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The Role of Authentic Audio-visual Materials in Enhancing EFL Students' Speaking Skill

The Case of First-Year Students at Biskra University

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Dedication

This dissertation is lovingly dedicated to my dear parents and to my only unique dearest aunt in the world: Hayatte my second mother and her husband Fouad

To my dearest unique brother Ayoub and to my sweetest sisters Khawla and Abir

To my dearest and closest cousins Mohamed, Asaad, Oussama, Sara and little beautiful girls and our princesses Aridj and Rama

To my friend Asma, Houda and Ahlem

To every one I love

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Abstract

Nowadays, the information and communication technologies (ICTs) are used in a large scale. This has shown a great development in different fields especially the field of education. This study investigates the role of authentic audiovisual materials (AAVM) as ICT tools in developing English as a foreign language (EFL) students' speaking skills. It aims at exploring their perceptions about the effectiveness of using AAVM in Oral expression sessions to develop their speaking performance. It also aims at identifying whether teachers use to AAVM to enhance their students' speaking abilities or not. For this, the researcher hypothesised that the use of authentic audio-visual materials in oral expression classes is effective to develop EFL students' speaking skill. To confirm this hypothesis, the researcher followed a qualitative descriptive method; she used a semi-structured questionnaire as a data gathering tool. This latter was designed through 'Google Forms' application, and was distributed online through facebook. From a population that consists of about (n=360) first-year students, we got (n=31) volunteers who answered the questionnaire. As a result of this study, the analysis of this tool revealed that the participants confirmed the effectiveness of using AAVM in Oral expression sessions as a tool for teaching speaking because it facilitates their ability to understand the target language (TL). This confirmed the hypothesis of this study.

List of Acronyms and Abbreviations

EFL: English as a Foreign Language

TL: Target language

ESL: English as a Second Language

ICTs: Information and Communication Technologies

AAVM: Authentic Audiovisual Materials

UKOU: UK Open University

OHP: Over Head Projector

TC: Technical Communication

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الملخص

General Introduction

Introduction

Speaking in general is the main medium of expressing ideas and thoughts. We can say that speaking means to converse or to express one's thoughts and feelings in spoken language. Speaking compared with the other four language learning skills (listening, reading and writing) seems to be the most important. Classroom should be the place where the use of spoken language is sensitively supported since it enables students to make connections between what they know and what they are learning. To develop this skill, students and teachers may use different strategies; authentic audio-visual materials can be one of the most effective ones.

1. Statement of the Problem

First year English as a foreign language(EFL) students face many problems when speaking using the English language. This may be due to the lack of exposure to this language. For this, EFL teachers should use different strategies and materials to make their students familiar with the target language. And this can be through the use of authentic audio-visual materials. This may, especially, develop their use of language appropriately according to the context where it occurs.

2. Research Questions

This research study aims at answering the following questions:

RQ1:What are the main strategies that teachers use to develop their students' speaking skill?

RQ2: Do teachers use authentic materials in oral expression classes?

RQ3:What are the main types of authentic materials that teachers and students use to develop English language proficiency?

RQ4: Would the use of authentic audio-visual materials be effective in developing EFL students' speaking skill?

3. Research Hypothesis

We hypothesize that:

RH: The use of authentic audio-visual materials in oral expression classes be effective to develop EFL students' speaking skill.

4. Research Aims

Through this research, we aim to:

- 1) Explore the main strategies that teachers use to develop their students' speaking skill.
- 2) Identify whether EFL teachers use authentic materials or not.
- 3) Know the main authentic materials that teachers and students use to develop speaking proficiency.
- 4) Identify to what extent the use of authentic materials can develop the EFL students' speaking skill.

5. Significance of the Study

The purpose of this study is to spot the light on the importance of teaching speaking skills. It focuses more on the role that the exposure to the target language (TL) plays in improving EFL students' language proficiency and mainly their speaking skill. Additionally, it will rise teachers' engagement to use some recent materials that fit the 21st century generation such as authentic audio-visual materials. Moreover, this study may

inspire future researchers to deal with such topics that deal with the use of information and communication technologies in the teaching and learning process inside and outside the language classroom.

6. Research Methodology

6.1 The choice of the method

To answer the research questions and to test the hypothesis, the researcher will follow a mixed- method approach because she will use both qualitative and quantitative data gathering tools.

6.2 Sample and population

We chose first year EFL students as the population of this study. From the whole number of first year students (N=360), we worked with 31 volunteer students as a sample because of the pandemic of Covid 19.

6.2 Research tools

As we mentioned before, we followed the qualitative approach through which we will use a semi-structured questionnaire to explore students' main speaking difficulties and the main strategies they use to develop their speaking skill. It is also for the purpose of identifying to what extent authentic materials are used in EFL oral expression classes and check their effectiveness in developing students' speaking skills.

7. Structure of the Study

The study will be divided into three chapters. The first dealt with the speaking skill, its definitions, importance, the main strategies that are used to develop oral proficiency, etc. the second chapter was about the role of authenticity in language learning, its

definitions, types and importance. However, the third chapter was devoted to the fieldwork and data analysis.

Chapter One

General Overview about Speaking Skill

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Introduction

The ability to speaking a foreign language is the very heart of what it means to be able to use a foreign language. Our personality, our self image, our knowledge of word and our ability to reason and express our thoughts are all reflected in our spoken performance in a foreign language. Thus, speaking a second language is an important detail for persons, process of development in different areas, such as economical, social, political and cultural.

Nowadays it is essential to be aware to this detail; otherwise we could be excluded from the social environment that is globalized. In fact, the goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency; so to learn efficiently a second language is necessary practicing for skills writing, speaking, listening and reading skill, but the emphasis on this study will be still focused on the practice of speaking. So that, teacher's want to their students to actually be able to use language as correct as possible and with purpose.

Students often value speaking more than the other skills. And what often happens is at students feel more a scions related to their oral production. So making students is neither a case nor a fast process. That makes teachers have to be aware of some special techniques. That will help them and their students to achieve this objective; such as, the using of authentic audio and visual materials. For this research the using of this method and this technique is going to be the object of the study that is dealing with communication between students because of that the main purpose in discussion is on improving and promoting language into classroom and supporting ideas that will be mentioned in order to share the scientific contribution brought with teachers that are helping them to achieve positive and good results in the oral production with their students.

This chapter is devoted to general overview about speaking skill and its importance for EFL learners. First, it reviews the nature of speaking and its definitions. Second, it identifies the three main functions of speaking. Third, it determines the characteristic of speaking performance. Moreover, in this chapter will discuss the main language teaching principals and problems that affecting speaking skill. In addition to the practices and tasks that can be helpful for teaching speaking. Finally, it discusses the main aspects that should be considered when teaching speaking skill in EFL classes.

1.1 The Nature and Definition of Speaking

1.1.1 Speaking as a skill

Speaking is a skill which deserves much attention every bit as much as other language skills are concerned in both first and second languages since in EFL classrooms, teaching speaking plays a great role for the learner's good oral achievement (Bygate, 1987). He quoted that:

Speaking is the vehicle par excellence of social solidarity of social ranching, of professional advancements and of business. It is also the medium through which much language is learnt, and which for many is particularly conducive for learning. Perhaps, then, the teaching of speaking merits more thought.” (p1).

Besides to this big importance, it is necessary to deal first with what good speakers of a foreign language can do. Hence, was assumed that the ability to speak fluently is all the time associated with certain characteristics to be owned by speakers. This latter presented in the teaching of grammar, an amount of vocabulary with some care about pronunciation so that the piece of produced speech sounds as the native speakers ones.

But, now we all know that this skill is more complex. Than that it involves the cooperation of different types of knowledge with the good command of certain skills (Bygate,1987).

1.1.2 Speaking as process

Generally, speaking takes place in real time and is described to be linear; so this process follows a certain permanent series of stages words follow words and phrases follow phrases. (Thornbury, 1998) At the level of utterances, or the spoken presentation sentences, this produced speech goes utterance opposite to word by word with the same rhythm from the part of the interlocutor.

In its production, speech nature is described to be contingent through which we find that each word is dependent on the previous one and the same thing for utterances (interrelationship between utterance, which leads to speaking spontaneity. As Thornbury (1998) classified “The planning of one utterance may overlap with the production of previous one.” (p7). According to him, all the previous explained characteristics are closely related to real time processing which is well determined by (Bygate, 1984). The planning time is limited (Thornbury, 1998).

1.2 The Importance of Speaking Skill

Speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills is deemed to be the most important skill. Brown & Yule (1983) say “speaking is the skill that the students will be judged upon most in real life situation.” In other words, speaking skill is important to deal with person’s life situation.

Speaking is an essential element in the language teaching and language learning process. Moreover, it is very necessary for EFL learners to master the speaking skill since we cannot communicate, express our ideas and know about the others ideas without speaking and according to this statement. Harmer (1998) mentions that if two people communication with each other, they must speak because they have different information. If there is a gap between them it is not successful communication, if they still confuse with what they say.

1.3 Function of Speaking

Those functions were classified into transactional functions and interactional function: by Brown and Yule (1983). Transactional functions are concerned with exchanging information, while interactional ones refer to set and maintain social relationships. Brown and Yule's frame work has been revised by Richards (2006) as follows:

1.3.1 Talk as transaction

The main focus is concerned with what is said and knows speech should be designed to avoid any misunderstanding between the interlocutors (Richards, 2006) According to Burn's study (as cited in Alasaedi, 2012) two other types of transactional talk are extracted. The former is dealing with exchanging information while the latter focuses on getting services. Richards mentions the following example:

- A class activity during which students design a poster.
- Classroom group discussions and problems sobering activity.
- Making a telephone call to obtain flight information.

- Asking for the direction.
- Buying something in a shop.

1.3.2 Talk as interaction

Interactional talk serves a social function which it is more emphasis on speakers and how they intended to introduce themselves to the others rather than the message itself (Richards, 2006, p. 2). Moreover, Brown and Yule (1983) say that interactional talk may be casual or more formal (cited in Richard, 2006).

As interactional talk, Richards (2006, p3) sets the following examples:

- A students chatting to this or her teacher while waiting for an elevator.
- Informing a friend about an enjoyable weekend experience.

1.3.3 Talk as performance

According to Richards (2006), talk as performance refers to public speech, where the information is communication to an audience such as public speech. Richards (2006, p7) mentions a new definition to the talk as performance “tends to be in the form of monolog rather than dialogue, often follows a recognizable format (e.g. a speech of welcome) and in closer to written language than conversational languages.”.

1.4 Characteristic of the Speaking Performance

According to Syakur (As cited in “Speaking Components”, 2013), there are four speaking skills components concerned with grammar, vocabulary, pronunciation and fluency.

1.4.1 Accuracy

Accuracy is the ability to produce sentences grammatically correct, well pronounced and with appropriate word choice so it can be understood. Brown (2000) claims that ‘Accuracy refers to how correct learners! Use of the language system includes their use of grammar, pronunciation and vocabulary’ (p. 268).

1.4.2 Pronunciation

Is the way for learners to produce clear language when they speak. It refers generally to the production of sounds that we use to give meaning to the way we speak a language. According to Gerard (2000, p11), it can be very different for a speaker from another language community to understand a speaker who constantly mispronounces a range of phonemes.

1.4.3 Vocabulary

Learners should have a sufficient good vocabulary in order to communicate effectively and express their ideas both in oral and written expression. According to Willid in Thora, without grammar we can convey very little communication but nothing can be conveyed without vocabulary (Rora, 2015). We can conclude that if EFL learners do not have the ability to master vocabulary sufficiently they will not be able to speak English or write English suitably.

1.4.4 Grammar

Learners have to arrange correct sentences in conversation both written and oral form. According to Harmer (2007, p. 12), the grammar of a language is the correct way in which words can change their forms and how they can be combined into sentences in that

languages. The function of grammar is to arrange the correct meaning of sentences based on the context to avoid misunderstanding in each communication. (Harmer,2001). To conclude, mattering grammar is mainly recommended for the EFL learners to construct correct and comprehensible languages.

1.4.5 Fluency

Fluency is the ability to speak a language easily without stopping. It is also defined as having the ability to speak communicatively, fluently and accurately (Brown, 2000, p. 219). In language teaching and language learning process, we can check the learner's fluency by allowing them to express themselves freely without any interruption.

1.4.6 Comprehensibility

Comprehension is the ability to understand sent by the speaker to formulate the meaning of sentences. Moreover, comprehension refers to the speaker's understanding about what are they saying to the listeners to avoid misunderstanding information (Rora, 2015).

1.5 Teaching Speaking

What means by teaching speaking is to teach learners to produce the English speech sounds and sounds patterns and using words and sentence stress, intonation patterns and the rhythm of the second language. Now, many linguists and teachers agree on that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim.

Communicative language teaching is based on real-life situations that require communication with each other in the target language. In brief, EFL teachers should create

a classroom environment where students have real-life communication, authentic activities and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

1.5.1 Principles in teaching speaking

To teach speaking skills, there are many principles that teachers should follow or respect. Saya (2012) listed the following principles:

- Focus on both fluency and accuracy, depending on the learner's objectives (lesson/activity objective).
- Provide appropriate feedback and correction.
- Use intrinsically motivating technique based on student goal and interests.
- Use authentic languages in meaningful context.
- Optimize the natural link between speaking and listening.
- Give students the opportunity to initial oral communication
- Develop speaking strategy.

1.6 Problems that Affect EFL Students' Speaking Skill Development

Generally, from a variety of research finding shows that speaking is difficult. The research was conducted by Heriansyah (2012) showed that the frequent difficulties in speaking such as the students often have no ideas about what to say, the students are also shy and uncomfortable as well as not confident if they make mistakes in addition to anxiety.

1.6.1 Lack of confidence

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others are talking showing that the students are lack of confidence to communicate. In response to this, Tsni (as cited in Nunan, 1991) says that students who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students' confidence in an important part of teacher's focus of attention. This means that the teachers should also learn from both theories and practical experience on how to build the students' confidence.

1.6.2 Inhibition

Students suffer from inhibition when they are coming to participate in the classroom. This may be due to shyness and fear of making mistakes. For this, Ur (2000, p. 111) claimed that 'Learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face or simply shy of the attention that their speech attracts.' When the teacher deals with speaking s/he might ask his/her students to express themselves in front of their colleagues, which can make them stressed and anxious when performing oral tasks.

1.6.3 Nothing to say

In many situations, in oral classes, when the students have to discuss or talk about a given topic, the majority of them prefer to keep silent while others may say 'I have no idea' or 'No comment', and this is due to the lack of motivation in introducing themselves on the chosen topic (Harmer, 2001). The teacher might ask his/her students to talk about

inappropriate topic or or about an unknown subject; as a result of this, students have nothing to say whether in the native language or in the foreign one (Rivers, 1968).

1.6.4 Mother-tongue use

Most of the students share the same mother tongue. In this case, they prefer to use it outside and even inside the classroom rather than the target language (TL) because they feel more comfortable. According to Baker and Westrup (2003, p.12 as cited in Belhabib, 2015), 'Barriers to learn can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.' Thus, learners will find it difficult to use the target language correctly if they keep on borrowing words and terms from their mother tongue, which is a result of target language lacks.

1.7 Classroom Speaking Practice

Chaney and Burk (1998, p.13) stated that "Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of context.". According to him, speaking a foreign language requires a degree of real time exposure; this latter can be realized through a set of classroom activities such as:

1.7.1 Information gap

According to Chaney and Burk (1998, p.13), in this activity, students are supposed to be working in pairs one student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. These activities are effective because everybody has the opportunity to talk extensively in the target language.

1.7.2 Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas (Chaney and Burk, 1998, p13).

1.7.3 Interviews

For (Chaney and Burk, 1998, p13), Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they ask or what path to follow, but students should prepare their own interview question. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and help them become socialized.

1.7.4 Group discussion

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas or find solutions in their discussion groups (Chaney and Burk, 1998, p13). Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussion (Chaney and Burk, 1998, p13).

The teacher can form groups of students preferably four or five students in each group, and provide controversial sentences like “people learn best when they read vs people learn best when they travel” (Chaney and Burk, 1998, p13). Then each group works on their topic for a given time period and presents their opinions to the class. It is essential that the speaking should be equally divided among group members.

At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn to express and justify themselves in polite ways.

1.2.5 Role play

One other way of getting students to speak is role-playing. Students pretend in various social contexts and have a variety of social roles. In role play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus the teacher can tell the student “you are David you go to the doctor and tell him what happened last night, and... (Harmer, 1984).

1.8 Aspect to Consider when Teaching English (Speaking Skill) to EFL Learners

1.8.1 The effect of exposure to English on the EFL learners

The exposure of the EFL learners to English in classrooms will enhance their English language speaking skills proficiency which can be measured through the learners’ ability to produce and interact using correct pronunciation and enrich their vocabulary as well (Krashen, 1982). Through, the classroom exposure is very effective and important for EFL learner’s language acquisition, but it is not sufficient.

Due to globalization, EFL learners can have various opportunities of exposure to English in its naturalistic environment. They can learn and practice English since it becomes is the language of technology which dominates the World Wide Web, media channels, video games, music and sports. Thus, technology users will encounter the English language when they use the digital media.

1.8.2 Teaching listening skills in EFL classes and its importance

In learning English, there are four skills that should be mastered: Speaking, reading, writing and listening. This latter is standard practice for language teachers to provide sessions that focus on this particular skill. There is a wide choice of listening materials available with accompanying CDs and DVDs or video is used in many classrooms (Field, 2009, p.1).

Listening plays an important role in communication in peoples' daily life. This opinion is supported by Guo and Wills (2006, p. 3) who claimed that "It is the medium through which people gain a large proportion of their education, their information, their understanding of the world and human affaires, their ideals [and] sense of value". According to Mendelson (1994, p. 9), "of the total time spent on communicating, listening takes up 40-50%; speaking 25-30%; reading 11-16%; and writing about 9%". This means that listening skill has the highest percentage in communication compared to the skills as the most often we used.

Furthermore, Flowerdew and Miller (2005) stated that "All children are born with the ability to hear. Children first listen and then start to speak. They speak before they read and finally, writing comes after reading". To put it differently, listening is the first skill

that a child has from born then coming to speak because listening and speaking are interrelated and writing is a result of reading.

Rost (1994, pp. 141-142) sets the importance of listening in the language classroom as follows:

- Listening is vital in the language classroom because it provides input for the learners. Without understanding input at the right level, any learning simply cannot begin.
- Spoken language provides a means of interaction for the learners because learners must interact to achieve understanding. Access to speakers of the language is essential. Moreover, learners' failure to understand the language they hear is an impediment not as an obstacle to interaction and learning.
- Authentic spoken language presents a challenge for the learner to understand language as native speakers actually use it.
- Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns...) in the language.

Conclusion

In this chapter, we overviewed the speaking skill; we have discussed its importance for EFL learners and the challenging role of the teachers to develop their teaching techniques and activities to evaluate this skill in addition to its functions and characteristics of speaking performance that we have mentioned its concepts. To conclude with the main

aspects that should be consider when teaching English EFL learners. Thus, we tried to highlight speaking as determinant aspects of learners' proficiency in EFL learning.

Chapter Two

Authentic Audiovisual Materials

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Introduction

In the learning process, different educational means can be used order to improve and enhance students learning potentials and capacities. In the past two decades, there was dispute over the use of authentic materials in language classrooms. According to (Tinio, 2003), some researchers like Uop (1996) and Matsmata (n.d), materials are made by natives and just for natives not for EFL learners; On the other hand, others as: Sherman (2010), Valdean (1995), Guariento & Morle, (2001 and others are supporting their use in EFL classes. Nowadays, many teachers and researchers have started to search for the necessary of authentic materials and shed lights on them which enable them to perform their lectures with high degree of authenticity, as Issaelson (2007, p. 13, Checkkal, 2018) claims that “Using authentic materials in the classrooms are foolproof method for success.” He centers his idea on the fact that these materials lead to responsible way to achieve one’s aims.

In this study, we will take a general over view about ICT and its use in educational settings, authenticity, its types. Then, we move to authentic material, its definition and its types. After that, we conclude by the importance of using audio visual materials in EFL classrooms.

2.1 General Overview about the Use of Information and Communication Technologies (ICTs) in Educational Settings

Information and communication technologies (ICTs) are defined as a diverse set of technological tools and resources used to communicate, to create, disseminate, store and to manage information (Bulton, 2002, as cited in Tinio, 2003). These technological tools

include computers, the internet, broadcasting technologies (radio and television) and telephones.

In recent years, there has been a great interest in how computers and internet can best be used to improve the efficiency and effectiveness of education at all levels and in both formal and non-formal settings. ICTs are not just these technologies; older technologies such as the telephone radio and television, although now given less attention, have a longer and richer history as instructional tools (Cuban, 1986). For instance, radio and television have been used for open and distance learning for many years although printed materials remain the cheapest, most accessible and therefore most dominant delivery mechanism in both developed and developing countries (Potashnik and Capper, 2002).

Different technologies are typically used in combination rather than as the sole delivery mechanism. For this Taghinoff (2001) asserted that the Kothmail Community Radio Internet uses both radio broadcasts, computer and internet technologies to facilitate the sharing of information and to provide educational opportunities in a rural community in Sri Lanka. According to Ready (2010, para. 2), the open University of the United Kingdom (OUUK) established in 1969 as the first educational institution in the world wholly dedicated to open and distance learning, still relies heavily on print-based materials supplemented by radio, television and, in recent years, on online programming.

Moreover, Haddad and Draxler (2002) identified five levels of technology use in education including: Presentation, demonstration, drill and practice, interaction and collaboration. According to them, each of the different ICT's (print, audio/video cassettes, radio and TV broadcasts, computers or the internet) may be used for presentation and demonstration, the most basic of the five levels; however, on the other hand, network

computers and the internet are the ICT's that enable interactive and collaborative learning best and facilitate the teaching process.

2.2 General Overview about Authenticity

The authenticity is every beneficial to both teachers and learners of foreign languages. In our research, we tried to collect the most known applied linguist's categorization foreign language learning process.

As Mishan (2005, p. 15) claimed that "Authenticity may be something that is realized in the fact of interpretation and may be judged in terms of the degree of participation of the learners." Here, we notice that each one can interpret the materials as s/he understands them; so, no one can limit the authenticity of any material used.

2.2.1 Types of Authenticity

Breen (1985) categorized authentic materials to four types as following:

2.2.1.1 Text authenticity

This .1 refers to the authentic properties of particular text, it is considered as any source of input. As claimed by Morrow (1977) as cited in Mishan (2005, p. 11) an authentic text is a native language produced by native speakers and writers that seek to convey a real message as a way to communicate with other.

2.2.1.2 Learners' authenticity

It is related to the learners' abilities of understanding and interpreting the intended meaning like natives does when a text presented to be learned.

2.2.1.3 Task authenticity

It refers to the tasks that the learners process and use in an authentic communication situation and authentic aims for learning. As it was confirmed by Breen (1985, p. 62), “Perhaps one of the most authentic activities within a language classroom is communication. May be the most authentic language learning tasks are those which require the learners’ undertake communication and met communication.”

2.2.1.4 Classroom authenticity

The most important role of the classroom is to enable the learners to experience public and interpersonal sharing of content, and revealing of the most effective strategies to overcome such problems (Breen, 1985, p. 67).

It means the relevant created context and social situation in conjunction with the materials that are used by teachers in language classes. That is the environment where the learners share problem and strategies to overcome them, using experiences and the language content as cited (Chekkal, 2018).

2.3 Authentic Material

2.3.1 Definition

Authentic materials are print, video and audio materials. Students encounter in their daily lives, such as change of address forms, job applications, menus, voice mail messages, radio programs and videos.

Kilickaya (2004) has another definition for authentic materials which is “exposure to real language and use in its own community.” Nowadays, preparing students for a real live situation is of almost concern for English language teachers, especially in EFL classes.

Thus, authentic materials are not created specially to be used in the classroom, but they make excellent learning tools for students precisely they are authentic.

According to Harmer (2001, p. 146), authentic texts, either written or spoken, are those which are designed for native speakers of the language in question. For Wallace (1992, p. 145) "... Reallife texts are not written for pedagogic purposes". In the same meaning, Lee (1995, p. 324) stated that "A text is usually regarded as a textually authentic if it is not written for teaching purposes". To sum up, there is a general point of view that agrees that authentic materials represent real language which EFL learners and teachers need to be exposed to for communicative purposes.

2.4 Sources of Authentic Materials

In today's audio visually driven world, various audiovisual programs can be incorporated as authentic sources of potential language input of second language acquisition. Ideas and activities for using authentic materials in English as second language (ESL) classrooms are collected here (Bahrani and Tam, 2012, pp. 56-64).

2.4.1 Audiovisual authentic materials

Each authentic activity centers on an audiovisual or written text from an English language environment, including samples from many different genres: television, radio and video. Each teacher suggests activity including a sample or synopsis of the authentic text used and a sample worksheet if used in the lesson.

According to Smith (2007), the activities focus on all language skills reading, writing, listening and specially speaking in terms of conversation. Audiovisual materials such as videotapes, DVDs, audiotapes, audio CD's can be difficult to identify and access.

Unlike books and journals, which are covered by regular bibliographic tools. Moreover, audiovisual materials not systematically covered.

According to Webster dictionary (2020), audiovisual aids is defined as training or educational materials directed at both senses of hearing and the sense of sight, films recordings, photographs etc. used in classroom instructions, library collections or the like.

2.4.1.1 Using videos in EFL classes

A recent large-scale survey by Canning-Wilson (2000) revealed that the students like learning language through the use of videos, which is often used to mean quite different things in language teaching. Being rich and valuable resource, video is well liked by both students and teachers (Hemei, 1997, 45).

It is generally acknowledged that videos with pictures and visual demonstrations usually facilitate student's comprehension. Another open debate is whether to use subtitles or not. While subtitle may be useful when watching a film, they distract student's attention from tables, pictures and visual representations in documentaries or video lesson.

All important decisions need to be taken before starting to use a video in instructional context. The teacher have to find answers to questions such as: is this video suitable for the students' age and language level? Careful selection should be made according to the aims and objectives of the course, both at general and specific level (Canning-Wilson, 2000).

Nevertheless, authentic videos are not complete learning units in themselves. Teachers are a key role as they have the responsibility of creating suitable learning environment, they have to package video material appropriately for classroom use, and they have set activities which encourage learners' participations. If students have

independent access to the material too (video), they can prepare a talk outside the class, presentations or expert panels (Sherman, 2003).

2.4.1.2 Internet

Nowadays, internet is one of the main authentic sources that are used, as a way of teaching in EFL classes. In addition, it is considered as a very beneficial source, which helps both EFL teachers and students to access to various materials that they need in developing their abilities to teach English as foreign language; also, it paves to improve the students' communication proficiency development (Benini, 2017).

2.4.1.3 Overhead project (OHP)

Overhead project (OHP) is a projector that throws an enlarged image of transparency into a surface above and behind the person using it. Alterations and additions can be made to the material on the transparency while the projector is in use (Collins English Dictionary, 2020); it is a very helpful and useful device that permits EFL teachers to present visual aids. As mentioned by Harmer (2001, 136) "The OHPs are very particular authentic materials, because of their small weight that allow anyone to carry them easily". Also, they do not need too much technical knowledge to work with.

Even teachers with less technical capacities can manipulate them easily. So, overhead project are a good help for teachers to project some authentic materials that would be used in the teaching process. Again, because of their multiple advantages for the lectures progressing and the EFL students' understanding; these tools contribute in the good running of the lectures.

2.4.2 Audio Materials

Audio materials on which sounds (only) are stored (recorded) and can be reproduced (played back) mechanically, electronically, or both which are used in listening only. These materials include audiocassettes, audio cartridges, audio disks, audio reels, talking looks, and other sounds recording.

2.4.2.1 Songs

Songs are considered as an outstanding means of reinforcing EFL students vocabulary and grammar through their lyrics. For this, Mishan (2005, p. 200) stated that "A wide spread attitude in language teaching is to treat TL songs merely as authentic examples of grammar structures". It means students have the opportunity to acquire some difficult grammatical structures.

Through the use of song lyrics EFL learners learn them faster than words. Furthermore, songs are authentic materials that are used widely in the EFL teaching process classes (As cited in Beninin, 2017). As Mishan (2005, 196) states that is "Why all the products of technical communication (TC), music and songs are consistently well-presented in the language classroom".

Songs provide pleasure and add vocabulary, it can be seen that songs are also one way to develop EFL learners communication skills and make it easier in interaction with the tone, melody and harmony in the song will stimulate and improve the EFL learners ability in listening, remembering and reciting new vocabulary so that the vocabulary of EFL learners increases and makes them confident to talk about what they heard and confident also to speak in various other opportunities.

2.4.2.2 Radio

Radio technology offers a unique way to for teachers to integrate technology into the curriculum. Thus, English and language teachers will be able to use radio to reinforce listening, and writing and speaking skills with short wave radio. EFL teachers can provide advanced students with can opportunity to hear the authentic language demonstrated by native speakers (Anton, 1999, p. 3).

Teachers have explored the use of radio in the classroom almost since radio technology entered into the mainstream of society, yet radio remains a relatively unused mode of instruction.

2.4.3 Visual materials

Visual materials cover the whole range of non-audio materials and now-text e.g.: photographs, prints, pictures, newspapers which can be helpful to successful lecture. And these materials are such as:

2.4.3.1 Black board

Black board is the traditional visual aids that are very important part of the class teaching. It makes the teaching effective by making learning cooperative between the teacher and the students. Moreover, it helps the teacher to manage the classroom. Black board can be used in discussion and presentation. As stated by Bello (1981) “The discussion between a teacher and the class intermediated by the black board.” It is a natural slide. As mentioned by Phillips (1989) “Is like a moving slide that interesting students to the maximum”.

2.4.3.2 News papers

As it was defined by Mishan (2005, p. 154) “News papers are the most easily available and accessible of the news media anyone, anywhere can buy them (...) and they are less abstract than their broad cast counterparts”. Thus, they bring up to date information, adaptable from many levels, and show many different sorts of particle vocabulary and expressions that would develop the EFL students’ communicative proficiency.

2.5 Authentic and Non-authentic Materials

These teaching materials are often classed as either authentic or non authentic depending on their origin and how they are used. “Authentic Materials” refers to items that have not been designed or adapted for use in an English language classroom such as: magazines, newspapers, video clips and song’s lyrics (Slideshare, 2020). In contrast, “Non Authentic Materials” refers to anything that has been designed specially to aid the teaching process such as worksheets, text books and instructional CD’s or DVD’s.

Authentic Materials	Non Authentic Materials
<ul style="list-style-type: none">• They have a positive effect on learner motivation• They provide authentic cultural information• They provide exposure to real language.• They relate more closely to	<ul style="list-style-type: none">• The language is easier and understandable.• Get clear objectives to develop.• They are adapted for particular aspects.• They are relevant, useful and focused on what students are

learners' needs. <ul style="list-style-type: none"> • They support a more creative approach to teaching. • Colloquial language • Restricting in longer complex sentences • Variety of accents. • Natural intonation. • Incomplete utterances. 	learning at the point. <ul style="list-style-type: none"> • More formal language. • Grammatically correct sentences. • Received Pronunciation. • Exaggerated intonation pattern. • Complete utterances.
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Table 2.1 A comparison between authentic and non authentic materials that are made for students' language (Hedge, 2000, p. 240)

2.6 The Importance of Using Audio-Visual Authentic Materials in EFL Classes

The increasingly growing importance and use of English language have opened up doors of the continents and widened the horizons for ample of opportunities. Learning the language has become obvious for aspiring mind.

It has been noticed that, in many countries all over the world represent a great role in EFL classes by providing them with different types of authentic materials such as audio-visual ones. Therefore, the use of audio-visual aids improves students' critical and analytical thinking and enriches their imagination that that may lead to enhance debates and group discussions levels. It helps to remove abstract concepts through visual presentation. Moreover, it helps teacher to present the lesson effectively and students can learn and perform better for longer duration (Mishan, 2005).

In addition, using audio-visual aids in teaching is one way to enhance lesson plan and give students additional ways to process subject information. Improve their speaking skill even outside the class to flourish in language speaking. They are considered as the most powerful authentic sources that could be used in the field of teaching English as a foreign language (Mishan, 2005).

2.7 Advantages and disadvantages of using Authentic Materials (Audio-Visual)

When bringing authentic materials such as videos, CDs, films (audio-visual authentic materials), it should be done with a purpose, as highlighted by Senior "...we need to have a clear pedagogic goal mind: what precisely we want our students to learn from these materials" (Senior 2005, p. 71).

Students feel more confident, more secure when handling authentic materials as long as the teacher gives them with pedagogical support. Authentic materials should be used in accordance with student's ability, with suitable tasks being given in which total understanding is not important. To sum up, advantages and disadvantages of using these authentic materials can be settled in the following table:

Advantages	Disadvantages
<ul style="list-style-type: none"> • Audio- visual aids make the students to remember the concept for longer period of time. They convey the same meaning as words but it gives clear concepts thus help 	<ul style="list-style-type: none"> • Often to culturally based difficulties to understand outside the language community. • Vocabulary and speech accent (native speakers speaking rapidly)

<p>to bring effectiveness in learning.</p> <ul style="list-style-type: none"> • It is more enjoyable and catch the EFL learners attention and interest. • Making the students more touchable to the language (audio and visual) • Encourage and motivate students speak. • Audio visual provide opportunities for effective communication between teacher and students in learning. For example, in a study on English as foreign language (EFL) classroom, the difficulties faced by EFL learners are lack of motivation, lack of exposure to the target language and lack of pronunciation, such difficulties can be one come by audio as purpose of communication and visual as more exposure. • Using of audio- visual provides intrinsic motivation to students by peaking their curiosity and stimulating their interest in the 	<p>can be complexes to be understand by EFL learners.</p> <ul style="list-style-type: none"> • Time consuming e.g. short or long video may be not enough to catch EFL learners concentration that's they need a special preparation from their teacher in advance. • We should have an idea that too much using of audio-visual materials at one time can result in boredom. It is useful only it is implemented effectively. • Most of time of the equipment like projects, speakers and headphones are bit costly hence some of school cannot afford it. • It needs a lot of time for teacher to prepare lesson to have interactive classroom session. • Teacher's valuable time many are lost in gaining familiarity with new equipment. • Some students may feel reluctant to ask questions while films are
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<p>subjects.</p> <ul style="list-style-type: none"> • Use of audio-visual aids help in maintaining discipline in the class since all the students attention are focused in learning. 	<p>playing and in small rooms can be a physical barrier.</p>
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Table 2.2 Advantages and diadvatages of audiovisual authentic materials according to Senior (2005, p. 71) and Laniro (2007)

2.8 The Objective of Using Audio-Visual Authentic Materials in EFL Classes

According to Mubravo (2012), it is clear that audio-visual materials are important tools for teaching learning process. Thus, to improve this process we can set the following objectives that should be taken into consideration:

- To strengthen teachers skills in making teaching learning process more effective.
- To generate interest across different levels of students.
- To improve EFL students language skill specially speaking and listening.
- To make more interactive and interesting.
- To focus on student centered approach.
- To attract and retain learners attention and develop their language proficiency.
- To expose EFL learners to real life language and inform them what happen outside the world.
- To strengthen the students communication with each other and with their teacher.

Conclusion

This report of study shows how student's motivation and participation can be enhanced- weak student, lacking interest in learning a language in traditional contexts are more motivated when they are involved in authentic situation. This study illustrates how audio visual materials can be employed to teach other subjects thought English with low-level learners. Some important issues must be dealt with such as the analysis of learners, features and background knowledge. Images aid comprehension careful planned activities help students to develop listening skills.

Regarding subtitled videos, they often prove unsuccessful; most of the students usually concentrate largely on the written works, therefore miss much visual representation and aural message.

The students found the experience engaging and started watching this kind of videos on their own too. All of them got used to analyzing both the context and the words they heard, while learning subject content and improving their language competence at the same time.

Chapter Three

Fieldwork Data Analysis

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Introduction

The third part of this extended essay is concerned primarily with field work of the study. The present chapter in this study aims at collecting data about the role of authentic audio-visual materials in enhancing EFL students' speaking skill. Accordingly, the data collection tools consist of students' questionnaire. This tool is conducted under the aim of confirming or disconfirming the research hypothesis under-investigation. This chapter also seeks to provide the research study with detailed analysis of the gathered data, followed by discussion of the main results.

3.1 Aims of the Questionnaire

The major aim of conducting this questionnaire is to explore the students' perception about the role of authentic audio-visual aids in improving the speaking skill and to investigate their opinions towards the use of audio-visual aids in oral expression sessions. It also sought to identify the main strategies that teachers use to develop the students' speaking skill.

3.2 Administration of the Questionnaire

The present questionnaire is mainly designed to first year License students. Due to the corona-virus, the researcher dealt with 31 students who participated in this study via Facebook application; the researcher also provided the target population with the needed instructions online.

3.3 Description of the Questionnaire

The present questionnaire is mainly devoted to first year License. The questions involved in this questionnaire are either close-ended questions, where students are supposed to provide a yes or no answer, to select from a list of options or to provide the research with the frequency of certain attitude. This questionnaire, therefore, is divided into three sections that are described briefly as follows:

Section One: General Information (Q1-Q5)

The first section dealt with general information about the participants; their gender (Q1), age (Q2) and to specify their baccalaureate stream degree (Q3). Then, they were asked to signify their choice of learning English (Q4) (imposed or personal). On the other hand, the students were also asked how they find studying English at University (Q5) whether difficult, not difficult or easy.

Section Two: The Speaking Skill (Q6-Q11)

In the second section, the researcher covered information about speaking skill. The first question (Q6) dealt with the speaking skill as an active skill; whereas, investigating the students' opinion towards a specific statement was the main aim of the question (7). In the next question (8), students were asked to evaluate their speaking level during oral tasks and in question (9), they were asked whether they encounter difficulties in oral sessions. Moreover, the question (10) is sought to identify the main causes of speaking among EFL learners. Lastly in this section, the eleventh question (11) is asked in order to know whether students apply any kind of strategies to overcome speaking issues or not; if the answer is "yes", the researcher added a sub-question to specify these strategies.

Section Three: Audiovisual Materials (Q12-Q17)

The third and last section aimed to investigate the students' opinion about the use of audio-visual aids in EFL classes during oral lessons. In the question (12), the researcher tried to know the students' attitude towards this strategy whether positive or negative. Then, in the question (13), the researcher attempted to identify the types of authentic materials the teachers use in the classroom. Knowing the frequency of using audio-visual aids in class was the aim of the question (14). Moreover, the question (15) concerned with whether oral teachers vary their using of audio-visual aids or not. While, in item (16), the students were asked to show their attitude towards the use of audio-visual tools whether effective, motivational or boring. Later in the last question of this section is concerned with the degree of agreement/disagreement on some suggested statements.

3.4 Analysis of the Students' Questionnaire

Section One: General Information

Item 1. Please, specify your gender

Table 3.1: Students' Gender

Option	Respondents	Percentage
a. Female	25	81%
b. Male	6	19%
Total	31	100%

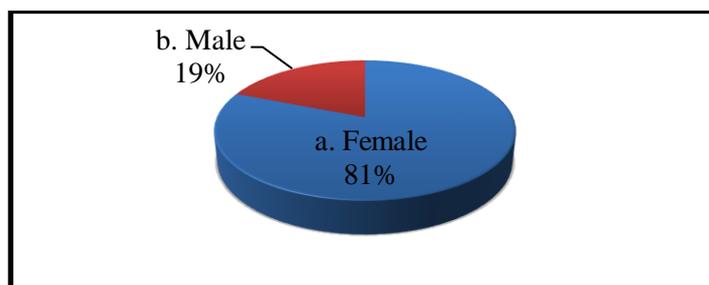


Figure 3.1 Students' Gender

The table (3.1) shows the gender contribution among first year students. Using this terminology, the large part of respondents are females with an average of (81%); however, males represent only (19%) of the sample. The results illustrates that learning English language has always been females a major target unlike males who prefer other branches.

Item 2. Please, specify your age

Table 3.2: Students' Age

Option	Respondents	Percentage
a. 18-20	0	0%
b. 20-25	27	87%
c. More than 25	4	13%
Total	31	100%

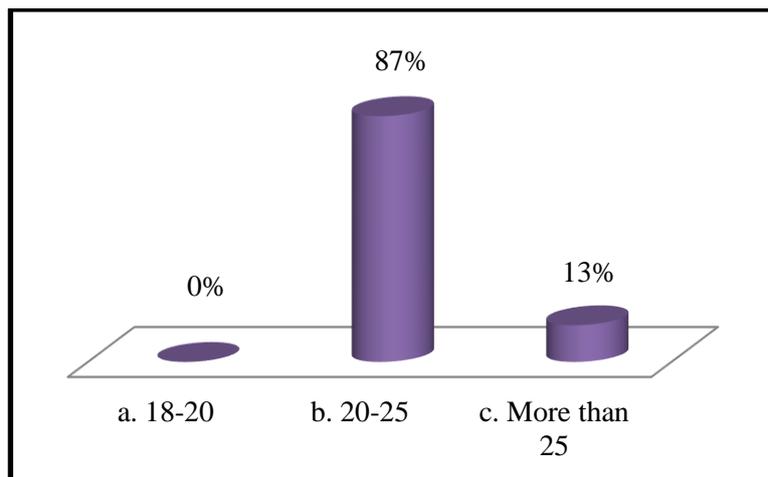


Figure 3.2 Students' Age

According to the graph above (3.2), one may notice the diversity in the students' age. More than half of the sample (87%) is between 20 and 25 years old; while, those whose age more than 25 years old represent (13%) of the sample, maybe they repeated the year or it is their second branch; whereas, no one of them selected (18-20) years old.

Item 3. Please, specify your baccalaureate stream degree

Table 3.3: Students' Baccalaureate Stream

Option	Respondents	Percentage
a. Experimental science	15	48%
b. Letters and Philosophy	6	19%
c. Foreign languages	10	33%
d. Economy	0	0%
e. Mathematics	0	0%
Total	31	100%

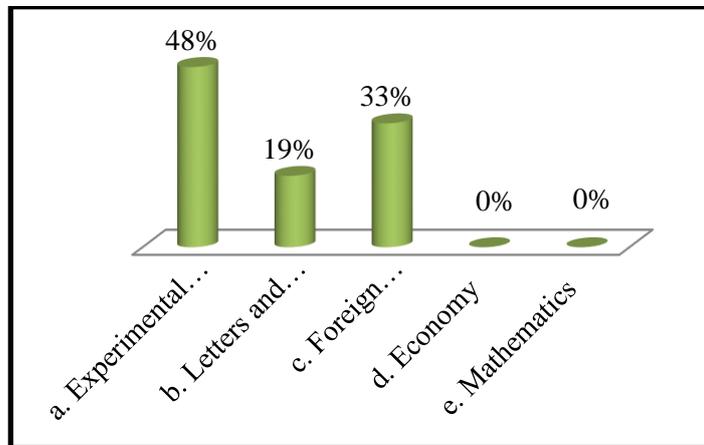


Figure 3.3 Students' Baccalaureate Stream

The present data shows that (48%) of participants have experimental science stream degree; however, foreign languages scored the percentage of (33%) out of the total population and only six students (19%) opted for letters and philosophy. Accordingly, the results indicate that the number of experimental science students surpass the rest of streams.

Item 4. Studying English at university was

Table 3.4: The Choice of Learning English at University

Option	Respondents	Percentage
a. A personal choice	29	93%
b. Imposed	2	7%
Total	31	100%

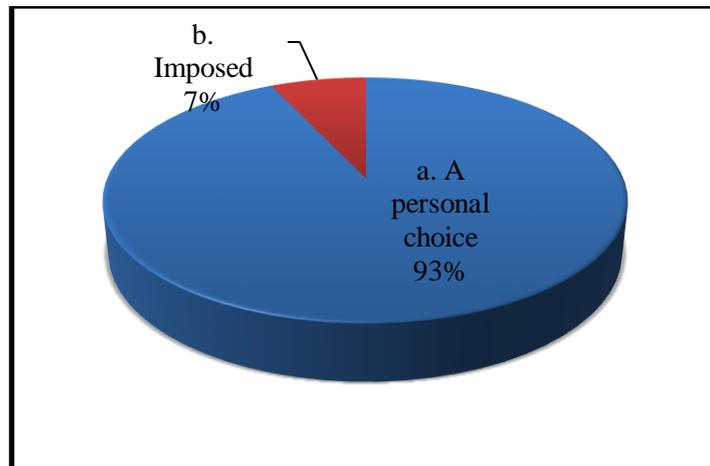


Figure 3.4 The Choice of Learning English at University

As displayed in the table (3.4), the students' answer varies between personal and imposed. Out of the total sample, 29 participants (93%) reported that studying English language at University was personal choice; however, for (7%) of them was imposed choice, either they were obliged to study it because of their parents or they had no other option.

Item 5. How do you find studying English at university?

Table 3.5: Students' Attitude towards Studying English at University

Option	Respondents	Percentage
a. Easy	11	35%
b. Difficult	8	26%
c. Not difficult	12	39%
Total	31	100%

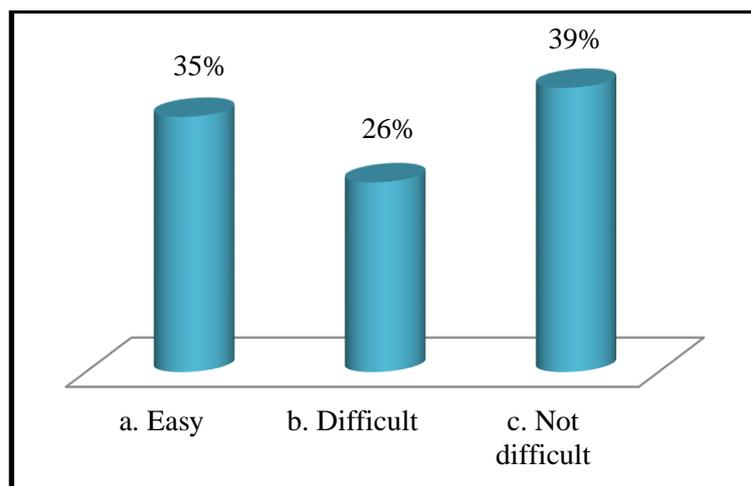


Figure 3.5 Students' Attitude towards Studying English at University

This question is sought to know the students' attitude towards studying English at University. According to the obtained results, a high proportion of participants (39%) stated that English language is not difficult to learn; on the contrary, (35%) representing 11 students out of 31 respondents claimed that it is an easy major to study, yet, only 8 students (26%) considered learning English a difficult subject at University. This indicates that for the majority of students, English language ranks as an easy and not difficult academic branch to choose.

Justify your answer, please

This sub-question is asked in order to identify the reasons behind the participants' choices. According to them, English is an easy task to learn because it just needs concentration and efforts to understand the courses. However, others indicated that the modules they are dealing with are less numbered than other branches and the schedule of the courses is suitable, as well as the time devoted within the week is balanced. Along with that, the quotation "I learned English before University so I found it easy" shows that there are students who prepare themselves before engaging in University to make the learning process easier and clear.

For those who opted for “difficult” found a huge difference between what have been learnt in middle and high school and at University. For them, it is not only about grammar and limited vocabulary but more detailed and sophisticated process. Nevertheless, some others added that what makes it difficult to learn is that teachers use old fashioned methods and stick only to one tool rather than adapting new one; in addition to the numerous research papers that are required to be conducted.

On the other hand, for those who picked “not difficult” claimed that English is like any branch, it needs commitment and hard work. They also added that it only needs to master the language skills and to attend regularly the lectures. Meanwhile, one participant stated that “English is an amazing one”, which made anything related to it not that much difficult.

Section Two: Speaking Skill

Item 6. Which of the four language learning skills do you master the most?

Table 3.6: Students’ Mastered Language Skills

Option	Respondents	Percentage
a. Writing	10	32%
b. Reading	5	16%
c. Speaking	13	42%
d. Listening	3	10%
Total	31	100%

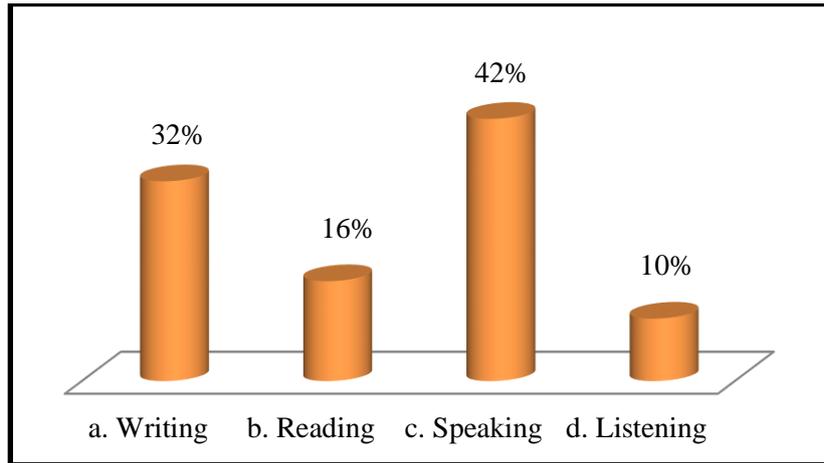


Figure 3.6 Students' Mastered Language Skills

Statically speaking, one can notice that less than half of participants have a significant proficiency in speaking, which forms the average of (42%) out of the sample. However, 10 participants representing (42%) claimed that they master writing skill more than other skills. Differently, the percentages of (16%) and (10%) go to those who chose “reading” and “listening” options respectively. Indeed, speaking skill seems to be an active skill among the majority of respondents.

Item 7. Speaking as a significant skill in learning the English language

Table 3. 7: Speaking as a Significant Skill in Learning the English Language

Option	Respondents	Percentage
a. Strongly agree	22	71%
b. Agree	9	29%
c. Disagree	0	0%
d. Strongly disagree	0	0%
Total	31	100%

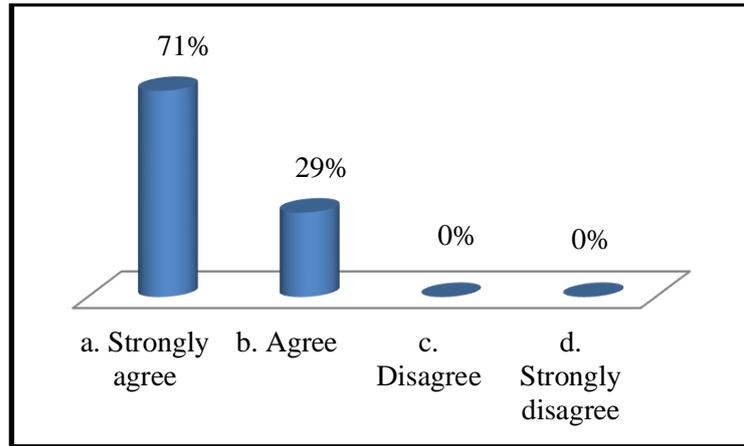


Figure 3.7 Speaking as a Significant Skill in Learning the English Language

The displayed data portrayed that a considerable number of students strongly agree with the aforementioned statement “speaking as a significant skill in learning English language”, with an average of (71%). In reverse, (29%) of the population agree that speaking is an important skill in learning the target language. Yet, no one opted for “disagree” (0%) and “strongly disagree” (0%).

Item 8. How do you evaluate your speaking skill?

Table 3.8: Students’ Evaluation of Their Speaking Skill

Option	Respondents	Percentage
a. Poor- I definitely need some help	2	6%
b. Ok- but I know I could improve	6	19%
c. Good- I could improve with some advanced tips	20	65%
d. Excellent- I do not think I could improve much	3	10%
Total	31	100%

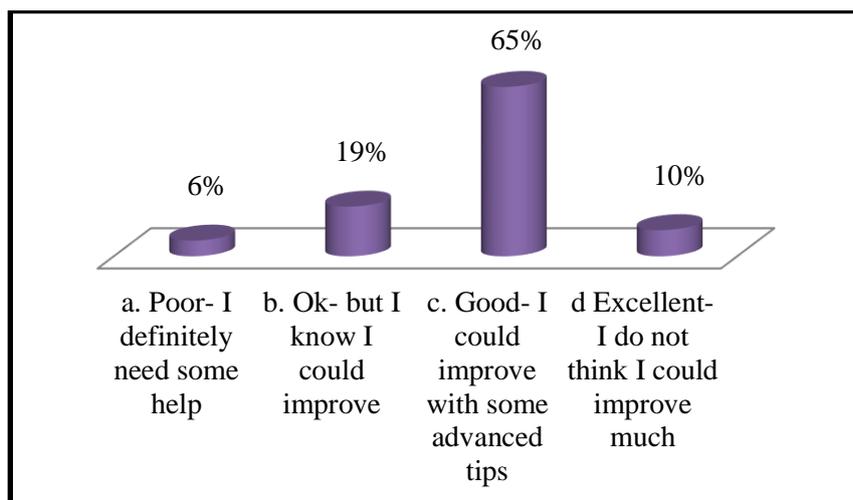


Figure 3.8 Students' Evaluation of Their Speaking Skill

According to the table (3.8), the percentage of (65%) represent those who find their level in speaking good but in need of some advanced tips to improve it. By contrast, (19%) of the participants have an “Ok” level in speaking but still they can improve it better; whereas, 3 of them (10%) opted for “Excellent, I do not think I could improve much” option. Yet, only two of respondents (6%) are in need of assistance for their poor oral performance. That is to say that the majority of students are satisfied about their speaking proficiency.

Item 9. Do you encounter any difficulties during speaking tasks (Oral session)

Table 3.9: The Existence of Students' Difficulties during Speaking Tasks

Option	Respondents	Percentage
a. Yes	24	77%
b. No	7	23%
Total	31	100%

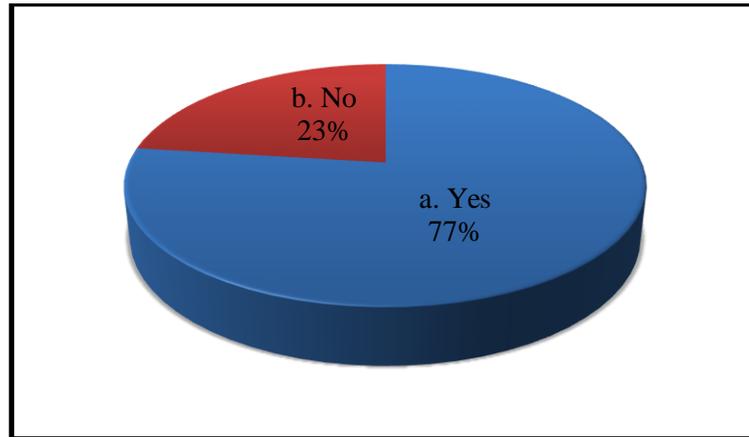


Figure 3.9 The Existence of Students' Difficulties during Speaking Tasks

Regarding the ninth question, its aim is to specify if there are difficulties encountered during speaking tasks. As the figure (3.9) reveals, the difference between the participants who opted for “yes” and those who chose “no” is highly immense. The former represent the rate of (77%); whereas, the latter constitute the percentage of (23%) out of the sample. Evidently, the results show that students of first year face problems when assigning for speaking tasks, which in return hinders their learning process.

If yes, what kind of difficulties do you encounter mostly?

Table 3.9.1: Students' Most Encountered Difficulties during Speaking Tasks

Option	Respondents	Percentage
a. You do not know what to say	0	0%
b. You do not know what to say, but you do not know how	9	36%
c. You know what to say and how to say it, but you cannot say it	15	60%
d. You do not know to use body language	1	4%
Total	25	100%

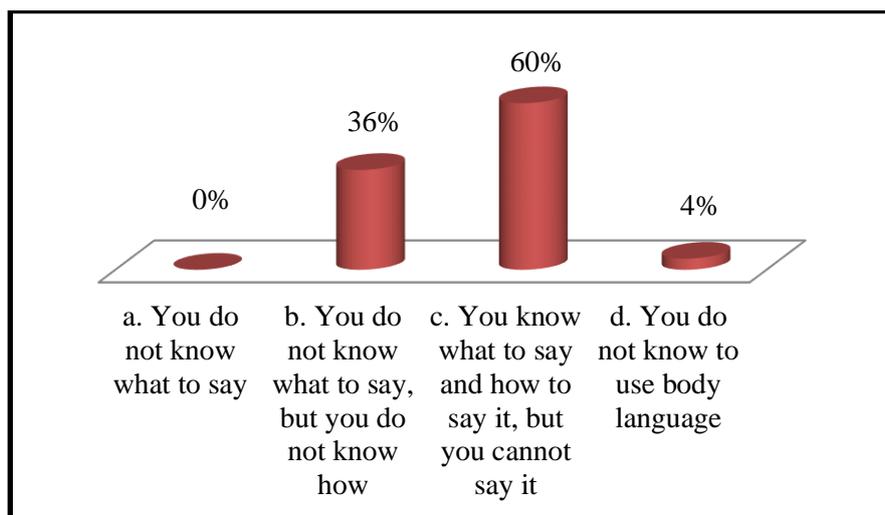


Figure 3.9.1 Students' Most Encountered Difficulties during Speaking Tasks

Specifying the kind of difficulties during speaking activities, high percentage of respondents (60%) confessed that they know what to say and how to say it but have problems in delivering the message. While, 9 participants with an average of (36%) do not know what to say nor how to say it; yet, no one of them (0%) opted for “do not know what to say” and (4%) of them do not know how to use the body language. Indeed, the results show that students seem to have lack of practice in order to activate the knowledge they have.

Item 10. According to you, what are the main causes of students' speaking difficulties

This item attempts to identify the main causes of students' speaking difficulties. Based on the provided data, shyness, anxiety and the fear of making mistakes in front of teachers and students seem to be the most common problems among foreign language learners. Some of them also added that lack of practicing the language outside the classroom hinders their improvement in speaking. Meanwhile, two participants confessed to rely mainly on what is provided in the class without making efforts to expand their own knowledge. Teaching methods also seemed to be insufficient and considered as an old

fashioned way to teach, in addition to lack of feedback and interference of their mother tongue. Lastly, a participant said that “we’ve not been exposed to real English environment to practice our speaking”.

Item 11 .Do you adopt any strategies to overcome your speaking difficulties?

Table 3.10: Students’ Adopted Strategies to Overcome Their Speaking Difficulties

Option	Respondents	Percentage
a. Yes	20	64%
b. No	11	36%
Total	31	100%

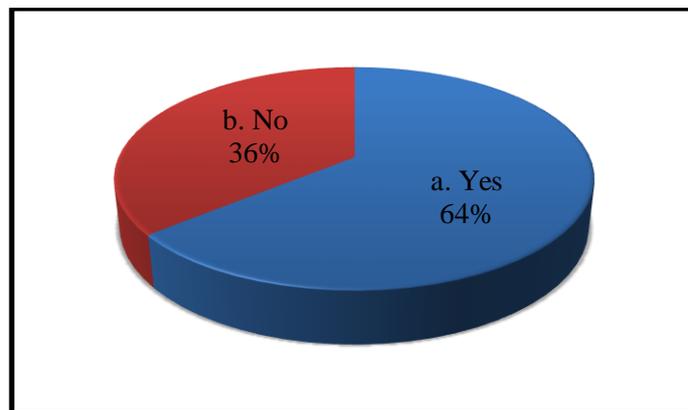


Figure 3.10 Students’ Adopted Strategies to Overcome Their Speaking Difficulties

To illustrate what is displayed above, the large proportion of participants (64%) affirmed that they adopt strategies to overcome their speaking difficulties; however, the remaining percentage goes for those who opted for “no” with an average of (36%).

If yes, please mention them

This sub-question is asked in order to discover the main strategies the students adopted to cope with speaking difficulties. Initially, the majority of respondents opted for watching YouTube channels, videos, movies and series in English. Others preferred to use body language as a very useful technique to control the spoken language problems. Apart from that, some of participants tend to speak with their friends outside the classroom or

practice the language via internet with native speakers. Additionally, three of the participants voted for early preparation and using different social-media applications in addition to extensive listening to English experts.

Section Three: Audiovisual Materials

Item 12. What do you think about teaching speaking skill by using authentic materials in the EFL classroom?

Table 3.11: Students Opinions about Teaching Speaking Skill by Using Authentic Materials in EFL Classroom

Option	Respondents	Percentage
a. Positive	29	93%
b. Negative	2	7%
Total	31	100%

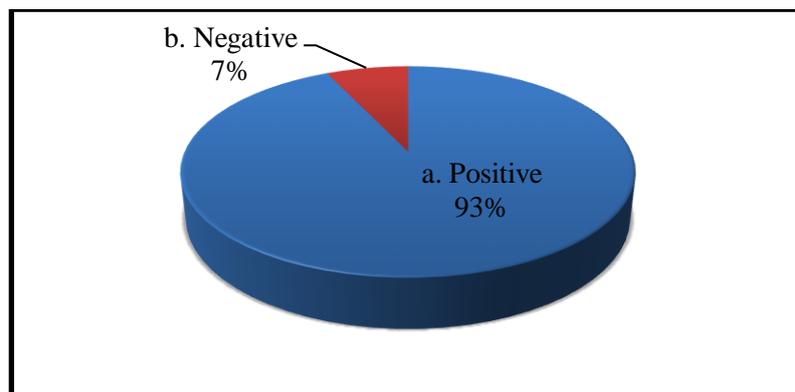


Figure 3.11 Students Opinions about Teaching Speaking Skill by Using Authentic Materials in EFL Classroom

The results displayed in the table (3.11) show that (93%) of participants expressed their positive opinion about the beneficial role of authentic materials in teaching the speaking skill. Oppositely, only two of them out of the total sample (7%) opted for “negative” to describe their refusal towards the use of authentic materials.

Item 13. Which type of authentic materials does your teacher use in the classroom?

Table 3.12: Types of Authentic Materials Teachers use

Option	Respondents	Percentage
a. Printed authentic Materials	13	42%
b. Visual authentic materials	1	3%
c. Audio authentic materials	4	13%
d. Audio-visual authentic materials	13	42%
Total	31	100%

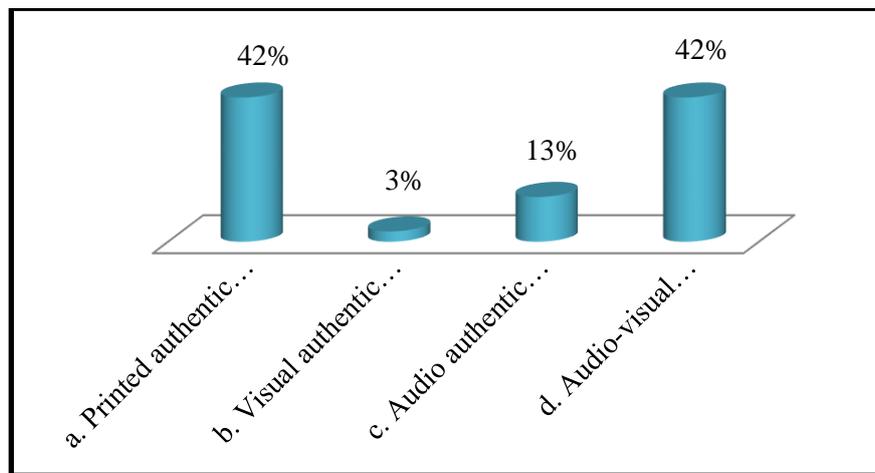


Figure 3.12 Types of Authentic Materials Teachers use

This item is designed to know which type of authentic materials the teacher uses in his/her oral lessons. The presented data shows that most of EFL teachers tend to use audio-visual materials as language teaching method, which constitute the percentage of (42%). Meanwhile, the same percentage (42%) opted for printed authentic materials rather than other options; however, only 4 participants (13%) chose audio authentic materials and one other (3%) stated that his/her teacher integrates visual materials in his/her lectures. Undoubtedly, teachers of oral expression tend to rely on printed and audio-visual materials more than the remaining tools. This means they find them fruitful for their students.

Item 14. How often does your teacher use audio-visual authentic materials in the classroom?

Table 3.13: Frequency of Teachers' Use of Authentic Materials in the Classroom

Option	Percentage	Percentage
a. Always	0	0%
b. Sometimes	13	42%
c. Rarely	18	58%
Total	31	100%

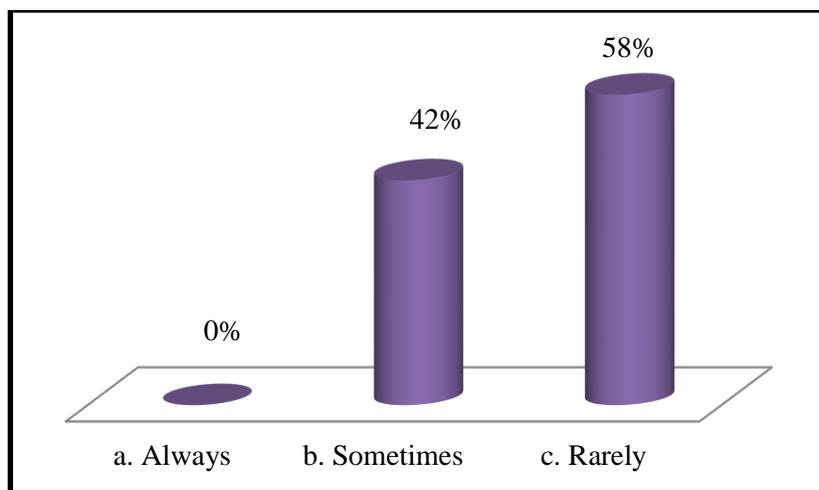


Figure 3.13 Frequency of Teachers' Use of Authentic Materials in the Classroom

The present item attempts to elicit the frequency of using authentic materials in EFL classroom. A remarkable quantity of participants (58%) declared that teachers do rarely use real example with their students; whereas, the remaining participants (42%) stated that authentic aids are sometimes implemented to facilitate the teaching process; whole no one of them selected “always” (0%). That is to say, EFL teachers are aware of this type of materials and its importance, but they use it frequently or according to the lesson objectives.

Item 15. Do your teachers vary using audio-visual authentic materials?

Table 3.14: The Use of Various Types of Audio-visual Materials

Option	Respondents	Percentage
a. Yes	9	29%
b. No	22	71%
Total	31	100%

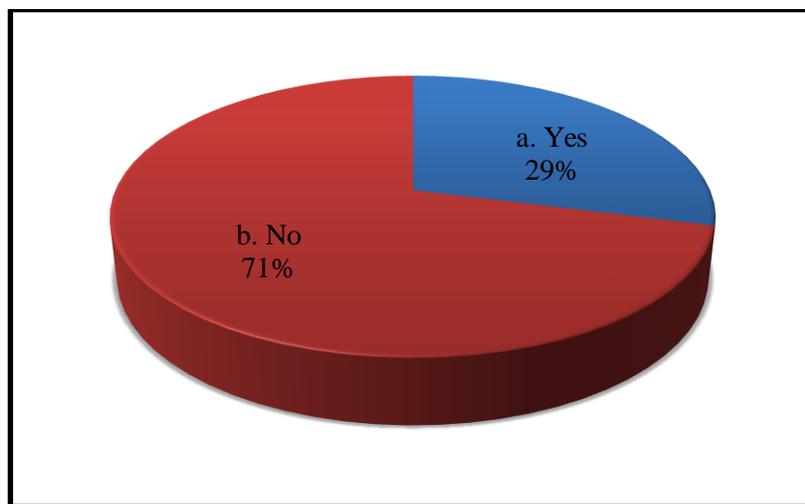


Figure 3.14The Use of Various Types of Audio-visual Materials

Through this question, the researcher aimed to know if EFL teachers vary the use of audio-visual materials. Concerning authenticity, more than half of the respondents (72%) asserted that their teachers use only one type of audio-visual strategies to teach the language; while, (29%) of the informants stated that they have been exposed to variety of audio-visual media.

Item 16. What is your attitude toward the use of audio-visual authentic materials?

Table 3.15: Students' Attitude toward the Use of Audio-visual Authentic Materials

Option	Respondents	Percentage
a. Effective	15	48%
b. Motivational	13	42%

c. Boring	3	10%
Total	31	100%

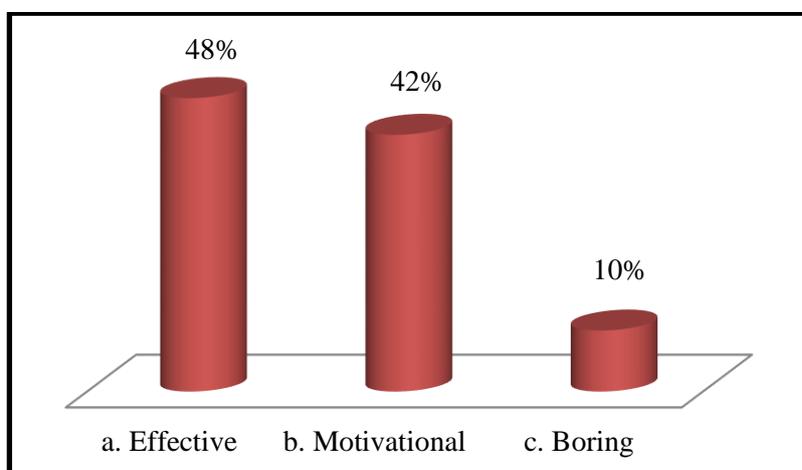


Figure 3.15 Students' Attitude toward the Use of Audio-visual Authentic Materials

A considerable percentage of participants (48%) find the use of audio-visual materials effective because it helps students to improve their speaking skill and this by exposing them to real examples of English experts. However, the majority of respondents agreed on common explanation that says: audio-visual aids facilitate the learning process and students can store the information easily. Other participants added that this strategy allow students to be familiar with the target language and helps to adapt the correct pronunciation.

The second part of this, (42%) of the participants viewed this kind of materials as motivational learning method because it encourages them to take part of the learning process and participate in different oral tasks. However, some of them added that it makes them more comfortable and motivated to develop their speaking proficiency. A distinguished answer was mentioned by a respondent, “this strategy reduces boredom”, which indicates that it also serves their psychological side.

Equally important, only three participants out of the sample (10%) consider audio-visual aids boring because they find it unexciting and uninteresting and it does not suit their learning style. Additionally, using only one tool is insufficient and may distract the students' attention during oral lessons.

Item 17. To what extent do you agree or disagree with the following statements?

Table 3.16: Students' Agreement/ Disagreement with the Statements

Option	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
a) Using Educational videos in the classroom can enhance students' motivation to speak English	13	42%	1	3%	1	3%	10	31%	6	19%
b) The classroom would be enjoyable and comfortable when using authentic audiovisual materials	10	32%	6	19%	2	7%	8	26%	5	16%
c) Using authentic audiovisual materials makes the students pay more attention until the end of the lesson	10	32%	6	19%	0	0%	11	36%	4	13%
d) Authentic audiovisual materials are an effective										

teaching material that enhances my speaking skills	8	25%	6	19%	3	10%	11	36%	3	10%
e) The use of authentic audiovisual materials provides a break from the usual speaking tasks	12	38%	4	13%	2	7%	10	32%	3	10%

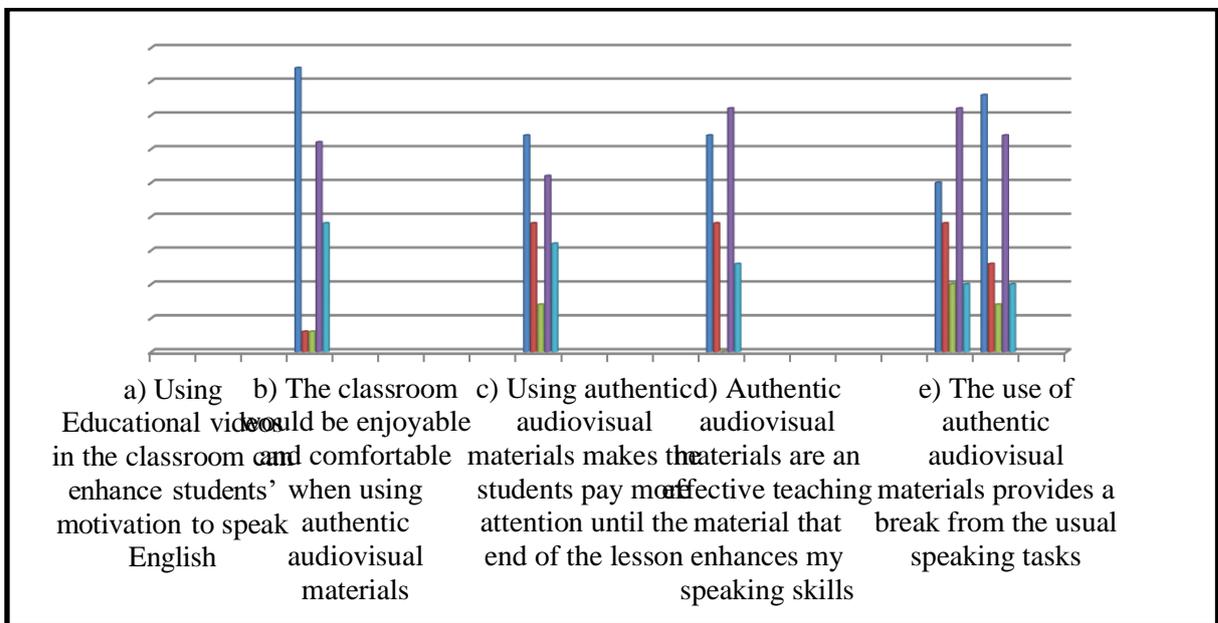


Figure 3.16: Students' Agreement/ Disagreement with the Statements

In order to display the results in an understandable manner, the statements were discussed separately:

Statement 1: "Using Educational videos in the classroom can enhance students' motivation to speak English":

The present statement is sought to identify the role of using educational videos in enhancing students' motivation to speak English. As the table (3.16) shows, (42%) of the participants strongly disagree with the aforementioned statement. A considerable part of respondents (31%) selected "agree" to describe their opinion about the usefulness of authentic videos; however, (19%) of them opted for "strongly disagree". While, the least percentages go for: disagree (3%) and undecided (3%).

Statement 2: "The classroom would be enjoyable and comfortable when using authentic audiovisual materials"

The statement "The classroom would be enjoyable and comfortable when using authentic audiovisual materials" scored the following percentages: strongly disagree (32%), disagree (19%), undecided (7%); however, agree (26%) and lastly, strongly agree scored the rate of (16%).

Statement 3: "Using authentic audiovisual materials makes the students pay more attention until the end of the lesson"

Similarly, (32%) of the participants out of the sample strongly disagree with using audio-visual materials as tool to grab students' attention until the end of the lesson; unlike, (36%) who selected "agree" option. Yet, (19%) of the students disagree with the abovementioned statement. An equal average of (13%) represent those who took "strongly agree" position; inversely, no one of them opted for undecided (0%) option.

Statement 4: "Authentic audiovisual materials are an effective teaching material that enhances my speaking skills"

Additionally, a considerable number of participants (36%) agree with enhancing students' speaking skill through audio-visual aids; however, sum of (25%) out of the sample strongly disagree with the provided opinion and sum of (10%) preferred to take "undecided" position. Equally distinguished, the percentage of (10%) goes for those who picked up strongly agree option; while, the remaining participants (19%) opted for "disagree" option.

Statement 5: "The use of authentic audiovisual materials provides a break from the usual speaking tasks"

As far as the statement is concerned, (38%) of the respondents strongly disagree with the use of audio-visual aids as method to break the usual speaking tasks; whereas, (13%) of them selected "disagree". Meanwhile, the percentage of (7%) and (32%) represent "undecided" and "agree" options respectively. Another remark, only 3 participants representing the average of (10%) opted for "strongly agree" position.

To conclude all the obtained results, one can observe that a considerable number of respondents showed their positive attitude towards the use of audio-visual aids as indicated in statements (1, 3, 4, 5). However, those who showed their negative side towards the strategy scored high percentage in "strongly disagree" option. Hence, the researcher can deduce that the majority of participants support the implementation of audio-visual materials to improve the students' speaking skill and smoothen their learning process.

3.5 Discussion of the Main Findings

The analysis of students' questionnaire confirms the suggested research hypothesis, which states that "The use of authentic audio-visual materials in oral expression classes be effective to develop EFL students' speaking skill". The yielded data reveals that EFL

students of first year are aware of the audio-visual aids and have been exposed to it by their teachers in oral sessions. Students' responses in section two illustrate that they master speaking skill better than other learning skills and are capable enough to evaluate themselves. However, although they claimed to encounter difficulties during oral tasks, students tend to adopt strategies to overcome speaking problems, such as: body language, audio-visual aids (AVA) and pre-preparation of the lessons.

The third section of this questionnaire deals with audio-visual materials. Based on the twelfth question, the majority of respondents show positive attitude towards the use of AVA as teaching strategy. The analysis of students' questionnaire also portrayed that the use of audio-visual tool to reinforce speaking skill is fruitful and effective; in other words, this method helps students engaging in classroom lessons, have clear image of the input and obtain an accurate pronunciation from native speakers.

Equally important, the analysis denotes that teachers of oral expression do sometimes use audio-visual aids to motivate their students to speak the language (question 14), but unfortunately, still the majority of them do not vary their authentic materials as required to make change and fulfill the students' preferences. Nevertheless, the final question (17) shows great importance of audio-visual materials in improving students' speaking skill. This question also show that using educational materials in oral classrooms will involve students in speaking activities and make their learning more enjoyable.

Briefly and to sum up the main data, EFL learners confirm the efficiency of using audio-visual aids as good sources for teaching speaking skill because it facilitates the ability to understand the target language. Therefore, the participants show positive attitude towards this teaching technique, which validate and avail our suggested hypothesis.

Conclusion

The third chapter attempted to finalize the current research study with providing some points of theoretical part as well as the analysis of the data gathered through students' questionnaire, followed by discussion of the main results. The first part of this chapter focused on the aims, administration and description of the questionnaire; however, the second part was devoted to the analytical phase in order to check the role of audio-visual aids in improving students' speaking skill. Lastly, the obtained data were discussed, the results were reported and the discussion was elaborated.

General Conclusion

The present research is sought to investigate the improvement of EFL students' speaking skill via the use of audio-visual materials. The central concern of this chapter is to examine whether using audio-visual aids as teaching strategy will help foreign language learners to enhance their speaking proficiency and oral performance.

As long as speaking skill is very important skill in learning English language, the researcher devoted the first chapter of this dissertation to speak about it. The researcher also dealt with its definitions, importance and also proposed some strategies used to develop EFL learners oral competency. Wherein, the second chapter highlighted the role of authenticity in language learning, its definitions, types and importance. As for the third chapter, it dealt with the practical phase of the study, starting with some points of theoretical part of the field work to the analysis of data.

Accordingly, in order to collect reliable data, the researcher opted for one data collection tool; students' questionnaire, which was administrated to 31 students of first

year License degree. Consequently, data collecting instrument is sought to answer the research questions and verify the research hypothesis.

Based on the obtained results from students' questionnaire, the researcher can deduce that audio-visual materials are very helpful teaching strategy in enhancing speaking skill among foreign language learners. This work also indicates that the use of this technique gives significant contribution in making students motivated to speak in the target language and pay more attention until the end of the lesson. Additionally, students can be more productively better if teachers expose them to variety of authentic audio-visual materials. Besides being an effective tool in speaking improvement, audio-visual method offers for both students and teachers a meaningful context.

Finally, the use of audio-visual technique is useful as a mean of communication inside the classroom and help EFL learners to be engaged and motivated in oral activities. The output also shows the positive effects of including AVA (audio-visual aids) in second language classes. However, difficulties will continue to happen in students' learning process, so researches and studies will continue to be conducted by other investigators.

Recommandations

For Teachers

- Teachers have to take into their consideration every learner's needs and differences. However, if they are neglected, the learners may react negatively to the learning process.
- EFL teachers should consider the importance of classroom interaction while teaching English as a foreign language in oral sessions "The speaking course" to develop their learners' speaking proficiency.

- Teachers should vary their teaching strategies and use different materials that fit their students' learning styles.
- Teachers have to give their students the opportunity to choose their topics in which they feel comfortable, enjoyable and motivated to present and discuss.

For students

- EFL learners need to overcome their speaking difficulties through participating, interacting and sharing ideas with each other inside and outside the classroom.
- EFL learners should expose themselves to the native English in order to develop their linguistic and communicative competence.
- Since we are living in a digital age, where anyone can get access to different technological devices, learners have to use these devices in order to develop their speaking proficiency.
- For every student, you have to begin your work as soon as possible because you are the main source of motivation for yourself. And whenever you are late to finish your work, never say it is over. Keep fighting till the last moment you have because your academic career that you started years ago is not a simple matter or an easy thing to end by a word that may disappoint you; rather, you have to make from that work a ladder for on jump to your dreams.

“If you want, you can, and if you can, you will. Your will equals your success”

Limitation of the Study

It was not an easy task to start and complete this work because I went through several very bad conditions that prevented me from starting and ending it on time until I

joined the university campus. Despite my delay, I did not lose my hope to finish this work in the extra-time, and with Grace of God, I finished it.

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Appendices

Appendix 1: Students' Questionnaire
A Questionnaire for EFL Students

**The Role of Audio Authentic Materials in Developing EFL Students'
Speaking Skill**

Dear student,

You are kindly requested to answer the following questionnaire, which is a tool to collect information for the accomplishment of my master dissertation, which is about "The Role of Audio Authentic Materials in Developing EFL Students' Speaking Skill". Your contribution will be of great help for the success of this research work. Please tick the appropriate box(es) or make complete statements whenever necessary. Be sure that your responses will be anonymous and will be used for research purposes only.

Thank you for your time, effort and collaboration

Researcher's name:

Soumia GRAOUI

Supervised by:

Dr. Samira BENIDIR

2019-2020

Section One: General Information

Q1. Please, specify your gender

- a) Female b) Male

Q2. Please, specify your age

- a) 18-20
b) 20-25
c) More than 25

Q3. Please, specify baccalaureate stream degree

- a) Experimental sciences
b) Letters and Philosophy
c) Foreign languages
d) Economy
e) Mathematics

Q4. Studying English at University was:

- a) A personal choice
b) Imposed

Q5. How do you find studying English at university?

- a) Easy
b) Difficult
c) Less difficult

Justify your answer please

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Section Two: Speaking Skill

Q1. Which of the four language learning skills do you master the most ?

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

Q2. Speaking is a significant skill in learning the English language

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

Q3. How do you evaluate your speaking skill?

- a) Poor - I definitely need some
- b) OK - but I know I could improve
- c) Good - I could improve with some advanced tips
- d) Excellent - I do not think I could improve much

Q4. Do you encounter any difficulties during speaking tasks (Oral session)?

- a) Yes
- b) No

If yes, which one of the following you encounter mostly?

- a) You do not know what to say.
- b) You know what to say, but you do not know how.
- c) You know what to say and how to say it, but you cannot say it.
- d) You do not know how to use body language.

Others

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.....

Q5. Q10. According to you, what are the main causes of students' speaking difficulties?

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.....

Q6. Do you adopt any strategies to overcome your speaking difficulties?

- a) Yes
- b) No

If yes, please mention them

.....
.....

Q6. What do you think about teaching speaking skill by using authentic materials in the EFL classroom?

- a) Positive
- b) Negative

Section Three: Audiovisual Authentic Materials

Q1. Which type of the authentic materials does your teacher use in the classroom?

- a) Printed authentic materials
- b) Visual authentic materials
- c) Audio authentic materials
- d) Audio-visual authentic materials

Q2. How often does your teacher use audio-visual authentic materials in the classroom?

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

Q3. Do your teachers vary using audio-visual authentic materials?

- a) Yes
- b) No

Q4. What is your attitude towards the use of audio-visual authentic materials?

- a) Effective
- b) Motivational
- c) Boring

Justify your answer, please

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Q5. To what extent do you agree or disagree with the following statements?

Statements	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree
1. Using educational videos in the classroom can enhance students' motivation to speak English					
2. The classroom would be more enjoyable and comfortable when using					

authentic audio visual materials					
3. Using authentic audiovisual materials makes the students pay more attention until the end of the lesson					
4. Authentic audiovisual materials are an effective teaching material that enhances my speaking skills					
5. The use of authentic audiovisual materials provides a break from the usual speaking tasks					

Thank you for your time and cooperation

المخلص

في الوقت الحاضر ، يتم استخدام تقنيات المعلومات والاتصالات (ICT) على نطاق واسع. وقد أظهر هذا تطورا كبيرا في مختلف المجالات وخاصة مجال التعليم. تبحث هذه الدراسة في دور المواد السمعية والبصرية الأصلية (AAVM) كأدوات لتكنولوجيا المعلومات والاتصالات في تطوير مهارات التحدث لدى طلاب اللغة الإنجليزية كلغة أجنبية (EFL). ويهدف إلى استكشاف تصوراتهم حول فعالية استخدام AAVM في جلسات التعبير الشفوي لتطوير أداء التحدث لديهم. ويهدف أيضاً إلى تحديد ما إذا كان المعلمون يستخدمون AAVM لتعزيز قدرات التحدث لدى طلابهم أم لا. لهذا، افترض الباحث أن استخدام المواد السمعية والبصرية الأصلية في فصول التعبير الشفوي فعال في تطوير مهارات التحدث لدى طلاب اللغة الإنجليزية كلغة أجنبية. لتأكيد هذه الفرضية ، اتبع الباحث المنهج الوصفي النوعي. استخدمت استبياناً شبه منظم كأداة لجمع البيانات. تم تصميم هذا الأخير من خلال تطبيق "Google Forms" ، وتم توزيعه عبر الإنترنت من خلال Facebook. من مجتمع يتكون من حوالي (ن = 360) طالباً في السنة الأولى ، حصلنا على (ن = 31) متطوعاً أجابوا على الاستبيان. نتيجة لهذه الدراسة، كشف تحليل هذه الأداة أن المشاركين أكدوا فاعلية استخدام AAVM في جلسات التعبير الشفوي كأداة لتعليم التحدث لأنها تسهل قدرتهم على فهم اللغة الهدف (TL). هذا أكد فرضية هذه الدراسة.