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Mohamed Khieder University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages
English Branch



The role of Audioscripts in the improvement of students' speaking skill

Case study: First Year LMD Students of English at Biskra University

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Submitted by: Ben Mehani Zineb

Broad of examiners:

Chair man: Meddour Mustapha

Examiner: Slimani Said

Supervisor: Aichaoui Thaldja

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Dedication

***I dedicate this work to my wonderful
parents for their support, love and
guidance "I love you"***

To my dear brothers and my lovely sister

***I would like to dedicate this work to all
my teachers at Biskra University***

especially my supervisor: Aichaoui

Thaldja.

To all my friends: Asma, Aziza, Ahlem,

Rima, Amel, Asma, and Fatima, Lila, and

Mustapha, Salim.

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ABSTRACT

The main aims of this research is to improve students abilities in speaking skill .In this research, we have adapted two questionnaires for both teachers of oral expression and first year LMD students at English branch at Biskra University in order to investigate the role audioscripts in motivating students to use the language. The results have shown that audioscripts play important roles because through employing them, the students can benefit more from native speakers' language either their pronunciations, accents and also cultures and this help them to use the target language effectively. So, the results support our hypothesis that if the teachers motivate their students with the use of audioscripts, then they will speak effectively.

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General Introduction

1. Introduction

Teaching English as a foreign language by its nature is a communicative process which includes students and teachers' interaction. Nowadays, teaching speaking has attracted a greater level of interest rather than it did in the past and for that, speaking considered to be main component of the English language curriculum and provides the base for growth in reading, writing and listening abilities .It is the skill through which students can use language and express their needs that's why many research take into their account.

Although it is considered one of the major responsibilities for teachers to enable their students to speak fluently through adopting a variety of activities but, they still have problems. The problems we believe refer to the lack of necessary strategies that raise their motivation to talk. So, they need to be provided with efficient tools and techniques to overcome what they face.

In this study, we try to introduce this strategy as an interesting resources used by English teachers to develop communicative abilities properly in foreign language providing the students with the opportunity to listen to the real language by native speakers and give the teachers the chance to teach speaking skill in effective way. For those reasons, we decide to focus on the role of audioscripts in improving effective students speaking skill.

2. Significance of the study

Using audioscripts in learning speaking is a very important because it is the skill by which we can examine student's competence. Giving this strategy might have a positive impact of students' motivation, it also teaches the other skills such as listening and writing, all this happens when the teachers provide their students with adopting new strategies as the audioscripts.

3. Aims of the study

The reason behind the interest in the subject is the belief that audioscripts should be a significant strategy to improve speaking skill and the teachers should be able to use them. The general aim of this research is to improve student's poor production in learning English as a foreign language. In addition to that, it aims to increase the student's opportunities for talking and this make communication more effective; it helps students to overcome the difficulties they face in order to express their wants, feelings and intended meanings freely .All these done for the sake of facilitating teaching and learning process.

4. Research questions

This work aims to answer the following questions:

- 1-what are the obstacles that first year LMD students face when speaking and how to reduce them?
- 2-what are the materials that can be used by oral expression teachers?
- 3-what is meant by audioscripts and what is its role?
- 4-Are first year LMD students use audioscripts to increase their speaking abilities or not?

5- Is this strategy effective in teaching and learning English as foreign language?

5. Research Hypothesis

On the basis of what is said we assume that:

- Students need to achieve higher degree in speaking language.
- Speaking is the process by which learners express their wants.
- With communication, students can build relations between each other and with their teachers. In this respect we hypothesis the following:

*If the teachers motivate their students by using audioscripts then their speaking skill will be improved.

6. Research methodology

The most important tools that can be used in order to collect sufficient data are the questionnaire, interview and observation. And because of the time consuming, we will deal with two questionnaires. The first questionnaire administered for first year LMD students in the English branch at Biskra -2013- since they are beginner and need to increase their abilities in speaking skill. It aims to investigate the students' opinions about different materials that be used by their teachers of oral expression and to determine the students self evaluation of speaking skill. The second questionnaire is for the teachers of oral expression; their answers will be the product of many years of observation and evaluation to students' needs and difficulties.

7. Structure of the research

Our research consists of three chapters. The two first chapters are concerned with the theoretical background of our research; the last chapter is concerned with the practical part.

The first chapter includes the most important aspects of speaking. It includes definition of speaking and its function, definition of communication and its strategies, the relation between speaking with listening and writing; then, we introduce the most utilized activities used by oral expression teachers, and the main problems that students face when speaking. Finally, we will see how to assess speaking skill.

The second chapter includes definition of authentic materials, its sources, the advantages and disadvantages of using authentic materials and then, we see the relation between authenticity and motivation. After that, we introduce the most utilized materials used in teaching and learning starting with audiovisual materials, visual materials and audio materials. Next we introduce the meaning of audio and script briefly in order to define the meaning of audioscripts and finally, we will see how to create and present an effective audioscripts.

The last chapter is concerned with the data collection of the two questionnaires which will be analysed and discussed in the second part. Then, we will give general discussions where we state some suggestions and recommendations.

Chapter One

Speaking Skill

Part One: The Literature Review

Chapter One: Speaking Skill

Introduction

Speaking is the most important language skill that should take into consideration and it is one of the major responsibilities of the teacher to enhance students oral skill .This chapter aims to introduce the basic issues about speaking starting by definition and its function, the relationship between speaking and other skills (listening and writing). Then, we give brief definition to communication and its strategies; we will identify also students' difficulties. After that, we will shed light to the kind of activities that can be used inside the classroom and finally, we talk about the role of teacher and how to assess speaking.

1.1. Definition of speaking

As it is mentioned before that the main objective of learning is to be able to use language. Speaking is the most important skill in language teaching and learning Ur (2000) stated that:

All the four skills (listening, speaking, reading and writing) speaking seems intuitively the most important: people who know a language referred to as 'speakers' of the language, as if speaking included all other kinds of knowing, and many if not most foreign language learners are primarily interested to speak (p.120).

It means that speaking is the most important skill than the other skills because it includes every thing concerning the language that's why many students like to speak.

Moreover; students need to speak in order to achieve their wants and desires for that Colman (1996, p. 157) considered speaking as the skill in which students can contact with each other, make an arguments and exchange their views about many things.

Furthermore, Lindsay and knight (2006, p. 57) define speaking as to put the messages for the sake of communicating and interacting between people.

In addition to that, being fluent speaker is not easy according to Pinter (2006, p. 55) speaking is very complex task and it needs a lot of practice in order to be like native speakers; speaking practice starts with such activities including repetition and drill than it involves the use of language in appropriate situation where the contribution is acquired and also build conversation between each other, make interpretation and offer their contribution. So, the speaking process needs to fulfil all this things in order to master a language.

Besides to that, speech is not always the same but it has different kinds. Wallace et al (1925, p . 1) state that students need to know speech differ because the way of speaking to judge is not the same as teacher or parent and they need to learn the differences among various dialects .

1.2. Function of speaking

Many research attempts to classify the function of speaking skill in human interaction. According to Brown and Yule (1983) Quoted in Richards (2008, p. 21) speaking is made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relation, and the transactional functions, which focus on the exchange of information.

So speaking contains three functions which are:

1.2.1. Talk as interaction.

This function refers to what is called conversation. This describes the interaction among people when they meet, exchange greeting, recount recent experience...etc. All this in order to build a friendly relation and to establish good interaction with others .In this function the focus is more on the speakers and how they express themselves not on the message that they produce. This function includes some features which are:

*It has primarily social function.

- *It introduces relationships.
- *It identifies the speaker identity.
- *It can be formal or casual.
- *It includes politeness and uses of conversational conventions.

1.2.2. Talk as transaction.

Concerned with ‘the message’ and how to be expressed, the focus here is to make the message clear and understood rather than the participants and how they interact. This function includes two types: the first one includes the situation where the focus is on giving and receiving information and where the participants focus on what they said or achieved for example: ask for direction. The second one is focus on obtaining goods or services. Transactional function includes the following features:

- *The focus is on the message not participants.
- *The use of communication strategies to make themselves understood.
- *It includes negotiation and digression (Ibid, p.26).

1.2.3. Talk as performance.

Refers to public talk which means you transmit information before audience like classroom presentation, this function tends to be in the form of monologue not dialogue and it is evaluated according to its effects on the listeners, its features are:

- *focus on both participants and message.
- *often monologue.
- *it includes both form and accuracy.
- *it involves organisation and sequencing (Ibid, p. 27 -28).

1.3. The relationship between speaking and the other skills

Speaking, writing and listening are important in all the subject areas in the curriculum because when we speak we are producing and receiving information this means

that when we learn our native language we usually learn to listen, read and write, these are called four language skills, the teacher always focuses on developing these skills sometimes he focus on writing and sometimes on speaking and so on .So they are related to each other although there is some differences between each other.

1.3.1. Speaking and writing.

Brown and Yule (1983) State that “while the student is acquiring an understanding of the written language, On the other hand, he is practicing the art of producing sentences of the language” (p. 7). This means that when we learn the writing form of language we are also practising the exact way of producing words.

Furthermore; Bygate (1987, p. 11) stated that speaking is different from writing because speakers can't produce long, complex sentences just simple and short ones and writing takes more time to plan .Also, in speech, we always make grammatical mistakes in producing sentences either in the message or wording, sometimes we forget things we want to say or what we have already said or we repeat what we say so the form of spoken language is different from written language. In speaking the person with whom we are speaking is able to recognise the mistakes that we make and of course he can show agreement, disagreement, understand, or misunderstand and this is different from writing.

In writing, the writer needs to make the reader understand the problem through his knowledge about the reader (what he knows and what he does not know) and the reader in the other hand must be patient and use his imagination in order to make his reading successful. As well as writers at communicative level, the speaker needs patience and imagination too; he needs to pay attention to his messages through the reaction of the listener which help to improve the way of understanding.

1.3.2. Speaking and listening.

Speaking and listening is a vital tool for learning and provide a solid foundation for developing interpersonal skills. It is the basic of all the curriculum areas and context and to every aspect of study, work and life.

Teaching English as foreign language should begin with this two skills because without them we can't read or write according to Pinter (2006, p. 62) there is a big relation between listening and speaking because the improvement of listening can be the basic of initial speaking practise.

Furthermore, Byrne (1976, p. 8) stated that listening skill is important as the speaking skill because both the speaker and the listener need to perform positive function, and this of course shows the relationship between speaker and listener through communication during face to face.

Besides to that, Nunan (1989, p. 23) pointed that "we do not simply take language in like a type – recorder, but interpret what we hear according to our purpose in listening and our background knowledge". This means that the listener doesn't take language as it is but he needs to interpret the meaning of the speaker's message though the purpose of it and through the use of previous experience and knowledge.

Moreover, Bahns (1995, p.537) quoted in Lynch (2009, p. 110) Stated that the main objective of listening is to help students to interact in their life for him developing listening skill leads to developing speaking skill.

Besides to that, there are three principals for teaching speaking and listening are:

*Good listener make good speaker, as evidence from Scottish study they find that students was helped effectively to speak through their previous experience as listener.

*Listener affect what speakers say and successful speaking in face to face interaction refer to the listener level.

*The conversation involves both listening and speaking and without them there would be no conversation (Ibid).

According to national communication association speaking is defined as the act of exchanging information, ideas and emotions using oral language whereas, listening is the process of receiving the meaning of the verbal and non verbal messages spoken (p.1). The main difference between listening and speaking is that the former deal with the producing of any kinds of language and the later is to understand and interpret its real meaning.

At the end , listening is as important as speaking because in order to communicate we need both of them .So, they are connected with each other and they go hand in hand when people express their thoughts to each other.

1.4. Definition of communication

Communication is the impacting, conveying, or exchange of ideas, knowledge etc whether by speech, writing or signs (oxford English dictionary)

It is also defined as the transfer of thoughts and messages, as constructed with transportation, the transfer of goods and persons .The basic forms of communication are by signs (sight) and by sound (hearing).Colombia encyclopaedia

Speaking skill involves communication ability of producing and receiving information Byrne (1986) stated that “oral communication is a process that happen between the speaker and listener and also productive skill of speaking with listening comprehension” (p. 8).

Furthermore, it involves interaction between people so they can exchange information and ideas it is defined by Bell (2011, p. 2) as the exchange of ideas, or interaction between at least two people interaction, involving at least two people.

In addition to that, communication can be transformed in two ways either verbally or none verbally. Verbally means the use of words, phrases, or sentences and none verbally includes gestures, symbols and physical appearance.

According to Kramsch (1983) speaking includes: “anticipating the listeners response and possible misunderstanding, clarifying one’s own and the others intentions and arriving at the closest possible match between intended perceived and anticipated meaning” (p. 367).

This means that communication involves the transmission of message between people , the speaker produces things that he want whereas the listener role is to interpret it according to his understanding ,but sometimes this interpretation is not appropriate that’s why he needs to take into consideration some features such as : stress ,intonation and gestures . So, the process of interaction is very complex.

1.4.1. Learners’ strategies of communication.

The studies on speaking skill introduce how languages are learnt and how learners produce language. In order to master language, there are certain strategies which must be followed. According to Bygate (1987, p. 42) oral communication includes: achievement strategies and reduction strategies which aim to compensate for a problem of expression.

1.4.1.1. Achievement strategy.

Used when there is a language gap and want to convey the message either by:

- guessing strategies
- paraphrase strategies
- Co- operative strategies.

1.4.1.1.1. Guessing strategy.

It has many types and it can be used as:

- a- Foreignize mother tongue word, pronouncing it in target language such as: French man speaks English is success if he foreignized the French word “manoeuvre” to mean (little man).
- b- Borrow word from his mother tongue without any change hoping that interlocutor will recognize it e.g. English speaker says “il ya deux candles sur la cheminee”.
- c- Can provide literal translation of his mother tongue eg: Frenchman says ‘crescent’ instead of croissant and fails to be understood.
- d- Invent target language word basic of his knowledge of the language hoping that interlocutors understand such as: air ball instead of balloon.

1.4.1.1.2. Paraphrase strategy.

It means that learners search on their target language in order to find word or expression they need; and this done by two ways:

- a- synonym or more general word called lexical substitution strategy e.g. Animal is super - ordinate for gerbil or man goose or dog.
- b- Circumlocution when speaker is used several words in order to express a meaning such as: some brushesthat. Probably they are using them for-for-for- -for- - - keeping their clothes .without dust=clothes brushes (Ibid, p. 44).

1.4.1.1.3. Co- operative strategy.

Is used when the speaker gets help either by asking for word, translation from his mother tongue or by miming e.g. S1) this little boy is wearing short pants (mhm) and plain. S2) Shirt (Ibid, p. 44-45).

1.4.1.2. Reduction strategy.

It is used when speaker tries to reduce his communicative objective it consists of:

1.4.1.2.1. Avoidance strategy.

It is involved when the speaker alters a message to avoid a trouble, learners may avoid producing particular sound such as: (tr) (th) in English (ch) in German .Learners also may avoid tricky structure such as: avoid conditional in English and finally, learners lack of vocabulary avoid expressing certain expressions and in this case they fall silent or look for other thing to talk (Ibid, p. 47).

1.5. The role of the teacher

The teacher plays an important role in improving students' abilities to use language and to create the best way of learning. Harmer (2001, p. 275-276) stated that the teacher employs three roles:

1.5.1. Prompter.

Teacher needs to help his students when they get lost or when they cannot think of what to say next by giving them suggestions without disrupting the discussion .This will stop the frustration that students feel when they speak.

1.5.2. Participants.

The teacher also can participate with his students; he provides an activity with enthusiasm; and he can participate in the discussion or in the role plays. He can improve the activity with new Information and ensure continuing students' engagement and maintain creative atmosphere. In addition to that, the teacher should be careful when he participates in order not to draw the attention to himself.

1.5.3. Feedback provider.

The teacher needs to know when and how to give the feedback to his students when they are dealing with an activity the teacher participation or over correction may inhibit them and take communicativeness out of the activity so gentle correction may get students out of misunderstanding and hesitation so everything depends on the teacher and the way he present the feedback.

1.6. Activities of speaking skill

Speaking involves four types of activities that should be used when dealing with language which are: information gap activities, communication games, stimulation and role play, and free discussion.

1.6.1. Information gap activities.

In order to develop students abilities and to make them interact between each other, the teacher focuses on the use of information gap activities .According to Hedge (2000) information gap activities “involves each learner in pair or group possessing information which the other learners do not have, the learners information must be shared in order to achieve an outcome” (p. 281). For him if the students work in pairs, they would engage in more negotiation of meaning than the other activities of free discussion or in activities with more participants. This type based on that pair work is less threatening; there would be more comprehension and confirmation checks, more clarification requests and more repetition (Ibid).

Moreover, motivation engendered by bridging the information gap to solve a problem .In addition to that , in information gap activities the students work in pairs one for each part and it can be used in term of graphs ,charts, or table to be completed and it includes description, instruction and comparison or narration (Bygate ,1987, p. 76-77).

1.6.2. Role play and Simulation.

1.6.2.1. Simulation.

An important kind of oral activity according to Jones (1982) quoted in Bygate (1987) “involves decision. making, in which the participants may act as themselves or in social rules .it is not performed for an audience, and the participants work to gather with the constraints imagery setting” (p. 80).

Moreover, students simulate things from real life such as : a business meeting , interview, aeroplane cabine , as if they are doing in the reality either as themselves or taking the role of character different from themselves or with thoughts and feeling that do not share.

Simulation includes the following characteristics:

- 1- Students function must be real and they must not think that they are just students but as real participants.
- 2- Simulated environment which means that make the setting (classroom) is the real place example: the airport
- 3- The structure in which students must follow necessary information to carry out and to see how the activity is constructed (Ibid).

1.6.2.2. Role play.

Many students benefit from the use of role play, for Revel (1979) considered it as “an individual’s spontaneous behaviour reacting to other in a hypothetical situation” (p. 16).

This means that role play make students speak in imagined situation to present the view of person without sharing them .Moreover; numbers of advantages are given to the role play:

- 1-It encourages participation from large number of students.
- 2-Students find that role play is easier than free discussion because they do not have to face the cognitive challenge of finding and intelligent things to contribute.
- 3- It gives the purpose and direction to the discussion.
- 4- It involves both competitive and co-operation elements.

5- Students may take a variety of roles during the role play and they will practice language according to setting, formality of situation degree of politeness or emotion required the function of every role.

Role play is effective when it is open ended so that many people have different views of what the results should be and consensus has to be reached .to succeed in role play the teachers have to give for his students card which tell them how they feel. Also, they should identify the situation which will simulate the discussion and sometimes give them roles that refer and require their personality's .Furthermore; teachers should provide interest topics (Harmer, 2001, p. 275).

1.6.3. Communication games.

Is the activity in which students use language and communicate and develop greater skills for managing interaction. Bygate (1987, p. 78) stated that the teacher can give activities for his students to perform such as:

- * Describe and draw it: means one learner describes the picture and the other draws it.
- *Describe and arrange: one describes a structure made, mach sticks whereas the other reconstructs without looking for the original.
- * Find the differences: two learners have picture which is different from the other without looking to each other they make the difference.
- *Ask right question when students take a card on which a word is printed the learner elicit That word from the other by asking questions.

Moreover, Harmer (2001, p. 272) pointed that in order to achieve communication between learners the games depend on the information gap in which learner talks to others learner to solve puzzle, draw picture, order things, and find differences or similarities.

1.6.4. Free discussion.

This type can provide opportunities for developing certain aspects of fluency according to Hedge (2000, p. 277-278) the activities will involve students to deal with certain topics which engage their interests, opinions, histories and experiences. Students are supposed to give opinions, agreement or disagreement, state preferences and comparison. For him, free discussion also encourages students to use language needed to sustain conversation and it provides them to practice the strategies required in interpersonal communication.

Sometimes free discussion takes place in small group not all the member and in this case, it needs support or structure one kind comes from the amount of information given by the teacher or materials such as: uses of picture. The second kind , is phasing the activity which careful instructions if phases are not included in the materials teachers can add their own such as: add quiet time as first stage for individual brainstorming of a topic ...etc, the kind comes from structuring interactions with suggestion for group roles such as :chair or secretary. The last kind is establish goals for the discussion by asking students to reach procedures involved in comparing ideas, defending, modifying them provide motivation to speak and to comprehend other speakers.

All this activities have their effect in improving interaction between students and help them to use language.

1.7. Learners speaking problems

The purpose of teaching oral skills is to make students communicate but when they are going to express themselves they face many problems which are lack of adequate and appropriate vocabulary ,poor listening practice, low participation because of anxiety and fear of making mistakes .

1.7.1. Lack of vocabulary.

In foreign language learning, students may fall silent because they have nothing to say or they have not words to say what they think .According to Meddour (2005, p. 8) students say only ‘I have nothing to say’, ‘I do not know’ and this refer to lack of motivation to express what they want and this problem may come from the oral task which is difficult and put them in critical situation.

Furthermore, students must have the desire to communicate with each other and build a good relation with the teacher and this of course make them feel that what they said have little interest.

1.7.2. Poor listening practice.

Listening plays an important role because to be good speaker you have to be good listener, students may require skill in expressing their wants but they have little amount in understanding the oral language and can’t comprehend enough elements in the message and this inhibit them to participate in the discussion .Anderson and Lynch (2000) state that “for the 12 learners to be a proficient partner in conversation .He need to be practice in both speaker and listener” (p. 15).

For that, student’s role is to listen more to the target language in order to acquire and understand the exact way of using it appropriately.

1.7.3. Law participation.

Students in the classroom have different personalities and styles. According to some researchers we can find two kinds of students; the talkative ones who tend to dominate their classmates and take all the time speaking and in the same time we find the majority of them keep silent fear, anxiety, and shyness .Also, the impact of large group all these mixed to gather and make him fall in silent and do not like to participate.

Moreover, some students are friendlier and want to share their wants and opinion but other are not. Maki Quoted in Baicky and Nuna (1996) state that “ I don’t like it (speaking) of course it is good way to know Someone’s opinion and to practice English but it is very hard for me and make me nervous” (p.260).

So, the teacher’s role is to improve student’s motivation and help to reduce some of their problems.

1.7.4. Fear of making mistakes.

It appears when students are going to speak the researchers state that students prefer to keep their wants for themselves and do not like to participate and others hesitate to speak because of the correction of teacher .Moreover students’ feeling are happen during the speaking task according to Ur (2000) “learners are often inhibit about trying to say something in foreign language in the classroom: worried about making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts” (p.121).

At the end, the teacher plays a significant role and needs to create appropriate atmosphere and suitable environment which help students to speak without any problem.

1.8. Assessing speaking

To speak fluently is not easy and students need a lot of practice and to know the development in speaking the teacher needs to assess his students.

Assessment is regarded by Lindsay and Knight (2006) as “the process of analyzing and measuring knowledge and ability to communicate” (p.121). It means that the teacher needs to assess all the skills not only writing (Grammar, Vocabulary) or reading but also to develop students to use language appropriately in order to communicate in foreign language.

Moreover, speaking assessment can be done formally or informally which can take place at the beginning of the course or at the end on the other hand, formal assessment

can be done through a placement test, test which shows progress, achievement and public examination such as Cambridge first certificate in English language testing service.

Besides to that, testing oral skill is very complicated either in term of practicality or the way assessment criteria can be done and written test 'interview' all the students have to be interviewed individually and this make them stress .So, it has great effects and the teacher may have different criteria for judging speaking and also testing may have impact in making students talk (Thornbury, 2005, p. 124-125).

Conclusion

In this chapter, we have dealt with many issues which are concerned with the term speaking, through knowing its meaning, its functions and its relation with the other skills .As a result we have found that speaking skill is very important in learning language. Besides to that, we have seen the role of teacher in making students' speaking more effective through the use of some techniques and procedures which involve them in real communication. The next chapter includes the use of educational tools and the use of audioscripts in learning English language.

Chapter two

Educational Tools and Audioscripts

Chapter two: Educational Tools and Audioscripts

Introduction

In This chapter, we will present the most important materials that can be used in education by both teachers and students. So, we will begin first by defining the authentic materials, its sources, benefits and introduce some of the authentic materials (songs, films, news papers and magazines), the criteria of choosing authentic materials .After that, we include the main types of teaching tools (audiovisual, audio, visual) .Then, we will give a brief definition to the audio and script and state the most important element that should be included in the script. Finally we will introduce the audioscripts and how to write and present an effective audioscripts.

2.1. Definition of authentic materials

For teaching and learning English language, authentic materials considered to be the most powerful materials that can be used because many studies have confirmed that it gives positive results. According to Harmer (2003, p. 205) quoted in Sato (n,d) authentic materials defined as:

Language where no concessions are made to foreign speaker .It is normal ,natural language used by native -or competent- speakers of language .This what our students encounter or will encounter in real life if they come into contact with target language speakers (p. 218)

It means that authentic materials includes the real language that used by native speakers which is natural and normal .it join students with the real life through the contact with target speaker.

Furthermore, according to Rogers and Medley (1988) the term authentic refers to “language samples...That reflect a naturalness of form and an appropriateness of cultural and situational context that would be found in the language as used by the

native speakers” (p. 468). This shows that the use of authentic material includes the real language and used by the native speaker.

It is also defined by Rogers (1988) quoted in Tamo (2009) as “appropriate’ and ‘quality ’ in terms of goals , objectives ,learners need and interest and ‘natural ’in terms of real life and meaningful communication” (p. 74)

2.2. The sources of authentic materials

They are two main categories in the authentic materials in which students can benefit .The first one is called print and the other is auditory such as: Newspapers, magazines, traffic tickets, TV guides, greeting cards ,report cards ,food labels movies, video, television, ,songs , radio programs and phone messages ...etc.

2.3. Advantages and disadvantages of authentic materials

The uses of authentic materials are very important because of its benefits which are summarized as:

- * Students are exposed to real language with famous people.
- * Authentic materials have a positive effect on students’ motivation.
- * It relates and informs students with what happens in the world.
- *Textbooks do not include incidental or improper English.
- *It can produce a sense of achievement.
- * The same piece of materials can be used under different circumstances if the task is different.
- *Books, articles, newspaper and so no contain a wide variety of text types. Language styles are not easily found in teaching materials.
- * Authentic materials can encourage students to read because it can include interest topics.
- *It supports more creative approach to teaching.

Although students are exposed to real language but they have some problems when using these authentic materials like:

- * Authentic materials may be too culturally based so unnecessarily difficult to be understood outside the language community.
- *The vocabulary used might not be relevant to the students needs.
- * Many structures are mixed.
- * Many accents can be heard and this can cause some confusion.
- * The materials can become outdated easily such as the news.

So, in order to solve any problem, the students claim that authentic materials help them to interact with the real language and how it's used but they need also to other pedagogical supports such as the use of: audiovisual materials which increase their understanding, auditory like listening to popular and traditional songs which help to Create non threatening environments (Tamo, 2009).

2.4. Songs

Songs considered to be authentic materials which help in the development of students' language, it is regarded to be part of music which most people used to hear ,music can be instrumental or solo instrumental as Griffiee (1995, p. 3) quoted in Resova (2007) stated:

the words songs refers to pieces of music that have words, especially popular songs such as those one hears on the radio .by music is meant instrumental music ,for example, symbolic ,chamber ,easy listening ,or solo instrument such as the organ ,flute or guitar (p. 10).

Furthermore, many people regarded that songs have the power in making students acquire language as Dale Griffie state “no one knows why songs are powerful, but powerful, but everyone knows from personal points of view they are” (Ibid, p. 4).

Songs bring many advantages to the classroom; they can reduce the routine and bring fun (Ibid, p. 17).

For Millington (2011, p. 134-136) songs can be used for many reasons:

Listening: it can be improved through many ways; it can provide students with practicing listening with different rhythm and intonation, songs also; have the power to be engaged in our brains.

Speaking: it improves student's speaking abilities through: allowing them to practice a new sound without producing the same level of boredom and practicing stress and intonation.

In addition to that, songs considered being useful tool in learning vocabulary, it helps students to acquire and learn simple sentences, structure sentence patterns than can be part in their mind.

Furthermore, songs can also give students the opportunity to acquire and understand the culture of target language as Shen (2009, p. 88) stated "language and music are interwoven in songs to communicate cultural reality in a unique way" (Ibid, p. 136). This means that songs help students to learn historical events of target language and discover their cultures and believes.

Besides to that, songs can be enjoyable, fun and help to maintain classroom motivation, and this of course help to increase students' achievement and reduce anxiety. So, students considered it as entertainment rather than study (Ibid).

2.5. Films

Using films in learning is very significant because it has a great effect on students' knowledge .According to Gilnore (2007) Quoted in Mc coy (n.d, p. 17) films develop students' communication because it provides them with the necessary knowledge in different ways.

In addition to that, films are very useful because they raise the students' interest and help them to see and understand language in action as Kano stated (1980) Quoted in Sato (n.d) “ films arouse learners interest, and learners challenge to understand what the actors are talking” (p. 218).

Furthermore, McCoy considered that watching films make students not only to be actually involved in the language interaction but they are pseudo participants in this interaction because they are watching and hearing to all what is happening in the films (op.cit).

2.6. News papers and magazines

In addition to songs and films, newspapers and magazines are other sources of authentic materials Grundy (1993, P.8) quoted in Camacho (n.d, p. 4) stated that the main reason of using newspapers and magazines is because the information given are authentic and they enable students to get in touch with cultural clues . Also, Garcia and Beanery (2001, P.16) claim that “newspapers may be a means to touch human values in the classroom, such as solidarity, trust, charity, obedience” (Ibid).

Magazines are authentic materials because they include people talking about different subjects such as, music idols, social matter, cinema, beauty and sport (Ibid).

The main advantages and disadvantages of news paper and magazines are:

- *They deal with interest subjects.
- * They teach human value.
- *They help students work in group.
- *They teach students new vocabulary and expression.

In contrast, there are three main disadvantages which are:

- *No good made of writing (the style of journalist).
- * Insufficient of time.

* They need materials (Ibid, p. 6).

2.7. Criteria of choosing authentic materials

In order to use authentic materials in the classroom the teacher needs to take certain criteria which are presented by Karpova (1999) Cited in Baghban (2011, p. 11) as follow:

1- The content: the content should be appropriate for the learners' age, needs and goals.

2-Tasks: must be sequenced and differentiated and in order to make students previous knowledge and new knowledge integrated.

3- Teacher and students' relationship: the material chose must be structured and help students to interact with their teachers.

3- Learning strategies: materials relate to students abilities.

4-The environment must be appropriate and encourage students to learn.

5- The teachers chose the materials taking into account the social value and attitude of the students.

6- The material must appropriate for students' culture, sociolinguistic and para-linguistic attitudes.

2.8. Authenticity and motivation

The major role of authentic materials is to motivate students to learn so, motivation role is attract the students interest, establish the enthusiasm in the class, help them to concentrate and enjoy as it defined by Crookes and Schmidlt (1991, p. 498-502) quoted in Peackcock (1997) "interest in and enthusiasm for the materials used in class; persistence with learning task, as indicated by levels of attention or action for an extended duration; and levels of concentration and enjoyment" (p. 145).

Besides to that, Little, Devitt, Singilton (1988), peacock (1997) and Shie (2001) quoted in Baghban (2011) state that “ authentic materials have a motivating effect” (p. 9).

Also, Oguz and Bahar (2008) point that if learners use authentic material their motivation can be raised because it can help to establish their interest and to be active participants (Ibid). So, motivation is very important for learning the language.

2.9. Types of teaching and learning materials

They are three types of learning and teaching materials which are: *audiovisual materials such as: video, television, * visual materials such as overhead projector, pictures.* the audio materials such as radio and audio tapes.

2.9.1. Audiovisual Materials.

They include both the audio and the visual materials, they are useful in teaching and learning because of their benefits and the most useful tool is the video.

2.9.1.1. Definition of Video.

The video is one of the most important media in teaching foreign language according to Mac Willian (1986) quoted in Meskill (1996, p .184) video is regarded to be more powerful, salient and comprehensible unlike the other media for second and foreign language students.

In addition to that, video has the power to develop listening and speaking skill, it enhances students’ motivation and helps them to understand how language is used and expressed in target language as Flowerdew and Miller (2005) state:

Some of these are that video often promotes the motivation to listen; it provides a rich context for authenticity of language use; the paralinguistic features of spoken text become available to the learners [...]; and it aids learners’ understanding of the cultural contexts in which the language is used (p. 172).

Furthermore, video is effective for variety of topics in different domains and situation as Smaldino, S. and others quoted in Bijnens et al (n.d, p.16) Point that with video we can use different types of topics and subjects in all the domains .also it can manipulate time and space , besides to that, video takes learners interest anywhere in the classroom.

So, using video in the classroom is a major factor to motivate students to participate actively in the course.

2.9.1.1.1. Types of video.

There are three types of video which stated by Harmer (2001, p. 284) as follow: off air programme, real word video and language learning video.

*Off air programme: they are video recorded from television which should be engaged for our students. Some of these video are difficult for them to understand especially if the particular accents or slang are used. So, the best programme is the one which can be used for a range of activities, prediction and cross cultural awareness, teaching language helps student's creation.

*Real world video: no purpose is given why students and teachers do not use published video tape materials, features film, comedy...etc provided that there is no restriction for doing this.

* Language learning video: now a day, many publishers produce video for language learning which are very important because they have been designed with learners at particular level in mind, they are understood and improve students interest .Also, these video are multi use it means that they cannot be used for language study alone but also it can be used for a variety of activities. Sometimes, these video fail because of the poor production, the language and situations are unauthentic or the content doesn't require the students need.

So, teachers' role is to choose the video that our students accept and enjoy.

2.9.1.1.2. *The advantages of using video.*

Video can provide the processes of learning with many advantages, according to Harmer (2001, p. 282) video are important because:

*It sees language not only listening to the words and this make a great comprehension so, we can understand the meaning of the message deeply and to observe how intonation can match with facial expression through the way is used and through the gestures and expression.

* Video can help students to know the others cultures and to discover how people express what they want 'foods, clothes...etc.

* Through the use of video camera students can be creative and help them to do new things in English.

* Video has the great power in increasing students' interest when they see how language is used.

In addition to that Reyes (2005) considered video important because:

*It does what the teachers cannot do and it can bring the real world in the classroom.

* It adds a visual dimension to oral work which is very appealing to the students.

* Video also can give prominence to all the non verbal features (face to face communication) such as gestures, eye contact which are easier to understand.

*Video presents the cultures behind the language, if the students have no contact with English speaking countries so; they can see as well as they can hear.

*Video can be used for communicate activities in reading, writing, listening and speaking.

2.9.1.1.3. *Disadvantages of video.*

It is true that video brings benefits to the classroom but there are some problems that teacher should take into considerations. These problems are summarised by Harmer (2001, p. 283) as:

- * Nothing is new; which means that the teachers' role is to provide students with video that includes learning experience not just what is existed in television and internet.

- * Poor quality tapes and disks, so when teachers decide to use them they need to know if it attracts the students interest and if it is sufficient or not.

- * Poor condition; teacher needs to know if all students can see the picture and hear clearly.

- * Stop and start; so students become frustrated when they stop the end of the story' in order lead students to make prediction but other time they fail to take their curiosity into account .so, the teacher should know when to stop and start the video and how much the learners want to see the end.

- * The length of video is very important to use short video in order not to make student sleep so video with one and four minutes can yield big number of exercises, demonstrate a satisfying range of language, easier to manipulate, improve their motivation and make them involved .

- * Fingers and Thumbs; students can be irritated when teachers do not find what they want, teachers also be frustrated when the machines do not work as they want.

So, the teacher needs to solve this entire problem in order to use video successfully.

2.9.2. Visual materials.

They are the second type of material that the teachers can use in the classroom which help and motivate students to learn and they include many tools such as the overhead projectors.

2.9.2.1. Definition of Overhead projector and its advantages.

Using overhead projector is a necessary in teaching and learning because it allows teachers to use visual or demonstrate materials and they are so easy to use. Harmer (2001) defined overhead projector as “Are extremely useful pieces of equipment since they allow as to prepare visual and demonstrate materials .they require little technical knowledge, and usually are easy to carry around, it is not surprising they are so widely used” (p. 136-137)

For him, they are important because they have the opportunity to show only what they want and avoid what they do not want to use, but although they seem very useful, teachers can face problems for example: the need of electricity, the problem of natural light that comes from the window and door ...etc .So, the teacher must take into consideration all these things in order to make the overhead projectors became very useful resource (Ibid).

2.9.3. The audio materials.

Audio materials are very important in teaching the language because they allow students to listen to different accents of native speakers with different subject the most useless material is the radio.

2.9.3.1. Definition of radio.

Radio is one of the most accessible ways for students to improve their learning; because it helps students to listen to the human voice at any place and bring them to real sounds and imagined situation as Thomas (2001) stated

radio offers sounds ,particularly the human voice, it also offers natural and created sounds ,radio can bring to the learner ,the sounds of people

and places, the sounds of real and imagined situation ;sounds designed to simulate ,support, illustrate and enrich the learning process (p. 5).

2.9.3.1. 1. *The advantages of radio.*

Radio plays major role according to Thomas (2001, p. 8-9) radio can reach large numbers of listeners and can spread over a large geographical area, more and less simultaneously and little cost.

*Radio also can bring up news and information about the students courses, exams issues of common interest and concern, about the experience of follow students and trainees.

* Radio relies only on human voice, it is very personal and direct medium and can provide students with support and encouragement when for example are facing their first assignment or examination and when they lack of confidence to embark on a course of studies.

* Radio can provide tutorial support ,both of general kind and specifically to the courses that the students are studying such as help them with key concepts, difficult ideas and new approaches, introduction of new areas of study ,give them advice and guidance.

* Radio can offer listening experience that not readily available through print or face to face contact such as help students to listen to different accent of expertise and can take them to the places that they cannot visit and experience.

* Radio can be used for direct teaching through helping teachers with the use of many subjects in whom they are lack of confidence or experience, introduction of new approaches and subjects into the curriculum.

2.10. Definition of audio

It is one of the technique that can be used in our life and it can be music, video, radio ...etc which can be used only through our hears according to Asokhia (2009) “audio is dealing with what is heard , music ,drums, radio, tape recorder, projectors , DVD and any sound effect that can be heard” (p. 81).

2.11. Definition of script

It is defined as the written version of a play or other dramatic composition used for performance – dramatic means play for performance the stage television or in the movie, songs or it is the written words of a play, movie, and message to deliver on phone or person.

2.11.1. The element of script.

In order to effective script there important steps that should take into account which are:

***Introduction:** it means you must introduce yourself by giving the name and the website to make people know them.

***State the learning objective:** this happens by giving the objective that you are going to achieve and tell what they learn why is beneficial.

***Go through steps of the main content.**

***Restate the objective:** as an example: you say now you have learned X so you will succeed more than ever.

***Say good bye:** you repeat your name again when you finish and say goodbye.

***Say we meet you again:** in order to let people know that you will see them next time.

2.12. Definition of audioscripts.

Audioscripts refer to the authentic materials that is used to increase students' motivation to learn .It is defined as the variation of our E- script .it is the document that includes the spoken words (audio) and written word, or it is the text version of the audio contained in a media program.

It is also defined as listening material taken from different sites: www.britishcouncil.org. They are used in mp3which played through the use of windows players, this script used in document and this kind of material are useful for teacher and students to learn English language. It includes three parts:

***Concordance list:** it means that audioscripts lists all the words in the transcript, in alphabetical order in hyperlinked to the page and line number where the words appears in the document.

* **Transcript:** this window will display the transcript; the user tries to use the first part in order to find a word and uses the page and line in order to see the text.

***Audio playback control:** this part makes the users to control this audio playback.

2.12.1. The steps of writing an effective audioscripts.

Well writing and well presenting are considered the main basic condition to make an effective audioscripts and to make students use this material .According to Thomas (2001)

The scripted talk is a basic audio form, if well written and effectively presented; it is very useful way of communicating information, experience and advice for students. If poorly written and badly presented it can be, difficult to follow, hard to understand, boring to listen to, and discouraging to the students (p. 82).

In order to write an effective audioscripts there are some steps that should be followed:

*The first step: the script must be clear, concise and in order to help the listener understand the information which is given to them, it also should be invisible and when you delivered it should not sound like a script because if it sounds like a script the program presented would not sound friendly to the audience so it depends on how it is written and presented.

*The second step: the conversation needs to be natural not artificial or styled and the best way to know if the script sound naturally is to see if it is complex , and the reader focuses more on the text in order to understand the meaning not like a script which writes for ear and need to be direct and simple.

*The third step: the script should write clearly because the listener only hears it for the first time so the meaning needs to be clear.

*The fourth step: the role of audioscripts is to build connection with people when they listen to it, it invites them to their word through the use of the pronoun 'we' and 'our', also do not use many sentences to gather in order not to get the listener attention longer .

* The fifth step: is the use of simple style and comprehensive language to transmit the message directly and accurately, as it is shown in the following script:



LearnEnglish Professionals

LIVERPOOL: CAPITAL OF CULTURE 2008 AUDIOSCRIPT

Radio presenter Now, in case any of you had forgotten, Liverpool was named Capital of Culture 2008 about eighteen months ago, and we thought it would be a good idea to get the latest thoughts on the subject from you the inhabitants of this fair city ...so I was out and about in the centre earlier today and this is what people had to say...

Passerby 1 Capital of Culture...moving up in the world at last aren't we... Great for the local economy, what with all the extra visitors... 'Liverpool, tourist centre of the North'- Well why not? I'll think I'll open up a hotel meself (laughs). Mind you, I've got a friend who's having real trouble now that property prices are going mad. She moved up from the Midlands cos she thought she'd get somewhere cheaper here, and now ...

Radio presenter And you, sir, what do you think about Liverpool being Capital of Culture?

Passerby 2 I think it's brilliant. I mean we've already got quite a few festivals over the summer, down by the docks and that...so now we can have a whole year of it and really go for it! I'll be dancing in the streets anyway...

Radio presenter And can I ask you, what line of work you're in?

Passerby 2 I'm in the film business, actually, and we've got £6m from the government to build up the industry, so I think this will really put the city on the map worldwide. It could turn us into a sort of mini Hollywood...

Radio presenter Do you know what's happening in Liverpool in 2008?

Passerby 3 Oh yes, I work on the council and we've been involved in this for the last three years. The fact that we beat somewhere like Newcastle who looked like they had a much better bid...

Radio presenter It'll mean quite a few changes to the centre, of course

Passerby 3 I'm sure we're going to get a few complaints from people about the building work. The plan is to bring back the trams and change all the buses over. But it'll be good when it's finished. I think the atmosphere here has changed already. There's a real buzz about the place. It's the old Mersey spirit you see...never say die!

Radio presenter So listeners, what do you think? We want to hear your views after the news at twelve o'clock, and if you want to ask questions about the events being planned for 2008 we'll be having one of the organisers with us in the studio. You can also send us an email right now at this address.....

2.12.2. The steps of presenting effective audioscripts.

When finish writing a script you need to present it at the microphone. According to Thomas (2001, p.86) when we use a script at the microphone the speaker must use his voice by bring out the meaning of the words on the pages in order to convey the meaning clearly. Then, he needs to stress the keys words and phrases, to make pauses at various times and to vary the rhythm and pace of his choice. So, the more the voice is effective, the better you communicate and easiest to hold the listener interest and attention. As it is represented in the CD-ROM adopted from: <http://www.britishcouncil.org/professionals-podcast-english-listening-downloads-archive.htm>

Conclusion

To end up this chapter, we can say that the audioscripts is beneficial in language teaching and learning since they are the most important parts in authentic materials, the major role of using these materials is to serve students with excellent resources of introducing language as it is in its real which help to increase their abilities especially in speaking skill taking into account: the students levels, the way it is writhed and presented and this of course attract the students attention to use them all the time.

Chapter Three

Data Analysis and Interpretation

Part Two: The Field Work

Chapter Three: Data Analysis and Interpretation

Introduction

So far, we have presented the literature review of both speaking and audioscripts .the next chapter is the field work which aim is to identify the role of audioscripts in improving effective English speaking skill. At the beginning we are going to know if the students are motivated to speak English, after that, we introduce the most problem that they face when they are going to speak. We want also to know the most useful materials that the teachers use they include the use of audioscripts, and finally we are going to know if it is effective or not and what is its role in increasing the students speaking abilities.

3.1. Descriptions of the questionnaire

3.1.1. Description of students' questionnaire.

We have designed a questionnaire for first year LMD students to investigate the role of audioscripts in improving effective English speaking skill. This questionnaire aims to gather information about the students themselves, students and their relation with speaking skill and the most important tools that they need in learning oral expression .The questionnaire was for 45 students at English department in Mohamed Khieder at Biskra University, but unfortunately I received just 40 answers. The questionnaire consists of three main sections: personal background about the students, general information about speaking skill and the third section concerned the use of audioscripts in oral expression and what is followed is the detailed description of these three sections:

Section one: Background information

In this section the students were asked to indicate their: age, sex, their feeling towards English language and the reasons that make them chose this language.

Section two: Students' perception about speaking skill

It contains eight questions concerned speaking skill. In the first question students are asked to introduce the important skill that need to develop: speaking, listening, writing or reading then, they are asked if they like to speak English language and they had to explain their choice. The third question seeks information about how many times they participate in the oral expression lecture if: always, sometimes, rarely or never; and then they have to justify their answers. Fourth question, students are asked to answer if they face difficulties when they speak and they mention the different difficulties that they face .In the fifth question the students are asked about the technique they enjoy better: free discussion, communication games, role play and information gap activities after that they had to justify their choice. Question six, the student asked if their teachers use teaching aids or not and if yes, what they are .Question seven, the students are asked about the importance of these aids in improving their speaking skill. Question eight, is the last one about students' self-evaluation if it is: good, average or weak.

Section three: Students' perception about the use of audioscripts

It consists nine questions starting with the first question which aims to know if the students use this strategy or not and if they listen to different materials that include a script. In the second question, and how many times they use this strategy in the third question so they are asked to answer with: always, sometime, rarely or never. Question four asks students if this new strategy helps them to improve their abilities in speaking and they had to justify their answer and what is their feeling toward it in the question five whether they like it, neutral or they hate it. Question six, it asks the students if their teacher helps them to solve their problems. Question seven, is about if the teacher uses listening practice in the lecture and if the answer is yes, what they are Question eight is about students' opinion about audioscripts either it helps them to: be fluent speakers, know the others

pronunciation and evaluate them or enjoy and entertain and the last question is about students suggestions.

3.1.2. Description of teachers' questionnaire.

This questionnaire was designed for oral expression teachers at Biskra University teaching first year LMD students at English branch. This questionnaire has been distributed randomly to eight teachers; they include eighteen questions and classified under three sections: background information, teachers' perception on speaking skill and teachers' implementation of audioscripts.

Section one: Background information

This section seeks information about teachers: sex, degree, teaching experience, teaching oral expression and if it is their choice.

Section two: Teachers' perception about speaking skill

This section contains seven questions concerning speaking skill. In the first question, the teachers are asked to state their opinions about the importance of teaching speaking skill, and then they have to explain their answers. After that, they are asked about their evaluation about the students 'level in speaking skill in the second question, and if they are motivated or not. In the third question, teachers should clarify their negative answers. In the question four, the teachers are asked to identify the main problem that their students face when speaking. Besides to that, in the fifth question the teachers are asked about the teaching materials they have always use inside the classroom, and if these teaching materials are important or not in the question six with giving us their clarification whatever their answers. In the last question, the teachers are asked if these materials help students speaking skill or not with their justification whatever their answers are.

Section three: Teachers' implementation of audioscripts

This section contains six questions that are concerned with teachers' use of audioscripts. In the first question, the teachers are asked if they use audioscripts in teaching oral expression with their classification whatever their answers. Then, they are asked about their opinions about the audioscripts in the second question. In the third question the teachers are asked if this strategy helps students to speak or not; and then they have to justify their choice. Concerning the fourth question, the teachers are asked if the use of audioscripts helps to increase other students abilities or not and they have to clarify if they answer with "yes". The question four is about the effectiveness of audioscripts in teaching. So, the teachers are asked to give their opinion about that with their clarification whatever the answers are. The question six is about the teachers' suggestions to improve better English speaking skill.

3.2. The analysis of the questionnaires

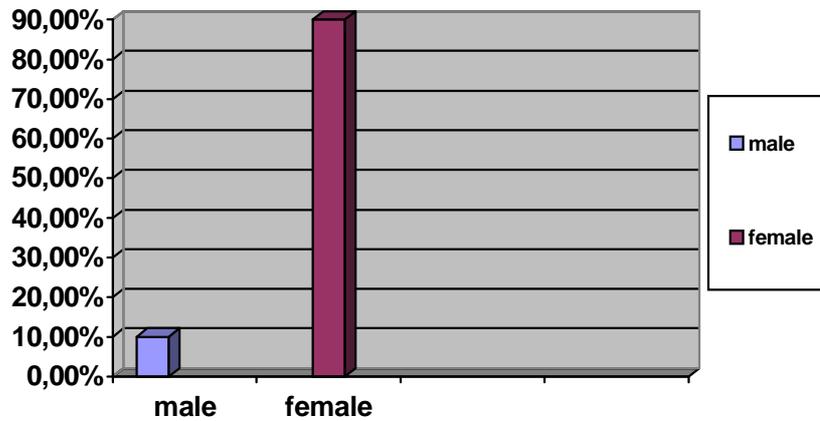
3.2.1. Analysis of students' questionnaire.

Section: 01

Question 01: Sex

Sex	M	F
N	04	36
%	10	90

Table 01: Sex distribution.



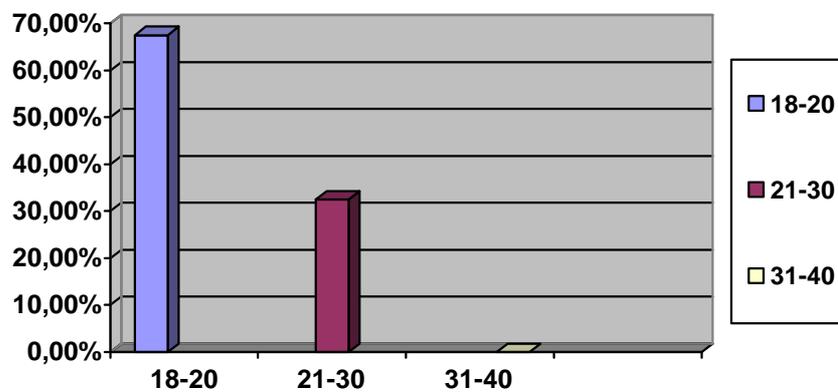
Graph01: sex distribution.

From the table, we notice that the majority of the students who learn English language is female which represents (85, 71%). Whereas, only (14, 28%) is male.

Question 02: Age

Age	18-20	21-30	31-40
N	27	13	00
%	67.5	32.5	00

Table 02: Age distribution.



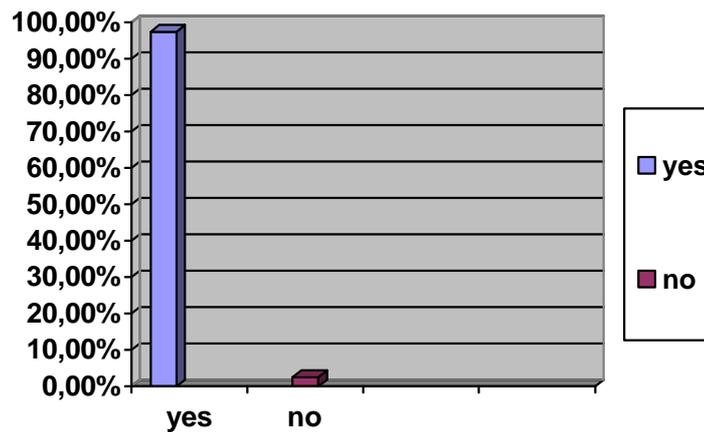
Graph 02: Age distribution.

According to the table, we observe that the whole of first LMD students are between 18 and 20. And a few are between 21 and 30. This distribution shows that there is no difference among the students' abilities.

Question 03: Do you like English language?

Answers	yes	no
N	39	01
%	97.5	2.5

Table03: Students feeling towards English language.



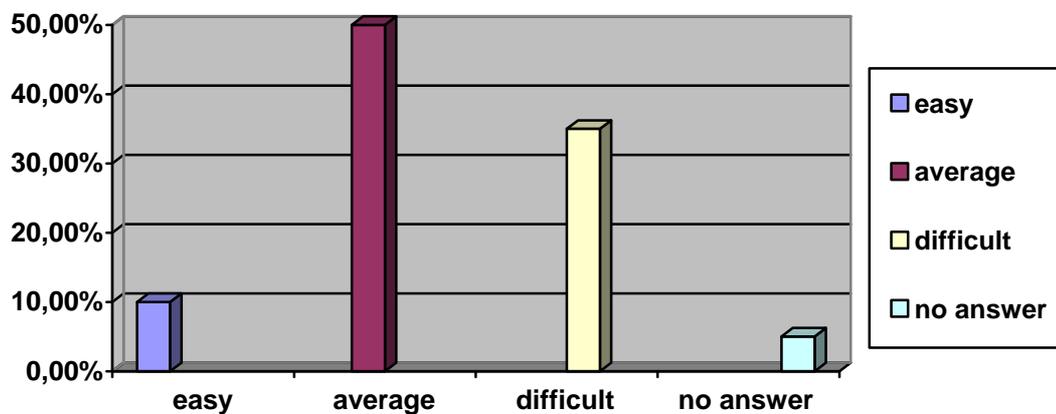
Graph 03: Students feeling towards English language.

From the above table, we remark that all students of first year (97.5%) like to learn English language some of them have chosen it because it is international language in the world and others answers that is appropriate for obtaining a job. Whereas, only one student who is obliged to learn English.

Question04: Do you find it?

Answers	easy	average	difficult	No answers
N	04	20	14	02
%	10	50	35	5

Table 04: Students' opinion about the English language.



Graph 04: Students' opinion about the English language.

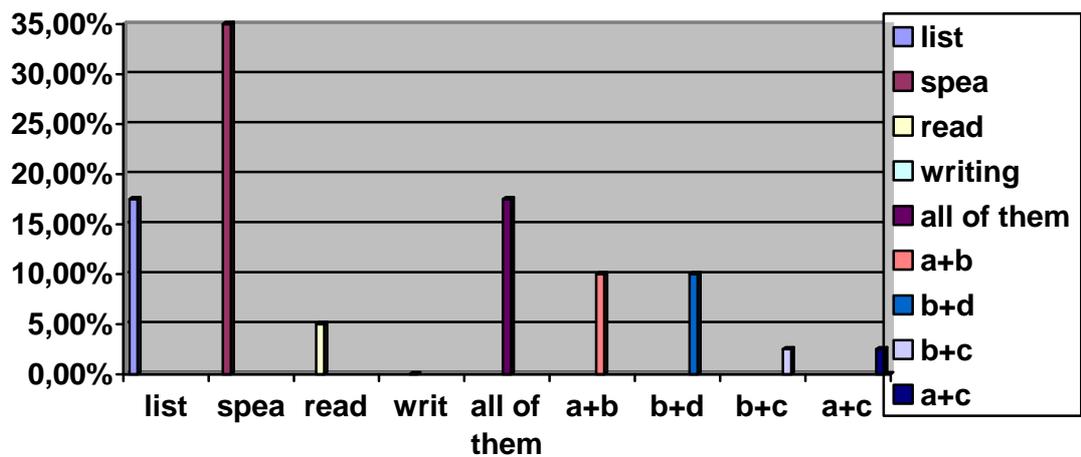
The results show that the (10%) of students found English language easy to learn. Whereas, about (50%) consider it somehow easy ,and only two students do not answer this question.

Section: 02

Question 01: Which of these skills do you think is very important?

Answer	Listening	Speaking	Reading	Writing	All of them	a +b	b +d	b +c	a +c
N	07	14	02	00	07	04	04	01	01
%	17.5	35	5	00	17.5	10	10	2.5	2.5

Table 05: Students' favourite skill.



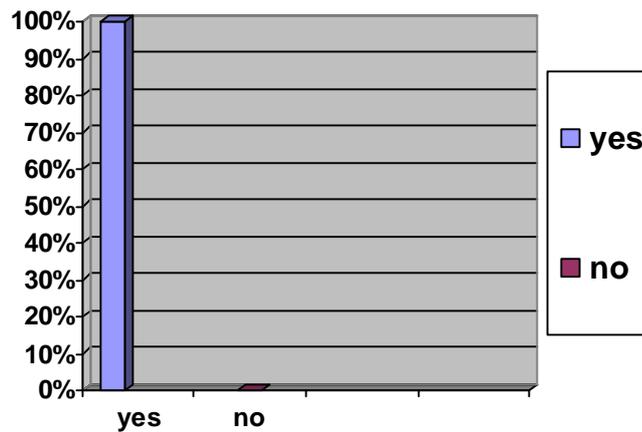
Graph 05: Students' favourite skill.

The aim of this question is to know which one of the four skills is very important to the student's. The table shows that the majority of them (35%) choose speaking skill, then listening with (17.5%) and reading with (5%). Whereas, for (17.5%) of the students consider all these skills important. The rest choose listening and speaking (10%), speaking and writing (10%), listening and reading with (2.5%), speaking and reading (2.5%). From the results, speaking came first in the students' choice and it is the most important one which need to be developed then the other skills.

Question 02: Do you like to speak English language?

Answers	yes	No
N	40	00
%	100	00

Table 06: Students' opinion towards speaking English.



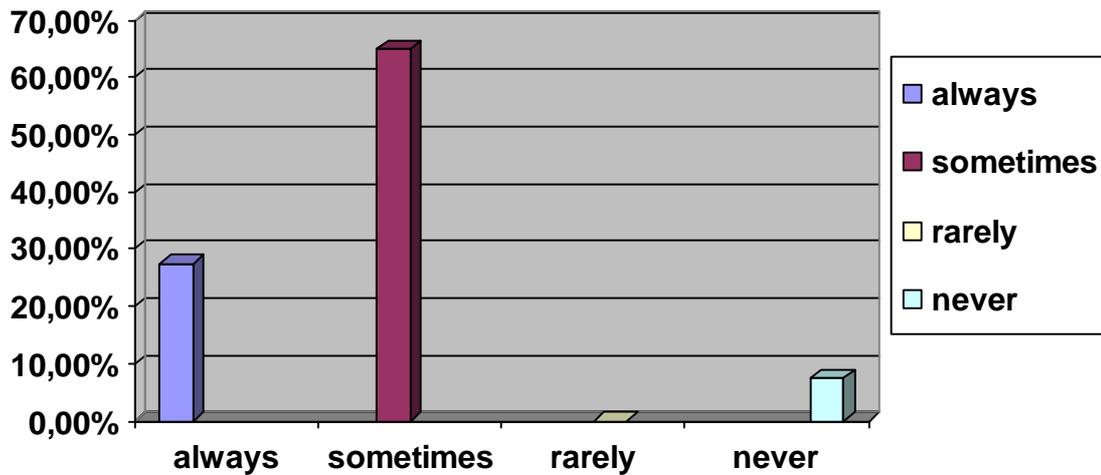
Graph 06: Students' opinion towards speaking English.

By asking this question we wanted to know if students have the desire to use this language or not. The results from the table show that all students like to speak in English very much; they justify their answers by saying that: it helps them to communicate with target people, others said that it helps them to learn more the language and they enjoy when using it.

Question 03: How many times do you participate in oral expression?

Answers	always	Sometimes	rarely	Never
N	11	26	00	03
%	27,5	65	00	7.5

Table 07: Students' participation in oral expression.



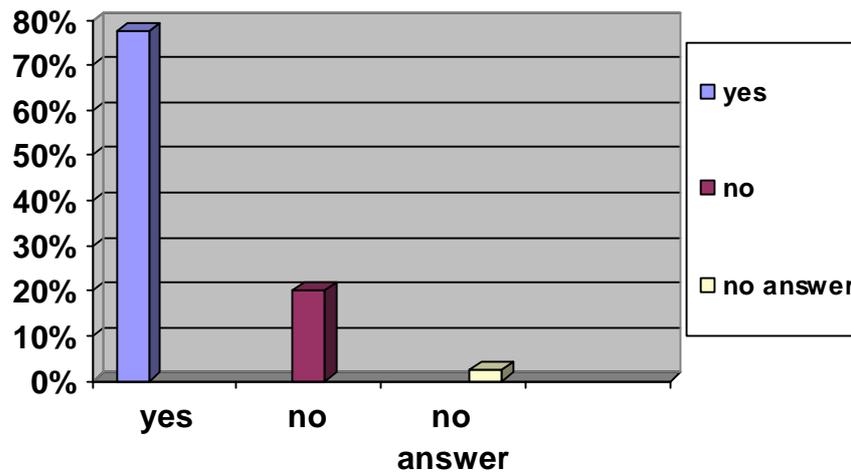
Graph07: Students' participation in oral expression.

From the table , we notice that the results seem to be positives which means that there is kind of participation during the oral expression lectures ,some students (27.5%) like to participate all the time and others (65%) from time to time. Although the results are positive but there are few students (7.5%) do not participate at all in the lecture.

Question 04: Do you face difficulties when speaking?

Answers	Yes	No	No answer
N	31	08	01
%	77.5	20	2.5

Table 08: Students' speaking difficulties.



Graph 08: Students' speaking difficulties.

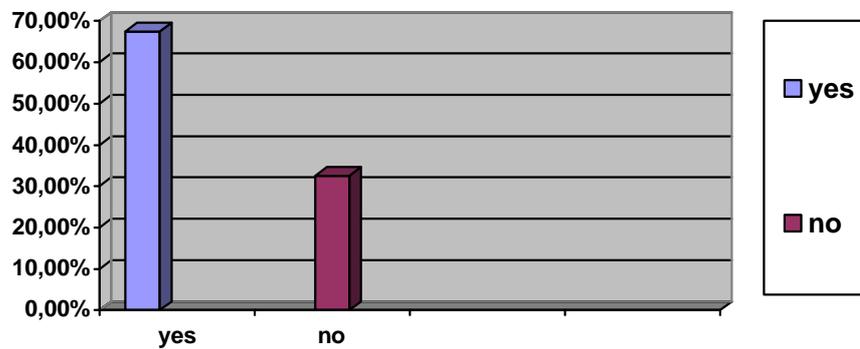
The aim of this question is to know if the students face difficulties when speaking or not. From the table, we remark that the majority of students (77, 5%) have problems when speaking. Whereas, for (20%) of the rest does not have. Only one student does not answer this question.

Students who answer with "yes" claim that they can not speak freely as they want and this because: the lack of vocabulary which inhibits them to produce complete and correct sentences. Some students found it difficult to speak in front of their classmates because of their shyness and other dislike the teachers' correction when they make mistakes. In addition to the lack of interaction among students and students with their teachers and this reduce the communication process in the classroom. Besides to that, students feel de-motivated to speak because of the subjects which are not interesting and do not fit the students need. So, the teachers' role is to help their students to speak by creating friendly and relaxed atmosphere that pushes them to speak.

Question 5: Does your teacher help you to solve your problem?

Answers	Yes	No
N	27	13
%	67,5	32,5

Table 09: Teachers' help toward their students.



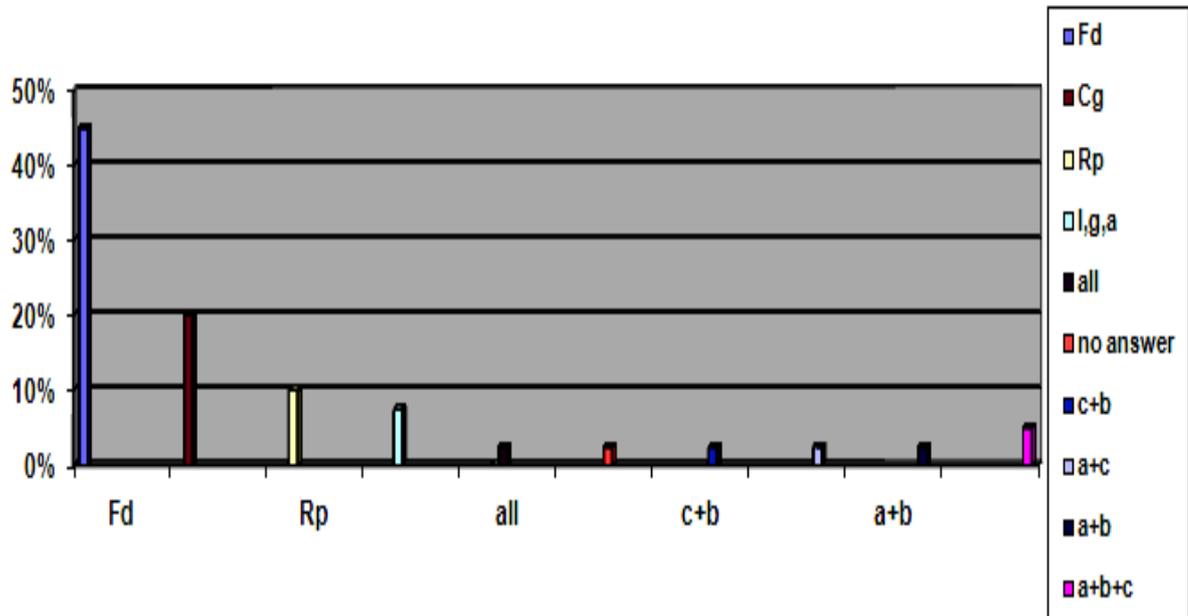
Graph 09: Teachers' help toward their students.

From the table, we notice that the majority of teachers play their role effectively and do their best to solve the students' difficulties for (76, 5%) of the students answer with "yes". In the other hand, the rest of students (32, 5%) answer with "no" which means that their teachers do not help them.

Question 6: What are the kind of activities do you like better?

Answer	Free discussion	Communication Games	Role play	Information gap activities	All of them	No answer	c +b	a +c	a +b	a +b+c
N	18	08	04	03	01	01	01	01	01	02
%	45	20	10	7,5	2,5	2,5	2,5	2,5	2,5	05

Table 10: Students' favourite activities.



Graph 10: Students' favourite activities.

By asking this question we want to know which type of the activities that students prefer to work in the classroom, four options were given: free discussion, communication games, and role play and information gap activities.

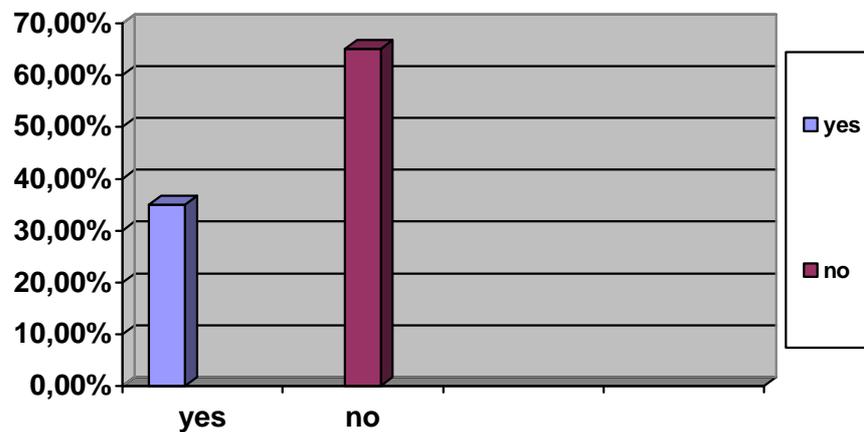
The answers from the table show that (45%) of students prefer the free discussion activity because , it gives them the choice to select the topics they want to discuss and this helps them to learn and acquire new vocabulary. In addition to that, it helps them to exchange ideas and information. For (20%) of the students have chosen the communication games activities, they justify their answers that they establish the areas of communication and also enjoy them. For role play, only (10%) of the students have been chosen because it makes them fun and it joins them with real world. Concerning information gap activities only (7, 5%) % of students because they help them to acquire and understand the message, and learn the right pronunciation. It is one student who prefers all of them whereas one student did not give us his answer. The rest of students have chosen free discussion with role play (2, 5%), role play and communication games (2, 5%), free discussion and

communication games (2, 5%) and (5%) free discussion with communication games and role play.

Question 7: Do your teachers of oral expression use teaching aids in the classroom?

Answers	Yes	No
N	14	26
%	35%	65%

Table 11: Students' opinions about the teachers' use of teaching aids.



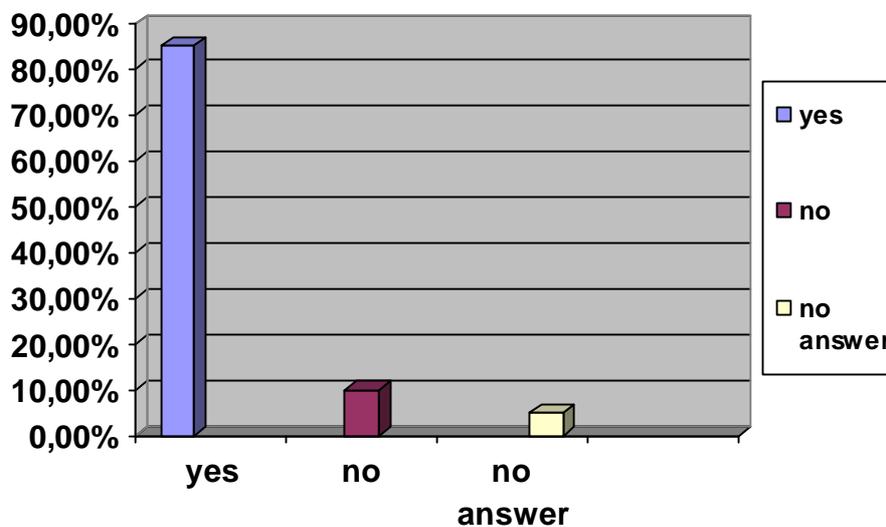
Graph 11: Students' opinions about the teachers' use of teaching aids.

The aim of this question is to know if the teacher use teaching aids or not. From the table, we notice that for (65%) of them do not use these materials in teaching oral expression. Whereas, only (35%) of the rest use them which are: videos, pictures, and computer.

Question 8: Do you think that these materials help you to improve your ability in speaking?

Answers	Yes	No	No answer
N	34	04	02
%	85	10	05

Table12: Students' opinion about the use of teaching aids.



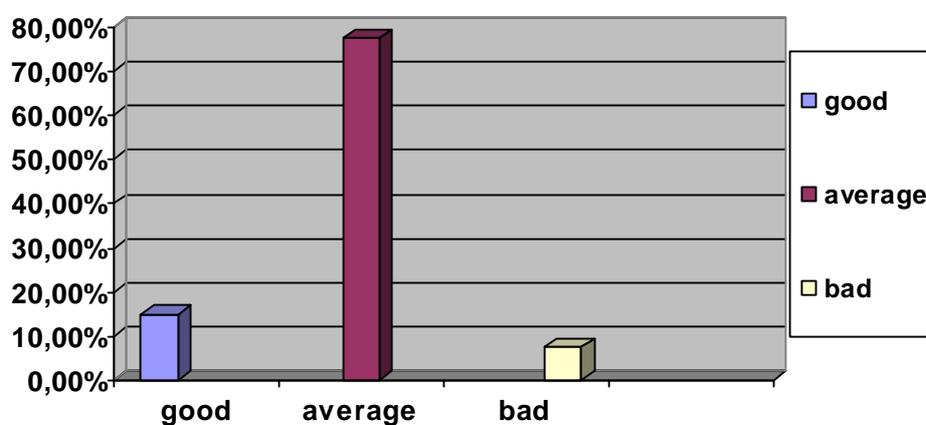
Graph 12: Students' opinion about the use of teaching aids.

From the table, we remark that the majority of the students (85%) considered these tools important in learning especially for speaking skill, because they increase students' motivation, help them to develop their knowledge and to practice the right pronunciation through listening to native speakers. In addition to that, some topics can not be learnt without relying on them. Only (10%) of them regarded it not important for speaking skill .Whereas, two students do not give us their answers.

Question 9: How do you consider your level in speaking?

Answers	good	average	bad
N	06	31	03
%	15	77,5	7,5

Table 13: Students' self evaluation.



Graph 13: Students' self evaluation.

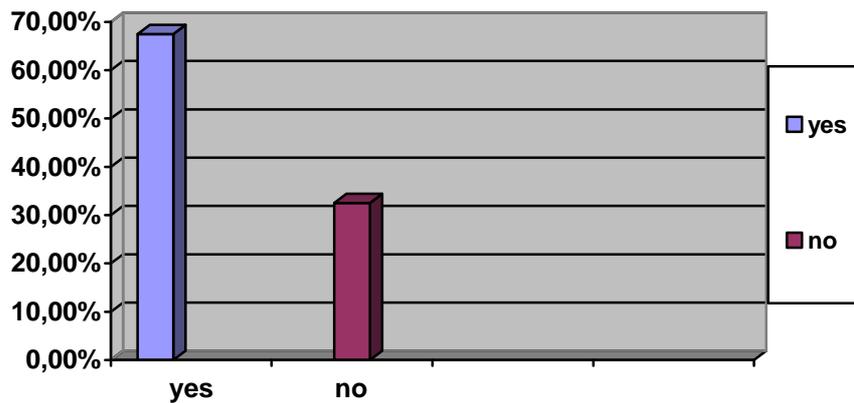
From the table, we notice that the majority of students' level (77, 5%) is neither good nor bad but they have the level. For (7, 5) % of the rest consider themselves bad.

Section 03:

Question 1: Do you know audioscripts?

Answers	Yes	No
N	27	13
%	67,5	32,5

Table 14: Students and audioscripts.



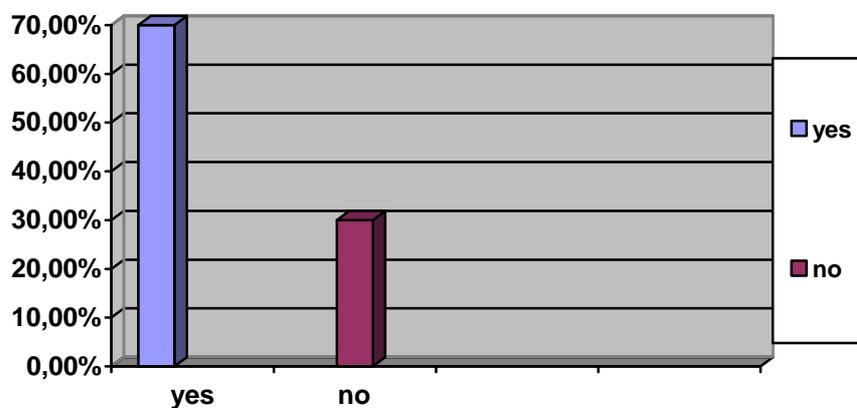
Graph 14: Students and audioscripts.

The aim of this question is to know if the students know the audioscripts or not, from the answer, we notice that (67, 5%) know them. Whereas, (32, 5 %) of the rest do not know.

Question 2: Do you listen to songs, films, conversations with the use of their scripts?

Answers	Yes	No
N	28	12
%	70	30

Table15: Listening with the use of scripts.



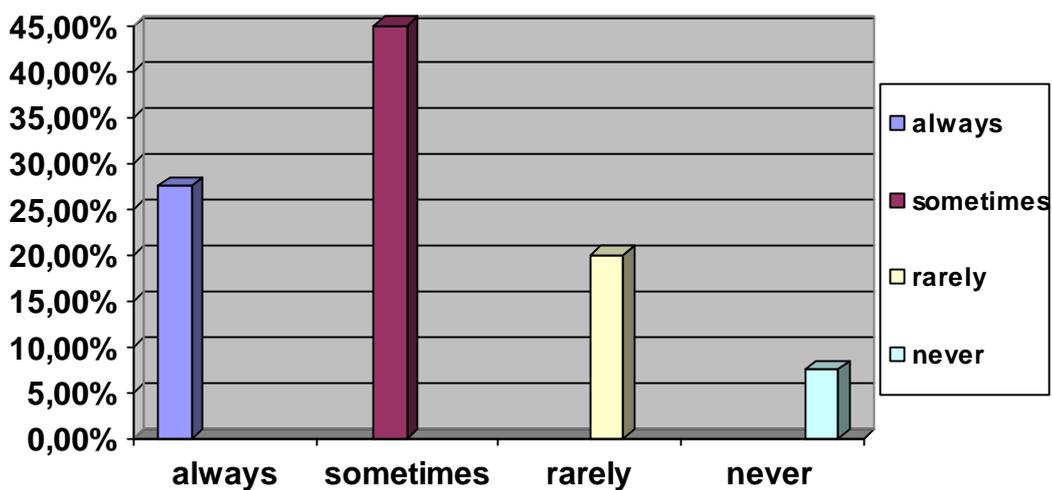
Graph15: Listening with the use of scripts.

From the table, we notice that the majority of students (70%) do not listen only to these materials but they help themselves with the use of their scripts. In other hand, a few numbers of students (30%) do not use them.

Question 3: How many times do you use them?

Answers	Always	Sometimes	Rarely	Never
N	11	18	08	03
%	27,5	45	20	7,5

Table 16: Students' implementation of audioscripts.



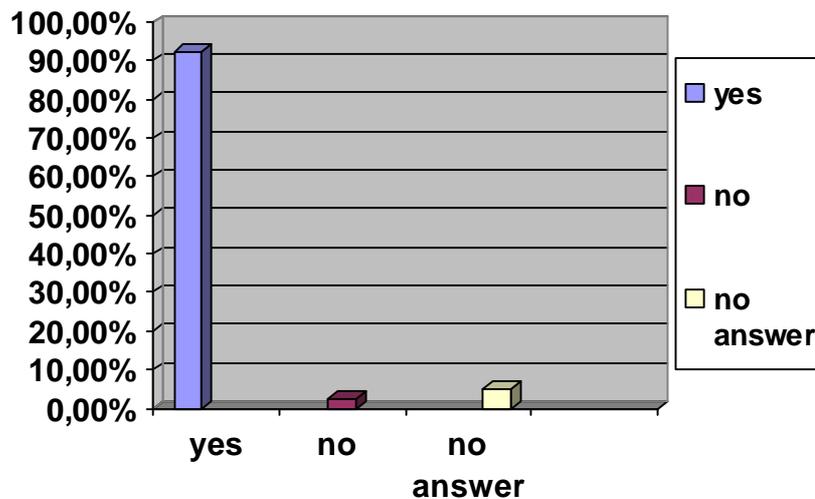
Graph 16: Students' implementation of audioscripts.

By asking this question, we want to know how many times the students use this technique in learning speaking. So, four options were given: always, sometimes, rarely and never. From the table, we notice that students use the audioscripts all the time for (27, 5%) use them always; and (45%) sometimes. Whereas, other students (20%) use them rarely and few number (7, 5%) do not use them at all.

Question 4: Do you think that this technique helps you to increase your ability in speaking?

Answers	Yes	No	No answers
N	37	01	02
%	92,5	2,5	05

Table 17: Improving students' speaking skill through the use of audioscripts.



Graph 17: Improving students' speaking skill through the use of audioscripts.

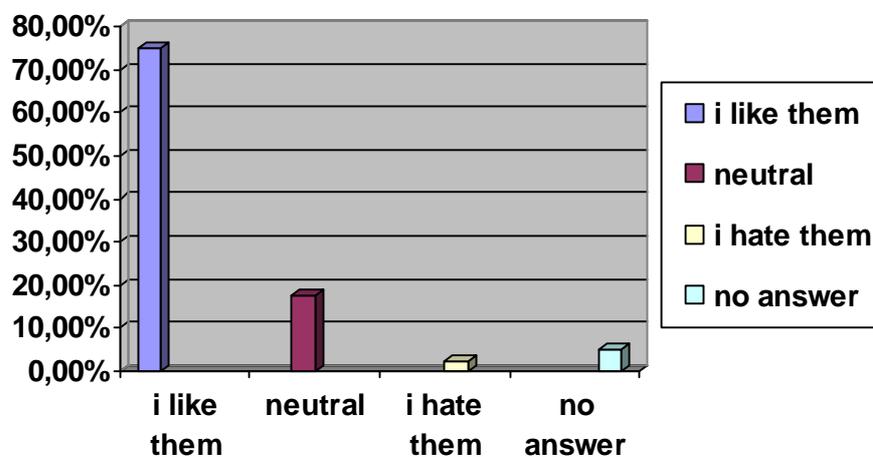
From the table, we notice that the majority of students (92, 5%) consider audioscripts important to increase their speaking abilities; they justify their answers with saying that: audioscripts improve their learning because they give them the opportunity to listen to the native speakers with different accents in different situations and this help them to learn right pronunciation, to acquire new vocabulary and to discover the others culture. In addition to that, they enhance students' motivation and imagination towards English language.

In other hand, only (2, 5%) think that it is not effective ,and two students do not give us their answers.

Question 5: What is your feeling when you use them?

Answers	I like it	Neutral	I hate it	No answers
N	30	07	01	02
%	75	17,5	2,5	05

Table 18: Students' feeling towards the audioscripts.



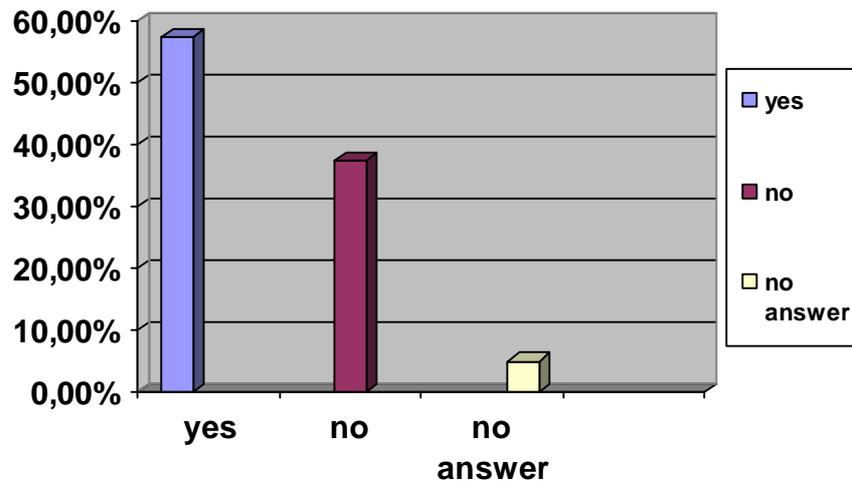
Graph 18: Students' feeling towards the audioscripts.

From the table, we notice that the students' feeling toward the audioscripts is positive for (75%) like to use them; and (17, 5%) are neutral. Whereas, only one student who dislike them, and two students do not answers this question.

Question 6: Does your teacher use listening practice in the lecture?

Answers	Yes	No	No answer
N	23	15	02
%	57,5	37,5	05

Table 19: Teachers use of listening practice.



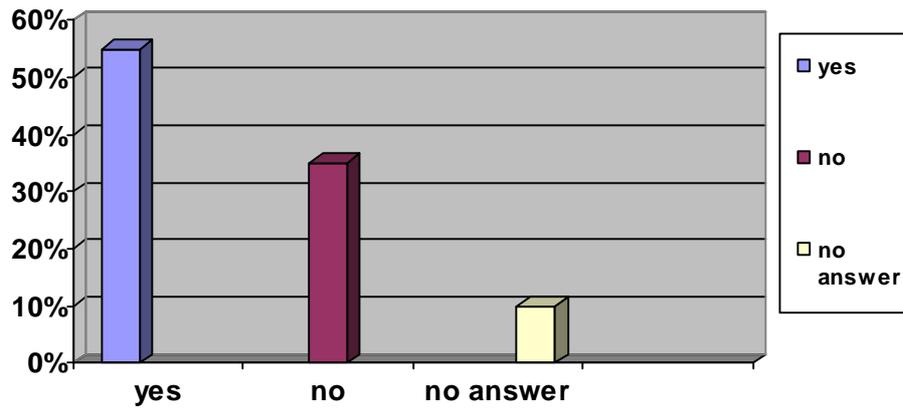
Graph 19: Teachers use of listening practice.

The aim of asking this question is to know if the teachers rely on listening activities or not. From the students' answers, we see that the majority of the teachers rely on them for (57,5%) said "yes" and they justify that their teachers use songs, video, interviews and different type of conversation to listen for. Whereas, others (37,5%) answer with "no" because their teachers ask them to do research papers and then they represent them in the classroom. Only two students do not answer this question.

Question 7: Does the listening practice include scripts?

Answer	Yes	No	No answer
N	22	14	04
%	55	35	10

Table 20: Listening with the use of scripts.



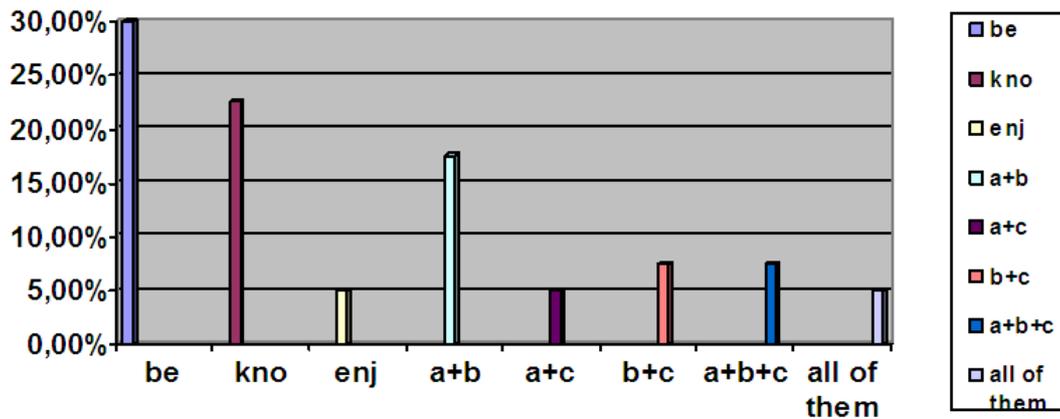
Graph20: Listening with the use of scripts.

From the students' answers we notice that, the majority of oral expression teachers do not use listening activities alone but they help their students with the use of their scripts in order to acquire more the language for (55%) of students answer with "yes". In other hand (35%) answer with "no" and (10%) of the rest did not give us their answers. So, we can say that most teachers use the audioscripts to teach speaking skill.

Question 8: Do you use audioscripts for the sake of?

Answers	Being fluent speaker	Knowing more about native speaker pronunciation	Enjoying and entertaining yourselves	a +b	a +c	b +c	a +c+b	All of them
N	12	09	02	07	02	03	03	02
%	30%	22,5	05	17,5	05	7,5	7,5	05

Table 21: Students' opinion about the role of audioscripts.



Graph 21: Students' opinion about the role of audioscripts.

The aim of asking this question is to know the major role for audioscripts , three options were given: to be fluent speaker, to know the others pronunciation ,enjoying and entertain yourselves .From the students' responses, we see that (30 %) of them consider the role of the audioscripts is to improve their abilities in speaking , and (22,5 %) said that they use them only to know the native speakers' pronunciation and evaluate them , others (5%) think that they use it only for as means to entertain and enjoy their selves . So, we the main role of audioscripts is to enhance students to speak well the language.

Question 9: What do you suggest for your teacher to teach you in oral expression and what are the materials that you think is better?

After reading the students answer to this question, we notice that all of them have problems which need to be solved by the teachers. So, the teacher first focus is on helping students to be more confident and to avoid the idea of feeling fear or shyness. According to the materials, the students think that before choosing any kinds of materials the teachers should state their purpose first then they use the material which are appropriate .For them the teachers can use a variety of activities such as: songs, video, plays ,pictures ,audioscripts within different materials: computer, radio, overhead projector ...etc.

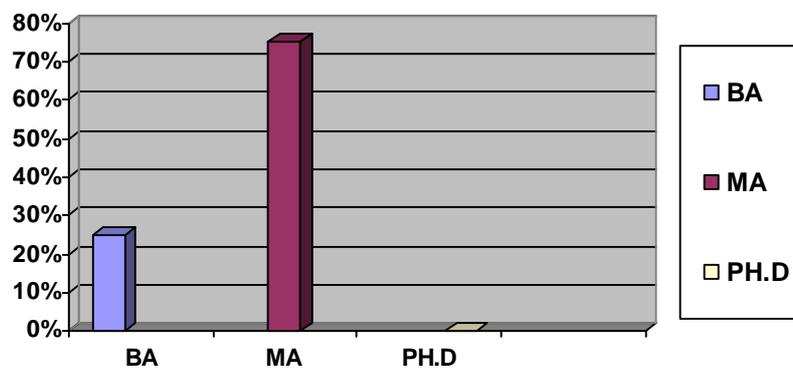
3.2.2. The analysis of teachers' questionnaire.

Section 01:

1. Teachers' qualification

Answers	BA	MA	PH.D	Total
N	02	06	00	08
%	25	75	00	100

Table 22: Teachers' qualification



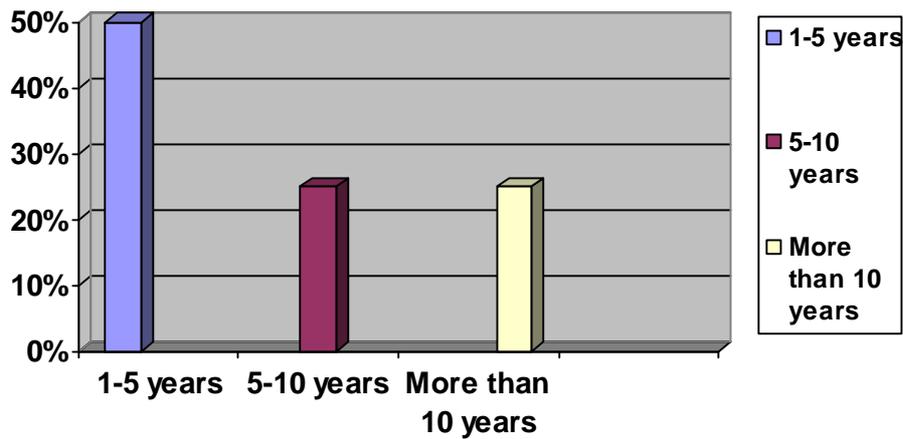
Graph 22: Teachers' qualification.

From the table, we notice that most of the oral expression teachers (75%) have a magister degree ,and only (25%) have a license degree but no teacher have a PH. D . This means that their level is to some extent reliable as the analysis of the designed questionnaire is concerned.

Question 02: How many years have you been teaching English at the university?

Answer	1-5	5-10	More than 10	Total
N	04	02	02	08
%	50	25	25	100

Table 23: Teaching experience.



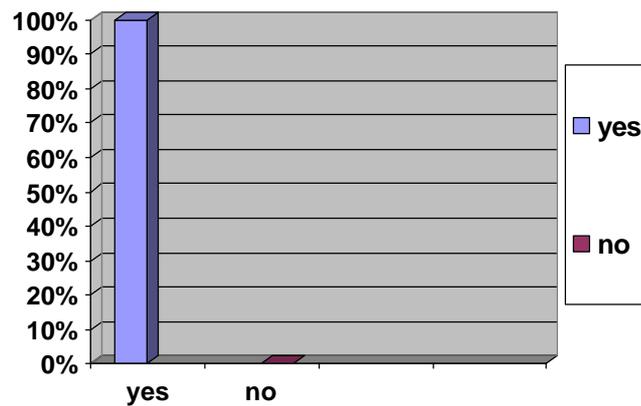
Graph 23: Teaching experience.

From the table, we notice that the majority of the teachers have a short experience in from 1 to 5 years which means (50%), and other (25%) have been teaching at the university from 5 to 10 years, and only (25%) of the them have been teaching more than 10 years. This implies that those teachers have a little experience concerning the process of teaching and learning especially the students needs problems and motivation.

Question 03: Do you teach the oral expression during this period?

Answer	Yes	No	Total
N	08	00	08
%	100	00	100

Table 24: Teaching the oral expression.



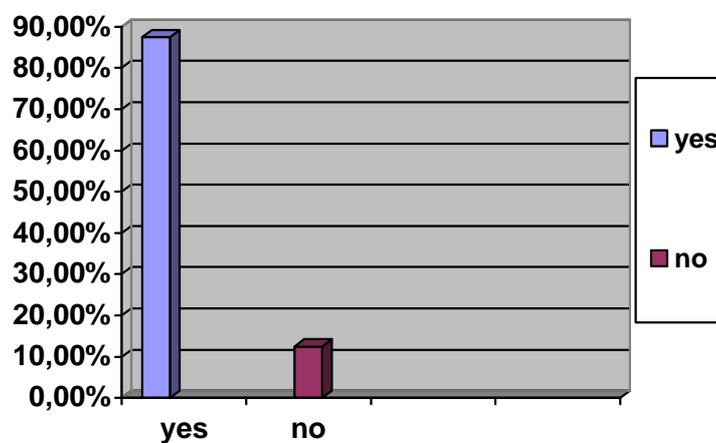
Graph 24: Teaching the oral expression.

From the table, we remark that all of the teachers have thought the oral expression module. This means that they have their evaluation towards students speaking skill.

Question 04: Is teaching oral expression your choice?

Answers	Yes	No	Total
N	07	01	08
%	87,5	12,5	100

Table 25: Teachers' choice to teach the oral expression module.



Graph 25: Teachers' choice to teach the oral expression module.

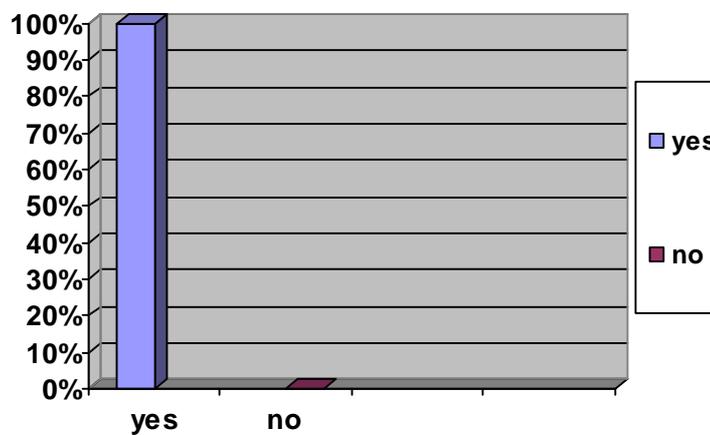
The table shows that teaching oral expression is the choice of all the teachers, and Just one teacher is obliged to teach this module. This means that those teachers have the desire to teach the oral lecture and this of course have their impact in increasing their students' motivation.

Section 02:

Question 01: Do you think that teaching speaking skill is important?

Answers	yes	No	Total
N	08	00	08
%	100	00	100

Table 26: Teachers' perception concerning the importance of speaking skill.



Graph 26: Teachers' perception concerning the importance of speaking skill.

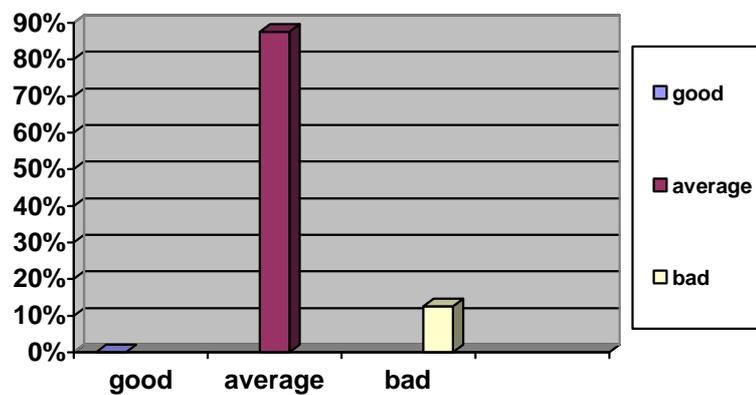
From the table, we notice that speaking skill is the major teaching concern; all the teachers (100%) answer this question positively because the main goal of learning is to use the language effectively. They think that speaking is the only skill in which students interact with their teachers or classmates. It allows students to express their wants; ideas

and opinions. It enriches their background knowledge and helps them to be creative persons.

Question 02: How do you find the level of your students?

Answers	Good	Average	Bad	Total
N	00	07	01	08
%	00	87,5	12,5	100

Table 27: Teachers' evaluation of their students' level in speaking skill.



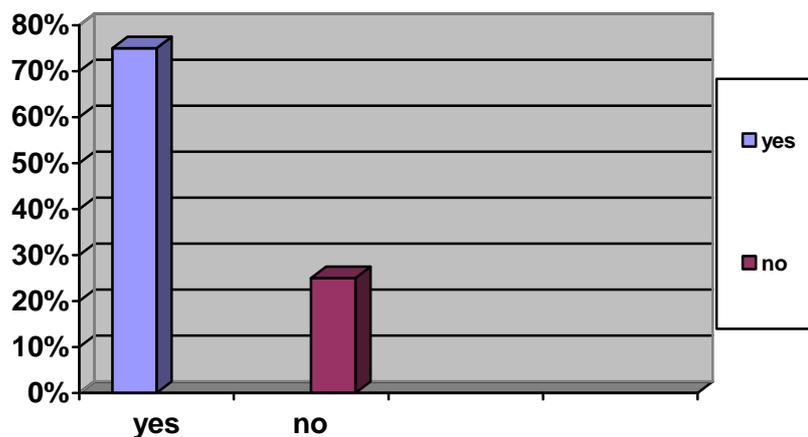
Graph 27: Teachers' evaluation of their students' level in speaking skill.

From the table, we remark that the majority of teachers agrees that their students have the average (87, 5%) in speaking skill and only (12, 5%) of them are bad. Whereas, no teacher has opted out for the -Good -option.

Question 03: Are your students motivated to speak English?

Answers	Yes	No	Total
N	06	02	08
%	75	25	100

Table 28: Teachers' perception about their students' motivation.



Graph 28: Teachers' perception about their students' motivation.

The table reveals that most of first year students (75%) are motivated to speak in the classroom. Whereas, for (25%) of the rest are not motivated and this due to many reasons. The oral expression teachers state that students are de-motivated because of their huge number which inhibits them to speak too much during the lecture, the environment which is not appropriate and the lack of teaching materials.

Question 04: From your experience, what are the main obstacles that face students in speaking skill?

From the teachers' answers, we conclude that all the students find difficulties when they are going to use the language. Some of them suffer from: first, the lack of vocabulary which inhibits them to express what they want and what they turn in their mind "ideas and thought". Second, shyness and fear of making mistakes; some students find it difficult either when they want to say things in front of their classmates or when the teachers correct their mistakes. The third difficulty is the students' interference from their "mother tongue towards target language". The fourth difficulty concerned with the student de-motivation that refers to many things which are stated before in addition to the lack of practice and

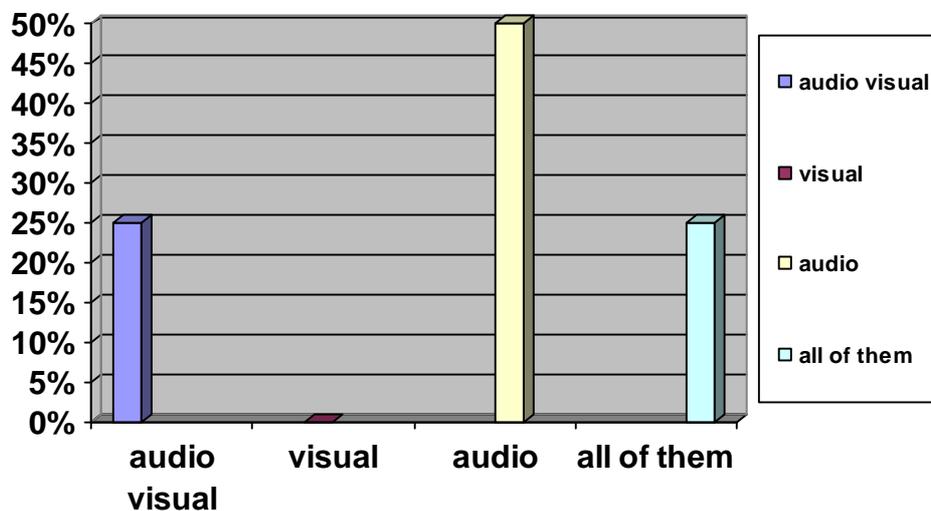
imagination; and most of students rely only to what is done with their teachers in the classroom.

To sum up, we can say that teachers must take into consideration all these things in order to enhance students' motivation in speaking, and this may be done through the use of different materials and techniques.

Question 05: What kind of materials do you use in order to teach the oral expression?

Answers	Audio-visual materials	Visual materials	Audio materials	All of them	Total
N	02	00	04	02	08
%	25	00	50	25	100

Table 29: The use of teaching aids.



Graph 29: The use of teaching aids.

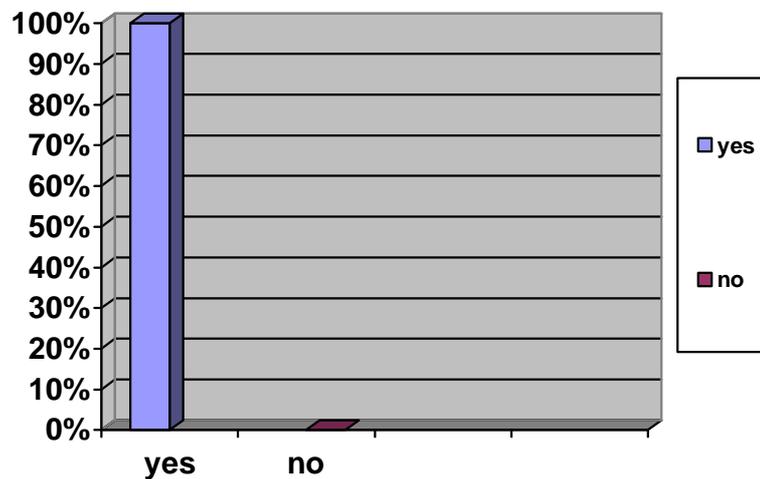
The aim of asking this question, is to know the most utilized by the oral expression teachers, four options were given: the audio visual materials, the audio materials, the visual materials or all of them. As the table shows, we notice that the majority of them (50%) prefers to include the audio materials in the class, and (25%) of the other uses both audio

visuals materials. Unlike the audio and audiovisual the visual ones do not be used by the oral expression teachers. For the rest 25% use all these materials.

Question 06: Do you think that these materials are important in teaching speaking skill?

Answers	Yes	No	Total
N	08	00	08
%	100	00	100

Table 30: The importance of using teaching aids in speaking.



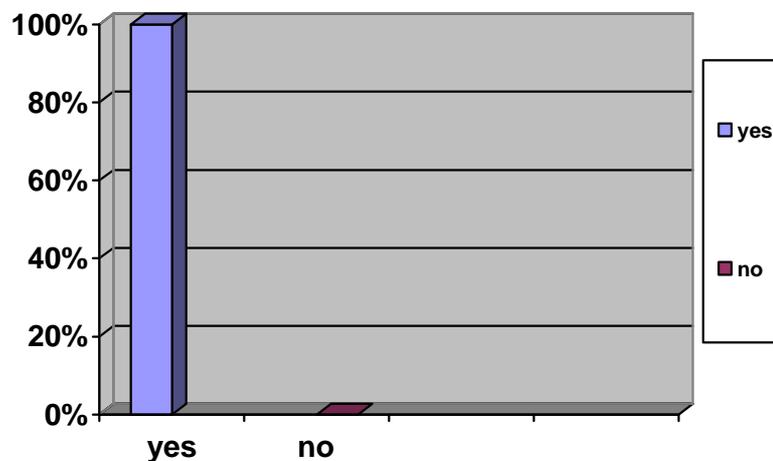
Graph 30: The importance of using teaching aids in speaking.

The answers from the table show that these materials have a positive impact in teaching; especially, for improving speaking skill. So, all the teachers assume that they are important and this due to many reasons: they give them the opportunity to use the authentic materials, they facilitate the process of teaching and learning process. Moreover, they help to increase students' motivation and they establish suitable atmosphere.

Question 07: Do you think that these materials help your students to use language?

Answers	Yes	No	Total
N	08	00	08
%	100	00	00

Table 31: Teachers' opinion about the benefits of teaching aids in speaking skill.



Graph 31: Teachers' opinion about the benefits of teaching aids on speaking skill.

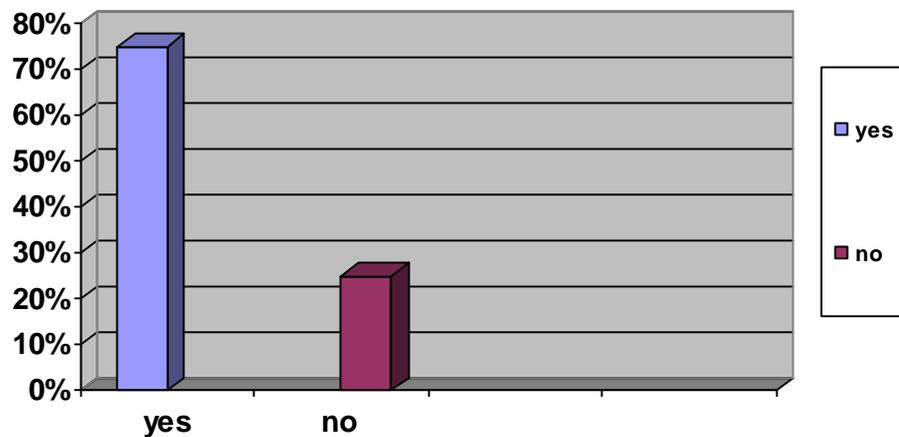
The aim of asking this question is to know how these materials help students speaking skill. As the table shows, we remark that all the teachers agree that these materials help students to speak and no one answer negatively because they help them to see how language is used by native speakers in real situations and this make them simulate it in the classroom. It gives them the chance to imitate the others pronunciation “stress and intonation” and evaluate them.

Section 03:

Question 01: Do you use audioscripts in teaching the oral expression module?

Answers	Yes	No	Total
N	06	02	08
%	75	25	100

Table 32: Teaching with the use of audioscripts.



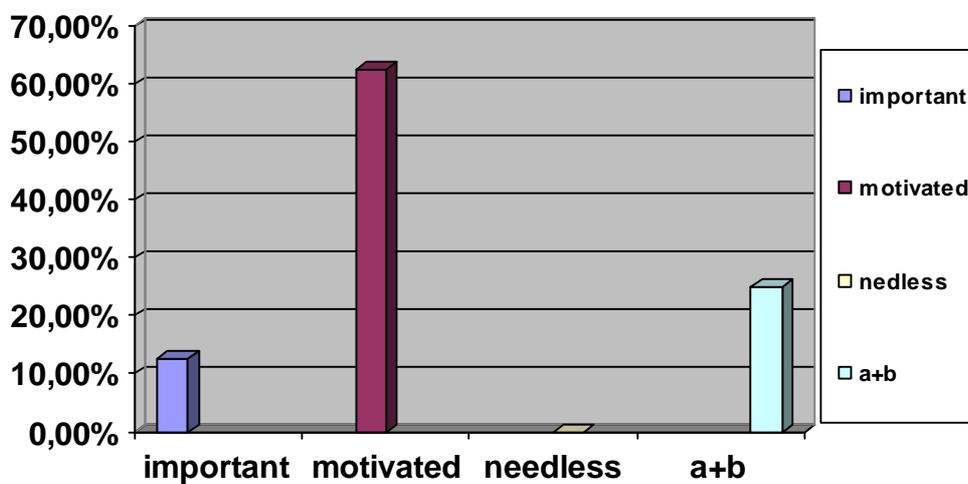
Graph 32: Teaching with use of audioscripts.

From the table, we notice that most of teachers (75%) use the audioscripts in teaching the oral expression module. They justify that this strategy has a positive effect on their students because it allows them to listen to the native speakers' speech and discover their culture. Moreover, it helps them to build their vocabulary, increase their learning desire toward English language and raise their motivation. Whereas, (25%) of the rest teachers do not apply them because of their fearing that their students rely only to use their ears.

Question 02: If you use audioscripts, how do you find them?

Answers	Important	Motivated	Neddless	a+b	Total
N	01	07	00	02	08
%	12,5	62,5	00	25	100

Table 33: Teachers' opinion about the audioscripts.



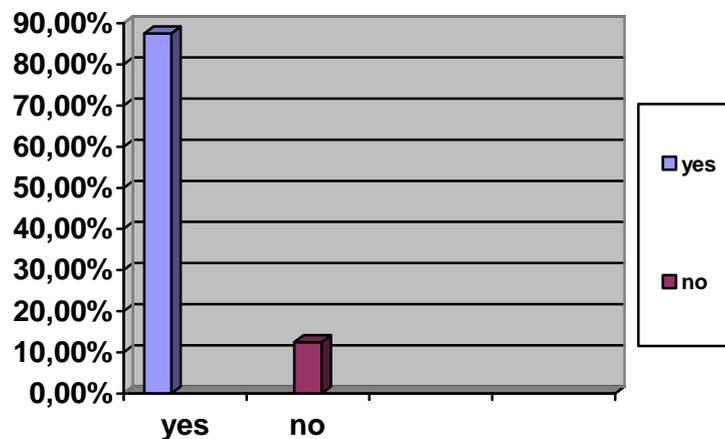
Graph 33: Teachers' opinion about the audioscripts.

The aim of asking this question is to know the teachers opinion about the audioscripts. Three options were given which are: important, motivated, and needless. The majority of Teachers (62, 5%) consider audioscripts motivated strategy for students, and (12, 5%) They regarded them important. Whereas, no answer was given to the third option “needless”. For the rest, (25%) consider them important and motivated.

Question 03: Do you think that using this strategy helps students to speak?

Answers	Yes	No	Total
N	07	01	08
%	87,5	12,5	100

Table 34: Teachers' opinion about the impact of audioscripts on students' speaking skill.



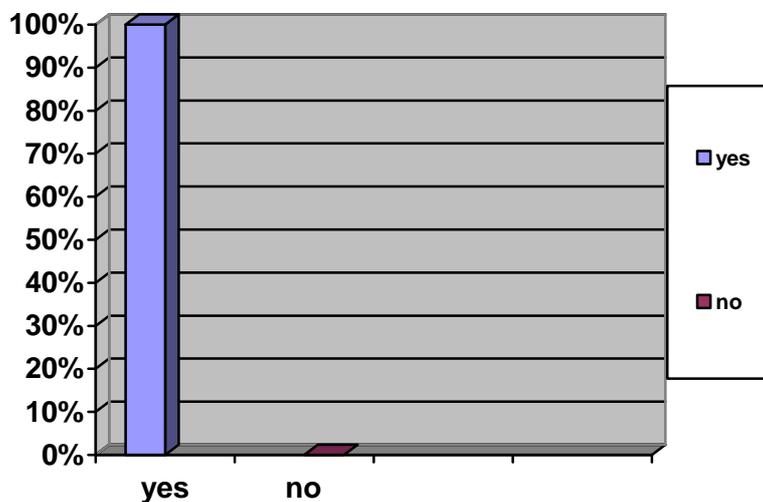
Graph 34: Teachers' opinion about the impact of audioscripts on students' speaking skill.

The aim of this question is to investigate whether the audioscripts help students to speak or not. From the table, we notice that most of teachers (87, 5 %) answer positively “yes”, they justify that the audioscripts help students to receive information about the native speakers and then they produce them in different situations, they increase their motivation to speak better. In the other hand, only one teacher (12, 5%) answers negatively because for him this strategy is not effectively.

Question 04: Besides to improve speaking, do you think that they can help to improve the other skills?

Answer	Yes	No	Total
N	08	00	08
%	100	00	100

Table 35: Audioscripts and the other skills.



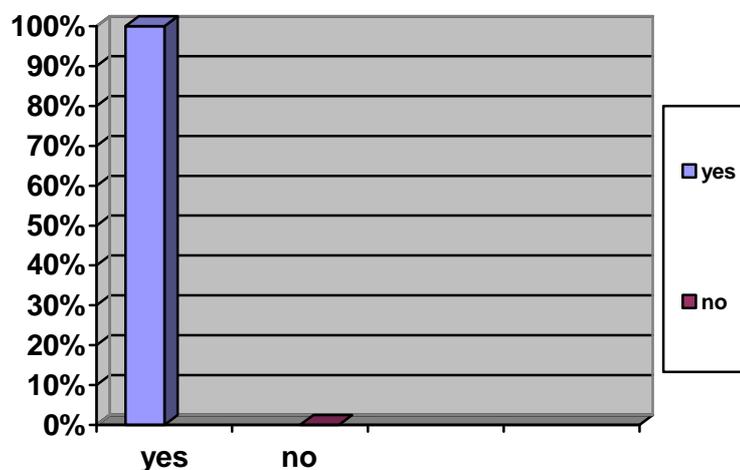
Graph 35: Audioscripts and the other skills.

The aim of asking this question is to know if the audioscripts help to improve other students' abilities. From the table, we notice that all the teachers agree with that because they help students to enrich their vocabulary knowledge and overall understanding, they improve students listening skill through the exposure to the oral language. They help students to develop their writing skill through reading those scripts. So, we can say that audioscripts can improve speaking as well as listening and writing skills.

Question 05: Can you consider audioscripts effective way in teaching speaking skill?

Answer	Yes	No	Total
N	08	00	08
%	100	00	100

Table 36: Teachers' opinion about the effectiveness of audioscripts.



Graph 36: Teachers' opinion about the effectiveness of audioscripts.

The aim of asking this question is to know if the audioscripts are effective or not. Through the teachers answers we can say that they are effective because all the answers are positive. And no one say it is not effective this is because they are considered audioscripts as an appropriate way to present the lecture. It helps students to evaluate themselves, and it gives them the chance to discover the target language such as their accents, cultures and believes with different subjects.

Question 06: From your experience, how you can improve better English speaking skill?

From the answers, we notice that the majority of the teachers do their best in making their student speak. For them, In order to improve better English speaking skill they need to includes a variety of strategies and techniques depends on the students needs

and objectives such as : obliging their students to use the language through presenting a role plays, exposes , songs ...etc ; and this done either individually or in groups. Moreover, the teachers also rely on using different types of authentic materials where students can see and hear the real language by native speakers such as : the use of video, films, pictures newspapers and so on ,this help them to be self engaged and motivated . In addition to that, in order to make students speak freely it is necessary to create a healthy atmosphere which is considered the most important condition in learning.

Conclusion

To conclude this chapter, we can say that audioscripts is one way that can be used to facilitate the process of teaching and learning. From the results which are obtained in the teachers and students questionnaires, we found that audioscripts play a greater role in increasing students' motivation which leads to improving their speaking in foreign language. So, students need to use the audioscripts because it provides them with the opportunity to listen to native speaker accents, it helps students to learn right pronunciation, it reduces the students difficulties in speaking through providing them with new vocabulary and also it helps them to discover the native speaker' culture and imitate them .So, teachers must emphasis in using it to enrich their students' oral skill.

General conclusion

Speaking plays an important role since it is designed to help students interact with other people in order to enrich their knowledge. In the other hands, it is considered a very complex skill to be acquired easily that's why many students find difficulties to master the language and also fail to produce acceptable and correct sentences. Although, they are dealing with different types of activities they still have problems. We think that is referring to the lack of necessary strategies that raise their motivation to speak effectively. This study focuses on one of these strategies that can be used by students which is the audioscripts. So, we want to investigate the role of audioscripts to improve effective English speaking skill. Through this research we are stating the following hypothesis which is: if the teachers motivate their students with the use of audioscripts, then they will improve their speaking skill.

We have tested our hypothesis through the use of questionnaires for both teachers of oral expression and students of first year (LMD). The results obtained in this study support the hypothesis that we have stated and revealed that the role of audioscripts is to raise students' motivation towards using English language and to overcome their problems. This study shows that audioscripts give the students the opportunity to listen to the native speakers and learn more from their pronunciation, accent and of course to understand their culture, it help them to increase their vocabulary through acquiring new words and sentences, that's why all the teachers who use the audioscripts considered it as a motivator strategy in learning. The results also show that the role of audioscripts is not only to improve only speaking skill, but also it has its impact in enhancing students listening and writing abilities.

Finally, we drew the conclusion that this strategy has its positive impact on students oral productions and on the basis of the findings, we state that the process of teaching and learning need to be provided with new strategies to be implement by the teachers in order

to help students speak not only relying on certain activities, but to make them encouraged and to be more confident.

Recommendations

From the results that we are obtained in our study, these recommendations seem to be appropriate:

1. Teachers should make their students speak through providing them with the necessary activities to be performed in the classroom.
2. Students should not rely only on what they have been act in the classroom, but they should practice the language in the outside “in their life”.
3. Teachers should focus on using different types of authentic materials in order to learn more the English language.
4. Teachers also should use the audioscripts because it makes students listen to the native speakers’ language with following their scripts; and this help not just increasing speaking skill but also enhancing their listening and writing skills.
5. Teachers should establish a relaxed and friendly environment in order to help their students speak without any problems.
6. Students need to be provided with effective techniques for the sake of improving their oral productions.
7. Teachers need to use different types of teaching aids in order to facilitate the process of teaching and learning.

Suggestions

This study is very important for raising students’ motivation for learning. So, it would be better if others researchers test our hypothesis because this subject need more to be tested for long period of time rather than just describing in it; it would be better if the others work with beginners contain two groups; one group will be tested and the other not; with

variety of subject of audioscripts in order to make comparison between them. These future researches also investigate the students 'reactions towards the audioscripts in addition to that, to determine the rate of success in improving their speaking abilities. Besides to that, it would be better if future researches compare between the audioscripts and other strategy such as the audiovisual to investigate which one is appropriate to be used in oral expression lectures.

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1. Appendix

students questionnaire

This questionnaire is attempt to gather information needed in this dissertation we want you to express your attitudes towards audioscripts in learning English speaking skill. We hope you to help us by answering the following questions.

Section one: background information

1-sex:

Male female

2- Age:

3- Do you like English language?

Yes no

Justify your answer

.....

4-Do you find it?

a- Easy

b- Average

c- Difficult

Section two: Speaking skill

1- Which of these skills you think is very important?

a- listening

b- Speaking

c- Reading

d- Writing

2-Do you like to speak English?

Yes no

If no, please why?

.....

3-How many times do you participate in the oral expression lecture?

a- Always

b- Sometimes

c- Rarely

c- Never

4- Do you face difficulties when speaking?

Yes no

If yes, please what they are?

.....

.....

5- Does your teacher help you to solve your speaking problem?

Yes no

6- What are the kinds of activities do you like better?

a- free discussion

b- Communication games

c- Role play

d- Information gap activities

e- all of them

Justify your answers

7-do your teacher of oral expression use teaching aids in the classroom?

Yes no

If yes, please what are they?

.....

8- Do you think that these materials help you to improve your ability in speaking?

Yes no

If yes, please how?

.....

If no, please say why?

.....

9-how do you consider your level in speaking skill?

a- Good

b- Average

c- Bad

Section three: Speaking through audioscripts

1- Do you know audioscripts?

Yes no

2- Do you listen to songs, films, conversation with the use of their scripts?

Yes no

3-how many times do you use them?

a- always

b- Sometimes

c- Rarely

d- Never

4- Do you think that this technique helps you to increase your ability in speaking?

Yes no

If yes, please how?

.....

If no, please say why?

.....

5- What is your feeling when you use them?

a- I like them

b- Neutral

c- I hate them

6- Does your teacher use listening practice in the lecture?

Yes no

If yes, please how?

.....

7- Does the listening practice include scripts?

Yes no

8- Do you use audioscripts for the sake of?

a- being a fluent speaker

b- Knowing more about the native speakers pronunciation

c- Enjoying and entertaining yourselves

d – all of them

9- What do you suggest for your teachers to teach you in oral expression and what are the materials you think are better?

-Thank you –

2. Appendix

teachers questionnaire

This questionnaire aims to gather data for research work in order to investigate the effectiveness of audioscripts in the improvement of speaking skill; the case study is first year LMD students at Biskra University.

We will be very grateful if you could help us and share your experience through answering these questions because your answers are very important.

Section one: background information

1- What is your qualification?

BA (licence)

MA (magister)

PH.D (doctorat)

2- How many years have you been teaching English at university?

.....

3 - Have you been teaching the oral expression during this period?

Yes no

4 - Is teaching oral expression your choice?

Yes no

Section two: English speaking skill

1- Do you think that teaching speaking skill is important?

Yes no

If yes, please why?

.....

If no, please why?

.....
2- How do you find the level of your students in speaking skill?

a- good

b- Average

c- Low

3- Are your students motivated to speak English?

Yes no

If no, Justify your answer

.....
4- From your experience, what are the main obstacles that face students in speaking skill?

.....
5- What kind of material do you use in order to teach the oral expression?

a- the audio material

b- The visual

c- Audio visual

d- All of them

6- Do you think that these materials are important in teaching speaking?

Yes no

If no, please why?

.....
If yes, please how?

.....
7- Do you think that these materials help your students to use language?

Yes no

If yes, please how?

If no, please why?

.....

Section three: Teaching speaking using audioscript

1-Do you use audioscripts in teaching oral expression?

Yes no

If no, please why?

2- If you use them, how do you find them?

Important motivating needless

3- Do you think that using this strategy helps students to speak?

Yes no

If yes, please how?

If no, please why?

4- Besides to improving speaking, do you think that they can help to improve the other skills?

Yes no

If yes, please mention them?

.....

5- Can you consider audioscripts effective way in teaching speaking skill?

Yes no

If yes, please how?

If no, please why?

6-from your experience, how you can improve better English speaking skill?

.....

.....

.....- *thank you* -

ملخص

من أهم المشاكل التي يواجهها طلبة اللغة الإنجليزية في كلية الآداب واللغات الأجنبية في جامعة محمد خيضر بسكرة هي نقص القدرة على استخدام اللغة الإنجليزية بطريقة فعالة وهذا راجع إلى نقص الوسائل والتقنيات الضرورية التي تحفزهم على الكلام ولهذا السبب أردنا أن نفرض إستراتيجية تساعد على تطوير قدراتهم على الكلام كما تسهل العمل لأساتذة اللغة الإنجليزية، هته الإستراتيجية تتعلق بنوع من أنواع الوسائل الأصلية ألا وهي الصوت النصي. هذه الدراسة تحتوي على فصلين أساسيين: الفصل الأول هو الجانب النظري حول الكلام والصوت النصي، أما الفصل الثاني فهو الجانب العملي الذي من خلاله نحدد صحة الفرضية. في الجانب العملي اعتمدنا على استخدام استبيانين: الأول لطلبة اللغة الإنجليزية السنة أولى أ ل، أم، دي، والثاني خاص بأساتذة التعبير الشفوي لقسم اللغة الإنجليزية وذلك من أجل اكتشاف آرائهم حول مدى فعالية ودور الصوت النصي في تطوير الكلام، من خلال النتائج التي تحصلنا عليها نستطيع القول بأن كلا من الأساتذة والطلبة يعتمدون على الصوت والنص وذلك لدوره الكبير ليس فقط في تطوير مهاراتهم الكلامية بل أيضا يسمح الصوت والنص باكتشاف واكتساب وتعلم اللغة الأصلية من خلال الاستماع إلى أصوات ولهجات مختلفة للسكان الأصليين