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The Role of Audio-Visual Aids in Enhancing EFL

Students' Speaking Skill

Case Study First Year LMD Students of English at Biskra University

Dissertation submitted to the Department of Foreign Languages in partial fulfilment
for the Master's Degree in Science of Languages.

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Declaration

I hereby declare that the study titled The Role of Audio-Visual Aids in Enhancing EFL Students' Speaking Skills is my own work and that all the sources that I have used or quoted have been indicated and duly acknowledged by means of complete references.

Dedication

I wish to dedicate this modest work to:

❖ *The memory of my dear father....*



❖ *My beloved mother whose love always strengthens my will.*



❖ *My dear brothers: Flichem and Hamza.*

❖ *My brother- in- law: Sami*

❖ *My lovely sisters: Hanane and Houria.*

❖ *My dear uncle Mohamed and my lovely aunt Fatima.*

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Abstract

In this dissertation, we present the most helpful materials in the field of teaching foreign languages which are audio-visual aids. In this work, we aim to explore the effects of these teaching aids on first year students' speaking skill and communicating abilities in the department of Foreign Languages at Biskra University. Throughout this work, we intended to show the importance of using the audio-visual aids (video) with EFL students. The basic hypothesis adopted in this study sets that the use of the audio-visual aids can help teachers to develop their students' speaking skill. This study is conducted through the descriptive method. So to refuse or to confirm the hypothesis, two different questionnaires are administered to 40 first year students and five oral expression teachers in order to get information about the role and the importance of using different kinds of audio-visual aids (video) to develop students' speaking skill. The analysis of the questionnaires showed that both teachers and students consider these teaching aids as an important tools in enhancing the speaking abilities. Finally, according to the findings, different recommendations are added for both teachers and students.

List of abbreviations

EFL: English Foreign Language.

LMD: Licence. Master. Doctorat.

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General introduction

Proficiency in any foreign language requires mastering the four language skills which are listening, speaking, reading and writing. Speaking is an important skill which "is accepted by everyone as an essential language-communication skill" (Burns & Goh, 2012, p, 15) because it is the most skill that people use to express their ideas and interact with others in the daily life. Moreover, speaking is considered as the foundation for other skills. As Palmer (1965, p.15) points out "learning to speak a language is always by far the shortest road to learning to read and to write it" (As cited in El-Koumy, 2001, p.86). However, speaking is a difficult skill to be mastered because "there is a lot more to speaking than the ability to form grammatically correct sentences" (Harmer,2005,p.iv). That's why students find many difficulties to communicate in the foreign language appropriately. This problem may be due to the limited practice and the lack of exposure to the target language. Therefore, teachers should use different materials and teaching aids in their classes in order to provide more situations and activities for students to strengthen their speaking competence. The integration of the audio-visual aids such as videos and films provides exposure to the spoken language such as dialogues, plays, stories, interviews, as well as, they are very important since they give students the opportunity to see and to hear the foreign language in its real use. So to develop students' speaking proficiency, teachers should have the right choices of such materials. Furthermore, all audio-visual aids affect positively the student's speaking skill.

Statement of the problem

We observed that many first year EFL students have difficulties to communicate appropriately using English. The limited opportunities to speak English inside and outside the classroom; in addition to the limited exposure to English native speakers may be the reasons behind the students' inability to speak. Therefore; teachers should provide more activities and use different teaching aids to strengthen their students' speaking competence. Using materials such as: audio, audio-visual and videotape in the classroom will facilitate the teaching and learning process and allow the students to get more information about grammar, vocabulary, pronunciation and intonation. The less effective speaking performance is one of the problems that teachers can not deal with easily in the classroom. This study determines the problems that students face when they communicate in English.

2. Significance of the study

To develop the students' speaking abilities, teachers should use different techniques and materials. This study aims to make the students know that the development of the speaking skill needs more intention and practice. In this research, we are going to find out the role of the audio-visual materials in providing exposure and knowledge about the foreign language to help students in developing speaking and mastering the language. However, the teacher should select the appropriate teaching material according to his objectives and his students' interest to motivate them and to facilitate the learning process.

3. Aims of the study

The reason behind the interest in this study is the belief that the audio-visual aids can improve the students' speaking skill, and teachers should be able to use them effectively in order to develop their students' speaking abilities. The aim of the study is to investigate the role of audio-visual aids in helping students to overcome the difficulties to enhance their speaking proficiency.

4. Research questions

This study relies on the following questions:

1. What are the factors that affect students' speaking performance?
2. What is the role of the audio-visual aids in enhancing EFL student's speaking skill?
3. How do audio-visual aids enhance the students' speaking ability?

5. Hypothesis

This study is based on the following hypothesis :

We hypothesize that: if teachers use the audio-visual aids in their classes, they will be able to enhance their students' speaking proficiency.

6. Research Methodology

6.1. Population

The study takes place at Biskra University. Our study includes both first year LMD English students and teachers at the department of English. Our case study consists of five (05) teachers of oral expression and forty (40) students of first year LMD who are chosen at random. We are concerned with this population because we noticed that there is a poor speaking ability and practice at this level. So, they should learn speaking with appropriate materials in the classroom from the first year.

6.2. Methods

This work is conducted through the descriptive method which is the appropriate way to gather data and to provide necessary information and evidences about this issue. We choose this method to understand the problem which we are going to study, also to describe the important role of the audio-visual aids in developing the students' speaking skill.

6.3. Data gathering tools

The main data gathering tools used in this study is questionnaires for both English first year LMD students and teachers. It aims to investigate the appropriate way of using audio-visual materials in learning a language and developing the students' speaking skill. This type of data collection is a valuable tool which can help us to answer our research questions and diagnose the student's difficulties when communicating in English to reduce those problems of speaking.

7. Structure of the study

This research is divided into two parts: theoretical part and practical part. It is also divided into three major chapters.the first chapter gives a general overview on speaking skill. The second chapter deals with the main audi-visual materials that help students to improve their speaking. The third chapter is the field work which is the analysis of questionnaires addressed to first year LMD students of English at Biskra University and oral expression teachers.

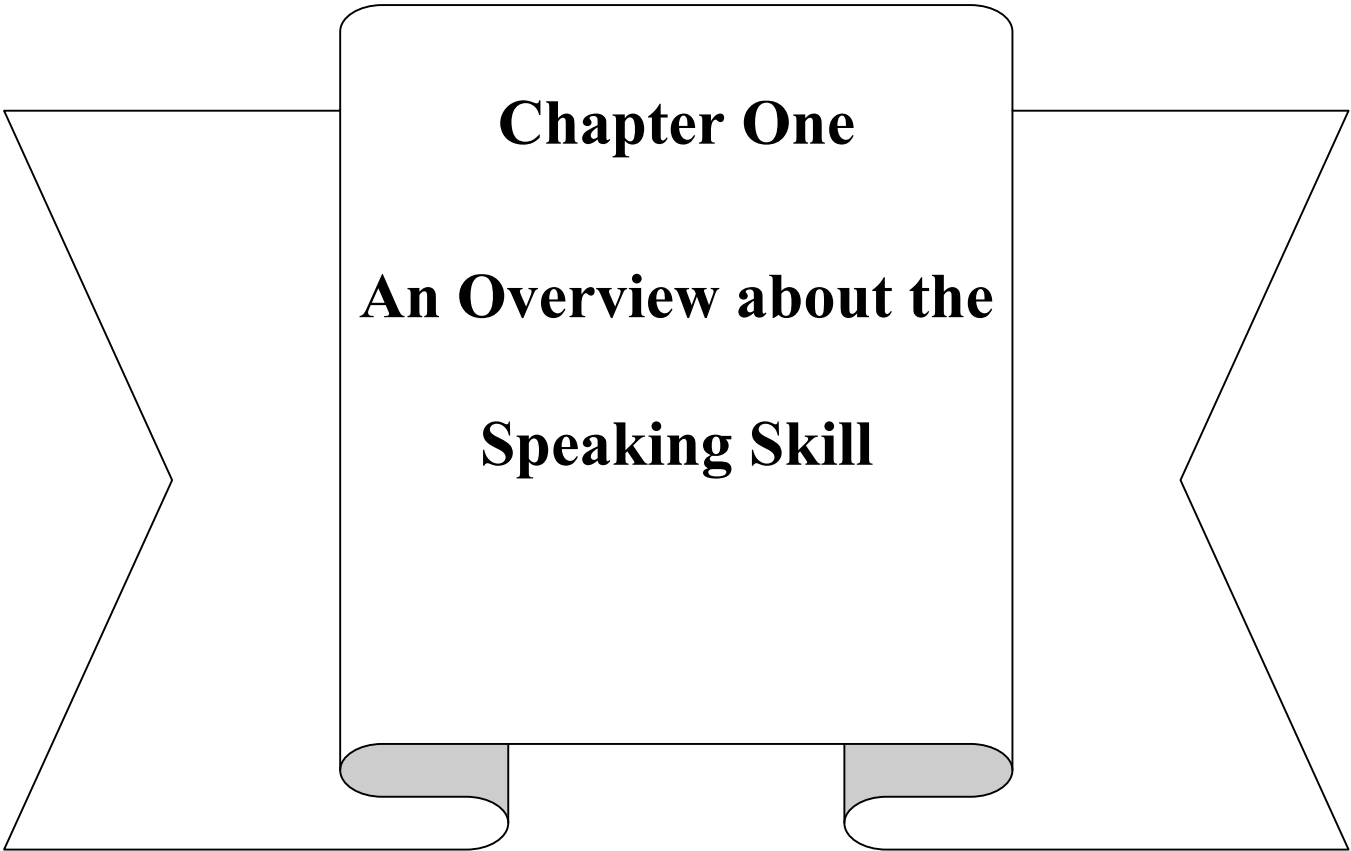


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Introduction

Proficiency in any foreign language requires mastering the four skills which are receptive skills (reading, listening) and productive skills (speaking and writing). They play an important role in foreign language teaching and learning. Therefore, teachers are supposed to develop the students' abilities in receiving and producing the foreign language in order to help them to be good communicators. Speaking is considered as the most important language skill, however, it is complex and difficult to be mastered. So this chapter gives a general overview on speaking skill which includes the following elements: the different definitions of speaking skill, also the micro and macro skills of speaking. Then, the importance of the speaking skill and the main strategies used in speaking. Next, the main classroom speaking activities, followed by the teacher's role during these activities. Besides, the relationship between listening and speaking skills. After that, the main factors that affect students' speaking skill. Finally, this chapter ends with the different components of communicative competence.

1- Definitions of speaking

Teaching English as a foreign language depends on the four skills which are: writing, reading, listening and speaking. This latter is considered as the most important communication skill, whereas most students need to acquire. The term speaking has been defined by many researchers and writers. Therefore, it has more than one definition according to each author's point of view.

Tarigan (1990, p.3-4) defines that "speaking is a language skill that is developed in child life, which is preceded by listening skill, and at that period speaking skill is learned". It means that speaking is the basic skill of language in addition to listening .

According to Grognet A.G (1997, p.136), “ Speaking is one of the skills that have to be mastered by students in learning English. Speaking is an essential tool for communicating.” Moreover, Hornby (1995, p. 37) mentions that “speaking is the skill that the students will be judged upon most in real-life situations. He adds that speaking "is an important part of everyday interaction and most often the first impression of a person is based on his/ her ability to speak fluently and comprehensively”. From these definitions we understand that speaking is the most important skill that students should develop in learning any foreign language.

El-Koumy (2002.p, 85) defines speaking skill from two different perspectives. “From the skill-building perspective, speaking is defined as a collection of micro-skills, including vocabulary, grammar and pronunciation." He adds that "from the whole language perspective, speaking is defined as an oral process of meaning construction and expression.”

Tarone (2005, p.485) states that the speaking skill is" the most complex and difficult to master". Klimczak, Majer and Pawlack (2001) state that speaking is considered as a complex skill because it "involves simultaneous listening and comprehending" since it happens in real time. Moreover, speaking "involves various aspect of communicative competence"; therefore, students should be aware about the social cultural rules of the foreign language community to be able to communicate well in each context (p,4).

We conclude that speaking skill always refers to communication. Through speaking people express their ideas and interact with each other in different daily life situations, also it is the most important skill that foreign language students want and

need to develop. In addition to that, speaking skill is difficult to master because students need more than acquiring the grammar rules of the foreign language.

2- The importance of speaking skill

People express their ideas and interact with each other to give or ask for information through speaking which “is so much a part of daily life” (Thornbury, 2005, p.1).

Concerning the importance of speaking skill, Gammidge (2004, p.7) claims that "Speaking is a highly challenging yet essential skill for most learners to acquire." In addition, Renandya and Richards (2002) state that “a large percentage of the world's language learners study English in order to develop proficiency in speaking”(p.201). Many English foreign language students consider the mastery of speaking skill a priority. Besides, they evaluate their success according to their spoken language proficiency. (Richards, 2008, p.19)

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

3- Macro and micro skills of oral production

According to Brown (2004, p.142-143), oral production consists of different micro-skills and macro-skills.

3-1- Micro skills

- Produce different variation among English phonemes.
- Produce different sentences length, different English rhythmic structure and intonation contours.
- Produce reduced forms of words and phrases.
- Use a sufficient number of lexical units (words) to accomplish pragmatic purposes.
- Produce fluent speech at different rates of delivery.
- Use various strategic devices-pauses, fillers, self -corrections, and other strategies to produce clear messages.
- Use grammatical word classes (such as nouns and verbs), systems (For example, tense, agreement, and pluralisation), word order, rules, and elliptical forms.
- Express a particular meaning in different grammatical forms.
- Use cohesive devices in spoken discourse.

3-2- Macro skills

- Communicate appropriately according to situations, participants, and goals.

- Use appropriate styles, floor-keeping, interrupting, and other sociolinguistic features in face-to-face conversations.
- Convey facial features, body language, and other non-verbal cues while speaking.
- Develop and use speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, and assessing how well the interlocutor could understand the speech. (Brown 2004, p.142-143).

4. Classroom Speaking Activities

Speaking should be taught in attractive and communicative activities in order to enhance the students' speaking proficiency. Hedge (2000,p.261) confirms that "students do not only practise speaking in a controlled way in order to produce features of pronunciation, vocabulary and structures accurately, but also practise using these features more freely in purposeful communication." According to that, Harmer (2001, p.271-274) states six classroom speaking activities that could help students to develop their speaking abilities. These activities are: acting from script, communication games, discussion, prepared talks, questionnaires, simulation and role play.

4.1. Acting from script

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

practise their dialogues before the final performance as well as he should create a relaxed classroom atmosphere to help them to do well.

4.2. Communicating games

Games which are made on the principle of “information gap” are designed to provoke communication between students in classroom. Whereas, one student has to talk to his classmate in order to solve a puzzle, draw a picture, put things in the right order, or find similarities and differences between pictures.

4.3. Discussion

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

4.4. Prepared talk

Prepared talk is an activity in which students make presentations on free topics. Such talks are prepared and are “writing like”. However, it is better to ask students to speak from notes rather than from scripts.

4.5. Questionnaires

Questionnaires are useful since they are pre- planned, students have the opportunity to prepare what they will say to each other. Students could design questionnaires on any free interesting topic. Therefore, the teacher can be a resource to help them in the designing process.

4.6. Simulation and Role play

Simulation and role- play are important activities to develop students speaking proficiency and fluency.

In simulation, students are asked to perform a real life situation such as an interview as they are doing in reality. According to Ken Jones (1982, p. 4-7), in simulation, students should have the following characteristics:

- **Reality of function:** students must be as real participants in each situation.
- **A simulated environment:** students should imagine the classroom as the real simulation place such as bus station.
- **Structure:** the teacher should give students the necessary information about the activity structure in order to help them to perform well.

Brown (2004, p. 174) states that role playing is a popular pedagogical activity in communicative language teaching classes. It encourages students to be creative especially when the teachers ask them to imagine the end of certain stories. Harmer (2001) adds that “role- plays are effective when they are open- ended, so that different people have different views of what the outcome should be” (p.274).

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

5. The teacher's roles

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

5.1. Prompter

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

5.2. Participant

After giving instructions, the teacher may participate in students' activities. Whereas he could participate in discussion or even in role plays. So he could give new information, keep students engagement and maintain a creative classroom. However, he should participate adequately to avoid dominate the speaking and draw all the attention in classroom.

5.3. Feedback provider

Feedback is so essential to develop students' speaking ability. When students make errors when they speak, the teacher's role is to correct their errors to get them “out of difficult misunderstandings and hesitations.” Teacher should know how and when they give feedback. As Gammidge (2004, p.8) states that “once learners have begun speaking, the best strategy is to monitor without interfering too much” because over correction has negative effects since it makes students inhibit and less confident. So teachers should be careful when they give feedback.

6. Speaking strategies

According to Harmer (2001, p. 249) when speakers do not know a word or they could not remember it (in their first or foreign language), they may use one or many of the following strategies to deal with difficulty:

6.1. Improvising

Speakers sometimes use any word or phrase that they can produce in the hope that is right.

6.2. Discarding

When speakers could not find suitable words which they want to say, they discard the thoughts that they could not express.

6.3. Foreignising

When speakers do not know a word in the foreign language, sometimes they choose another word in a language that they know well and "foreignised" it in the hope that it will be appropriate in the foreign language.

6.4. Paraphrasing

Speakers sometimes paraphrase talking about something if they do not know the exact word. This process could help speakers but it could make the communication longer and boring.

Teachers should encourage students to use paraphrasing and improvising which are more useful strategies than foreignising words and discarding thoughts.

17. Factors affecting student's speaking abilities

7.1. Anxiety

Spielberger (1983,p.1) defined anxiety as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of autonomic nervous system.”(As quoted in Brown 2007, p. 161). Most foreign language learners experience anxiety in the language learning process. As Worde (1998) claims that more than half of the foreign language learners experience some degree of anxiety.

In the same context, Gregersen and Hortwitz (2005, p.562-570) argue that “learners who feel anxious in their foreign language learning may find their study less enjoyable, which will in turn have a negative impact on their performance.” (As cited in Riasati 2011, p. 907). Moreover, concerning the effects of anxiety, Alderman (2004) claims that “as anxiety increases, it is more likely that students will have lower achievement” (p, 97). Besides, Horwitz (1991) believes that anxiety has negative effects on students' speaking performance. It could influence students' self-confidence which makes them appear less fluent than they really are (p, 125-126). Therefore, teachers should create a relaxed classroom atmosphere which gives students more comfortable situations in learning activities.

7.2. Lack of motivation

Concerning motivation, Gardner (2010) writes that “motivation describes the deriving force behind the effort of a learner.” He adds that motivation consists of three main elements. The first element is “effort”. Motivated learners do much more effort and extra work in their studies in order to improve language skills. The second element is “desire”. Motivated learners have the desire to succeed in learning the

second or foreign language. The last element is "affect". Motivation makes students enjoy learning the language. These elements work all together. If any learner lacks one of them, he will not be completely motivated, as a result he will find learning difficulties. (As cited in Saemann, 2009 p1-2)

The lack of motivation is one of the main factors that influence negatively the students speaking abilities. Harmer (1998, p.8) states that "it is clear that highly motivated students do better than ones without any motivation at all." That's why, teachers should motivate them by using interesting topics and encourage them to participate.

7.3. Lack of self confidence

An important factor in the development of speaking performance and abilities is self-confidence.

Lee and Park (2004, p.197-198) state that self-confidence can be negatively influenced when the students underestimate their abilities in the target language. They add that high self-confidence is positively "correlated with oral performance". In other words, students who have high self-confidence perform well in oral activities.

Moreover, there is a relationship between anxiety and self-confidence. Lee and Park mention that "one of the personal factors, which are highly correlated with anxiety, is self-confidence." Whereas, highly anxious students have low self-confidence. Therefore, to develop students' speaking skill, teachers should reduce anxiety to enhance their self-confidence to help them to perform well in speaking. Teachers should create a relaxed classroom atmosphere and use different classroom

activities to practise speaking in order to improve their students self- confidence because "confidence comes with practice" (Hedge, 2000, p. 255).

7-4- Listening comprehension

Nunan (2000, p.239) states that " Listening is thus fundamental to speaking." Listening comprehension is an important skill that students should have in order to develop their speaking skill because speaking "involves simultaneous listening and comprehending"(Majer et al., 2011, p.4). However, many foreign language students think that they should study grammar and vocabulary in order to improve the speaking skill and neglect developing and practising their listening comprehension skill. This is the reason behind their inability to understand and communicate with foreigners. So listening comprehension plays an important role in communication because without understanding the speaker's words, communication becomes impossible.

8. Listening skill and speaking skill relationship

To be proficient in any foreign language, students should master the four language skills. Speaking is a fundamental skill for communication; however, it cannot be developed in isolation especially from listening skill as Brown (2004) points out " Listening and speaking are almost always closely interrelated" (p.140).

For many EFL students, developing the speaking skill is their first objective. However, they should develop their listening skill to be proficient in speaking because "effective speaking depends on successful listening" (Anderson and Lynch 1988, p.16) .So the ability to communicate effectively need mastering both listening and speaking skill.

In the same context, Wilson argues that “listening comes before speaking” (2008, p.28). Furthermore, Anderson and Lynch (1988, p. 15) suggest that “speaking is something you do after listening, rather than while you listen.” Therefore, teachers should give students the opportunity to practise listening, and then discuss what they had listened to in order to check their listening comprehension as well as practise speaking at the same time. In this sense, they give students the chance to practise and develop both speaking and listening skills.

Generally, speaking and listening are related to each other. They play an important role in communication since we cannot interact with others if we do not understand what they say. So, to develop students' speaking proficiency, teachers should help them to develop their listening abilities because listening and speaking are essential skills for effective communication.

9. Communicative competence

Gumperz and Hymes (1992, p. vii) define communicative competence as " what speaker needs to know to communicate effectively in culturally significant setting." (As cited in Paulston, 1992, p. 97).

Renandya and Richards (2002,p.206-208) state that mastering the speaking skill is a complex task because it requires more than learning the foreign language grammatical rules. However, students must know how native speakers use the foreign language in different context.

Based on Hymes's theory, Canale and Swain (1980) proposes a communicative competence model which consists of different components including: gramatical

competence, discourse competence, sociolinguistic competence; in addition to strategic competence.

9.1. Grammatical competence

Grammatical competence makes students use and understand English language fluently. It includes grammare rules (morphology, syntax), vocabulary, and mechanics (which refers to basic sounds of letters and syllables, pronunciation, and intonation). So for effective communication, students should know how to use these rules in order to convey meaning.

9.2. Discourse competence

Discourse competence refers to the ability to apply the rules of cohesion and coherence to produce a meaningful spoken discourse for effective communication.

9.3. Sociolinguistic competence

For effective use of the foreign language, students should not learn knowledge of language only. They must also know what is socially and culturally appropriate in the foreign language. In other words, students must know how to take a turn in communication, how should they speak, politeness rules and all what is accepted in the foreign language community.

9.4. Strategic competence

Strategic competence is " the way learners manipulate language in order to meet communicative goals"(Brown, 1994, p.228) and it is considered as the most important communicative competence element. It refers to the speaker's abilities to use different communicative strategies to compensate any break down in communication.

9.5. Fluency

Hedge(2000,p54) defines fluency as “the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation”. Faerch, Haastrup, and Phillipson add fluency as a component of communicative competence and they make a distinction between it and strategic competence. They mention that strategic competence “presupposes a lack of (accessible) knowledge”; however, "fluency covers speakers' ability to make use of whatever linguistic and pragmatic competence they have" (Faerch, Haastrup, and Phillipson, 1984, p.168). So fluency is the ability to link words and phrases, respond coherently in conversation, and clear sounds pronunciation with stress and intonation quickly.(As cited in Hedge, 2000,p.54)

In short, speaking profeciency consists of different elements which should be developed by the foreign language students since they may have any opportunities to communicate with native speakers. So they should acquire different knowledge about the native speaker's language to communicate appropriatly with them.

The following figure summarizes the different components of speaking profeciency or "communicative competence":

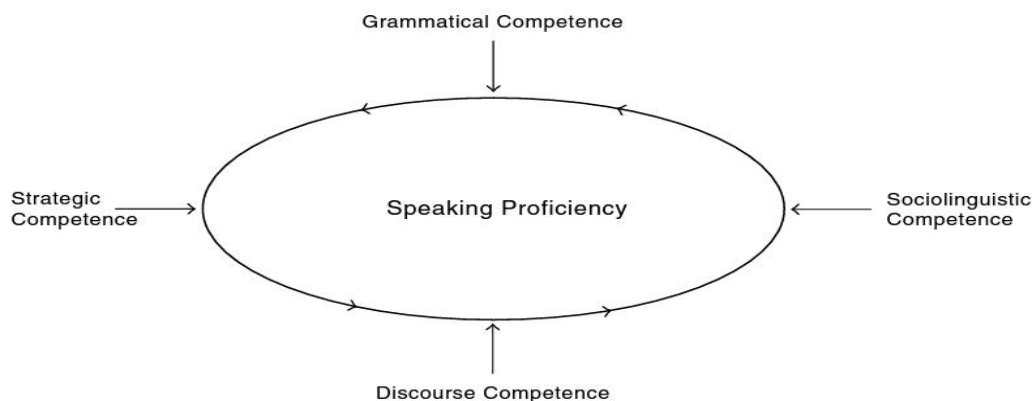
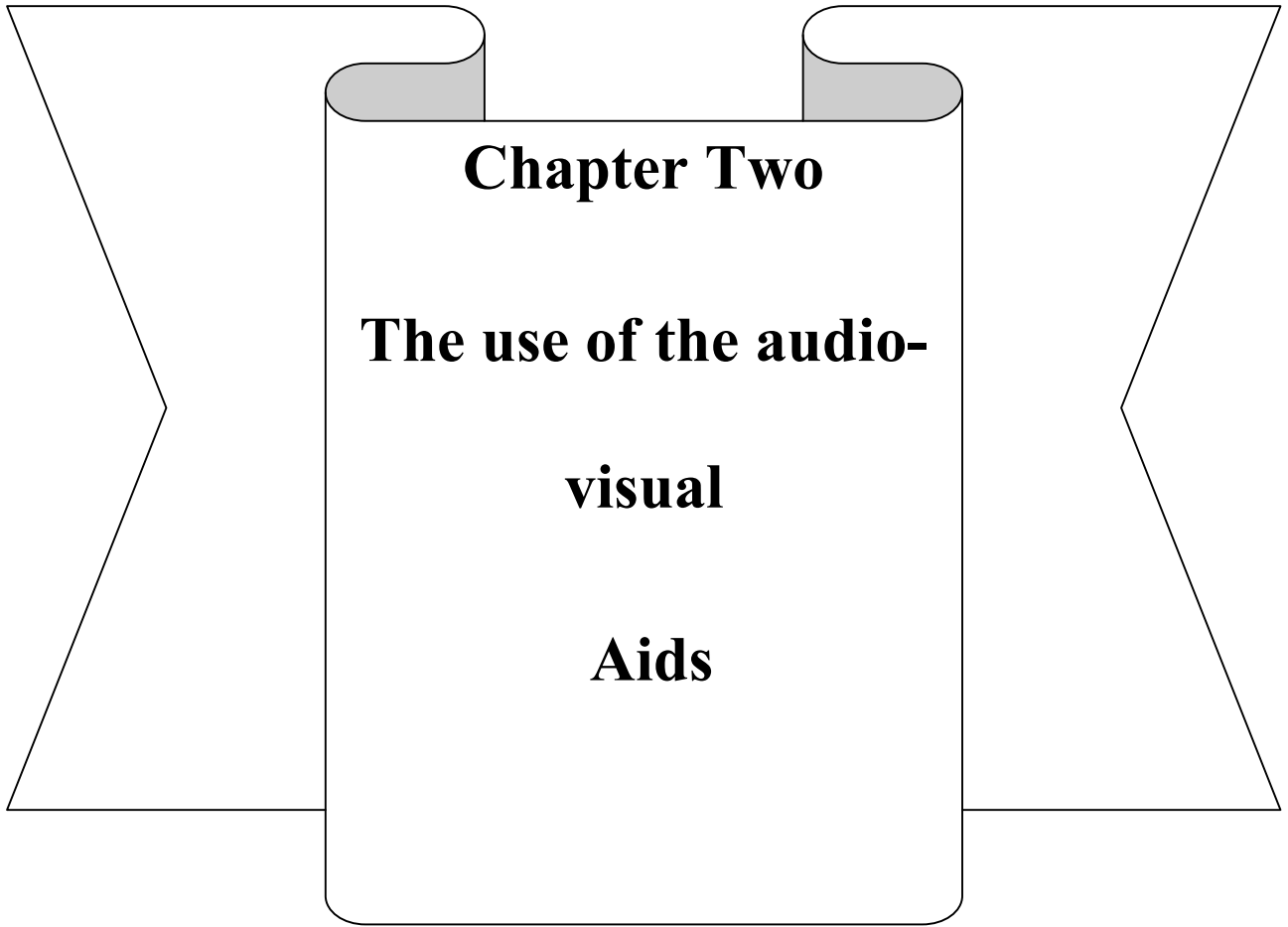


Figure 1: The components of communicative competence.

(Renandya and Richards, 2002, p.207)

Conclusion

In education, the process of learning and teaching relies on four skills which are the most important in developing learner's language abilities. Speaking is defined by different authors and scholars as the skill of communication through which people express their ideas, thoughts and interact with each other. In this chapter, we gave different definitions of speaking skill. We mentioned the importance of speaking skill and the macro and micro skills of oral production; in addition to the main classroom speaking activities during which the teacher has different roles. Next, the strategies that students use when they face difficulties while speaking. Then, the relationship between listening and speaking. After that, we mentioned the factors that affect students' oral performance. Finally, the components of communicative competence that students should master to be proficient in speaking.



Chapter Two

The use of the audio- visual

Aids

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Introduction

Teaching and learning English as a foreign language is based on productive and receptive skills. Since speaking is considered as an important skill which many EFL students want and need to develop. This chapter introduces the importance of using audio visual aids in teaching and learning. Besides, it deals with different kinds of audio-visual aids that can be used in classroom in order to develop students speaking abilities. The first kind is video. We mention its definition, advantages, types and strategies. Then the use of computer and television and their importance. In addition to teacher's role as a teaching aid.

1. Teaching speaking skill through audio-visual aids

There are different materials and teaching aids that could help students to enhance their speaking abilities for effective communication. Using these materials is the only way to bring the natural language of native speakers into the classroom.

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

2. The definitions of audio-visual aids

Audio-visual aids are useful materials which help both teachers and students in the teaching and learning process. Many scholars, writers and websites provide different definitions of audio visual aids.

According to Kinder S. James, "audio visual aids are any device which can be used to make the learning experience more concrete, more realistic and more dynamic."

Burton states that " audio visual aids are those sensory objects or images which initiate or stimulate and reinforce learning." In addition, Carter.V.Good defines "audio visual aids are those aids which help in completing the triangular process of learning that is motivation, classification and stimulation." So audio visual aids are very useful devices because they do not facilitate the learning process only, but they motivate students and make the course interesting.

According to Good's dictionary of education, " audio visual aids are any thing by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight." Moreover, KP. Neeraja states that " an audio visual aid is an instructional device in which the message can be heard as well as seen. In the same context, Mckean and Roberts add that " audio visual aids are supplementary devices by which the teacher, through the utilization of more than one sensory channel is able to clarify, establish and correlate concepts, interpretations and appreciations". From these definitions, we conclude that audio-visual aids are important devices which facilitate learning and teaching process. Besides, they help students to acquire the foreign language and develop their speaking skill since they give them the opportunity to hear as well as to see the foreign language as it is used by native speakers.

3. The classification of the audio-visual aids

Generally, audio-visual aids could be classified into three main categories: the audio materials, the visual aids and the audio-visual aids.

3.1. The audio materials

Audio materials "are those which can be heard" such as radio, songs and language laboratory.

3.2. The visual aids

They are useful tools which " are helpful to visualize things". They includes pictures, graphs and printed materials.

3.3. The audio-visual aids

The audio-visual aids are important teaching aids which "can be heard and seen simultaneously" such as computer, video and television. These tools are the main focus in our study (Audio-visual aids in teaching, 2010).

4. The importance of audio visual aids

In order to help students to develop their speaking proficiency, teachers should use audio-visual aids to support learning in classroom. These kinds of teaching aids are very important for students since it is the only way to provide them with an exposure to authentic foreign language. So audio-visual aids give students the opportunity to see and to hear the foreign language as it is used by native speakers in real life situations.

According to (Audio-visual aids, 2010), there are different purposes and importance from designing and using audio visual aids in teaching.

- Using audio-visual aids makes teaching and learning process effective and more concrete.

- Audi-visual aids have an instructional role in themselves.
- They motivate students and attract their attention.
- Saving time in the classroom.
- They provide realistic experience.
- They meet student's learning needs.
- They save time since they are easy to prepare. (Audio-visual aids in teaching, 2010).

5. Different kinds of audio-visual materials

Renandya and Richards (2002, p.316) state that using technologies such as "tape recorder, VCR, CD-ROM multimedia, or other network-based communication technologies" in classroom offer a potential to language learning. Video is one of the different technological aids which is considered by teachers as an effective way in teaching the speaking skill since it is the only way to expose students to the foreign language as well as it provides facilities for teachers and students.

- **5.1.Video**

5.1.1. Definition of video

Renedyia and Richards (2002,p.364) state that, "video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experience in addition to spoken language". So video is an important aid which help students to learn the foreign language through both hearing and viewing.

After 1975, the use of video, as a resource of audio-visual elements, in teaching has become a popular in different schools because it presents an authentic foreign language and shows how native speakers use language and paralinguistic features (gestures, body language, and different expressions) in different communicative situations. Furthermore, video "brings a change from the routine of teachers and textbook" and helps students for better understanding through "the visual and audio clues to meaning" (Demirezen, 1992, p.295).

5.1.2. Using videos to teach the speaking skill

Harmer (2005,p.iv) states that mastering the speaking skill needs more than the ability to learn how to produce correct grammatical sentences because speaking is interactive which takes place in real time. For this reason, there are many students who are competent in grammar and good in writing but they could not communicate at all. The lack of practice as well as the lack of exposure to the foreign language maybe some reasons behind their inability to communicate in English. So to help them to develop their speaking proficiency, teachers should use different authentic materials because it is the only way to bring the native speakers' language into the classroom.

Using videos has positive influences on students speaking skill. Demirezen (1992) states that "since video recording is able to present real life or life-like situation in which the individual interact, it promotes developing oral skills". Moreover, in 1983 videos were used in England to develop students' oral proficiency because it provides different materials for discussion in classrooms.

Many teachers mention that most difficulties which foreign language students experience in seminars or when they interact with native speakers is because of the

wrong use of body language, eye contact and gestures "which mostly cause miscommunication" because they form an essential part of communication. Therefore, video can help them to overcome these problems by showing how speakers use facial expressions in communication. For example, eye contact is very important during interaction, whereas people look at the eye of each other "repeatedly but for short periods" because "without eye contact people do not feel that they are fully in communication" (p.297-301).

5.1.3. The role of the teacher

The teachers has a central role in using videos in classroom. Renandya and Richards (2002,p.362) state that "it is the teacher, not the video, who can make any video-based lesson a fruitful language learning experience". Whereas, the teacher is responsible to choose the video and integrate it in the curriculum, design tasks and activities and makes his students' attention focuses on specific language points.

5.1.4. The advantages of using videos

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

5.1.4.1. Seeing language in use

Through videos, students have a chance to see the language as well as hear it. Therefore, They could easily interpret and understand what the video shows, since the meaning is conveyed through "expression, gesture, and other visual clues".

5.1.4.2. Cross- cultural awareness

Using videos in classroom is so important, since it is the only way to give students the opportunity to see the cultural aspect of the foreign language native speakers. Videos give students a chance to see different things such as "typical British body language when inviting someone" as well as " what kinds of food people eat in other countries, and what they wear"(Harmer, 2001, p.282).

5.1.4.3. The power of creation

Students could create something memorable and interesting when they use video cameras themselves.

5.1.4.4. Motivation

Most students show interest when teachers use videos in classroom especially if the task is interesting.

5.1.5. Video types

Harmer (2001, p. 284) mentions three types of videos which the teacher could use in classroom.

5.1.5.1. Off- air programmes

Off- air programmes are kinds of videos which are recorded from certain television channels. The best programmes are the ones which teachers could use for a number of activities such as predicting, cross- cultural awareness and teaching language. Teachers should use interesting and comprehensible programmes for students.

5.1.5.2. Real- world video

Harmer (2001) believes that there is no reason why teachers should not use real world videos such as feature films or wildlife documentaries in classroom. However, they should pay attention to the language which should be comprehended as well as the length of the video and its learning objectives.

5.1.5.3. Language learning videos

They are especially made videos such as videos to accompany coursebooks. The main advantage of them is that they have been produced at a particular level in mind of students. Thus they are comprehensible, interesting and multi- use.

5.1.6. Stages of using video in classrooms

Demirezen (1992, p.298) states that there are three stages which should be under the teacher's control before using any video in the classroom.

5.1.6.1. Pre-viewing

The teacher should inform his students about what they will see in the video before watching it and give them instructions according to the video-lesson objectives.

5.1.6.2. Viewing

In this stage, the teacher plays the video for students to watch it.

5.1.6.3. Post-viewing

After the viewing stage, the teacher may ask students some questions for discussion about the content of the video. Then, he could show the video again for better understanding.

5.1.7. Video teaching techniques

Video is an important aid which helps the teacher to motivate students and involve them to improve their speaking abilities. Harmer (2001, p.286) mentions a number of different teaching techniques which can be used in video-based lessons.

5.1.7.1. Viewing techniques

There are a number of viewing techniques that are designed to "awaken the students' curiosity, through prediction activities". So when they watch all the video sequence, they will predict somethings about it.

a. Fast forward

In this technique, the teacher fast forwards the video to make the sequences passe at certain speed to take only a few seconds. When it is over, he can ask his students whether they can guess what the video is about.

b. Silent viewing (for language)

In the silent viewing, the teacher plays the video without the sound and the students have to predict what the characters are speaking about and what they are saying. After that, the teacher plays the video again but with the sound to check and to discuss whether the students guess correctly.

c. Silent viewing for music

The silent viewing can be used with music also. The teacher plays a sequence without the sound, then he asks students about which kind of music behind what the video shows and why. Next, he plays the video again with sound to discuss if students know the right music kind.

d. Freez frame

The teacher can "freez" the picture at any stage during a video sequence and ask students to think about what will happen or what the characters will say next. This is extremely engaging students to participate.

e. Partial viewing

The teacher can allow students to see only a certain part of the screen to provoke their curiosity and to focus their attention on what the speakers say in order to imagine what is happening.

5.1.7.2. Listening and mixed techniques

These techniques are based on the same principles of viewing ones and they are also designed to provoke engagement. (Harmer, 2001, p.286).

a. Pictureless listening (language)

This technique is based on listening only. The teacher covers the screen and make students listening to a dialogue without viewing the pictures. After that, he asks them to guess different things such as the place and the speakers in the dialogue.

b. Pictureless listening (sound effect)

Students listen only to some actions' sounds such as eggs being broken in the video without viewing then the teacher asks them to imagine what the video may show.

c. Picture or speech

The teacher can divide the students into two groups and allow only the first half to see the screen. After that, he asks the students who face the screen to describe what is

happening to the second half who could not see. This is an effective way to develop students' immediate fluency in spoken language. (Harmer, 2001, p.286).

5.1.8. Video problems

According to Harmer (2001, p.283), for successful use of any video in classroom, the teacher should be aware of certain potential problems.

5.1.8.1. The nothing new syndrome

When the teacher decides to use a video in the classroom, he should choose a video activities which are designed for certain learning experiences, also he should not just switch on the monitor for watching, but he should try to present it in an exciting way to attract students' attention.

5.1.8.2. Poor quality tapes and disks

If the teacher want to use a videotape or a disk, he should have to judge whether the quality is good enough to attract his students interest and engagement or not.

5.1.8.3. Poor viewing conditions

Teachers have to be sure that all students can see and hear the video especially those at the back of the classroom. That's why the monitor should be big enough to make the picture clear.

5.1.8.4. Stop and start

The teacher should not stop and start the video constantly each time because it makes students frustrated and irritated especially if they could not know how the story

ends. So if the teacher asks them to imagine the end " as a spur to creativity or prediction", he should give them a chance to know the original end.

5.1.8.5. The length of extracts

The best option is to select a short video sequences of between one and four minutes because it could "yield a number of exercises, demonstrate a satisfying range of language, are easier to manipulate, and can be highly motivating". However, if the teacher needs to use a long video, he should design different activities to keep his students involved.

5.1.8.6. Fingers and thumbs

Teachers should familiarise themselves with the material that they will use because students or even the teachers themselves can be irritated if they "can not find what they want or get back to where they have just been on the tape or disk."(Harmer (2001, p.283).

5.2. Computer

Renandya and Richards (2000, p.361) state that the use of different technological aids, especially computer-based instruction, has become a common feature in language teaching and learning.

The computer " is a specific technology that has had an enormous impact on the language learning process, enabling learning to engage in activities and communication for the enhancement of all language skills and language areas'' (Stockwell, 2012, p.11). Computer is an important device which can help students to enhance their speaking skill through different programmes which they could use to

practise speaking. These programs could give them feedback to evaluate their oral performance then to pronounce words in the right way.

5.3. Television

According to Oxford learner's pocket Dictionary “television is a piece of electrical equipment with a screen on which you can watch moving picture and sounds” (p.456). Television is an important technological device which can help students to develop their language abilities. There are different teaching programs on TV which students can use to learn English; in addition, through watching English films, students can get different information about the foreign language culture.

However, most of the students watch television only for leisure and entertainment. Therefore, teachers should try to make them appreciate it as an important and valuable tool "for learning and help them to develop viewing skills which they can apply to their video and television viewing experiences outside the classroom". So the role of teachers is to make students focus their eyes and attention on the speaker's way of speaking, intonation, gestures, body language and expressions to develop their language skills. Consequently, They will use TV for entertainment and for learning at the the same time (Renandya & Richards, 2002, p.365).

5.4. The teacher as a teaching aid

In addition to the different roles of the teacher in the classroom, he is considered as an essential teaching aids while giving instructions. First, using mime and gestures. The teacher could use mime and gestures to express different meaning while giving instruction to help students to understand. For example, fingers can be used to express contraction and arms to express peritition. Second, language model. The teach

could be as a language model, whereas, he can read stories for his students by using different accents in an exciting and interesting way. Finally, provider of comprehensible input. Teacher can give students different information with an easy language to facilitate understanding for them. So the teacher is an important audio-visual aid because he could give students the same facilities as these tools do through gestures, mime and simple language (Harmer, 2001, p.64-66).

Conclusion

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



**Part Two : The
practical Part**

**Chapter Three :
Data Gathering &
Analysis**

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Part two : The field work

Chapter three : Data analysis

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Introduction

The second part of this research is the field work. So to investigate the role of audio-visual aids in enhancing the speaking skill, two different questionnaires are administered to teachers of oral expression and first year LMD English students which are selected randomly. The main objective of using questionnaires is to get teachers' and students' opinions about teaching and learning the speaking skill and their attitudes towards using audio-visual aids to enhance students' speaking abilities.

1. Description of teachers' questionnaire

The questionnaire is administered to five (05) teachers of oral expression at Biskra University randomly. This questionnaire contains fourteen (14) questions; it includes both the open ended and the close ended questions. Moreover, it is composed of three sections.

1.1. Section one: Background information

This section contains two (02) questions which mainly represent teachers' personal profile. It attempts to give an overview about the teachers' gender and number of years since they started teaching oral expression module.

1.2. Section two: Teaching the speaking skill

This part of questionnaire contains four (04) questions. It concerns the teachers' attitude towards teaching the speaking skill with explanation, the level of their students' speaking abilities, and whether they give attention to listening skill in oral courses or not with justification.

1.3. Section three: Using the audio-visual aids

This section includes eight (08) questions concerning the teaching aids that teachers use; whether the audio-visual aids are important in teaching the speaking skill with explanation. Besides, the teachers' views towards using videos and computer to teach oral expression to first year students. Moreover, the advices that they give to their students to enhance their speaking proficiency.

2. Analysis of students' questionnaire

2.1. Section one: Background information

Item one: Gender

Responses	Male	Female
Participants	1	4
Percentage	20%	80%

Table 01: Teachers' gender distribution

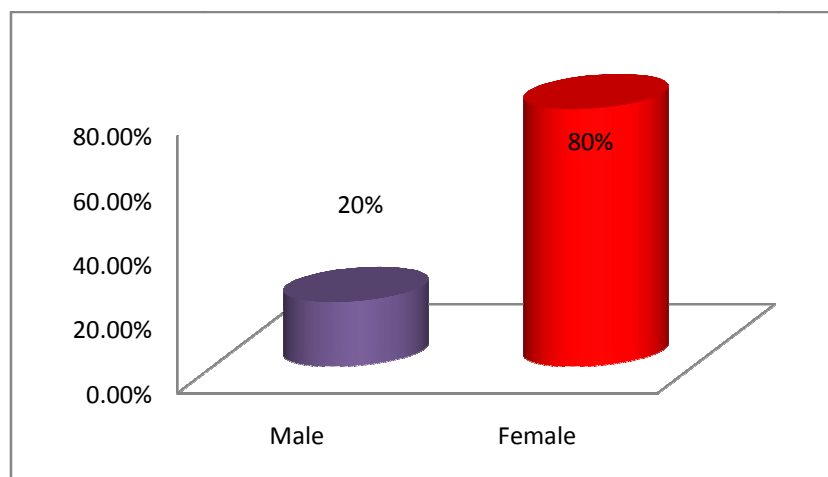


Figure 02: Teachers' gender distribution

The majority of participants (80%) are females and a few proportions (20%) are males. This signifies that most English teachers of oral expression are females in our department.

Item two: Number of years of teaching

Responses	More than 12 years	12 years	09 years	05 years	03 years
Participants	1	1	1	1	1
Percentage	20%	20%	20%	20%	20%

Table 02: Teachers' numbers of years of teaching

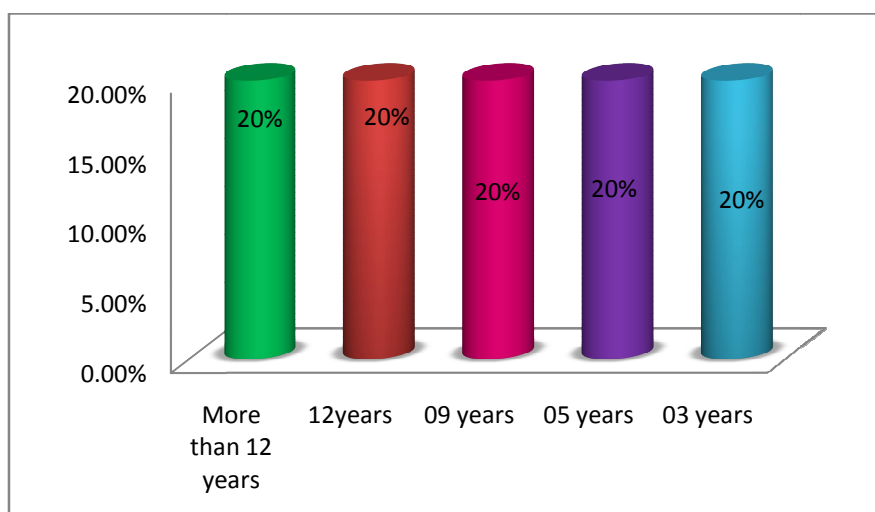


Figure 03: Teachers' numbers of years of teaching

In this item, one participant (20%) has a long time (more than 12 years) in teaching oral expression. While (20%) of them has (12) years of teaching, about (20%) of teachers has (09) years and (20%) of teachers has (05) years of teaching. Finally, about (20%) of them has just (03) years of teaching. This later needs more experience in order to be able to deal with all students levels.

2.2. Section two: Teaching the speaking skill

Item one: How do you consider teaching the speaking skill ? Explain.

Responses	Easy	Difficult	Very difficult
Participants	0	4	1
Percentage	0%	80%	20%

Table 03: Teachers' views about teaching oral expression

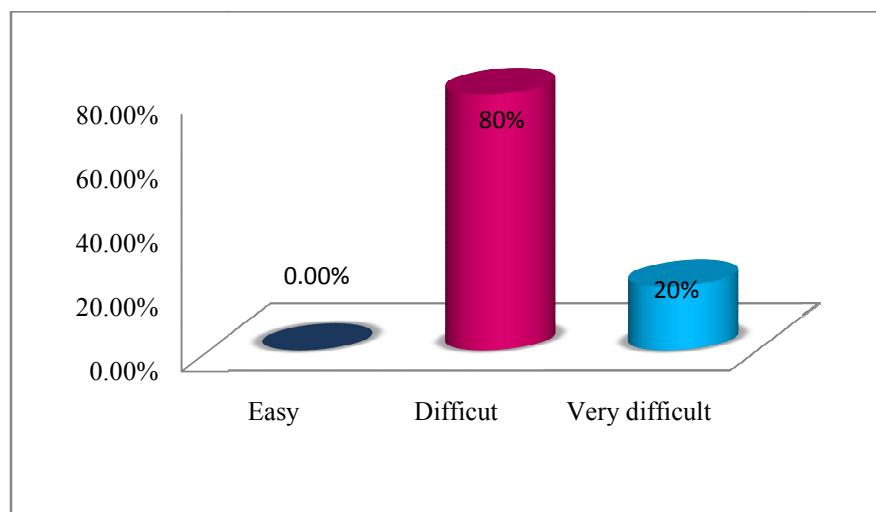


Figure 04: Teachers' views about teaching oral expression

In this item, teachers are asked about their opinion concerning teaching oral expression. The majority of teachers (80%) said that teaching the speaking skill in particular is difficult because of many reasons such as it requires a lot of preparation and choices of topics and activities, the variety of students' levels, the difficulty in making students talk and the lack of means and material such as the laboratories. While (20%) consider teaching oral expression very difficult task especially because they have only 3 years in teaching. They said that they find many difficulties to deal with students who understand English but they could not speak it.

Item two: How do you consider your students' speaking abilities?

Responses	Good	Average	Bad	Very bad
Participants	0	5	0	0
Percentage	0%	100%	0%	0%

Table 04: The teacher's evaluation of students' speaking ability

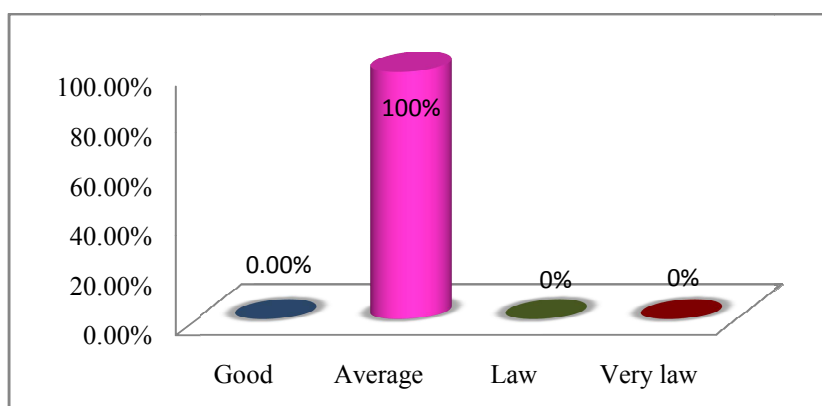


Figure 05: The teacher's evaluation of students' speaking ability

This table indicates that (100%) of teachers consider their students' speaking abilities as average in classroom because they are not able yet to conduct a correct conversation in English, they lack appropriate vocabulary, ideas and they tend to rely on translation from their mother tongue.

Item three: Do you give attention to listening skill in oral classes? How?

Responses	Yes	No
Participants	5	0
Percentage	100%	0%

Table 05: Teachers' attention to listening skill in oral classes.

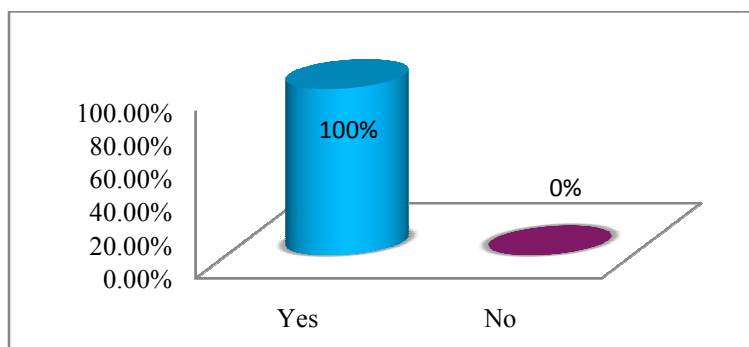


Figure 06: Teachers' attention to listening skill in oral classes.

This table shows that all teachers (100%) give attention to the listening skill in oral classes. They generally ask their students to watch to a video or listen to a song because listening is closely related to speaking. So students have to trained first in listening in order to produce correct oral production.

Item four: In your opinion, is it necessary to teach the foreign language culture to EFL students to be able to communicate well?

Responses	Yes	No
Participants	5	0
Percentage	100%	0%

Table 06: Teachers' opinion about teaching the foreign language culture

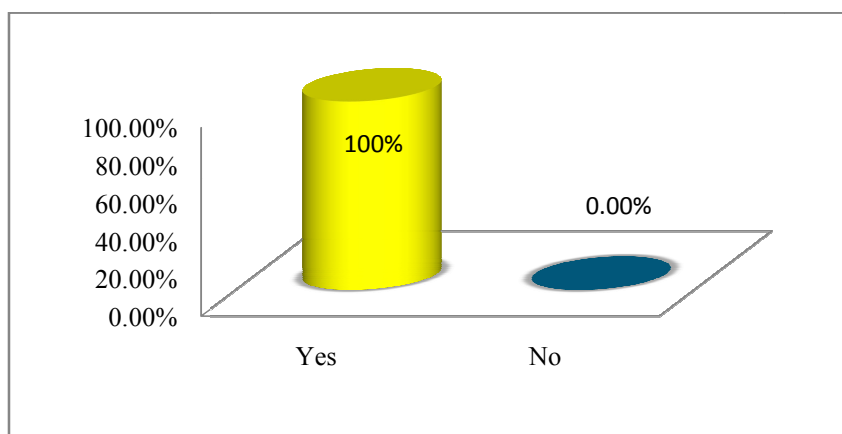


Figure 07: Teachers' opinion about teaching the foreign language culture

All teachers (100%) said that it is necessary to teach the foreign language culture for EFL students because they may use the foreign language to speak with native speakers. Moreover, culture includes how native speakers use special expressions and gestures when they communicate. So if students are aware of the target language culture, they can understand and respond appropriately and easily in English even with native speakers.

2.3. Section three: Using the audio-visual aids

Item one: Do you use teaching aids in your courses?

Responses	Often	Sometimes	Always	Never
Participants	1	4	0	0
Percentage	20%	80%	0%	0%

Table 07: Teachers frequency of using teaching aids

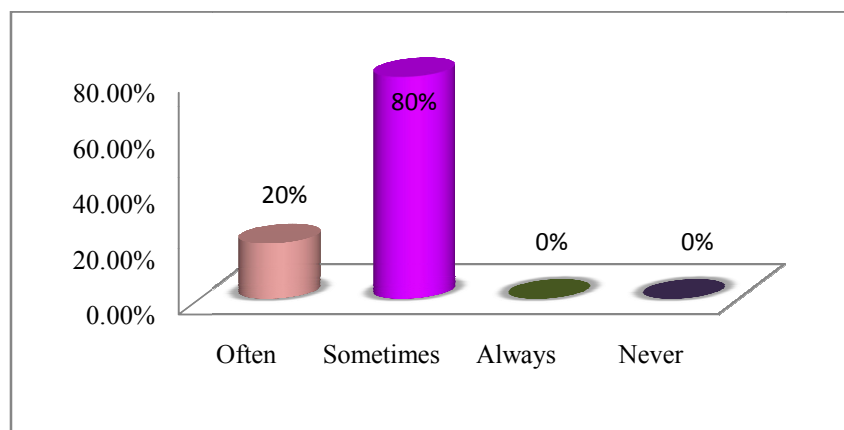


Figure 08: Teachers frequency of using teaching aids.

This question was addressed to explore teachers' frequency of using teaching aids in their oral classes. The majority of teachers (80%) answered that they sometimes use

them. While (40%) of participants said that they often use some teaching aids in their courses in order to make the lesson easy and enjoyable.

Item three: Which kinds of teaching aids do you often use?

Responses	Audio-visual aids	Audio materials	Visual aid	Audio+ audio-visual
Participants	3	1	0	1
Percentage	60%	20%	0%	20%

Table 08: Teachers' kind of teaching aids in teaching oral expression.

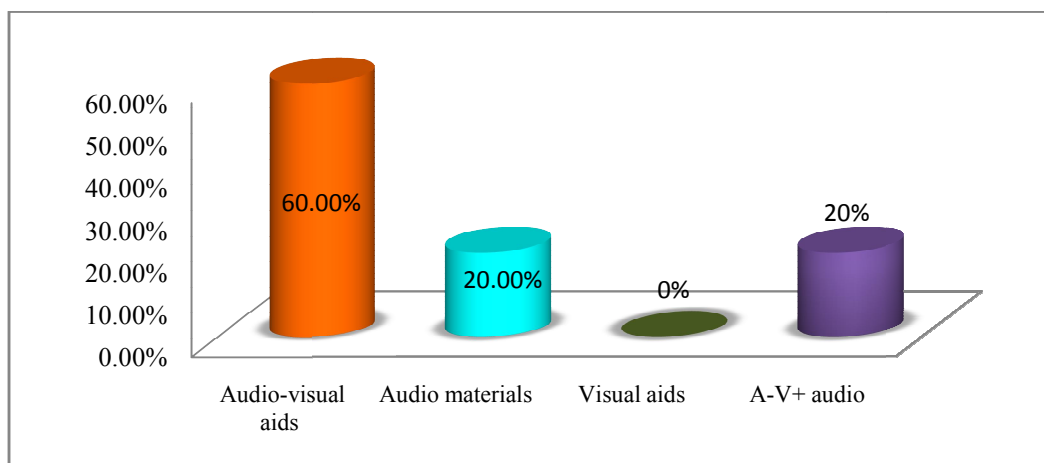


Figure 09: Teachers' kind of teaching aids in teaching oral expression

In this item, our participants are asked about the kind of teaching aids or materials that they use in teaching oral expression. About (60%) of them said that they use audio-visual aids in their courses because they help students to master the language better, facilitate the task, motivate the students and they are better for overall comprehension. While (20%) of teachers said that they use audio materials and (20%) of them use both audio and audio-visual aids.

Item three: How often do you use audio-visual aids in the classroom?

Responses	Often	Sometimes	Always	Never
Participants	01	04	0	0
Percentage	20%	80%	0%	0%

Table 09: Theachers' frequency of using audio-visual aids.

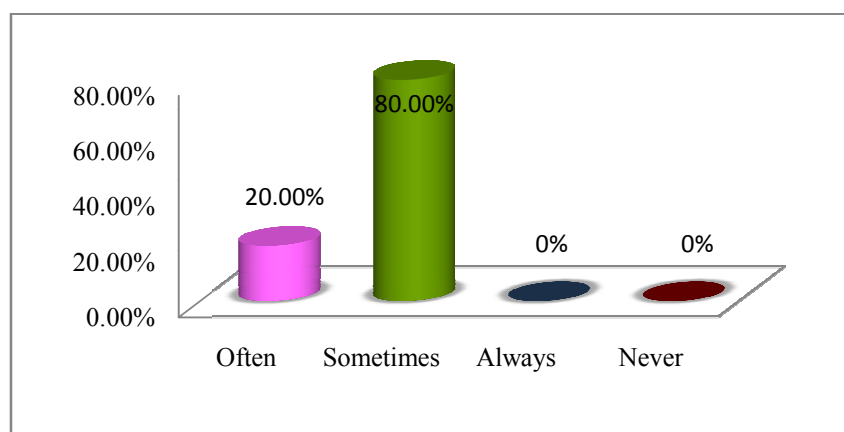


Figure 10: Teachers' frequency of using audio-visual aids

As table (09) shows, (80%) said that they sometimes use audio-visual aids in their courses because they help students to master the language better, facilitate the task for them, and motivate them to learn. Besides, when they see and listen at the same time to native speakers it will be better for overall comprehension. While, (20%) of teachers said that they often use these tools.

Item four: What do you think the role of audio-visual aids is?

According to the teachers' answers, audio-visual aids are motivational tools which attract students' attention and interest. They are highly effective in bringing authenticity into the classroom, help students to acquire correct pronunciation, accent and appropriate vocabulary use. Moreover, students get a new way to learn the foreign

language differently from the traditional method which based on the teacher's instruction.

Item five: How do you consider the role of videos to teach speaking to first year students?

Responses	Interesting	Not Interesting	Boring
Participants	5	0	0
Percentage	100%	0%	0%

Table 10: Teachers' attitudes towards using videos.

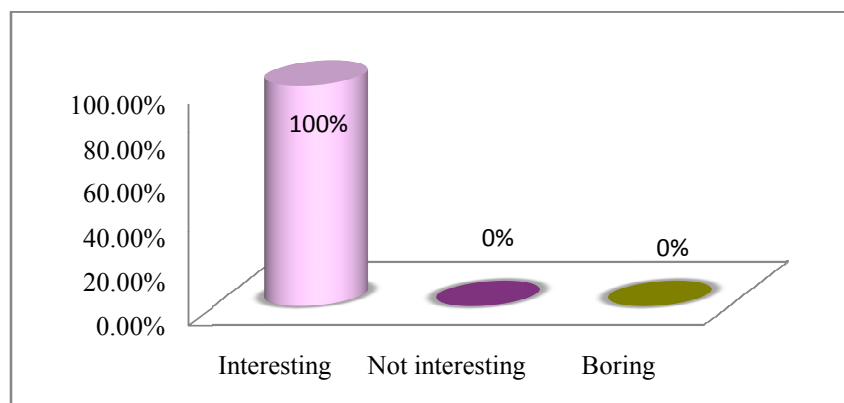


Figure 11: Teachers' attitudes towards using videos.

From table (10), all teachers (100%) said that it is interesting to use videos to teach oral expression to first year students because they motivate students, facilitate the tasks as well as they help them to develop their language skills.

Item six: Which skill in your opinion the audio-visual aids influence more?

Responses	Spe	R	Wr	Lis	Li+ Sp	L+S+Wr
Participants	0	0	0	0	4	1
Percentage	0%	0%	0%	0%	80%	20%

Table 11: The more influenced skill by audio-visual aids.

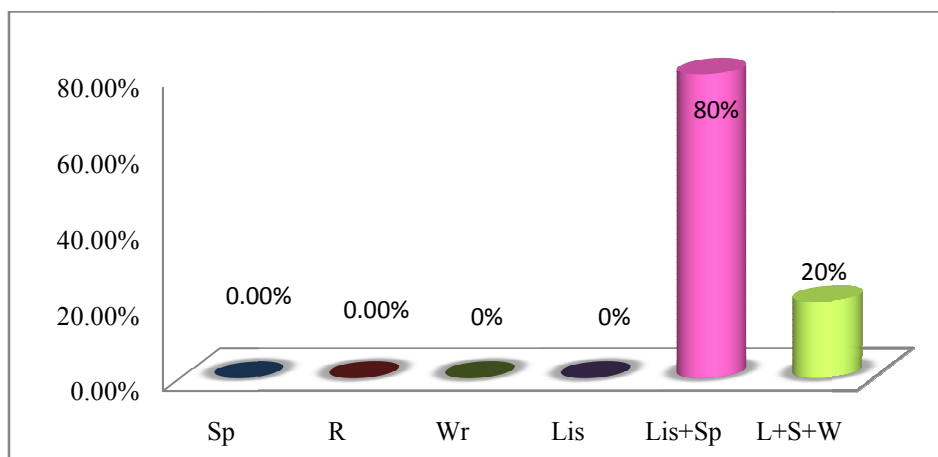


Figure 12: The more influenced skill by audio-viual aids.

As mentioned in table (11), the majority of teachers (80%) said that audio-visual aids influence more both listening and speaking because students should listen to the language in order to speak it. Audio-visual aids provide students with authentic listening materials to help them to produce correct speech (appropriate pronunciation, stress). While (20%) said that these teaching aids influence listening, speaking and writing skills.

Item seven: Do you think that tv and computer could help students to develop their speaking abilities ?

Responses	Yes	Somehow	No
Participants	5	0	0
Percentage	100%	0%	0%

Table 12: Teachers 'opinion aboutthe role of tv and computer in developing speaking.

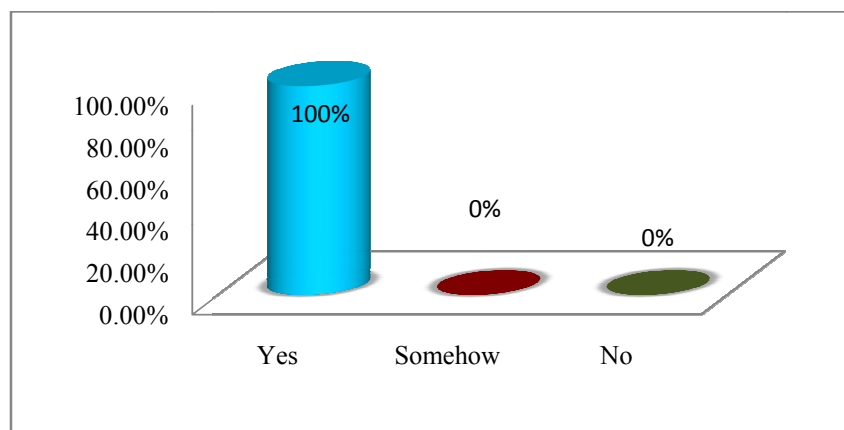


Figure 13: Teachers' opinion about tv and computer.

From table (12), all the participants (100%) said that Tv and computer are useful to develop students' speaking abilities. According to teachers' answers, Tv and computer provide good listening and speaking materials. Students are autonomous to choose videos according to their preferences, needs and learning objectives. So they listen to them and try to reproduce by imitating correct pronunciation and learning new words and expressions.

Item eight: Which advices do you give to your students in order to enhance their speaking proficiency?

According to teachers' answers, there are different advices that they give to students to develop their speaking abilities. Students should be more autonomous and rely more on themselves. They could use the internet to watch movies and videos on Tv or on youtube to practise listening and to acquire grammar, vocabulary and different expressions to develop their speaking skill as well as they could use skype to practise the language with other foreign language speakers.

3. The description of the students' questionnaire

The questionnaire is administered to forty students of first year LMD of English at Biskra University. This questionnaire contains sixteen questions; it includes both the open ended and the close ended questions. Moreover, it is composed of three sections.

3.1. Section one: Personal information

The first section in this questionnaire contains four questions. It aimed to gather general information about the participants such as: gender, their choice to study English at university Whether it was personal or imposed and the reasons behind their choice. Besides, whether they are satisfied with their English proficiency level or not.

3.2. Section two: The speaking skill

The second section is an over view about the speaking skill which contains five questions. Its objective is to gather information about the students' speaking abilities such as the problems that affect their speaking performance and whether they could communicate well in English or not. Moreover, The relationship between the speaking and the listening skills and which skill is more important for them.

3.3. Section three: The importance of audio-visual aids

This section contains seven questions about the audio-visual aids. It gave students the opportunity to express their knowledge and opinions about the use of audi-visual aids to enhance the speaking abilities.

4. The analysis' result of students' questionnare

4.1. Section one: Personal information

Item one: Gender

Responses	Male	Female
Participants	12	28
Percentage	30%	70%

Table 13: Students' gender distribution.

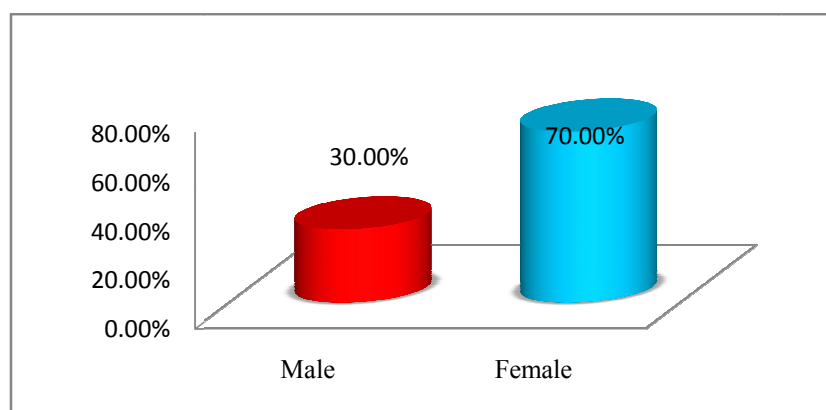


Figure 14: Students' gender distribution.

The table above shows that out of 40 participants, (70%) are females and (30%) only are males. So we can conclude that females have more tendency towards studying foreign languages and English in particular.

Item two: Student's choice to study English

Responses	Personal choice	Imposed
Participants	31	09
Percentage	77.5%	22.5%

Table 14: Student's choice of English

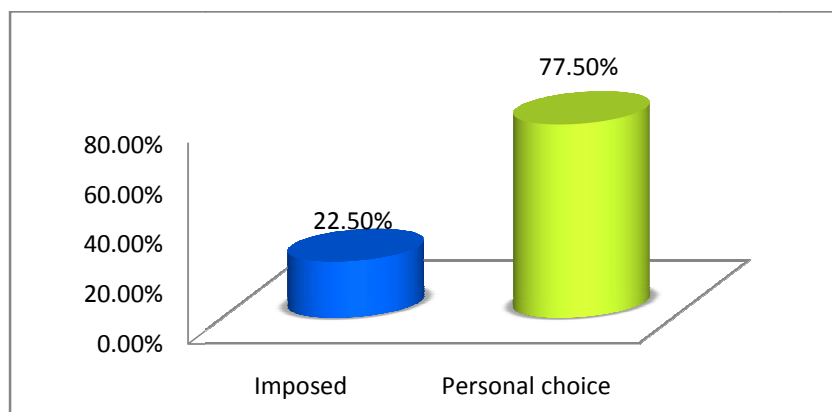


Figure 15 : Students' choice of English

The majority of the participants (77.5%) said that the choice of learning English is personal. They are interested in learning foreign languages, especially English for being teachers of English, to get a job in the future, and to travel. However, (22.5%) of the students were obliged to learn English.

Item three: your proficiency level in English

Responses	Very good	Good	Average	Bad	Very bad
Participants	3	12	25	0	0
Percentage	7.5%	30%	62.5%	0%	0%

Table 15: students' proficiency level

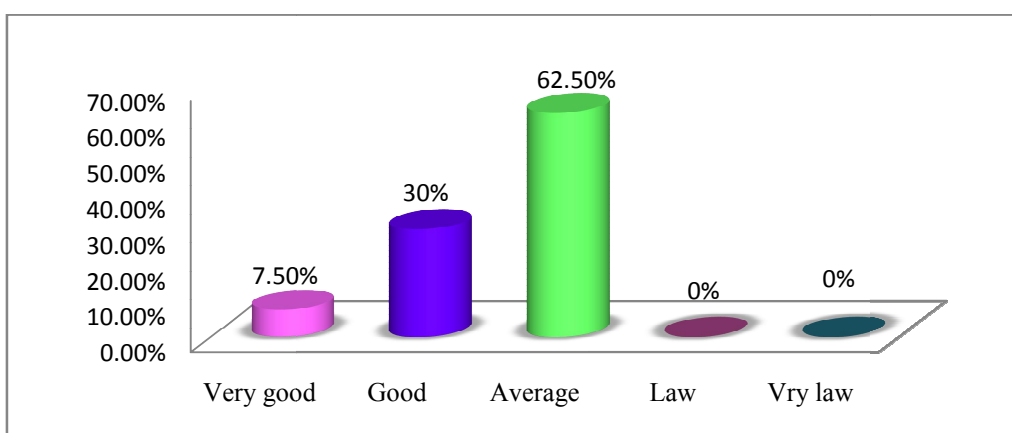


Figure16 : Students' proficiency level.

As it is mentioned in the table, most of the students (62.5%) have an average level in English. (30%) of them said that they have good level and (7.5%) of them their level is very good. This means that they have background knowledge and signifies their interest and willingness to learn English.

Item four: Are you satisfied with your level in English ?

Responses	Yes	No
participants	13	24
percentage	32.5%	67.5%

Table16: Students’ satisfaction of their level in English

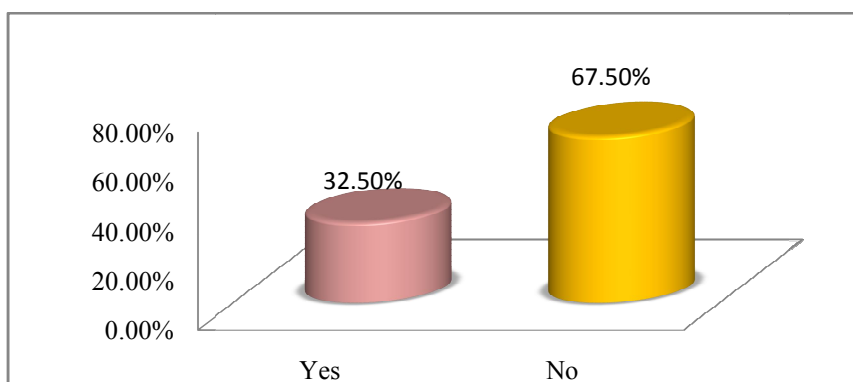


Figure17 : Students’ satisfaction of their level in English

In this item, students are asked whether they are satisfied with their level in English or not. (32.5%) of them said that they are satisfied, while (67.5%) said that they are unsatisfied because they are not good in speaking and writing, and they have some difficulties such as lack of vocabulary and grammar, inability to communicate fluently in front of others as well as difficulty to understand native speakers’ language.

4.2. Section two: Speaking skill

Item one: Which skill do you think is the most important in learning English ?

Responses	Lis	Spe	Read	Writing	L+S	S+W	R+W	All
Participants	4	16	1	3	7	5	1	3
Percentage	10%	40%	2.5%	7.5%	17.5%	12.5%	2.5%	7.5%

Table 17: The important language skill.

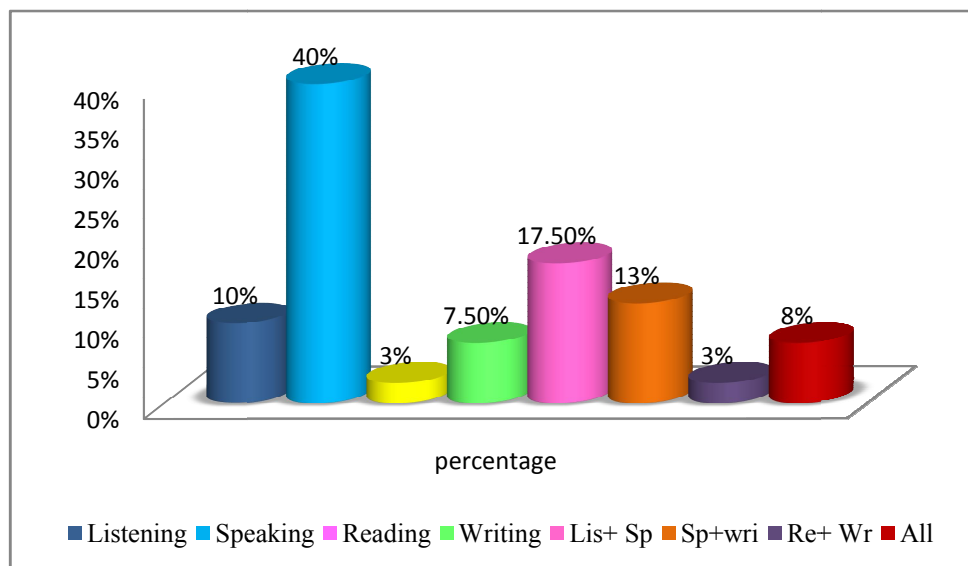


Figure 18: The important language skill.

In this item, we asked the participants about the most important skill for them. The highest proportion (40%) of students selected speaking skill because they consider it as the measure of knowing a language. About (10%) of participants selected listening skill and (7.5%) selected the writing skill. In addition, only (2.5%) of them chose reading saying that it enriches their thinking. The others answered by choosing two skills together. (17.5%) choose listening and speaking, speaking and writing with (12.5%), reading and writing with (2.5%). While (7.5%) of them said that all skills are important.

Item two: Do you think that there is a relationship between speaking and listening skills ? Why?

Responses	Yes	No
participants	40	0
percentage	100%	0%

Table 18: Students' opinions about speaking-listening relationship.

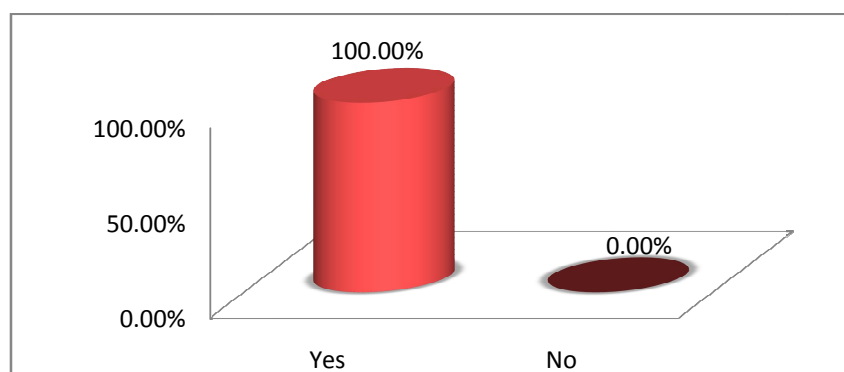


Figure19 : Students' opinions about speaking-listening relationship.

As table (18) shows, all participants (100%) are aware that speaking and listening skills are interrelated. According to their answers, these two skills are related because good listeners are good speakers. They add that if students could not understand what speakers say, they could not communicate with them. So they should master listening to develop their speaking abilities.

Item three: Which problems affect your speaking performance in oral expression ?

- a) Anxiety.
- b) Lack of motivation.
- c) Lack of self- confidence.
- d) Lack of listening comprehension.

Responses	a	b	c	d	a+d	a+c	b+c	a+b
Participants	15	6	5	4	3	1	2	4
Percentage	37.5%	15%	12.5%	10%	7.5%	2.5%	5%	10%

Table19 : Student's speaking problems.

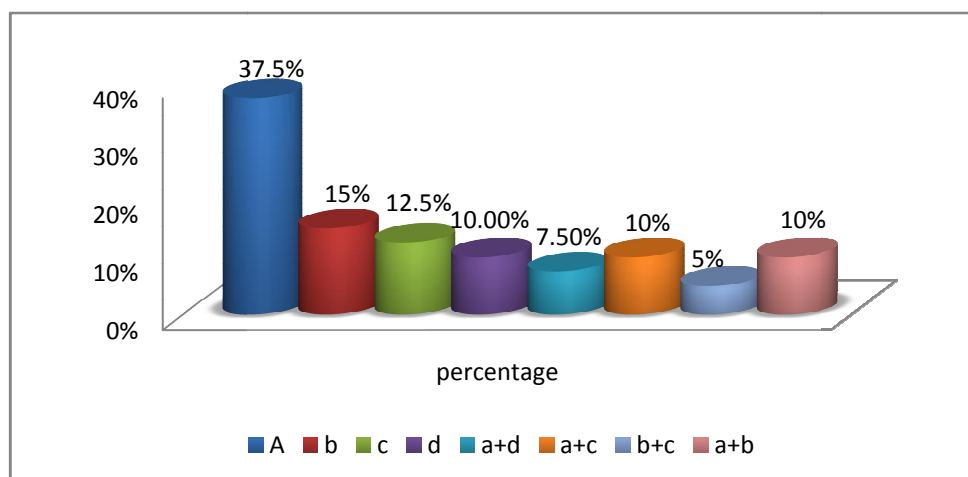


Figure20: Students' speaking problems.

From table (19), the majority participants (37.5%) said that they could not perform well orally because of anxiety. (15%) of them said that their speaking abilities are affected by lack of motivation. (12.5%) lack self-confidence and (10%) lack of listening comprehension. Moreover, there are students who have more than one problem. (7.5%) affected by anxiety and lack of listening comprehension. (2.5%) anxiety and lack of self-confidence, (5%) lack of motivation and lack of self-confidence, and (10%) affected by both anxiety and lack of motivation.

Item four: Could you communicate using English language?

Responses	Yes	No
participants	16	24
percentage	40%	60%

Table20: Students' communicative abilities

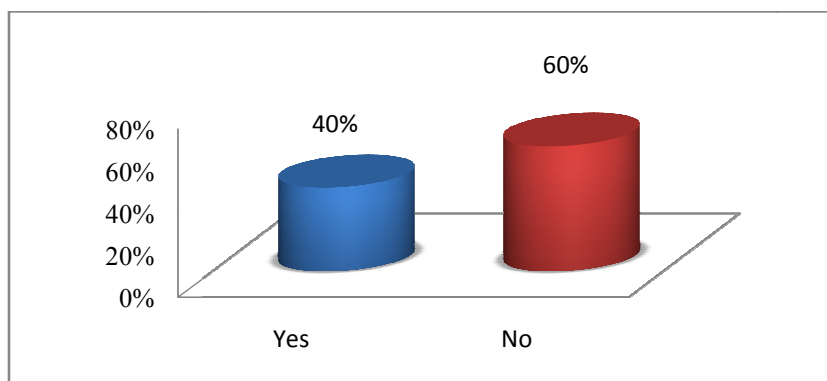


Figure21: Students' communicative abilities.

According to our participants answers, (60%) of them said that they still could not communicate using English appropriately because of many reasons such as the fear of making mistakes which makes them keep silent in classroom, lack of motivation and lack of speaking practice especially outside the classroom makes them unable to develop their speaking abilities.

Item five: Do you think that it is important to study English language culture?

Responses	Important	Not important
participants	40	0
percentage	100%	0%

Table 21: Student's attitude towards English culture

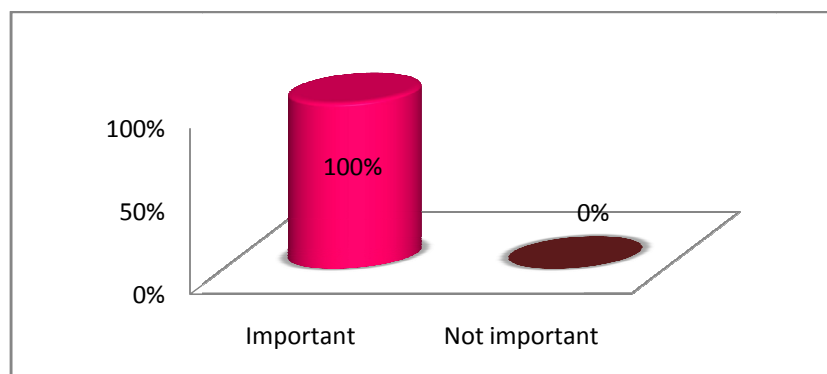


Figure 22: Student's attitude towards English culture.

All participants (100%) said that studying culture is important in learning English; it helps them to develop their speaking skill since they should know how native speakers use the language to express different meaning, to understand and to respond.

4.3. Section three: Using audio- visual aids

Item one: What is the best way to develop the speaking skill ?

Responses	Audio material	Audio-visual aids
participants	19	21
percentage	47.5%	52.5%

Table 22: Sudents' best way to develop speaking skill

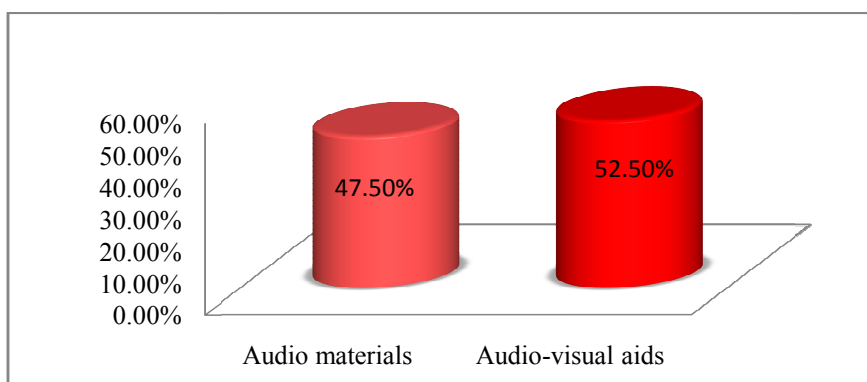


Figure 23: Sudents' best way to develop speaking skill.

As table (22) shows, (52.5%) of participants said that using audio visaul aids is the best way to develop the speaking abilities because they are important and interesting tools, also they motivate students because they give them the opportunity to see and to hear the language. So in this way students learn better. In addition to that, audio-visual aids facilitate the understanding through gestures and body language. While, (47.5%) said that the best way to improve the speaking skill is through the audio materials because they focus more on listening.

Item two: In your opinion, how using audio-visual aids in oral expression courses is ?

Responses	Very important	Important	Not important
Participants	23	14	3
Percentage	57.5%	35%	7.5%

Table 23 : Student's attitude towards using audio-visual aids.

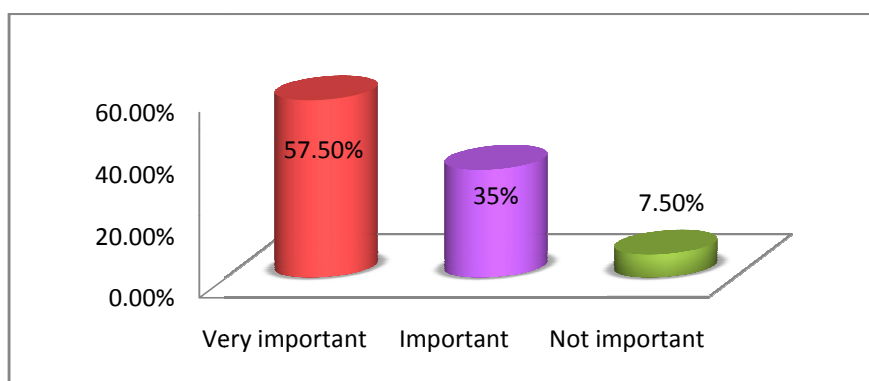


Figure24 : Student's attitude towards using audio-visual aids.

As table (23) shows, the majority of students (57.5%) said that using audio-visual aids in oral classes is very important for them to improve their language skills especially the speaking skill because the more they are exposed to the language, the more they acquire it. About (57%) of them answered that it is important. While only (7.5%) of students said that it is not important to use the audio-visual aids in teaching oral expression inside classroom.

Item three: How often do you watch English (movies) outside the classroom ?

Responses	Always	Sometimes	Rarely	Never
Participants	8	19	13	0
Percentage	20%	47.5%	32.5%	0%

Table 24: Frequency of watching English (movies) outside classroom

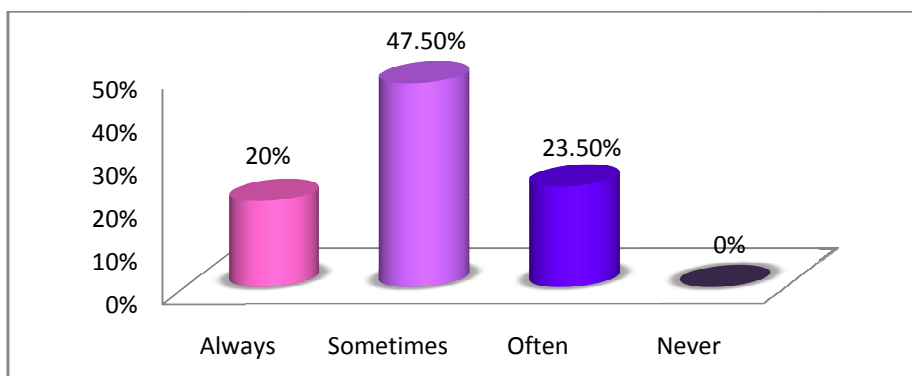


Figure25: Frequency of watching English outside the classroom.

According to our participants' answers, (20%) of students said that they always watch English programmes outside the classroom (such as movies), and (47.5%) of them said that they do that sometimes because this help them to acquire new words and entertain at the time. While (32.5%) said they rarely watch English programmes.

Item four: Do you think that using audio-visual aids is important to develop your speaking abilities?

Responses	Yes	Somehow	No
Participants	31	9	0
Percentage	77.5%	22.5%	0%

Table 25: Student's attitude towards using audio-visual aids

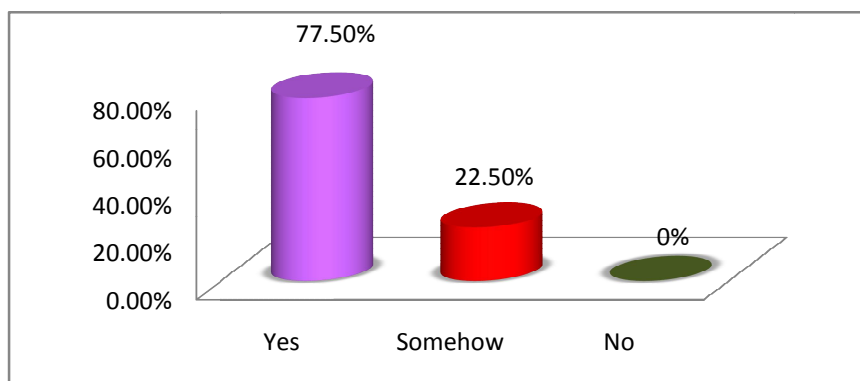


Figure26: Student's attitude towards using audio-visual aids

From table (25) , the majority of our participants said that using audio-visual aids is important to develop their speaking abilities because it is the only way to see and to hear the foreign language as it is used by native speakers. While (22.5%) said that the audio-visual aids could somehow help them to develop their speaking skill.

Item five: Do you try to develop your speaking skill outside the classroom? If yes, what do you do?

Responses	Yes	No
Participants	19	21
Percentage	47.5%	52.5%

Table 26: The student's learning efforts outside classroom

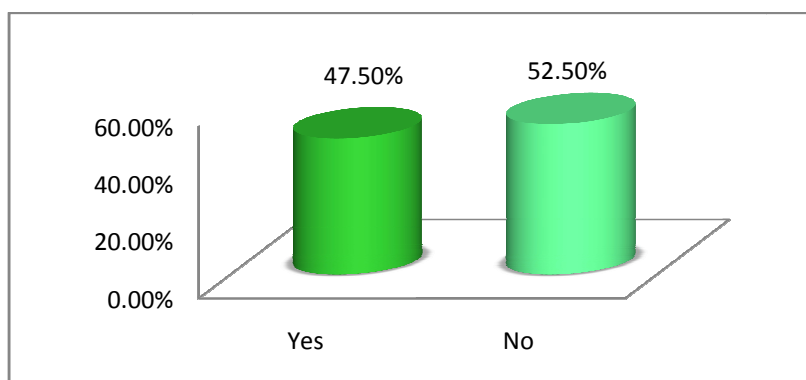


Figure27: The student's learning efforts outside classroom

The table (26) shows that (47.5%) of participants said that they try to develop their speaking abilities outside the classroom by reading books, watching English movies, and using the internet. While (52.5%) said that they do nothing to develop their speaking askill outside the classroom. So this maybe one reason behind their inability to speak fluently because they rely only on their teachers.

Item six: Do you think that computer can help you to learn English? Explain.

Responses	Yes	No
Participants	37	3
Percentage	92.5%	7.5%

Table 27: The use of computer to learn English.

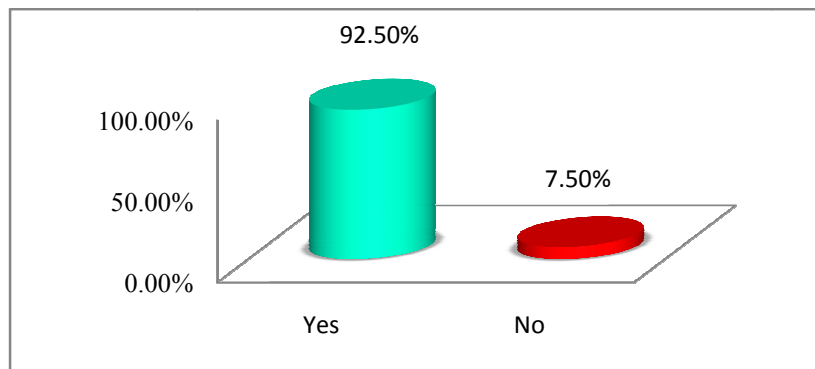


Figure 28 : The use of computer to learn English.

From table (27), most of participants (92.5%) said that computer has an important role in helping them to learn English. They could use computer to read books, watch movies and videos on youtube to get different information about the foreign language. While just (7.5%) of students said that computer does not help them to learn English.

Item seven: Does your teacher of oral expression use audio-visual aids in classroom?

Responses	Yes	No
Participants	21	19
Percentage	52.5%	47.4%

Table 28: Teachers' use of audio-visual-aids in classrooms.

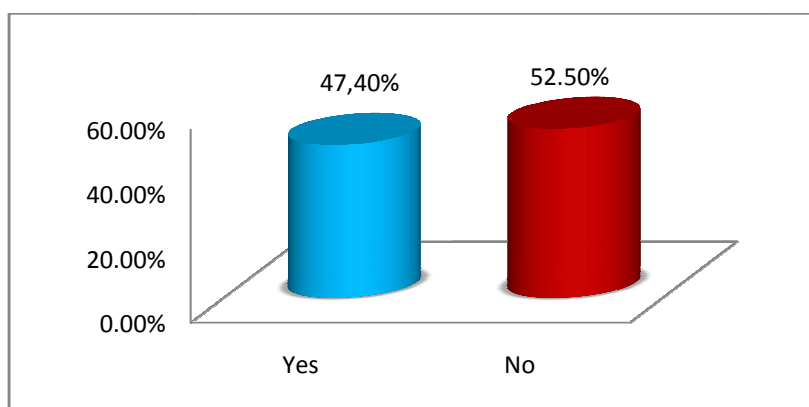


Figure29: Teachers' use of audio-visual-aids in classrooms.

According to table (28), (52.5%) of participants said that their teachers of oral expression use audio-visual aids in the classroom which means that they appreciate the importance of these tools in teaching the speaking skill. While (47.5%) said that their teachers do not use the audio-visual aids.

General results

After the analysis of teachers' questionnaire and students' questionnaire we find the following results :

1. The speaking and listening skills are the most related and important language skills.
2. For many EFL students developing speaking skill is a priority in learning any foreign language.
3. Teaching students the speaking skill is a difficult task since it needs a lot of preparations, as well as it is difficult because it needs to motivate students in order to encourage them to participate.
4. Most of teachers and students appreciate the role of audio-visual aids in developing the speaking skill.

5. Using audio-visual aids in the classroom is very interesting and important for students because they motivate and engage them to express themselves freely.
6. Using audio-visual aids such as video and computer has an important influence on students' speaking proficiency since they give them the opportunity to hear and to see the foreign language as it is used in different life situations. So students get an appropriate intonation, vocabulary and different information about the foreign language as well as they learn how gestures and other facial expressions are used while communicating.

General conclusion

This study was conducted to investigate the importance of using audio-visual aids to help students in enhancing their speaking skills.

The investigation was conducted in the department of English at Biskra University. It aimed at confirming or rejecting the hypothesis which states that if teachers use audio-visual aids in their classes, they will be able to develop their students' speaking ability. The research case study was first year LMD students and their teachers of oral expression at Biskra University. They were selected at random during the academic year 2014- 2015. Moreover, the main data gathering tool of this study was questionnaire which was administered for both students and teachers.

The present study has led us to confirm our hypothesis and to conclude that using audio-visual aids is very important in teaching English because they help to improve the students' speaking skill. In addition, we conclude that oral practice is a very important activity in the classroom because mastering the speaking skill requires more than learning about grammar rules of the language. Finally, audio-visual aids are successful and effective tools since they give students an opportunity to hear and to

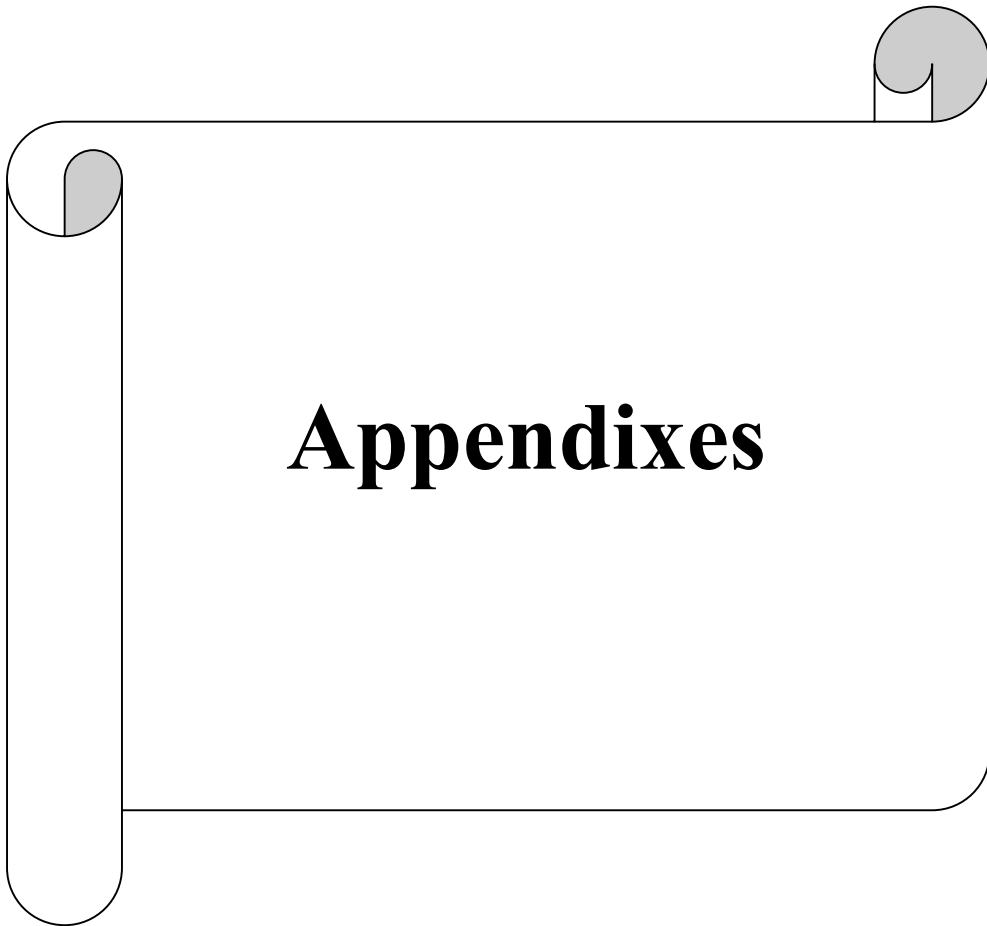
see English in its real use, facilitate teaching and learning process, motivate students and help them to feel comfortable to practise freely in different speaking activities. So based on the results mentioned in the conclusion, we suggest and recommend the following:

- Speaking is an important language skill which requires a lot of practice; therefore, teachers should design different speaking activities and use different teaching aids to expose students to an authentic foreign language to develop their speaking abilities.
- Teachers should use different teaching aids in their classes.
- Teachers should increase the use of audio-visual aids in their courses because they help in developing speaking skill as well as they create a relaxed and motivated classroom atmosphere for students.
- Students should rely more on themselves and try to develop their speaking abilities by using audio-visual aids outside the classroom.
- Students should first practise listening comprehension to develop their speaking skill.

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Questionnaire For Teachers

Dear Teachers

The aim of this questionnaire is to investigate the role of the audio-visual aids in enhancing EFL students speaking skill. Your answers are very important for the validity of this research. As such, we hope that you will give us your full attention and interest. Please, tick the choice that corresponds to your answer. Thank you very much in advance.

Section One: Personal information

1. Gender:

a) Male

b) Female

2. How long have you been teaching oral expression ?

.....

Section Two: Teaching Speaking skill

1. How do you consider teaching the speaking skill ?

a) Easy

b) Difficult

c) Very difficult

Explain please :

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

2. How do you consider your students' speaking abilities?

a) Very bad

c) Good

b) Bad

d) Very good

Please explain:

.....

.....

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.....

.....

.....

3. Do you give attention to listening skill in oral classes ?

- a) Yes b) No

Why and How ?

.....

.....

.....

4. In your opinion, is it necessary to teach the foreign language culture for EFL students to be able to communicate well ?

- a) Yes b) No

Please explain :

.....

.....

.....

.....

.....

Section Three: Using the audi-visual materials

1. Do you use teaching aids in your courses?

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

2. Which kinds of teaching aids do you often use ?

- a) Audio materials
b) Visual aids
c) Audio-visual aids

3. How often do you use audio-visual aids in the classroom ?

a) Always

c) Sometimes

b) Often

d) Never

If you use them; what are they?

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

4. What do you think the role of audio visual aids is ?

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

5. How do you consider the role of videos to teach speaking to first year students :

a) Interesting

b) Not interesting

c) Boring

6. Which skill in your opinion the audio visual-aids influence (positively) more :

a) Speaking skill

b) Writing skill

b) Reading skill

d) Listening skill

Please explain

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

7. Do you think that TV and computer could help students to develop their speaking abilities ?

a) Yes

b) Somehow

c) No

Please explain

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8. Which advices do you give to your students in order to develop their speakin skill ?

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Thank You.

Questionnaire For Students

Dear students

This questionnaire is a part of our research work. It aims to explore " The Role of the Audio Visual Aids in Enhancing The Speaking Skill ". You are kindly requested to answer the following Questions. Please, tick (√) the choice that corresponds to your answer. Thank you very much in advance.

Section One: Personal information

1. Gender :

a) Male

b) Female

2. Age :

3. Your choice to study English was :

a) Personal

b) Imposed

If it is your personal choice, say why ?

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5. What is your level in English ?

a) High

b) Above average

c) Average

e) Below average

d) Low

6. Are you satisfied with your level in English ?

a) Yes

b) No

Please explain:

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Section Two : Speaking skill

1. Which skill do you think is the most important in learning English ?

a) Listening

b) Reading

c) Speaking

d) Writing

Justify your answer :

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2. Do you think that there is a relationship between speaking and listening skill ?

a) Yes

b) No

Why?.....

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3. Which problems affect your speaking performance in oral expression ?

a) Anxiety

b) Lack of motivation

c) Lack of self - confidence

d) Lack of listening comprehension

e) All of them

5. Could you communicate using English language ?

a) Yes

b) No

If you say no, for what reasons ?

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Section Two: Using audio-visual aids

1. In your opinion, what is the best way to develop the speaking skill :

- a) Using audio materials (listening)
- b) Using audio visual aids (like watching TV)

Why?

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2. Using audio-visual aids (like videos) in classroom is :

- a) Very important
- b) Important
- c) Not important

3. How often do you watch English (movies) ?

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

4. Do you think that watching English movies is important to develop your speaking Skill ?

- a) Yes c) No
- b) Somehow

Please explain why :

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5. Do you try to develop your speaking skill outside classroom ?

a) Yes

b) No

If yes, What do you do ?

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6. Do you think that computer can help you to learn English ?

a) Yes

b) No

How.....
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7. Does your teacher of oral expression use audio-visual aids in classroom ?

a) Yes

b) No

Thank you.

المخلص

في هذه المذكرة، نقدم أكثر المواد افادة في مجال تدريس اللغات الأجنبية و التي هي الوسائل السمعية والبصرية. هدف هذا العمل هو استكشاف دور و اهمية استخدام هذه الوسائل التعليمية في تحسين مهارة التحدث و التواصل للطلاب السنة الأولى في قسم اللغات الأجنبية بجامعة بسكرة. الفرضية الأساسية التي اعتمدت في هذه الدراسة تحدد أن استخدام الوسائل السمعية والبصرية يمكن أن يساعد المعلمين على تطوير مهارة التعبير الشفهي لطلبة الانجليزية لرفض أو تأكيد هذه الفرضية ومن خلال المنهج الوصفي قمنا بتوزيع استبيانين مختلفين على طالب من السنة الأولى وخمسة مدرسين التعبير الشفهي من أجل الحصول على معلومات عن دور وأهمية استخدام أنواع مختلفة من الوسائل السمعية والبصرية (الفيديو) لتطوير الطلاب "مهارة التحدث. وأظهر تحليل الاستبيانات أن كلا من المعلمين والطلاب يعتبرون هذه الوسائل التعليمية أدوات مهمة في تعزيز قدرات التحدث. واخيرا، وفقا للنتائج، تم اضافة توصيات مختلفة لكل من المعلمين والطلاب