis of students' questionnaire confirm our hypothesis and reveals that students are aware of the fact that proper and regular use of audio-visual aids is the way to better achievement in speaking English. Students' responses in section two demonstrate that they are aware of their weaknesses concerning speaking and they are able to evaluate themselves. However; they claim that activities used in class do not satisfy their needs and they find them ineffective in improving their speaking skill. The analysis of students' questionnaires also shows that the use of audio-visual aids to improve speaking is fruitful with conditions of proper use of the aid (the right aid in the right time) and regular use of the aid and sufficient time, the class size too is an obstacle in front of successful use of audio-visual aids from the point of view of students.

Teachers' questionnaire as the students' one affirms that the use of audio-visual aids is a very effective method to improve speaking skill. In the second section the analyses show that all teachers do motivate their students to speak the language in order to master it. Analysis also shows that teachers of second year of English at Biskra university make efforts to improve students' speaking skills through choosing and varying speaking activities. In section three the analysis shows that teachers are aware of the fact that audio-visual aids are helpful in improving students' speaking skills. Teachers' responses in section three affirm that the majority of teachers do use audio-visual aids in oral expression courses but unfortunately not regularly and not as it required to make a change. Teachers justify their failure in using audio visual aids to the difficulties they face using those materials for example they do not to have enough time and class size .

We conclude that both teachers and students affirm the effectiveness of using

audio-visual aids to improve speaking but there are conditions and required rules and strategies that are necessary to achieve better results using those materials.

VI.General conclusion:

The present study has dealt with the connection between the use of audio-visual aids in teaching and speaking skills improvement. Its main concern is to investigate whether or not the use of audio-visual aids can improve second year students' of English at Biskra University speaking skills.

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

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

Finally, we hope this work has helped to shed some light on the importance of using audio-visual aids in teaching speaking for students of foreign languages we hope also that teachers as well as students are going to find some useful and practical basics about learning to speak a foreign language . Obviously, problems in enhancing the level of learners' speaking skills will continue to exist, so that research and investigation will continue to be undertaken by other researchers.

VII. Recommendations:

- The teacher should take into consideration his/her students' preferences, needs when using audio-visual aids.
- The teacher should pre-prepare the aid and pre-plan the lesson before the course time.
- The teacher should motivate his/her students to use audio-visual aids outside the classroom like watching TV shows of native speakers and to use internet for education ,for example, download videos.
- The teacher should motivate students to practice listening because it is the way to speaking.
- Administration should provide teachers with variety of aids.
- Administration of the department should look again on the time devoted to speaking skill courses and give it sufficient time.

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Appendix A:

Peoples' Democratic Republic of Algeria
Mohamed Khider university of Biskra
Faculty of Letter and Foreign Languages
Branch of English

Students' questionnaire:

Dear students, we would be very grateful if you accept answering the following questionnaire. Your answers will help us in a study about the effect of using audio-visual aids in teaching speaking in EFL classes. Thank you in advance for your collaboration.

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

Section one: general information

Age:

Sex:

a- Male

b- Female

Q1: How long have you been studying English? Year...

Q2: How do you consider your level in speaking English?

a-Very good

b-Good.....

c-Average.....

d-Bad.....

e-Very bad.....

Q3:What makes your speaking skill poor?

.....

Q4:When you speak do you find difficulties in

- a-Vocabulary.....
- b-Pronunciation.....
- c-Grammar.....
- d-All.....

Q5: How often do you talk English inside the classroom?

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

Q6: Does your teacher encourage you to speak?

- a- Yes.....
- b- No.....

Q7: Which speaking activities does your teacher use most?

- a- Discussion.....
- b- Role- playing.....
- c- Language games.....

Q8: Which activity do you prefer most?
.....

Q9: Do you find them effective? Do you feel that they help you improving your speaking?

- a-Yes.....
- b- No.....

Q10: Does your teacher use any kind of audio-visual aids during speaking lesson?

- a-Yes.....
- b- No.....

Q11:How often?

a- Always.....

b- Often.....

c- Sometimes

d- Rarely.....

Q12: Do you enjoy them ?do you find them helpful in improving your speaking skills?

a-Yes.....

b- No.....

Q13:If yes how?

.....
.....

Q14:If no why?

.....

Q15: Do use any type of audiovisual aids at home to improve speaking?

a-Yes.....

b- No.....

Q16: Which type of audio-visual aids do you prefer more?

a-Audio aids.....

b-Visual aids.....

c-Audio-visual aids.....

Q17:When you use audio-visual aids do you feel that your speaking skills improve?

a-Yes.....

b-No.....

If yes, how? If no, why?

Q18: Does the use of audio-visual aids motivate you to speak?

a-Yes.....

b-No.....

Appendix B:

People's Democratic Republic of Algeria
Mohamed khider University of Biskra
Faculty of letter and foreign languages
Branch of English

Teachers' questionnaire

Dear teachers, we would be very grateful if you accept answering the following questionnaire. Your answers will help us in a study about the effect of using audio-visual aids in teaching speaking in EFL classes. Thank you in advance.

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

Section One: General Information

Sex:

a- Male

b- Female

Q1: How long have you been teaching English at university?

a- One to five years.....

b- Five to ten years.....

c- More than ten years.....

Q2: How long have you been teaching Oral Expression?

a- One to five years.....

b- Five to ten years.....

c- More than ten years.....

Q3: Do you like teaching Oral Expression?

a- Yes.....

b- No.....

Q4: Teaching a language means:

- a- Teaching grammatical rules and lists of vocabulary..
- b- Teaching how to communicate using these rules...
- c- Both

Q5: Do you agree that in order to learn foreign language students have to speak it?

- a- Strongly agree.....
- b- Agree.....
- c- When necessary...

Section two: teaching speaking

Q6: Do you urge your students to speak?

- a- Always.....
- b- Often.....
- c- Sometimes.....
- d- Rarely.....
- e- Never.....

Q7: How do you evaluate your students' level in speaking English?

- a- Good.....
- b- Average.....
- c- Bad.....

Q8: Do you think that students have low level in speaking skill because

- a-They are not exposed to language.....
- b-They are not aware that language is communication.....
- c- Lack of linguistic competency.....
- d- Lack of training and practice.....

Q10: How do you try to help them improve their speaking skills?

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

Q11: What type of activities do you choose in teaching speaking?

- a -Role play.....
- b- Information gap activity.....
- c- Free discussion task.....
- d- Storytelling task.....

Other suggestions.....

Q12: For what purpose do you choose this kind of activity?

.....
.....

Q13: During the speaking lesson do you stress more in:

- Vocabulary.....
- Grammar.....
- Pronunciation
- All.....

Section three: using audiovisual aids in the classroom

Q14: Are audio-visual aids available in your university?

- a- Yes.....
- b-No.....

Q15: Do you use any type of audio-visual aids in class?

- a- Yes.....
- b-No.....

Q16: If yes what kind do you use frequently?

- a- Audio-visual aids.....
- b- Visual aids

c- Audio-visual aids.....

Q17:If no why?

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

Q18: What is the frequency of using audio-visual aids?

.....
.....

Q19: Do you think that the more you use AVA the more students achieve better?

a- Yes.....

b-No.....

Q20:If no why?

.....
.....

Q21: Do you think that the use of audiovisual aids will improve students speaking skill?

a-Yes.....

b-No.....

Q22: If yes how?

.....
.....

Q23: Do you consider teaching speaking with audiovisual aids as

a-An education strategy.....

b- Entertainment strategy.....

c-Both.....

d- Waste of time.....

Q24: What kind of difficulties do you face when you use audio-visual aids in teaching oral expression course?

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