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The Impact of Using the Audiovisual Aids to Improve Students' Speaking Skill:

The Case of Third Year Students of English at Mohamed
Kheider University of Biskra

**Dissertation submitted in partial fulfillment of the requirements for the
Master Degree in Sciences of Language**

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Declaration

I hereby declare that the research work entitled, “The Impact of Using the Audiovisual Aids to Improve Students’ Speaking Skill, a case study of third year students of English at Mohamed Kheidar University of Biskra”, and supervised by Mr. Abdelhak CHENINI is my own work, and that all the sources that I have used or quoted have been indicated and properly acknowledged by means of references list at the end of this dissertation. This dissertation is the result of my personal investigation, it has not been presented and submitted entirely or in part for any other degree.

Dedication

This work would never have been accomplished without the strength and ability that Allah almighty is given me, and if I thank him day and night, it would never be sufficient.

To my shining diamonds, the pillars of strength and the apples of my eyes, to the ones who brought me to life and sacrificed for my happiness, to the persons who provide me with love and hope best parents a daughter would ever wish. My precious parents who motivated and raised me to do my best.

To my dearest sisters whom I owe much.

To my nephews and niece.

To my best friends with whom I shared the University life with its lights and shadows.

To my cousins.

To the ones I love.

I wish to dedicate this modest work.

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I wish to thank my teachers for their expertise and for their precious time without whom, I would not reach my present level of learning. I gratefully wish to thank all the teachers and the third year students at the section of English for their help and seriousness in completing the questionnaires and helping me with the classroom observation.

Abstract

The main objective behind this study is to shed light on the impact of using the audiovisual aids to improve students' speaking skill since the majority of the learners face a lot of difficulties in their speaking performance due to various causes. In fact, it was hypothesized that if the teachers use audiovisual materials in the classroom, EFL students' speaking will be improved. From this point, we selected three data collection tools to investigate the truthfulness of this hypothesis, a questionnaire was administered to the third year students of English and another questionnaire for the teachers, in addition to a classroom observation conducted with teachers of oral expression course, in order to explore their viewpoints' about the use of such materials in their learning and teaching processes. Consequently the results have shown that the hypothesis was confirmed in that the use of audiovisual aids in the teaching process truly improves the students' speaking skill through motivating them to participate and make use of their speaking abilities.

Key Terms: Audiovisual Aids, English as a Foreign Language, Speaking Skill, Teaching/Learning Processes,

List of Abbreviations and Acronyms

AVA: Audiovisual aids

CLTM: Communicative Language Teaching Method

EFL: English as a Foreign Language

ICT's: Information and Communication Technologies

Q: Question

N: Number

%: Percentage

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General introduction

Introduction

English is a language for international communication, in the last few decades it becomes the language used by the majority of the world's population, and in many countries it is more important than ever because it is well spread around the Globe. Many people are trying to learn English as a foreign language for many purposes, the main objective is to communicate and in order to achieve this goal the person needs to have the ability to speak, and to perform fluently.

Speaking skill is fundamental for communication in comparison with the four skills used to learn a new foreign language which are listening, speaking, writing and reading. Speaking is a crucial part of foreign language teaching and learning, where many students may face a lot of difficulties to express themselves in English, because of the influence of the mother tongue, the limited time for practicing the target language, the lack of vocabulary to express ideas, in addition to the lack of self confidence or shyness.

Nowadays, teachers are required to employ newer methods and strategies of teaching. The audiovisual aids have been introduced in order to improve the quality of teaching and learning, it gives the students the opportunity of the exposure in a modern way. The purpose of the use of audiovisual materials is to make the lesson interesting, to stimulate the students, to gain time as well as effectiveness. They might be applied on all domains, to learn a new target language many types are available like the computer, the TV, the Internet, the social media, and others but the materials used in the educational system are more particular.

1. Statement of the Problem

In the Algerian Universities, most students who are learning English as a foreign language, have a problem with the speaking performance. They cannot express their thoughts clearly in a comprehensible manner. That is due to many reasons the main ones are the methodology used by the majority of the teachers, the availability of the equipment along with the learners limited exposure of English language.

The world witnesses a shift in all domains (economic – social- cultural- political), even the educational system witnesses a great development as well. In other words the ordinary traditional methods seems to be remarkably changed into the usage of the audiovisual aids such as DVD's, Videos, broadcasts and PowerPoint presentations used in classroom specially during the oral expression sessions. For the purpose of enhancing the learners' level particularly in the students speaking performance to enable them to speak fluently and freely.

2. Significance of the Study

The researchers work on an important teaching recent method, which is the use of audio visual aids and its relation with the students' improvement in English as a foreign language, moreover in enhancing their speaking skill. It is beneficial to study this for the students to see how essential is the use of (audiovisual aids) AVA, as well as for the teachers for the purpose to report to them about its importance and usefulness on enhancing and facilitating their work in the classroom specifically on the oral expression sessions. Additionally, it is for those researchers who need it as a reference or simply as an interesting subject.

3. Aims of the Study

The main objective of this study is to shed the light on:

-The use of AVA in EFL teaching learning process in general, and to investigate the extent of influence of the AVA in improving students' speaking skill, in particular.

4. Research Questions

To conduct this research a few questions have to be asked:

1-What are the means that may help the teachers, as well as the students improve their EFL teaching/learning process?

2-Are the AVA really beneficial for the learning method of the students in enhancing their speaking abilities?

5. Research Hypothesis

This study is based on one main hypothesis which states that:

- We hypothesise that if the teachers use audiovisual materials in the classroom, EFL students' speaking will be improved.

6. Research Limitations

This present research focuses on the use of audiovisual aids in classroom. We cannot afford the time as well as the effort to undertake all the learning skills so that we choose to make our study about the improvement of the speaking skill within our University with 3rd year students, for the reason that 1st year are still novice and concerning 2nd year they have already been tackled in the previous dissertations. So we selected the 3rd year students. They have much better experience. Thus, because of time constrains we will have a sample of students as well as some teachers from the same University because of their preoccupations and our limited time.

7. Research Methodology

In order to confirm or disconfirm our hypothesis, a mixed approach seems to be appropriate for our investigation. It aims to describe the two variables; the use of the audiovisual aids as an independent variable and improving students' speaking skill as a dependent variable. It relies mainly on quantitative and qualitative data collection methods. Two major means are selected: the classroom observation along with two questionnaires for both students and teachers.

The population is from Biskra University of Mohamed Kheidar at the section of English the 3rd year students and teachers are selected randomly. Our sample is composed of forty students in addition to five teachers who are teaching oral expression module this year.

The data gathering tools are three main tools chosen to conduct this research; the first tool is a structured classroom observation using a checklist in the oral expression module during eight sessions with different groups of the 3rd year students, the other tools are two questionnaires administered one for the students and another one for the teachers of the oral expression module.

8. Structure of the Dissertation

This dissertation is divided into two main parts: a Theoretical Part which includes the literature review and a Practical Part which deals with the Field Work and data analysis. Starting with a general introduction that includes the research problem, the significance, along with the aims, hypothesis, and limitations ending with the methodology used to conduct this research, and the structure of the study as well as a literature review about the subject under investigation.

The First Chapter deals with the audiovisual aids an overview, its definition, types and characteristics, the main purposes as well as the advantages, the obstacles interrupting the use of audiovisual aids, in addition to the audiovisual materials the most available. The Second Chapter covers the speaking skill starting with the definition of teaching learning terms, and an overview of the four skills, it represents the definition of the speaking skill, the characteristics of a good speaker, the obstacles facing the students, the importance of speaking in addition to speaking difficulties. While, the Third Chapter is devoted to the field work and data analysis, it is devoted for the interpretations and discussions of the classroom observation and the questionnaires for both students as well as the teachers in addition to some suggestions and recommendations.

9. Literature Review

Teaching is not only a job or a task to accomplish, it is an art the most wonderful job of all the times, despite all the facts and the circumstances; war, peace, poverty or even development of technology there is always this bright of hope which is the teaching and learning processes in all the cultures and societies, it differs may be from one country to another but still the same principle which is teaching and learning for a better future. Over time the language teaching approaches has shifted progressively, the methodologies used to teach and to learn has get through so many strategies, one of them focuses more on the use of technology which led to the emergence of the audiovisual aids. Therefore those materials are of great importance in the educational field, especially in teaching and learning languages audio-visual aids are used to improve oral presentation for the purpose of enhancing EFL students speaking skill.

The use of the audiovisual aids in the teaching process is not something new since the Americans used a similar method during the Second World War for the solders to learn a foreign language, it was called the audiolingual method or as sited Celce-Murcia (2011)

Audiolingualism is a reaction to the reading approach and its lack of emphasis on oral-aural skills; this approach became dominant in the United States during the 1940s, 1950s, and 1960s; it takes much from the direct approach but adds features from structural linguistics and behavioral psychology. (p.4).

In other words it focused on the communicative skills listening; and speaking using dialogs stressing on the pronunciation.

Hence the audiovisual aids used in nowadays as defined by Aggrawal (2009) stated by Burton: “audio visual aids are those sensory objects or images which initiate or stimulate and reinforce learning” in addition to Good who stated that "audio visual aids are those aids which help in completing the triangular process of learning that is motivation, classification and stimulation" (p.153).

Moreover Good's dictionary of education, "audio visual aids are anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight". All these definitions may prove that the audiovisual materials are really necessary in the teaching learning process, since it does not only facilitate the task of giving the lecture, but it also helps the learners through stimulation and effectiveness. As stated by Jemima (2013) "In the teaching of language, the main purpose of the use of audio-visual aids is to enable the teacher to make his lessons effective and interesting" (p.3811).

The audiovisual aids may influence the foreign language learning that requires the mastery of the four skills; the receptive and productive skills, including the speaking skill which is considered as the most important in the same time difficult skill to practice and perform orally, it is not an easy task for the learners of foreign languages.

The speaking skill as defined by the Oxford Dictionary (2009), speaking is "the action of conveying information or expressing ones 'thoughts and feelings in spoken languages". In addition to this, Chaney (1998) describes speaking as "the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of contexts" (p.13). Harmer (2007) justifies "the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on spot" (p.69).

However, the speaking skill has a great importance in the teaching learning processes although some students face difficulties to practice and perform fluently this can be due to many factors; social, psychological, cultural in addition to the limited time for practicing the target language, even the mother tongue has a great influence on the learners speaking skill, all these problems might be an obstacle to learn English as a Foreign Language, it is an issue that needs to be taken into consideration, although during the past few decades the audiovisual aids were used to enhance students' level, which may be used as a solution for improving learners' speaking abilities.

CHAPTER ONE:

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Introduction

Development is a term that reached every single domain of the everyday lifestyle of the Human being, it is widely used to refer to progress. This word goes hand in hand with the technology term it helps people, and facilitates their lives. Technology influenced the educational field where teaching and learning processes are very crucial at all levels, if well planned and directed, they are the keys to success and progress of an individual. In the past, teaching depended widely on verbal instruction and communication, and was limited to the use of traditional teaching aids such as printed materials and blackboard. On the other hand, with the emergence of new modern materials or what is known as the audiovisual aids it may facilitates the learning process.

This directs us to assign this chapter chiefly to the educational audiovisual aids, starting with the a brief history of using audiovisual aids, moving to the appearance of the Audiolingual method during the World War II, then another recent method which is the communicative language teaching method, background about ICTs, after that an overview about audiovisual aids, definition, types, characteristics and the objectives of using them. As well as, the criteria selection of the audiovisual aids, the advantages, the obstacles that interrupt their use. Finally, it illustrates the teachers' role in using audiovisual aids in the classroom.

1.1. A Brief History of Using Audio-visual Aids

The first beginning of the use of audiovisual aids as stated Aggarwal (2009) was by a Dutch humanist, theologian and writer Desiderious Erasmus. He discouraged memorization as a technique of learning and advocated that children should learn through the aid of pictures or other visuals. John Amos Comenius prepared a book known as *Orbis Sensulium Pictus* (The world of sense objects) which contained about 150 pictures on aspects of everyday life. The book is considered to be the first illustrated textbook for childhood education. This book gained wide publicity and was used in childhood education centers all over the world. Jean

Jacques Rousseau and other educators stressed the need of pictures and other play materials. Rousseau condemned the use of words by teachers and he stressed 'things'. He pleaded that the teaching process must be directed to the learner's natural curiosity. Pestalozzi put Rousseau's theory into action in his 'object method'. He based instruction on sense perception.

1.2. General Idea about Audio Lingual Method

Teaching is a set of methods that change through time due to so many factors that affects its use. The last century has witnessed few methods of teaching particularly teaching the second language the audiolingualism was one of those methods adopted in the 1950s.

1.2.1. The Definition of Audiolingualism

According to Stern (1983) audiolingualism appeared in the fifties and it was given different names; the aural oral method and as it was proposed by Brooks the audiolingual for more pronounceable alternative. Various terms for the same idea the Audiolingualism it has its first beginning during the World War II as stated by Heidari (1997) that:

The sudden break-out of World War II heightened the need for proficient language speakers. The US Army provided fund for specific language courses that focused on aural-oral skills under the program called Army Specialized Training Program (ASTP). Many American universities contributed to this program. Financial support for language research and development resulted from the National Defense Education Act (NDEA 1957) contributed to the development of audiolingualism.

Schank (1998) pointed out that for the first time in history, a method –audiolingualism – would combine theories of language learning with those coming from other fields –namely, linguistics and psychology. Another innovative aspect of audio-lingualism was the use of technology. For the first time, technological artifacts other than textbooks played a major role

in instruction. Tape recorders and audio visual materials contributed extensively and constituted an important part of instruction.

1.2.2. The Main Features of Audio lingual Method

The audio lingual method followed a logical order as Nagaraj (1996) stated the main features of the audio lingual method a combination of seven main features the first feature was that the audiolingual method treated each skill separately: listening speaking reading writing, the second feature was that the method focused primarily on the skills of listening and speaking, the third feature was that the writing and reading skills were not neglected, although it focused more on listening and speaking, whereas the fourth feature stated that dialogues had a great role in presenting language items, and giving an opportunity to practice and memorize bits of language. While the fifth feature was that pattern drills were a useful technique in the language teaching / learning, the sixth feature was that the language laboratory aid was of great help for learners to mimic and memorize language patterns. The final feature was that it tried to avoid the use of the mother tongue, like the direct method used previously.

1.2.3. Teachers' Role in Audiolingualism

In audiolingualism as in any other method it is a combination of two acts teaching and learning, the teacher has great part on the teaching process to give the lesson in the most appropriate way. Thus a teacher has a set of different roles inside the classroom as affirmed by Richards and Rodgers (2001) that in audiolingualism the teacher's role is central and active. The teacher models the target language, controls the direction and pace of learning, and monitor and corrects the learners' performance. In addition to the necessity to keep the learners attentive by varying drills and tasks as well as choosing relevant situations to practice structures. Hence it is an active verbal interaction between the teacher and the learners.

1.2.4. The Decline of Audiolingualism

Schank (1998) summarized audiolingualism as being a combination of structural linguistic theory, aural-oral procedures, and behavioristic notions of learning, using tape records and audiovisual materials that played a major role in audiolingual courses. It relies on oral drills and practice of dialogues memorized through repetition. But all these factors led to its fall when Chomsky rejected it in favor of the more mentalistic theory of transformational generative grammar.

In the 1970s, audiolingualism came in for some sever criticism. Behaviorist psychology was under attack, as was structural linguistics because they did not adequately account for key aspects of language and language learning. This period also coincided with the emergence of “designer” methods and the rise of communicative language teaching (Nunan, 2015 p.9).

However, in this extract Nunan argued the decline of the audio lingual method in the 1970s that led to the appearance of a new perspective method called the communicative language teaching method used till nowadays.

1.3. An Overview about Communicative Language Teaching Method

The goal of any educational method is to find the appropriate and most suitable way to present a lesson using the best manner especially teaching the second language where learners need to communicate in a social context for practice, using the target language where knowing the linguistic structures is not enough to produce a correct utterances.

Richards and Rodgers (2001) declared that ‘communicative language teaching (CLT) marks the beginning of a major paradigm shift within language teaching in twentieth century, and whose ramifications continue to be felt today. ‘In addition of being the method used from the late 1970s till nowadays it also characterizes the use of conversations inside and outside the classroom as (Nunan, 2015 p.10) pointed out that Patsy Duff provides the following introduction to the approach:

Communicative language teaching (CLT) is an approach to language teaching that emphasizes learning a language first and foremost for the purpose of communicating with others. Communication includes finding out about what people did on the weekend...or on their last vacation and learning about classmates' interests, activities, preferences, and opinions and conveying one's own. It may also involve explaining daily routines to others who want to know about them, discussing current events, writing an email message with some personal news or telling others about an interesting book or article or internet video clip (Duff, 2014 p.15).

In other words it is the use of language in the learners' daily life expressing oneself in private or social contexts that differ from one individual to another, depending to a great extent on the students' personal choice.

1.3.1. Definitions of Communicative Language Teaching Method

Moreover to give a clear definition of the CLT, Paulston (1992 p.98) provided different definitions depending on the scholars' points of view the first one considered it as simply linguistic interaction in the target language; 'the ability to function in a truly communicative setting; that is in a spontaneous transaction involving one or more other persons.'

Savignon (1978) in the other hand, agreed that those who use the communicative competence in Hymes' sense include not only the linguistic forms of the language but also its social rules, the knowledge of when, how and to whom it is appropriate to use these forms, including the socio-cultural rules for language use. In addition to Canale and Swain (1979) who suggested three subcomponents of the communicative competence: grammatical, discourse and sociolinguistic competence, which together make up the communicative competence.

1.3.2. Characteristics of Communicative Language Teaching Method

Therefore, it is a matter of different, combined features that contains some characteristics as acknowledged by Richards and Rodgers (2001). However, the first point is that language is a system for the expression of meaning, the second point is that the primary function of language is to allow interaction and communication. While the third point is that the structure

of language reflects its functional and communicative uses, in addition to the forth point which stated that the primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse. The four characteristic determines the usefulness of language and interaction in the everyday life, taking into consideration the social context as well as its functional use.

1.4. Background about ICTs

It is true that the audiolingualism in addition to the communicative language teaching method are two different ways but with only one purpose, which is to improve the students' achievement. Indeed, the foreign language learners depend on some extent on the effectiveness of the new technologies.

ICT's Definition

ICT's or what is known by Information and communication technologies as defined by Rouse (2005):

ICT (information and communications technology - or technologies) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning. ICTs are often spoken of in a particular context, such as ICTs in education, health care, or libraries. The term is somewhat more common outside of the United States (§1).

This means that it is an expression used as a reference for all the new digital technologies used nowadays as a source or a solution to improve the functional system on many domains especially the educational field. Reddi (N.D) asserts that Information and Communication Technologies (ICTs) are often associated with the most sophisticated and expensive computer-based technologies. She pointed out to the definition provided by United Nations Development Program (UNDP): 'ICTs are basically information-handling tools- a varied set of goods, applications and services that are used to produce, store, process, distribute and

exchange information. They include the ‘old’ ICTs of radio, television and telephone, and the ‘new’ ICTs of computers, satellite and wireless technology and the Internet. (p.175)

1.4.1. The e-learning Definition

In recent years the schooling system has shifted before the students were obliged to go to schools to learn but with the emergence of the technology it is possible to study at home which is now called the e learning. Tinio gave its definition:

E-learning encompasses learning at all levels, both formal and non-formal, that uses an information network -the Internet, an intranet (LAN) or extranet (WAN)- whether wholly or in part, for course delivery, interaction and/or facilitation. Others prefer the term online learning. Web-based learning is a subset of e-learning and refers to learning using an Internet browser (p.4).

In addition to the open or distance learning which was defined by the Commonwealth of Learning as being:

A way of providing learning opportunities that is characterized by the separation of teacher and learner in time or place, or both time and place; learning that is certified in some way by an institution or agency; the use of a variety of media, including print and electronic; two-way communications that allow learners and tutors to interact; the possibility of occasional face-to-face meetings, and a specialized division of labor in the production and delivery of courses (p.4).

Accordingly, Benson (2013) described ICT as a term used to refer to technologies that are used in creating, accumulating, storing, editing and disseminating of information in various forms.

1.4.2. The Different Characteristics of ICTs

There are different types of ICT used in education where the teacher needs to find out what is the appropriate device to use whether it is inside or outside the classroom for instance the use of the old digitals like the radio or television or what is called the new digital like CD’s or using the, cell phones or Internet to get the lessons or even e-mail to connect with each other for an educational purpose. It has many characteristics as Adogbeji (2013) stated that Tinio (2002) noted that ICT can expand access to education through:

- Anytime, anywhere; it is the ability to transcend time and space. Online course materials, may be accessed any time and from all the physical places.
- Access to remote learning resources; teachers and learners no longer have to rely solely on printed books and other materials for their studies, with the Internet and the World Wide Web, a wealth of learning materials can now be accessed from anywhere at any time and by an unlimited number of people.
- Improving the quality of education and training is a critical issue: ICTs can enhance it through increasing learner motivation and engagement, facilitating the acquisition of basic skills, and by enhancing teacher training (Haddad and Jurich, 2002). ICTs may promote the shift to a learner-centered environment.
- Motivating to learn: ICTs such as videos, television and multimedia computer software to provide challenging and authentic content that engage the student in the learning process. In addition to Interactive radio likewise makes use of sound effects, songs, and others to compel the students to listen, net- worked computers with Internet connectivity it combines the media richness and interactivity of other ICTs with the opportunity to connect with real people and to participate in real world events.
- Enhancing teacher training: ICTs have also been used to improve access to the quality of teacher training. For example, in China, large-scale radio- and television-based teacher education has for many years been conducted by the China Central Radio and TV University, the Shanghai Radio and TV University and many other RTVUs in the country (Carnoy, et al, 2002).

To sum up these are the types of ICT used in education which might be considered as benefits to improve the educational system in general such as the ability to learn anywhere at any time, possessing different sources that enable learners to discover and explore new ideas or innovations from experts around the global world through the use of the common ICT available facilities, in addition to the benefit of improving the quality of education and

motivating the students through various ways to get their attention as well as enhancing the teacher training, along with the ability to deliver the lectures to students, monitoring of learner progress and assessment can be done timely.

1.5. An Overview about Audiovisual Aids

Today's age of digitalization, Internet and hypermedia provides a wider diversity of audio visual methods that can be applied in all domains .Broadly speaking, people enjoy watching videos and television in their everyday life. In recent years there has been an enormous increase in the supply of audiovisual material, and these resources are accessible in a variety of formats. By audio-visual aids, we usually mean the most modern or the most recently means used as a new method of informed consent designed for everyone with different levels.

1.5.1. A Brief Introduction to Audiovisual Aids

There is a close relationship between audiovisual aids and teaching learning processes, where a teacher may use it as a technique for a fruitful result. Audio visual aids, materials, media, communication technology, instructional media, learning resources educational technology and instructional technology are broadly meant the same thing. Defined by Neerja (2003) as “an instructional device in which the message can be heard as well as seen” (p.206). He provided the meaning of audio visual aids as being the sensory objects or images which initiates or stimulates or reinforce learning it helps the process of learning i.e. motivation, classification and stimulation.

Hence, the audio visual aids are based on two senses the hearing and the vision of an individual learner, there is a Chinese proverb “If I hear, I forget, If I see I remember, If I do, I know ” this proverb show the importance of the sensory perception in the teaching learning situation. It focuses more on seeing, hearing, Odor, touch, taste. However, the audiovisual aids enhances clarity in communication, provides diversity in method, it forcefulness of the subject being learned or taught, in addition that it serves in the instructional role in order to

supplement and enrich the teacher's own learning, and for giving the students a chance to be in direct sensory experiment and being in real life situation.

1.5.2. The Definitions of Audiovisual aids

According to Aggarwal (2001, p.53) presented some of scholars' collected views about the expression audiovisual aids:

- Carter V. Good: Audio-visual aids are those aids which help in completing the triangular process of learning i.e. motivation, classification and stimulating.
- Edgar Dale: Audio-visual are those devices by the use of which communication of ideas between persons and groups in various teaching and training situations is helped. These are also termed as multi-sensory materials.
- Good's Dictionary of Education: Audiovisual aids are anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight.
- Kinder, S. James: Audio-visual are any device which can be used to make the learning experience more concrete, more realistic and more dynamic.
- Mckown and Roberts: Audio-visual aids are supplementary devices by which the teacher, through the utilization of more than one sensory channel is able to clarify, establish, and correlate concepts interpretations and appreciations.

In other words the expression audiovisual aids or devices as most of them called are considered as a help for teachers to clarify, establish, co-relate and co-ordinate accurate concepts, interpretations and appreciations as well as it enables the teacher to make learning more concrete, effective, interesting, inspirational and vivid. On the other hand, when used appropriately as teaching aids, it helps the learners to enjoy, understand and communicate for better results especially with foreign languages, which aims to involve the communication of ideas through the senses either orally through the medium of speech or visually by the use of written or printed material.

1.5.3. Characteristics of Audiovisual Aids

The audiovisual aids have some characteristics that can simply be classified in two kinds, the characteristics in general and the characteristics of good audiovisual aids, or in other words how should it be for better use and a fruitful results.

According to Sharma and Chandra (2003) the audiovisual aids are used as a technique to aid in the presentation of knowledge, concepts and ideas, they are means to ends, they are valuable tricks to knit the pupils into learning, not means of entertainment and they are not synonymous with motion picture, etc, but they are extremely varied in devices. The audiovisual aids are neither substitute for the teacher nor for the books, they are complementary to other teaching materials and devices by the teacher. However, they may make an appeal to the visual sense or the auditory sense or to both at the same time, in addition that their experience becomes meaningful and more effective when supplemented by proper explanation. In other words, their success depends upon the use to which they are put, they may be prepared with the help of the students, and in addition to the benefit that each of their type has its own particular advantages in illustrating certain kinds of topics.

1.5.4. Criteria Selection of Audio Visual Aids

Before using any audiovisual aids a teacher should keep in mind some criteria selections which are considered as characteristics of good audiovisual aids. As Sharma and Chandra pointed that the exact point in the lesson where an aid is expected to be used must be clear in the mind of the teacher, the economic use of the time of both the teacher and of the pupil is a vital consideration in the selection of the aids, plus that they should be suited to the age, intelligence and experience of pupils, although the educational elements should not be made subservient to the dramatic and spectacular elements. The audiovisual aids should present accurate and authentic material, to be effective they must represent a whole idea in concise but comprehensive manner, they should be prepared according to the plan, and a teacher must

ensure their proper use in relation to 'when', 'how' and 'what', but it should not be overused as well as their use should be constantly evaluated.

In addition to Sharma and Sharma (2012) who suggested some selective criteria for good audiovisual aids: according to her it should possess some basic characteristics to be an effective aid for the teaching learning processes. She stated ten characteristics:

- Meaningful and purposeful; it can be considered good only when it serves these two aspects.
- Motivate the learners: it must motivate the learner to achieve learning swiftly, quickly and promptly.
- Accurate in every aspect: it must have some rules and principles in preparation and use during the teaching learning processes.
- Simple and cheap: the simplicity and cost effectiveness are very essential to promote broader popularity and enhances its acceptability and practicability.
- Appropriate size: it must not be too large or too small, neither to create problems of handling nor to cause poor sense triggering ability.
- Up to date: science and technology is a sensitive field that develops everyday, where the old products are becoming outdated it is the same thing with educational media and technology.
- Easily portable: it must be easily handled and transported where required for better access, as well as to prevent damage and discomfort during the transportation.
- Customized to the type of educational materials: not every tool is appropriate for the education so a teacher must select the appropriate tool to promote the teaching learning processes.
- Suitable to the mental level of learners: the intellectual ability of the learners must be considered to achieve the objectives of the teaching learning processes.

- Variety: it must provide a variety of experiences to the learners so that actual learning can be achieved more swiftly and promptly.

In short, those criteria selection as well as the characteristics of good audiovisual aids are extremely crucial whenever a teacher needs to use the audiovisual aids in the classroom. They help them and facilitate the learners' acquisition of the target language, i.e. those characteristics provide the teacher with an opportunity to use the audiovisual aids effectively and appropriately to achieve the designed goals.

1.5.5. Types of Audiovisual Aids

Technology emerged in the daily life of the individuals around the world, in different areas particularly the students' learning process it affects them positively or negatively, depending on the use of the equipment. Such as the use of the different types of audiovisual aids that are available nowadays. Neeraja (2011, p.355) states that teaching aids may be classified as visual aids, audio aids, audiovisual aids and activity aids.

1.5.5.1. Visual Aids: represents that aid material which helps the learner in acquiring the learning experiences through his visual senses.

- a- Projected aids, e.g. Films, Filmstrips, Opaque Projector, Overhead Projector, and Slide Projector.
- b- Non projected aids
 - i- Graphic aids ,e.g. Cartoons, Charts, Comics, Diagrams, Flashcards, Graphs, Maps, Photographs, Pictures, Posters, Printed materials, Globe, Flip books, Illustrated books, Models, Specimens, Text Books, Silent Motion Pictures.
 - ii- Display boards, e.g. Blackboard, Bulletin board, Flannel board, Magnetic board, PEG board.
 - iii- 3-D aids, e.g. Diagrams, Models, Mock-ups, Objects, Puppets, Specimen and exhibit.

1.5.5.2. Audio Aids: represents that aid material which helps the learner to acquire the knowledge through his auditory senses. Like Radio, Recordings (tape-disco) and Television, Video tapes, Language laboratories, Sound distribution systems, Public Addressing System.

1.5.5.3. Audiovisual Aids: represents all those equipments and aid material in which the learner gets opportunity to utilize both his auditory and visual senses for gaining the desired learning experiences. Like Television, Video-films, Video Compact Disks, Cartoon films, Motion Pictures, Computers.

1.5.5.4. Activity Aids: are those aids in which the students learn by engaging in some useful activities. These aids facilitate learning through sight and sound as well as through doing. Like Computer Assisted Instructions, Demonstrations, Dramatics, Experimentations, Field trips, Programmed instruction Teaching Machines.

Consequently, there are various types of the audiovisual aids that serve the learners' needs to acquire knowledge differently, specifically the students' of foreign languages, whether inside the classroom with the teachers' help and guidance, or at home using audio, visual or audiovisual devices to acquire the target language, for instance the use of television, radio or videos to be close with the foreign language along with its native speakers.

In addition to the previous classification of the multiple types of audiovisual aids, Sharma and Sharma (2012, p.302-303) provided a microscopic divisional classification based of the mode of presentation, where they stated that ‘‘Edgar Dales’ cone of experience is the most fundamental explanation to understand the types of audiovisual aids’’.

The following is the classification that illustrates the types of audiovisual aids:

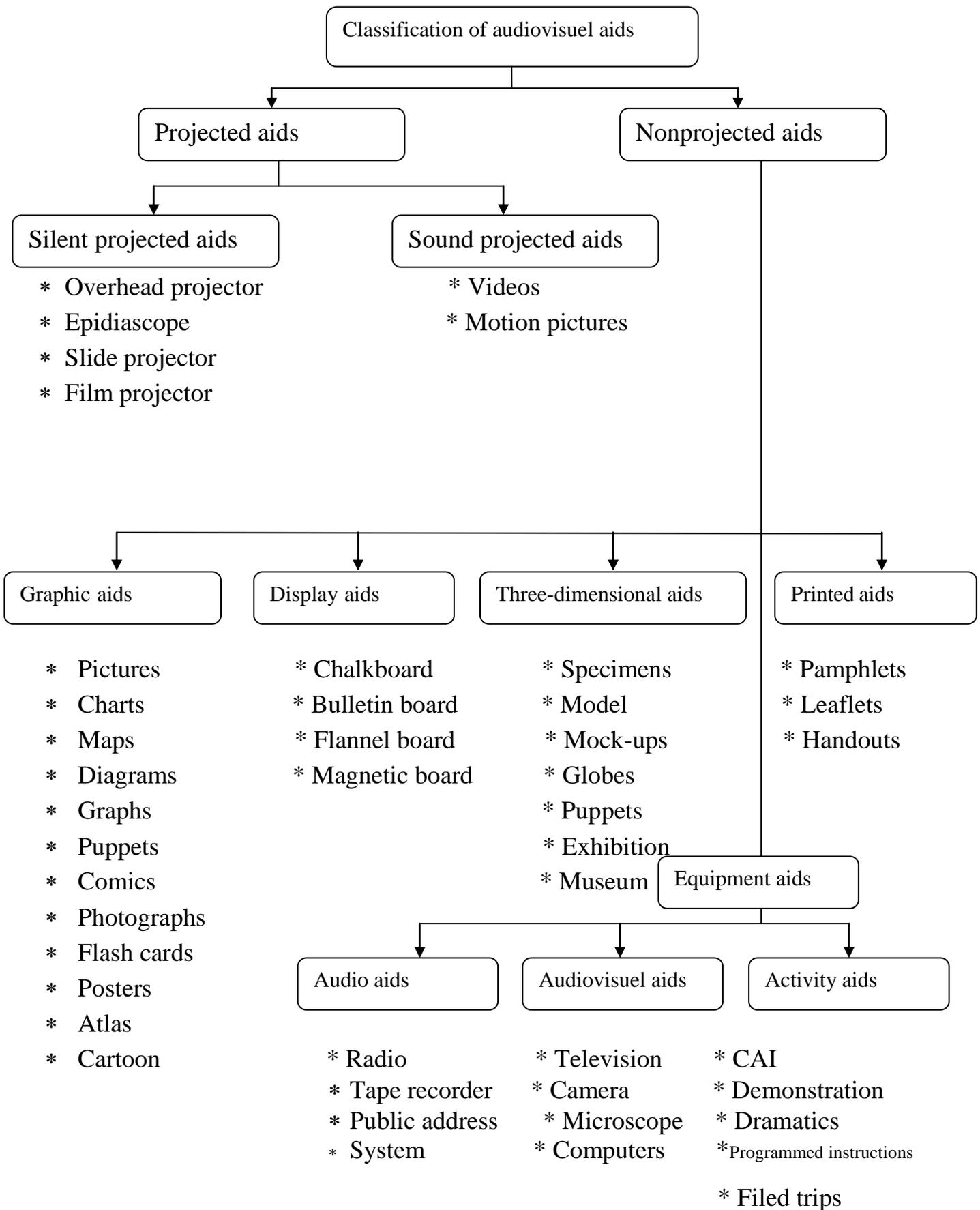


Figure 1.1: Microscopic Divisional Classification Based of the Mode of Presentation

1.5.6. Educational Audio-Visual Aids

The most popular audiovisual aids used in the teaching learning process are the Chalkboard and the Projectors, two different teaching materials the first one is known for decades, famous, very useful and available in almost all the countries in the globe. In the other hand the projectors are new materials used in the teaching process, they are better known in the films, videos not inside a classroom but now due to the technological development in the everyday life the projectors are used for teaching learning purposes.

1.5.6.1. The Definition of Chalkboard

Chalkboard is the famous device used in almost every school, especially those of the development countries that's because it is available, cheap, clear plus it requires no great efforts from the teacher since it is always inside the classroom (the teacher is not obliged to carry it everywhere). In fact, the teacher can write the lesson plan or difficult words for learners to acquire or memorize. According to Sharma and Sharma (2012) who gave the definition of chalkboard:

A blackboard is any dark- colored, flat, smooth surface on which one can write or draw with a chalk .It is one of the oldest and simplest visual aids. A chalkboard is also known as a blackboard that is a dark –colored writhing surface especially black or green in color used for classroom teaching by writing or drawing illustrations using sticks of chalks. Originally, chalkboards were prepared using smooth, thin sheets of slate or stone of black or dark grey color. However in the new era green colored blackboard is becoming more popular because of their better compatibility viewers' vision.
(P.304-305)

Therefore, a chalkboard or what is known as blackboard is considered as old visual aids used till nowadays for serving the teaching purpose. It has many types; the flannel board/ felt board, the magnetic board, fixed type, movable type, as well as folded type etc.

1.5.6.2. The Advantages of Chalkboard

The chalkboard has many advantages as provided by Sharma and Sharma (2012)

First of all, it is simple to use with little practice, second it is economical and reusable, third it is easily available and can be used any time, fourth it can be used in a wide variety of words, for simple outlines, drawings, summary of main points, etc. The fifth advantage is that it encourages active doing and seeing on the part of the audience, sixth it is a natural supplement to all aids and mistakes can be quickly erased. At last, it can be easily used for giving lesson notes to students.

1.5.6.3. Definition of Slide Projectors

Beside the chalkboard, another important device which is used nowadays in the educational system, particularly in the countries where technological aids are available plus the electricity which is considered as a vital part in the use of those aids, is slide projector. It was used during the family events, but now it emerged the teaching learning process where it helps teachers along with their students' to use it appropriately for better results. Slide projector (N.D. Para 1) was defined as:

A slide projector is an opto -mechanical device for showing photographic slides. 35 mm projectors, direct descendants of the larger-format magic lantern, first came into widespread use during the 1950s as a form of occasional home entertainment; family members and friends would gather to view slide shows, which typically consisted of slides snapped during vacations and at family events. Slide projectors were also widely used in educational and other institutional settings. Photographic film slides and projectors have mostly been replaced by image files on digital storage media shown on a projector screen by using a video projector or simply displayed on a large-screen video monitor.

In the previous years slide projector was used as a tool to show different photographic films and pictures during the family events, now it is used in the teaching process as a material to help the teachers as well as the learner to achieve the educational goals. Slides which were defined by Sankaranarayanan and Sindhu (2012, p. 181) "Slides are small

transparent visual aids which can be viewed with the help of a slide projector or slide viewer. Slides can be effective promoters of discussions, can help make abstractions concrete and can lend realism to an otherwise academic discussion.”

1.5.6.4. The Advantages of Slides

Slides can be very effective and helpful in view of the fact that they have many advantages it includes:

- They are compact, easy to carry, easy to store and can be preserved for a long period of time. Less eye soaring and increased visual impact.
- Speed of slide presentation can be controlled by the teachers that each slide can be discussed for the desired length of time
- A remote-control extension allows the teacher to walk around or stand in front of the class and still control the slides, easy to backup the previous slides if a question arises pertaining to them.
- Slide projectors are light weight and easy to carry.

Briefly speaking, the slide projector has many advantages which allow the teacher to use it to gain time, energy, speed as well as being easy to carry for transport. All those factors are considered as benefits for the slide projector that the teacher should know before using the aids.

1.5.7. The Advantages of Audiovisual Aids

It is true that one of the difficult tasks of a teacher is to find the suitable way to enhance the learners’ achievement, even finding a textbook that will meet the needs of all students in any class is almost impossible. But a good text book must frequently be supplemented with meaningful discussion, demonstrations and displays. While audiovisual aids may provide a

rich variety of sensory experiences to reinforce the books' task. However Sankaranarayanan and Sindhu (2012) stated the remarkable advantages of the audiovisual aids including:

- By using audiovisual materials the change in time, speed and space could easily be brought in the class, in addition it can demonstrate the objects to the whole class. It can help the imaginative teacher to solve all the communication problems.
- Use of audiovisual aids results in greater acquisition of knowledge and ensures longer retention of the information gained. It provides firsthand experience in a variety of ways and motivates the pupils to participate actively. As well as providing them with meaningful sources of experiences.
- Use of audiovisual aids in the classroom can provide effective substitutes for direct contact of students with environment, both physical and social. It enables us to cut through the physical limits of time and space.
- By using audiovisual aids any expected change in behavior or attitude could be facilitated. It generally adds an interest and involvement to the lesson. It offers much scope for making models, exhibit and writing plays, etc.
- Proper audiovisual materials can provide integrated experiences varying from abstract to concrete. It presents abstract information to the learners in various forms. Television, films, diagrams, etc all these resources enhance clarity of communication and increase the speed of comprehension.
- Audiovisual aids method i.e. multisensory approach, through more than one sense, it enables to secure and retain the attention of pupils, as well as to develop the communication skills of pupils.
- Audiovisual aids could be used to motivate and stimulate interest of pupils to gain further knowledge. It can develop an awareness about problems, open up possibilities

for exploration, presents meaningful preliminary information and thereby open avenues to new activity.

- Audiovisual materials could be used for any age or ability group. It helps to multiply teachers' efficiency and helps in remedial teaching too.
- Audiovisual aids helps in saving the energy and time of both the teachers and the students, where concepts and phenomena may be easily clarified and understood and assimilated through its use.
- Audiovisual aids can help in meeting individual differences, different types of instructions and guidance may be needed for individual students. Some can be helped through visual demonstrations while others learn better by doing.
- Development of higher abilities: Use of audiovisual aids stirs the imagination, thinking process and reasoning power of the students. They also promote creativity intensiveness.
- Provides positive environment for creative discipline: a balanced rational scientific use of audiovisual aids develops motivation, attracts the attention and interest of the students and provides a variety of creative outlets for the utilization of their tremendous energy.

In brief, to ensure the effectiveness of any audiovisual aids a teacher should keep in mind its advantages of each aid separately, particularly those advantages stated above such as; it allows the change in time space and speed, it develop the individual abilities, it may be adapted for any age, in addition to its capacity to motivate and stimulate the students' learning.

1.5.8. Teachers' Role when Using Audio Visual Aids in Classroom

It is well known that the base of the educational system is neither the setting nor the curriculum but the fruitful work of a human being called the teacher. Despite the fact that

audiovisual aids have a great importance in the teaching process but a teachers' role in using audiovisual aids inside the classroom is very crucial. The role of a teacher is to some extent changing to that of a facilitator and manager of learning. It was argued by Venkataiah (2008) that:

The instructor has to play a pivotal role in the success of the educational technology. The teaching aids either modern or traditional only supplement the efforts of the instructor to enhance the learning process. They cannot be a substitute for him, the technologies assist him to do his work in an efficient manner to achieve the educational objectives (p. 17).

1.5.9. Principles for Using Audiovisual Aids

For better use of audiovisual aids the teacher should keep in mind the following principles as provided by Sankaranarayanan and Sindhu (2012)

- * Principle of selection: the aid must be adapted to the intellectual maturity of the pupils and to the nature and extent of the previous experience. The teacher should be familiar with the aid to choose the appropriate one, as well as being interesting and motivating.
- * Audiovisual aids are means to an end, not the end in themselves: they should not be considered as substitutes for oral or written methods of acquiring knowledge, instead they should be used to supplement the classroom teaching.
- * Principle of preparation: it deals with the most effective ways of preparing aids. A teacher should try to prepare teaching aids by using locally available materials with the help of the students.
- * Principle of proper presentation: it includes preparing the program to fit with the available materials, the setting and the appropriate conditions. The teacher should be confident, prevent any damage in addition to avoiding any kind of destruction.
- * Principle of physical control: it is related to the arrangement of keeping aids safely and also to facilitate their lending to the teachers for use.

- * Principle of response: it demands that the teacher have to guide the students to respond actively to the audiovisual stimulate so they can achieve learning objectives in a better way.
- * Principle of evaluation: it stipulates that there should be continuous evaluation of both audiovisual aids and accompanying techniques in the light of the realization of the desired objectives.

There exist various principles for using audiovisual aids in its best way like the principles of selection, preparation, presentation as well as the principle of evaluation. All of them are assumed to help the instructor and the learner to get the maximum of benefits from the audiovisual aids particularly those used inside the classroom of foreign languages.

1.5.10. The Objectives of Using Audiovisual Aids

Audiovisual aids are devices used in the educational system, which enhance clarity in communication, provide diversity in the method of teaching and increase the forcefulness of the subject being learned or taught. Their use has many purposes which Sankaranarayanan and Sindhu (2012) presented as the following:

First, to provide a basis for more effective perceptual and conceptual learning, second to initiate and sustain attention, concentration and personal involvement of the students in learning, third, to provide concreteness, realism and life likeness in the teaching learning situation, Fourth, to bring the remote events of either space or time into the classroom. The fifth purpose is to increase the meaningfulness of abstract concepts, In addition to the sixth purpose to gain practical skill. Lastly the seventh purpose to introduce opportunity for situational or field types of learning as contrasted with linear order verbal and written communication.

1.5.11. The Obstacles Interrupting the Use of audiovisual aids

As in any technological devices there are some obstacles that interrupt the use of audiovisual aids in the classroom, different barriers hinder their use, it might be the teachers'

responsibility or the outside obstacles, or even the devices in themselves. As Neeraja (2011) stated that apathy of the teachers: teaching with words alone is very tedious, wasteful and ineffective. Or, ineffectiveness of the aids preparation, presentation, application and discussion are necessary whenever teacher is using aids for teaching. Also there are certain features which will fail in effective usage of audiovisual aids, absence of proper planning, lethargy of the teacher, the need for proper preparation. It is the teachers' responsibility for correct presentation and appropriate application and discussion, no proper follow up work.

As well as financial hurdles the lack of finances and suitable planned programs, is not enabling them to do their best, absence of electricity when it is needed most of the projectors, radio and TV cannot work without power. The lack of facilities for training teacher education institution collages, or specialized agencies should make special provision for pre service and in service training of teachers and workers in the use of these aids. In addition to language difficulty where most of the available educational films are in English, these films should be dubbed in the local languages, and the production of films originally in local languages should be encouraged and promoted. Especially not catering to local needs, if aids are selected improperly by not considering sociological psychological and pedagogical factors its' effectiveness will be reduced.

Besides, the Indifference of students the judicious use of aids arouses interest, but when used without a definite purpose but simply for a show, they lose their significance and importance. Finally, the improper selection of audiovisual aids, teaching aids are not selected according to the classroom needs.

Conclusion

Nowadays and because of technological development; devices like slide projectors, computers, video tapes are necessary for better results in education. Audio visual aids have revolutionized the field of education. Moreover, emphasizing the key role of these teaching materials and technological devices to assist in foreign language teaching and learning

processes, they can motivate students and create a relaxed classroom atmosphere for better learning. Consequently, these materials should be used appropriately to help students in developing their abilities.

This chapter shed the light on the educational audio-visual aids, their historical background, audiolingualism, communicative language teaching method, and ICTs. As well as the definition of audiovisual aids, types, the characteristics of good audio-visual aids, their objectives, and advantages in learning languages. In addition to the constraints that interrupt their use, the educational audiovisual aids. Finally, it illustrated the teachers' role in using those aids.

CHAPTER TWO:

OVERVIEW OF THE

SPEAKING SKILL

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Introduction

History proves that Human being acquired to serve their needs, the primary aspect they had to do in order to survive is to create a language for communication, starting by drawing on walls. Language is a tool for communication; to exchange ideas, to prove a point, and to express feelings. Many teachers worldwide, particularly those who work on the foreign language field, have to teach mainly grammar and vocabulary, because these areas are tested in examination. Though, proficiency in any foreign language requires mastering the four skills, i.e. receptive and productive skills. This means that speaking is a neglected language skill in many classrooms. Despite the fact that, it is the essential pillar to build up the competence of the learners for communication and interaction,

Speaking is a vital aspect of the learning process which requires students to master it, but this is not an easy task for them. That's the reason behind devoting this chapter for an overview about the speaking skill; starting by the definition of teaching and learning, then a brief overview of the four skills, in addition to the definition of the speaking skill, its components, importance, and the factors affecting students speaking skill. As well as, the relationship between speaking and listening skills, the characteristics of good speaker, along with the different in class activities. Followed by, how teaching speaking and some suggestions for teachers in teaching speaking.

2.1. Definition of Teaching / Learning Terms

During the whole life of an individual, since a person is born he begins to learn, first by innateness starting crying to express hunger or sickness, then learning to walk, talk, and to ask about the world around. During all these period there is always someone who guides the baby assessing him showing him the right way, what to do what to avoid. Till the age when he becomes able to go to school where the adventure continue but with different people, an adult who is called a teacher, in addition to some children having almost the same age to develop

and progress different abilities and skills during the long period in the educational system and it continues till death.

2.1.1. Definition of Learning

Prozesky (2000, p.30-31) believes that individuals understand things in the light of their past experience. This is also true of learning; those who get their ideas of what learning means from what happened in the past. Whether it takes place at school or college, in a classroom. Or at night, revising and memorizing to pass an examination. Learning is much wider than that. Educational psychologists assert that any activity which leads to a change in the behavior is learning.

2.1.1.1. Features Concerning Learning

Learning has some characteristics; it can be formal or informal, we do not just learn knowledge and facts but we also learn skills and attitudes. People learn in different ways, learning can be superficial or deep, motivation is important for learning, learning continues throughout a persons' lifetime.

2.1.2. Definition of Teaching

Prozesky (2000, p.30-31) also stated that Once again, it is based on the individual past experience. The earliest experience was in school, where the teacher was also a 'master' or 'mistress', standing in front of the class, telling what to do and what to learn. Some experienced the same kind of 'teaching' at college. Others may have experienced teaching where the 'teacher' is more of an equal, who takes account of the learner's experience and even learns from the learner. That is why Abbatt and McMahon claim: 'Teaching is helping other people to learn'.

2.1.2.1. Teachers' Different Roles

The teacher has different responsibilities in addition to his first job providing students with reliable information. A teacher has to decide what students should learn, to help the learners to learn, it must be student centered not teacher centered, in addition to the fact that the teacher has to make sure that students have learnt through careful assessment, and to look after the welfare of the students it means that teachers need to cultivate an open and trusting relationship with their students.

2.2. Brief Overview of the Four Skills

Christison and Murray (2014, p.144) considered that for the purposes of language teaching, language has traditionally been divided into four separate skills areas; listening, speaking, reading, and writing. The four skills can be separated in other ways, listening and reading are known as the receptive skills, and speaking and writing are known as the productive skills. We can also think of the four skills in terms of oral language and literacy. Listening and speaking are needed specifically for literacy development. The idea of separating the teaching of language into language skills is considered the norm for most English language teachers, and the view is easily recognized in the research, materials development, language testing traditions, and the practices of teacher education programs over the past four decades.

In other words, the receptive skills are listening and reading, because learners do not need to produce language to do these, they receive and understand it. These skills are sometimes known as passive skills. Often in the process of learning new language, learners begin with receptive understanding of the new items, then later move on to productive use. It consists of the speaking and writing skills, because learners need to produce language. They are also known as active skills. Certain activities, such as working with literature and project work, seek to integrate work on both receptive and productive skills.

2.3. Definition of Speaking Skill

Speaking is the ability to produce sentences to express one self's ideas, thoughts, needs and opinions to be part of the community, furthermore speaking another non native language is hard to master, the capacity to produce correct utterances whenever using foreign language in different situations, especially to avoid a misunderstanding between the speaker and the hearer. It is the primary tool for communication, a crucial part in foreign/second language teaching-learning. Where students learn concepts, develop vocabulary, and perceive the structure of the English language as essential components of learning

Speaking is one of the four skills that can be used in daily life routines and circumstances that are based merely on sending and receiving messages. According to Oxford Dictionary (2009, p. 414) "it is the action of conveying information or expressing one's feelings in speech". However scholars have different points of view about the definition of speaking skill MacCarthy (1972) says:

When people are learning to speak a language, they are concerned mainly with two things; first, knowing what to say- what words and phrases to use at any given moment, in any given situation- and second, being able to say it- able to perform the required actions, the movement necessary, for saying those words and phrases aloud (p. 9).

In the other hand it can also be considered as a process as Chaney (1998, p.13) described speaking as "the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of contexts". Hence, speaking skill does not incorporate only spoken language to express and share feelings and ideas, but it includes also the use of non spoken language using eye contact along with gestures. In addition to be aware of the grammar, vocabulary, pronunciation, and other aspects, also to recognize the subject matter of speaking and the appropriate time to talk. Speaking is an important skill that deserves more attention in both first and second language, because it reflects people's thoughts and personalities.

2.4. Components of Speaking Skill

According to Zulfiqar (2013) there are four components of speaking skill introduced by Heaton (1988, p. 100), they are:

2.4.1. Accuracy: accuracy in speaking means when someone can produce correct sentences in pronunciation, grammar and word choice so it can be understood. There are three components of accuracy. They are pronunciation, vocabulary and grammar.

a- **Pronunciation:** according to Alexander et al (1998, p.830) pronunciation is the way in which a language, or a word in particular is pronounced. Teaching pronunciation deals with recognition or understanding the flow of speech and production of words. It is when the students' utterances are understandable, and at least adequate to the purpose. Pronunciation, intonation and stress are largely learnt successfully through imitating and repetition. "It plays a central role in both personal and social intercourse" Carter and Nunan (1993, p.147)

b- **Vocabulary:** words are the means of communication that have a meaning that is used in a certain proper context. Word is known as vocabulary used in structural sentence. It was defined by Simon and Schuster in Amin (2006, p.38) as first, a list of words and sometimes phrases, usually arranged in alphabetical order and defined; a dictionary, glossary or lexicon. Second, all the words of a language. Third it is all the words used by a particular person, class, profession, etc.

In other words, it consists of content words, noun, verb, adjective and function words such as proposition, conjunction, article and pronoun. It is true that learning a new language requires learning its vocabulary.

c- **Grammar:** it pertains to sentence and word, with different categories such as noun, subject, imperative clause, etc. Grammar is important to avoid misunderstanding in a formal context. Simon & Schuster in Amin (2006, p.20)

defined grammar as the part of the study of language which deals with the forms and structure of words (morphology), and with their customary arrangement in phrases and sentences (syntax). Besides, the study of pronunciation (phonology) and the word meanings (semantics).

Accordingly, accuracy is the quality of being accurate, exactness, or correctness in pronunciation, vocabulary and grammar. It is the aspect to measure the students' speaking ability.

2.4.2. Fluency: speaking performance does not concern accuracy only but also fluency as using the language system communicatively, and without too much hesitation.

Stovall in Asni (2007, p.19) defined fluency as: the ability to converse with others much more than the ability to read write or comprehend oral language. In Longman Dictionary, fluency is defined as the features that give speech the qualities of being natural and normal.

In addition to Richard and Rodgers (2001, p.90) stated that fluency is the ability to produce written or spoken language easily. This indicates that spoken language is produced naturally with hurities. They also added fluency is the ability to speak with a good but not necessarily perfect command of intonation, vocabulary and grammar.

Consequently, fluency is the ability to produce communicative language even though it is not in perfect utterances, but in continues speech and smooth manner.

2.4.3. Comprehensibility: it is the process of understanding the utterances sent by the speaker done by the listener. Also comprehensibility in speaking means that people can understand what we say and we can understand what they say. Harmer (1998, p.107) states that if two people want to make communication to each other, they have to speak because they have different information. If there is a gap between them, it is not a good communication, if the people still confuse with what they say.

Moreover, Clark and Clark in Zurina (2008, p.25) stated that comprehensibility has two common senses. In its narrow sense it denotes the building of meaning and utilizes the speech act conveyed. For example, a question, listener extracts the importation then tries to search for an answer.

2.4.4. Content: Jacob (1981, p.38) explains that content should be clear to the listener so that they can understand what the messages convey and gain information from it.

In other words, it refers to how suitable or substantive the explanation toward the object to be explained. To have a good content in speaking, the contents should be well unified and completed.

In brief, the four aspects of speaking skill are very important in the students' performance using second or foreign language a learner needs to be accurate, especially to be aware of the grammatical, vocabulary and having good pronunciation. In addition to fluency, which is the base of the speaking skill it hides the imperfections of the performance. The comprehensibility and the content are important as well, to avoid any kind of misunderstanding between the sender and the receiver.

2.5. The Importance of Speaking Skill

In our daily life people need to express their ideas, share their thoughts, and communicate with each other for different purposes all of that using one vital skill which is the speaking skill. There is no doubt that the most difficult skill to master in any foreign language is the speaking skill. As it was stated by Ur (2000):

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

Though, speaking was neglected in the past decades the focus was on the writing and reading skills, but now with the emergence of the communicative approach the learners need to communicate with each other using the foreign language. Speaking is very important for the learners of foreign language, because it proves their real level; some of them evaluate their success according to their spoken language proficiency. It was argued by Celce-Murcia (2001) that for most people “the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication” (p103). It means that if someone speaks a language fluently this can cover any grammatical or lexical mistakes he make when he speaks.

Speaking is important since it enables non native speakers to practice a foreign language, besides students need to concentrate more on the speaking and listening skills more than reading and writing skills, that’s only for the reason that we live in a world where communication between people is vital, also, learners posses various terms and vocabulary in their brain, but if it is not used daily or occasionally they forget them. Stein (2007) asserts that “to learn a language, to know the grammar and vocabulary is not just everything. It is a need to speak it correctly and fluently otherwise people will lose ‘fun’ using it” (p.2).

2.6. Factors Affecting Students Speaking Skill in Foreign Language

In foreign language classes some students have the ability to speak, discus and explain with the help of their teachers using a very good pronunciation, and a great part of self confidence, in the other hand there are some students from the same class but they rarely participate or exchange thoughts with their classmates. This may due to many factors interrupting them from performing along with preventing them from speaking loudly.

2.6.1. Socio-Cultural Factors

Students have to take into consideration the cultural differences from one place to another. Each language has its own parameters, customs, and social cultural habits which speakers of

foreign language need to know to avoid any kind of breakdowns to occur, especially when talking with native speakers, where the individual need to respect the turn taken of each one and not interfering the norms of the mother tongue. Baker and Westrup (2003) assert that “The social roles and rules for speaking can be different in each culture. These social rules have a strong effect on a learner’s interest and ability to learn to speak in foreign or second language” (p.12)

2.6.2. Lack of Self Confidence

Sometimes students may face situations where they lose confidence, hesitate, afraid of making mistakes, or even nervous of speaking with the teacher in front of the whole class. All these situations are due to the lack of self confidence in the learners’ personality. Also, it can be due to different reasons whether internal or external, and it conducts to poor communication, or feedback. As it was argued by Gupit (1986) “lack of self confidence is a special problem for beginners, it causes them to be overly tense. Too much tension makes them less self confident. Confidence and tension are, therefore, intimately interrelated” (p.15).

2.6.3. Foreign Language Anxiety

Most foreign language learners experience anxiety in the language learning process with different degrees of anxiety, even when they want to participate or to talk but the feeling of anxiety is more powerful than their desire to acquire a new language. It was defined by Lazarus(1996) quoted by Rose (2008) “Anxiety in general is a natural reaction that occurs when a person feels uneasy, apprehensive or worried about some experience real or imagined” (p.6).

Moreover, Speech anxiety, public speaking anxiety or the fear of speaking in public are all synonyms which refer to when a person is nervous, hesitant or have a phobia from speaking in front of people this is the case of foreign language learners. Therefore, teachers should be aware of this situation, and try to create comfortable relaxed classroom for better knowledge.

2.6.4. Lack of Vocabulary

Lack of vocabulary, grammar knowledge for instance the arrangement of the words, and wrong pronunciation prevent students from speaking and communicating in foreign language such as English, because they are afraid of making mistakes inside and outside the classroom. Gabrys and Bielska (2013) claimed that “The students often complained about insufficient vocabulary to deal with speaking or writing tasks, at the same time they reported having difficulties with remembering words or recalling them when needed” (p.119).

In the same time, the lack of vocabulary does not influence learners in their speaking abilities only, but also it affects their understanding, their listening comprehension in this way they may face difficulties in responding and continuing the communication process if there is a word or an expression that is unfamiliar with the respondent.

2.6.5. Shyness

One of the most famous reasons why students do not participate in the classrooms is because they feel shy, which may cause many problems in their learning process; they feel sensitive about their classmates comments and the teachers criticism. Some learners may be intelligent and have a great level in English but they are quiet silent in the class.

Moreover, Stein (2007) stated that “*Sometimes they are too shy to speak in front of others because they think they have a defective pronunciation or lack the appropriate vocabulary to be able to keep up a conversation*” (p.2).

2.6.6. The Use of Mother Tongue

Learners of foreign language prefer to use their first language in communication, whether while talking with a classmate explaining a lesson or discussing with the teacher, because this way guarantee avoiding making mistakes. Littlejohn and Hicks (1999) declared that “Students may also use the mother tongue because they feel embarrassed about speaking English in front of the whole class” (p.92).

Consequently, there are different reasons why students use their mother tongue; to avoid embarrassment, to avoid making mistakes, then to feel comfortable because sometimes learners forget or don't have the correct and necessary expression to express a thought, so they borrow from the first language. It is like a refuge for their needs they are influenced by the first language because they use it frequently in the everyday life. In the other hand, the use of the foreign language is limited to the classroom it is the fact that "time limitation" may also be a reliable reason.

2.6.7. Lack of Motivation

Motivation, it is a powerful word that every human being in the world need it during the whole life. A mother needs motivation to raise her beloved children, a worker, and an infant whether the person is a child, a teenager or even adults need to be motivated. Learners of second or foreign languages need as well motivation from parents, family, classmates but the best motivation may come from the teacher, guider and tutor it is the responsibility of the educator to motivate the students for better achievement.

Moreover, motivation plays a central role in human learning, though when a student lack motivation it is a big problem, it was considered by Westwood (2004)

Teachers often blame a student's learning problems on his or her so-called lack of motivation. According to Driscoll (2000) teachers believe that this lack of motivation is the underlying reason students avoid class work, refuse to become fully engaged in a learning task, fail to complete work they could easily do, or are willing to complete a task only for some tangible reward it may bring (p.30).

2.6.8. Lack of Listening comprehension

When two persons talk the first rule for communication is that they understand each other; they use the same language, talk in the same subject for a successful conversation. In the case where the listener does not understand what the speaker says here an awkward situation may occur, because of the lack of listening comprehension skill.

Some students do not possess good listening comprehension skill, due to the lack of contact with native speakers. Westwood (2004) claimed that one of the classroom learning problems for students from non-native English include listening comprehension difficulties due to limited vocabulary, poor grasp of syntax, and the speed at which others speak.

2.6.9. Nothing to say

The expression nothing to say is the favorite answer of the learners, when the teacher asks them about their opinion or to discuss something. Rivers (1968) pointed out that “The teacher may have chosen a topic which is uncongenial to him (the learner) or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language” (p.192).

To conclude, there are different factors affecting the students’ ability from speaking fluently in foreign language; internal reasons, such as lack of confidence, shyness or external reasons like the teachers lack of motivation or the socio-cultural differences between learners.

To sum up, all these factors may be reduced if the person has enough determination and desire to improve his achievement in addition to his speaking skill along with the appropriate help as well as motivation from the outside world, starting from the teacher who has a great deal of responsibility in the learners achievement.

2.7. The Relationship between Speaking and Listening skills

Learners’ effective communication depends on successful listening abilities, and a good speaking skill. There is a clear relationship between the two skills, which means that the listener comprehend what is heard, as well as his ability to respond, and process information skillfully. Although some people think that possessing good speaking abilities is enough for communication, but it is not true because when the student does not understand what the teacher says it is a big problem. Nunan (1991) pointed out that “To most people, mastering the art of speaking is the single most important factors of learning a second or foreign

language, and success is a measure item of the ability to carry out a conversation in the language” (p.39).

Speaking skill cannot be developed in isolation especially from listening skill as Brown (2004) stated that " Listening and speaking are almost always closely interrelated” (p.140). This means that when a person want a clear, fruitful conversation he needs to rely on his listening abilities because if the hearer does not understand what is being said than the respondent will not be accurate. Generally, the speaker produces comprehensible output, and the listener pays attention and then tries to process these output effectively and react in a meaningful manner. Moreover, Anderson and Lynch (1988, p. 15) who suggested that “speaking is something you do after listening, rather than while you listen.” This proves the importance of the listening skill for successful conversation.

In brief, developing the productive skill (speaking) requires working on the receptive skill (listening), the two skills are interrelated they complete each other in a meaningful way. Holmes (N.D) claimed that “it is the province of knowledge to speak, and it is the privilege of wisdom to listen” To conclude, learners need to focus on the listening skill as a vital part as well as the speaking skill to communicate effectively and appropriately.

2.8. Characteristics of Good Speaker

The majority of Human race are borne with an innate capacity to speak, it serves their needs, convey their ideas, and enable them to express oneself in different situation. Although, in the learning process there exist different types of speakers some who have the ability to speak, whenever they want to use the target language correctly in the right context, in the other hand, there exist some students who consider speaking as a huge task which needs to be planned in advance; to choose the correct words to use, tense, and even the time to talk, those students feel uneasy whenever they have to speak for themselves.

According to Rogers (2000, p.113) a good speaker have some common characteristics. First he holds the attention, his thinking and speaking are clear and logical. As well as, the

information included in his speech back up his main point, telling us what we need to know without overloading our capacity. Then, a good speaker keeps us entertained with stories and examples that illustrate the points being made. In this way the speaker engages us, drawing our attention and making us think about what he is saying. Finally, a good speaker leaves us with a feeling of admiration. He or she projects an aura of thoughtfulness that is natural and appealing. In other words, a good speaker is likeable.

In addition to Florez (1999) who raised the question what a good speaker does. Speakers must be able to anticipate, and then produce the expected patterns of specific discourse situations, also the learner must choose the correct vocabulary to describe the item sought, rephrase or emphasize words to clarify the description, and use appropriate facial expressions to indicate satisfaction or dissatisfaction. Other skills and knowledge that instruction might address include: First, producing the sounds, stress patterns, rhythmic structures, and intonations of the language, second, using grammar structures accurately, third, assessing characteristics of the target audience, including shared knowledge or shared points of reference, status and power relations of participants, interest levels, or differences in perspectives. Forth, selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs, fifth, applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener comprehension, in addition to using gestures or body language.

Finally, paying attention to the success of the interaction and adjusting components of speech, such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener comprehension and involvement (Brown, 1994).

2.9. Types of Classroom Speaking Performance

In the teaching process different activities are adopted by so many teachers the well known tasks are; the role plays, discussions, storytelling and dialogues. Although, sometimes it is annoying, students do not enjoy the session especially if it is an oral expression session

they feel inhibit, in other words, they do not express themselves willingly. It is the responsibility of the teacher to choose different tasks for learning the foreign language to avoid feeling boredom in the class.

However, Manseur (2015, p.43) suggested various types of speaking which are: imitative, intensive, responsive, interactive or extensive.

2.9.1. Imitative

It is deduced from the verb imitate or replicate some drills chosen by the teacher, in which the learner simply repeats a phrase or structure for clarity and accuracy. Also it is used for memorizing the correct pronunciation of the words. The imitative type reinforce the listening and speaking skills as Manseur(2015) stated that:

Imitative speaking refers to the one's ability to repeat some phrases and/or sentences. In classrooms, this type of speaking is related to drills in which students imitate some language structures produced by the teacher. Brown (2004) states that imitative speaking implies 'the ability to simply parrot back (imitate) a word or phrase or possibly a sentence' (p.141). In addition, imitative speaking can be stimulating for language learners since it enables them to produce a variety of language patterns (p.43).

2.9.2. Intensive

It is not so different from the imitative type, except this one emphasizes more on drills or repetitions, focusing on specific phonological or grammatical points, such as minimal pairs or repetition of a series of imperative sentences. Brown (2001) asserted that "Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language" (p.273).

In this case the teacher focuses on providing the learners with a comprehensible practice of language, particularly, emphasizing on the grammatical and phonological aspects of the foreign language.

2.9.3. Responsive

It is the teachers' role to provide students with different feedbacks to their questions, comments, and remarks. In other words it is short replies given by the teacher or the learner to answer various questions, such as a series of answers to yes/no questions. "A good deal of student-initiated questions or comments, these replies are usually sufficient and do not extend into dialogues" (Brown, 2001, p.273).

In other words, the responsive type is where the teacher as a primary source provide information inside the classroom, or the learners in some particular cases says or give feedback to an unanswered questions.

2.9.4. Interactive

Khoirunisya (N.D, §4) It includes two types, the primary one is transactional; contain dialogues conducted for the purpose of information exchange, such as information-gathering interviews, role plays, or debates. The secondary one is interpersonal; consists of dialogues to establish or maintain social relationships, such as personal interviews or casual conversation. Moreover, the transactional is to provide information whether it is given by the teacher, such as feedback, explaining or clarifying a point. In the other hand, the interpersonal is more intimate for instance, exchanging words to maintain a social relationship. It can be teacher-student talking or between classmates.

2.9.5. Extensive

It is an exchanging word with the term monologues. Manseur (2015) asserted that "the latter includes speeches, reports, conversations, and other spoken forms that demand a prolonged expression of ideas and thoughts" (p.44).

Indeed, this type deals with monologues where the learner produces short speeches, oral reports, or oral summaries. Teachers may adopt it, when he asks his students to choose a free

topic from their own, and discuss it with their classmates by giving reliable arguments for a fruitful discussion, along with enjoying the session.

Briefly, those types are not sequential since each one can be used independently otherwise they can be integrated with one another, depending on the learners' needs and situation. In addition to that, teachers should be careful not to overload a speaking lesson with other new material, such as numerous vocabulary or grammatical structures. This can distract learners from the primary speaking goals of the lesson.

2.10. Teaching Speaking

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). It is a crucial skill that learners need to acquire. Besides, the goal of teaching speaking skills is communicative efficiency. Particularly, learners should be able to make themselves understood, expressing themselves fluently, they should be clear and precise in using pronunciation, grammar, or vocabulary, as well as considering the social and cultural rules that apply in each and every situation.

Teaching speaking in the classroom is a vital element in the students learning process. However, Kayi (2006) answered the question what is meant by teaching speaking. He suggested that it is to teach foreign learners, English specifically, to produce the English speech sounds and sound patterns, to use word and sentence stress; intonation patterns and the rhythm of the second language, to select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

In addition to, organizing their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgments. Finally, Use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan, 2003)

2.11.Suggestions for Teachers in Teaching Speaking

In fact, Kayi (2006) gave some suggestions for teachers in teaching speaking including:

- Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
- Indicate positive signs when commenting on a student's response.
- Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
- Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- Provide the vocabulary beforehand that students need in speaking activities.
- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

2.12.The Importance of Technology in Teaching

Technology has a vital role in every field it is the synonym of development in our days, it has various benefits, the most important is saving time. Technology is used in health, politics, social media, and in education as well. It helps both teachers and learners to acquire knowledge and it enables them to be in contact with the outside world particularly the native speakers of the target language.

Accordingly, using technology in the educational field may be really fruitful for the learners' achievement as well as the teacher progression. According to Ivers (2003) technology helps both teachers, and students in several areas. He stated that:

Technology is a tool to help teachers gather and learn new information, locate lesson plans, participate in collaborative projects, engage in peer discussions and teaching forums, manage students' records, and create instructional materials and presentations. It is a professional resource that teachers can use at home and school. Similarly, technology is a tool to help students gather and learn new information, participate in lessons and collaborative projects, engage in peer discussions and real world learning experience, manipulate, organize, and evaluate information, and create projects and presentations. It is a learning resource that many students may not have at home and often fail to benefit from in many classroom environments. How computers are used in the classroom dictates technology effectiveness as an instructional tool (p.2).

2.13.The Value of Audiovisual aids to Learning

Using technology include using the audiovisual aids in the teaching learning process, since it has plentiful of advantages. In the one hand, it may help the teacher to make the session easier and more beneficial, in the other hand it also guide the students' learning as well. According to Kochhar (1985, p.134-135) who pointed out that audiovisual aids are potent starters and motivators, it gives variety in classroom techniques, in addition to that, many of the aids provide the child with opportunities to handle and manipulate. Besides, it

supplies the context for sound and skilful generalizing. It educates children for life in this modern complex world. Finally, audiovisual aids can play a major role in promoting international understanding.

Therefore, Kochhar (1985) quoted the words of Mckown and Roberts who stated that:

Audiovisual aids, wisely selected and intelligently used, arouse develop intense and beneficial interest and so motivate the pupils' learning. And properly motivated learning means improved attitudes, permanency of impressions, and rich experience and ultimately more whole some living (p.136).

In short, this means that the use of technological audiovisual aids is very helpful and motivating for the students learning, especially foreign language learners to develop their achievement as well as their speaking performance, because it allow them to be in contact with the outside world of the target language.

Conclusion

In education, the process of learning and teaching relies on acquiring the four skills. Accordingly, learning to speak entails learner's engagement in communicative situations so that they will activate their speaking capacity. Thus, the development of oral skill requires students to make active use of the language i.e. correct grammar, pronunciation, fluency, and accuracy.

In other words, speaking is considered as a key to communication. In this chapter, the researcher attempted to provide an overview about the four skills, definition of speaking skill, by considering what a good speakers do, what speaking tasks can be used in class, and some suggestions for teachers to help the learners improve their speaking and overall oral competency. In addition to, teaching speaking, its relation with technology more specifically the use of audiovisual aids to teach the speaking skill.

To conclude, speaking functions as a vehicle that language learners depend on to achieve their learning outcomes. Students reach this aim via target language exposure which is a very important process that helps to evaluate learners' proficiency in the target language

CHAPTER THREE:

Field Work and Data

Analysis

CHAPTER THREE: FIELD WORK AND DATA ANALYSIS

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Introduction

The central concern of the third chapter is to provide variable evidences to reinforce our main hypothesis we designed to investigate the impact of using the audiovisual aids to improve students' speaking skill, because we noticed that most of the students face difficulties in their speaking performance, we selected third year learners to be our case study where we conducted two questionnaires one for the students along with a second one for the teachers, in addition to a classroom observation during eight oral expression sessions. However, in this chapter we present the researcher objectives, methodology design, population and sample, as well as the description of the three research tools and the aim of each instrument. Furthermore, we analyze the data collected via tables and pie charts focusing on the interpretation of the results, and after that we present a discussion for the main results.

3.1. Research Objectives

In order to achieve the research goals which are designed to confirm or disconfirm the hypothesis we made in the beginning, that if the teachers use audiovisual materials in the classroom, EFL students' speaking will be improved. This is the reason behind choosing to make three different research tools; a questionnaire for the teachers, a second one for the students in addition to a classroom observation, to provide a broader view about the teachers as well as their students' various opinions about this issue. Its aim is to discover the impact of the use of audiovisual aids to improve students' speaking, it is to show its importance and whether it is really beneficial or not. The central purpose of this study is to gather sufficient points of view concerning this fundamental issue.

3.2. Research Methodology Design

To carry out the research, we decided to adopt a mixture of research methods between quantitative and qualitative. To accomplish the present work, the researcher selected three

main data collection to be used. On one hand, a questionnaire was submitted to students of Mohamed Kheidar University along with another questionnaire for the teachers of the same University in order to gather information about students' and teachers' viewpoint toward the impact of the use of audiovisual aids to improve the students' speaking skill. On the other hand, the research attended eight sessions with different groups of the third year University level as a passive observer using an observation checklist. The classroom observation was used to collect reliable information about the subject.

3.3.Data Collection Tools

The present study involves quantitative and qualitative approach, a mixed method to obtain reliable results. The quantitative research was used in the form of two questionnaires administered to the students and their teachers. Besides, in the qualitative approach we adopted the classroom observation using a checklist. However the research was done in the University of Mohamed Kheidar Biskra, where the researcher dealt with a specific category which is the English Division of the 2015/2016 academic year. The third year students and teachers were targeted in this study to collect data.

3.3.1. Quantitative Approach

Accordingly, when we adopt the quantitative research approach it is in order to get the quantity or in other words it deals with numbers more than facts. Because we use statistical or mathematical data to understand a subject matter, this is why we opted to use it since it requires less time, effort, in addition to the fact that it suits the research aim. The third year students and teachers were very collaborative they helped by answering the administered questionnaires. The questionnaires were consisted of both open ended questions and close ended questions. Moreover, since we used a paper questionnaire, we manually transfer the responses from the questionnaires into a database, the researcher selected the Excel, where we designed a column heading for each question number, along with the questions' options, and

we used one row for each person's answers. Then, we assigned each possible answer a number.

3.3.1.1. Students' Questionnaire

In this questionnaire the researcher worked with students of third year from different groups, different gender and age. It was consisted of twenty various questions divided into three sections including some close ended questions such as yes/no, "WH" questions and multiple choices, in addition to open ended question asking them to give their personal opinions, preferences or just to justify their answer. We avoid making a section about personal background because it does not serve our subject, the answers remain anonymous.

3.3.1.1.1. Description

The questionnaire included three sections divided: the first section was entitled perceptions of speaking skill where we concentrated more on how do students perceive the speaking skill in general and theirs' particularly. It included nine questions about the listening skill, in addition to the diverse reasons that prevent students from speaking.

The second section title was the use of audiovisual aids it included six questions asking about their personal use of those aids along with its use inside the classroom during the oral expression sessions. The third section entitled the influence of audiovisual aids on the speaking skill contains five questions, investigating about the students' points of view about different issues concerning the influence of what is called the teaching aids on their speaking capacities, as well as knowing if its use actually improves their abilities in English as a foreign language.

More importantly, we believe that the students' responses on the questionnaires help us on providing a constrictive feedback to achieve the study goals of the research under investigation.

3.3.1.1.2. Pilot Stage and Validation

Accordingly, in any step we make to prepare the dissertation we need a confirmation and negotiation of the elements we include in our investigation namely from the supervisor, piloting was a necessary step. Hence, we prepared a questionnaire and after the supervisors' feedback we decided to distribute some questionnaires, exactly seven questionnaires, to students of third year English division and we told them that it is for the piloting stage and we demanded to answer the questions and add any remark or comment they think necessary to improve the quality of the questionnaire. The purpose of the pilot stage is to avoid the maximum of mistakes or any gaps especially since it is designed for third year students whom are mature enough to provide us with fruitful remarks. After that we collected the seven questionnaires, we received some remarks particularly about the lack of the open ended questions, then we took the students' feedback into consideration.

Moreover, we corrected the mistakes, added some open ended questions, the researcher also added a note providing the students' with the possibility of choosing more than one option, i.e. they could tick more than one box in a question, particularly the questions where they are asked to choose their speaking difficulties and preferences. The important point is that we deleted the first section which was devoted to the background information; age, gender and the choice of studying English, because we consider it unnecessary or in other words it did not serve our main purpose. Besides, we provide more space for the questions where they needed to justify their answer. The final point we omitted was the last question where they were supposed to provide advice or suggestions.

In brief, the pilot stage was an important step to ameliorate the questionnaires' quality, to provide better questions in order to receive beneficial answers. More importantly, it was a good experience to be in touch with the students and knowing their viewpoints about the issue which helped us in improving the level of the questionnaire, and taking into consideration the

helpful remarks they gave. After that stage, the supervisor validated the questionnaire in order to be printed and administered to the target population.

3.3.1.2. Teachers' Questionnaire

In the research we conducted a questionnaire for the teachers as well, where five teachers out of six in the third year level from the English division Biskra University were targeted to help collecting data to achieve the research goals. Hence, the five oral expression teachers were administered a questionnaire that contain less questions than the students' questionnaire that's because of their time limitation, also for the reason that we did not want to disturb them with unnecessary questions for instance we avoid asking any personal questions about age, sex, career, for the reason that it does not serve our main purpose contrary to the other questions.

3.3.1.2.1. Description

The teachers' questionnaire included a brief introduction where we provide the title of the research, the objectives and the instructions. It contained fifteen (15) questions divided into two (02) sections, as well as a final note to avoid any kind of misunderstanding among the teachers. The first section title was teaching the speaking skill, it consisted of seven (07) different items each one served an objective of the investigation. The researcher focused on exploring the teachers' viewpoint about their students' level. Additionally, to explore the real problems that hinder the learners from speaking, along with a final point that examined the teachers' attitude towards the use of audiovisual aids.

The second section was assigned to investigate the use of audiovisual aids. It included eight (08) items, their use and availability of the materials, in addition to some open ended questions. The questionnaire, was addressed to five (05) teachers of oral expression module,

its main purpose is to gather enough information to help us analyze and confirm or refute the hypothesis we submit in the beginning of the research.

3.3.1.2.2. Pilot Stage and Validation

In the teachers' questionnaire, the researcher did not make the pilot stage for the reason that after a discussion with the supervisor we decided to escape the piloting because of teachers' time limitation, the various responsibilities in addition, to the few number of the teachers in the third year level, i.e. they are six teachers we needed five for our investigation we could not afford giving the teacher a questionnaire for the pilot stage than providing him with the official final questionnaire. Another important reason is that the supervisor is an oral expression teacher who works with the first year level, so we took him as a participant in the pilot stage and validation of the questionnaire. Besides, a teacher asked us to provide him with the necessary questions that really serve our subject under investigation, in other words we corrected the questionnaire so that it contained the essential elements needed in our study.

In brief, we can admit that for different reasons the researcher did not make the pilot stage like it was done previously with the students' questionnaire. We were satisfied with the supervisors' feedback on the questionnaire, in addition to the oral expression teacher's remarks, in order to check its feasibility and collect constructive feedback on the instrument effectiveness.

3.3.2. Qualitative

The qualitative method is the contrary part of the quantitative method since these later deals with numbers, whereas the qualitative is mostly used in many different social academic disciplines. The qualitative research is a broad methodological approach that contains many tools, we choose the most workable one for our situation that serves the purpose of our investigation. The Classroom observation seemed to be the appropriate data collection tool for

our study. Hence, the researcher attended one session with a teacher of third year in order to take notes and notice the elements that should be observed to prepare a checklist.

3.3.2.1. Classroom Observation

The researcher decided to use the classroom observation as a tool for our investigation to give more credibility to our research first, and second to differ from the previous dissertations made in the last years in the same topic. We selected the third year level as our case study because they have enough experience, they can express themselves better than the novice learners, in addition to the fact that their case serves our research purpose since they have already faced their speaking difficulties in the previous years. Before starting the classroom observation we looked for the teachers who use the audiovisual aids in their teaching process and those who prefer to work in the old fashion. Then, we searched for the appropriate way to assist the observation sessions, after a discussion with the supervisor and other teachers' opinions we decided to prepare a checklist including the elements that needed to be observed plus two boxes to tick the observed and not observed factors along with another box to write important notes.

3.3.2.1.1. Description

The classroom observation was conducted in the academic year 2015/2016 with 3rd year students and different teachers of oral expression module. It was accomplished during one month from February 2nd to March 1st a total of eight sessions. We assisted with four teachers; two who used the audiovisual aids and two who taught without using those aids. Hence, we divided our observational task into two parts to see the difference and its impact on the students in close and direct experience. Consequently, the researcher attended four sessions with teachers who integrated the audiovisual aids in their teaching and four sessions with teachers who did not use those aids, but different ordinary ways to teach their students the speaking abilities.

Besides, the time of the observation was varied according to the teachers' responsibilities, along with the availability of the teaching aids. Before we attended those sessions the research decided to work using a structured classroom observation, so we prepared a checklist observation which included various aspects, it focused on the variables of our investigation, or in other words we concentrated more on observing the students' speaking performance, as well as the influence of the educational aids on the learners, along with the teachers' roles during the oral expression session.

3.3.2.1.2. Classroom Observation Checklist

Concerning the checklist, it included two pages starting with the title the date, the teachers' name, and the activities of the session as well as the classroom observation number. In this way it could be organized and the researcher will not forget the details. Accordingly, it was divided into four boxes the first box contained the elements that should be observed the second and third boxes were devoted to tick the observed factors the final box was left for the comments and the remarks. In addition to, a little space at the end of the second page where supplementary notes were to be taken. Moreover, in the checklist fifteen elements were to be observed and discussed later on, diverse aspects for instance time, motivation, fluency, participation in those elements we concentrated on analyzing the learner inside the classroom along with the difficulties a student' may face, as well as the teachers' roles such as the way he/she provided feedback or their reactions. The second part was devoted to analyze the use of the audiovisual aids including the kind of the aids also its advantages and disadvantages.

3.4. Population and Sample

In order to achieve the researcher goal, test our hypothesis and use the research tools we decided to work with 3rd year English students as foreign learners at Mohamed kheidar Biskra University. We have chosen the 3rd year students for different reasons; first because they have been in touch with English language for at least 2 years, particularly the oral expression

module, i.e. they are mature enough to express their thoughts about the issue. Second, they are supposed to get their license degree in English language which gives them the opportunity to teach in the future. The third reason is that they have faced their speaking difficulties, in addition to the fact that most of them tried different ways to develop this skill in particular. In short, we considered that they represent the best target that may serve our study purpose.

Consequently, the teachers were chosen from the same level to respond to the research instruments that were addressed to them, since most of them have the experience to use different teaching methods including the use of the audiovisual aids. The population is consisted of 365 students and six (06) oral expression teachers, we selected randomly to work with forty (40) third year learners from different groups in addition to five (05) teachers. The researcher administered the questionnaires for both learners and teachers, in addition to the fact that we assisted eight (08) sessions of classroom observation with four (04) teachers.

3.4.1. The Teachers' Profile

The researcher considered to target five (05) of the third year English teachers, because they are aware of their learners' abilities, in our case their speaking difficulties. We involved diverse teachers in age, gender, career, some hold the doctorate others the magister degree. In fact, we tried to vary our sample for the reason that each teacher has his own way of teaching, some prefer to use the teaching aids others don't. However, in the teachers' questionnaire five oral expression teachers were involved, while in the classroom observation we assisted eight (08) sessions with four teachers, since we needed two different ways of teaching, those who use the audiovisual aids, and those who do not use those aids in their teaching process to see its impact on the learners' speaking skill.

3.4.2. The students' Profile

However, additionally to the teachers' participation in collecting data for the purpose of our study, we also dealt with forty students out of 365 of the population which represented 11% of the whole population. The majority of the participants were females, we noticed a huge difference in gender in most of the third year English groups, although we tried to distribute the questionnaire for males as well. The researcher, because of time limitation of the teachers, could not administer the questionnaires in an official session, hence we saw it necessary to vary from almost all the ten groups of third year. Indeed, they were randomly selected to answer the questionnaire, but we attempted to collect it from a variety of students whom differ in gender, age, situation and English level as well.

3.5. The Analysis of the Students' Questionnaire

3.5.1. Administration and Aim of the Students' Questionnaire

This questionnaire was in a printed form, distributed hand to hand to fifty two (52) third year students in the English division Biskra University, we received back forty (40) questionnaires out of the total number, the twelve questionnaires were lost, or the students forget to hand them back to us. Besides, forty questionnaires was a sufficient number to take as a sample for our investigation. Accordingly, the participants revealed that it was well-formed with precise, concise and understandable questions. Therefore, the quantitative results of the researchers' data collection was transfer manually, counted and calculated using tables in Excel, after that we have made the percentage to facilitate our work later on.

The purpose of the students' questionnaire is to investigate the third year learners' opinion about the impact of using audiovisual aids to improve the students' speaking skill, moreover, we focused on the students' speaking difficulties they face in their everyday life, particularly inside the classroom where they normally feel free to express themselves. Also, because the

majority has developed a personal idea about the use of the teaching aids since they have already dealt with them at least once.

3.5.2. Analysis and Interpretation of the Students' Questionnaire

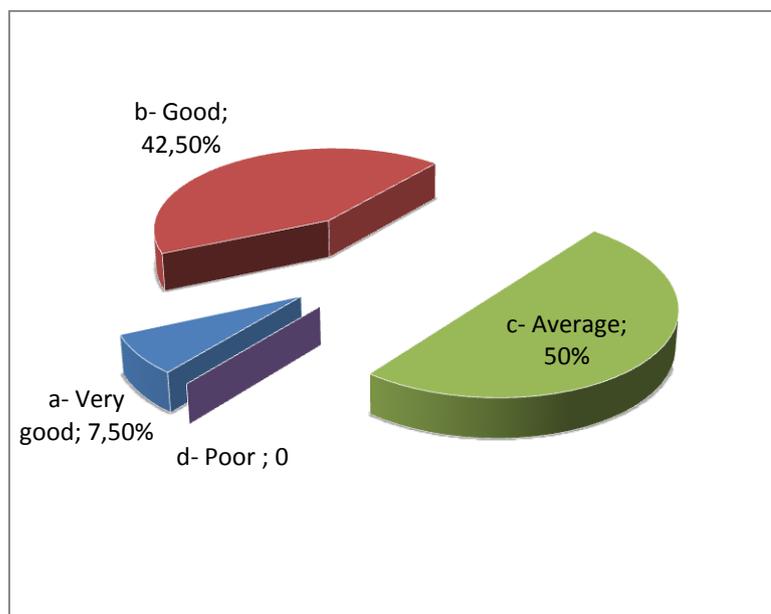
3.5.2.1. Section 1: Perceptions of Speaking Skill

1. How do you consider your level in English?

Options	Responses	Percentage
a- Very good	3	7.5 %
b- Good	17	42.5 %
c- Average	20	50 %
d- Poor	0	0 %
TOTAL	40	100 %

Table 3.1: Students' English Level.

The aim of this question was to know how does each student consider his level in English, it is not the teachers' judgment but it is a self consideration.



Pie Chart 3.1: Students' English Level.

The received answers was divided into four answers but twenty students half our sample choose answer (C) Average it represented 50%, where the second choice was answer (B Good with 17 students which means 42.50%, the third choice was answer (A) very good apparently

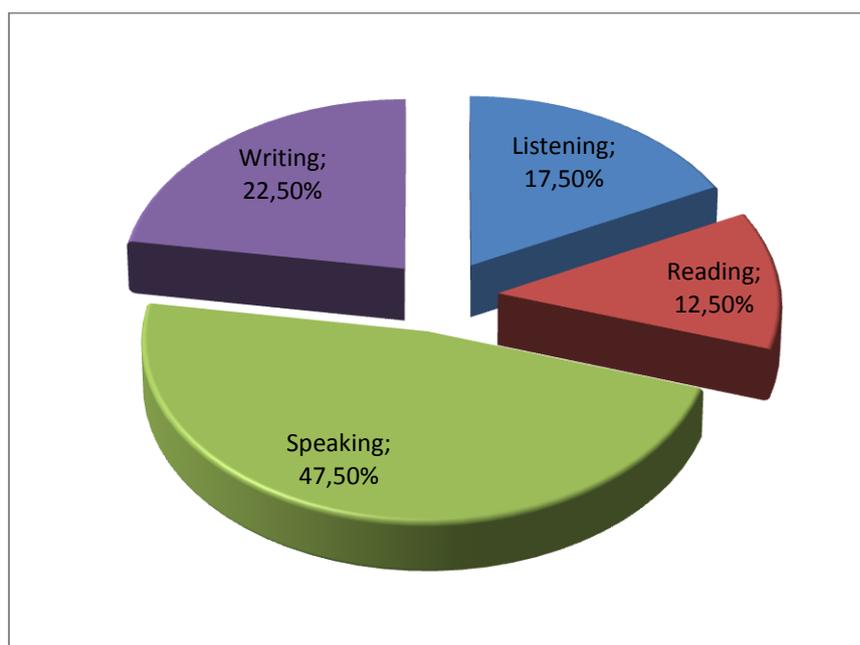
only few learners, 3 to be precise, consider themselves very good in English with 7.50%. In the other hand the (D) Poor answer was not chosen at all with 0% of the total percentage.

2. According to you, what is the most difficult skill to learn in EFL?

Options	Responses	Percentage
a- Listening	7	17.5
b- Reading	5	12.5
c- Speaking	19	47.5
d- Writing	9	22.5
TOTAL	40	100 %

Table 3.2: The Most Difficult Skill to Learn in EFL.

By asking this question we wanted to discover the most difficult skill to learn in EFL, according to the students' perspective. We provided the most well known skills that usually the students face in their studies at University as foreign learners, in addition to the fact that it serves our study purpose.



Pie Chart 3.2: The Most Difficult Skill to Learn in EFL.

In this item the students had different viewpoints about the most difficult skill to learn in English. The speaking skill (C) was considered as the most difficult skill by nineteen learners, i.e. 47.50%, whereas the second choice was the writing skill (D) was chosen by nine students it represented 22.50% of our sample. In the other hand seven learners choose listening (A)

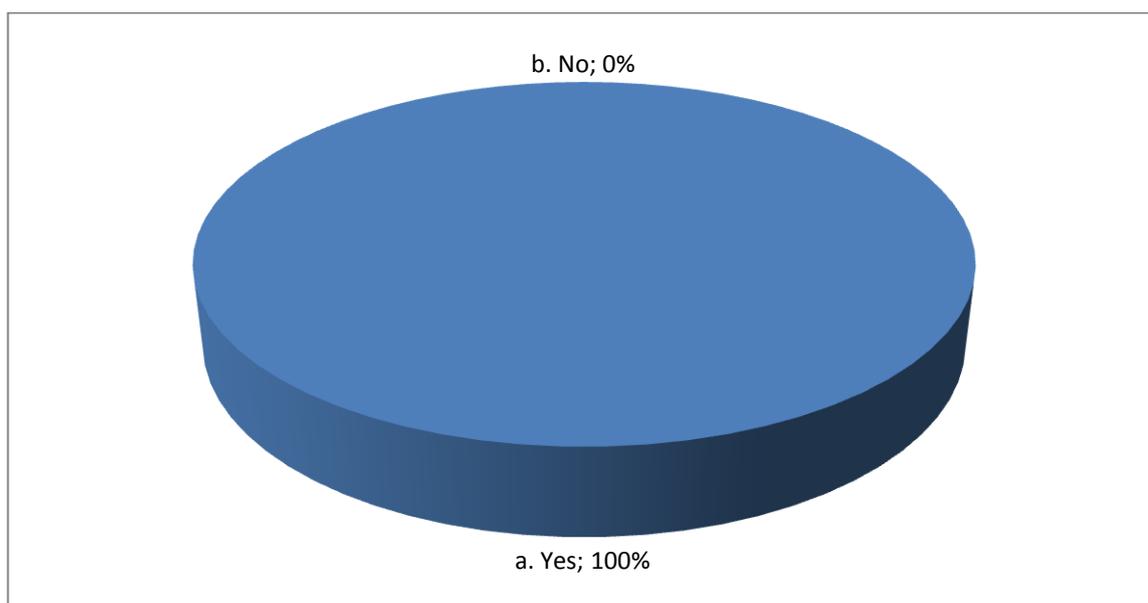
with 17.50 %, which leave us the reading (B) with 12.50%, five students considered the reading the most difficult skill to learn in EFL. In this item the speaking skill dominate the students' choice.

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

Options	Responses	Percentage
a. Yes	40	100
b. No	0	0
TOTAL	40	100

Table 3.3: The Relationship between Speaking and Listening Skill.

Most of people think that there exists a relationship between the four skills, particularly the speaking and listening skill and that they affect each other, we desired to know the students' opinion about this element to confirm this saying.



Pie Chart 3.3: The Relationship between Speaking and Listening Skill.

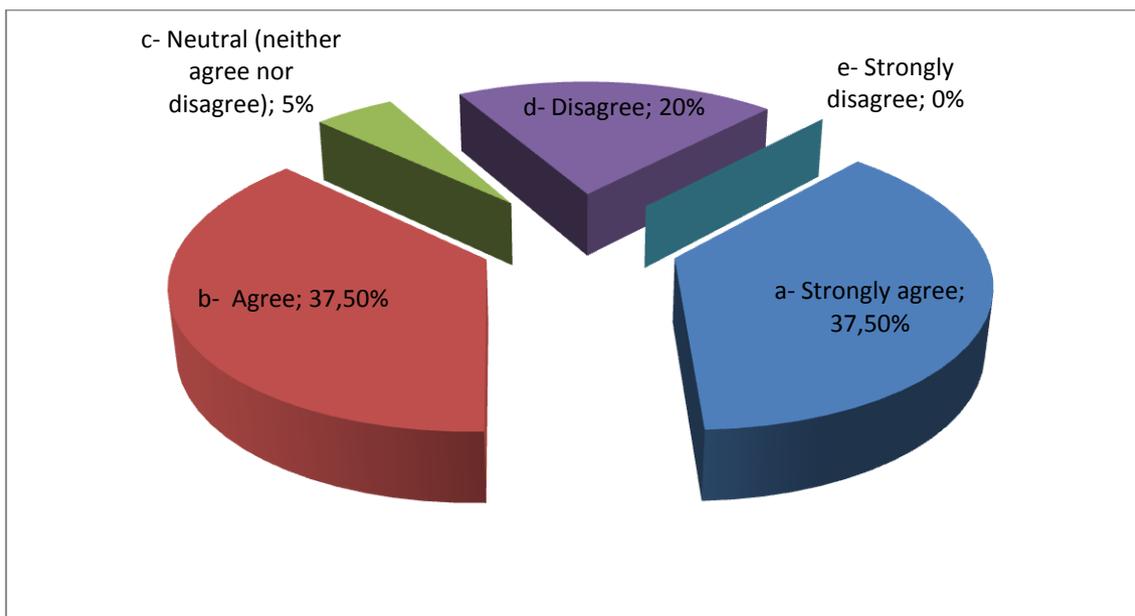
The total sample agreed that there is a relationship between speaking and listening skill 100% answered Yes (A), whereas for answer (B) no one choose it 0%. All the participants confirmed the item stated above.

4. The most difficult skill to be developed is speaking. To what extent do you agree or disagree with this statement?

Options	Responses	Percentage
a- Strongly agree	15	37.5 %
b- Agree	15	37.5 %
c- Neutral (neither agree nor disagree)	2	5 %
d- Disagree	8	20 %
e- Strongly disagree	0	0 %
TOTAL	40	100%

Table3.4: Students' Viewpoint about the Difficulty of Speaking Skill.

The researcher focused on investigating the speaking difficulties since it has an important role in our research under study, however the aim of this item is to explore the learners' agreement or disagreement about the difficulty of the speaking skill.



Pie Chart 3.4: Students' Viewpoint about the Difficulty of Speaking Skill.

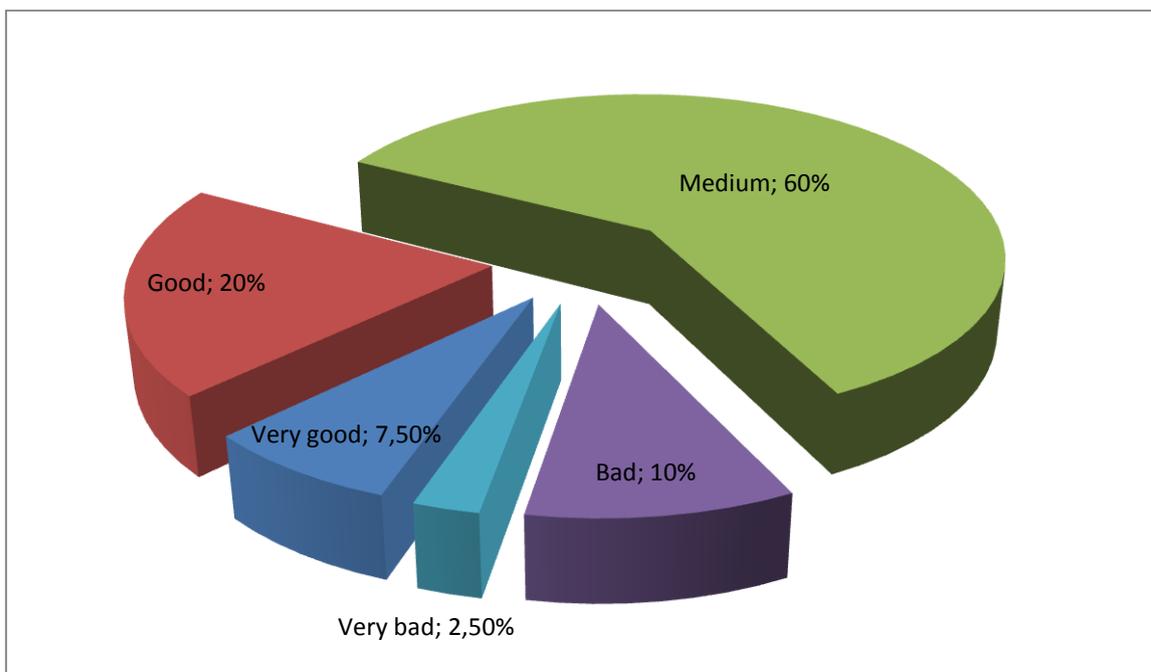
The results shows that there is a close relationship between answer (A) strongly agree and answer (B) agree, the same number of participants, (18) for each answer, choose answer (A) with 37.50% and the same goes for answer (B) with 37.50%. While, the other participants desired answer (D) with 20%, and 5% who were neutral (C) with this statement which means they neither agree not disagree. In the other hand no participant strongly disagree (E) with the mentioned statement.

5. How do you feel about your level in speaking?

Options	Responses	Percentage
a. Very good	3	7.5 %
b. Good	8	20 %
c. Medium	24	60 %
d. Bad	4	10 %
e. Very bad	1	2.5 %
TOTAL	40	100 %

Table 3.5: Students' Speaking Level.

The purpose of this question is to explore the students' outlook about their own feeling about their level in speaking with honesty because they were free to choose the answer that represents their real level of speaking English. We provide them with answers designed from best to worst where they feel free to choose whatever suits the learners.



Pie Chart 3.5: Students' Speaking Level.

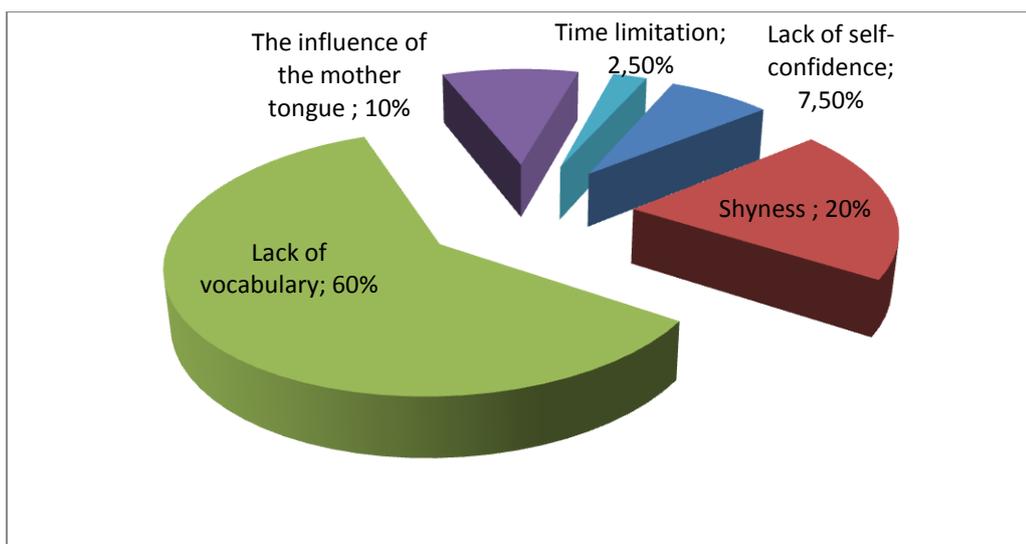
From the above pie chart, one can notice that the majority, 24 respondents, which represents 60% of the total sample choose answer (C) medium which means that the majority consider their level in English medium, while 8 students consider their level good (B) with 20% which is a good thing in comparison with the 4 learners with 10% who consider it bad (D). Also 3 students feel very good (A) about their speaking skill with 7.50%, which leave us only one learner who ticked the (E) answer who has a very bad speaking skill with 2.50%.

6. What is/are the difficulty (ies) that affect your speaking skill? (Tick the box (es) of your choice (s))

Options	Responses	Percentage
a- Lack of self-confidence	10	7.5%
b- Shyness	15	20%
c- Lack of vocabulary	21	60%
d- The influence of the mother tongue	8	10%
e- Time limitation	5	2.5%
TOTAL	55	100%

Table 3.6: Difficulties Affecting the Students' Speaking.

From the beginning of our research we focused on the problems that may face the students in their speaking skill, which affect them negatively and prevent them from speaking. Furthermore, the aim of this question is to investigate the factual difficulties a learner face while speaking English as a foreign language.



Pie Chart 3.6: Difficulties Affecting the Students' Speaking.

In fact, the researcher provided the participants with the chance of ticking more than one box, in other words they were free to choose the difficulty (ies) they face in speaking. The obtained results were quite different where 60% of the students declared that the lack of vocabulary (C) prevents them from speaking, and 20% stated that shyness (B) is the reason behind their silence, another important reason is the influence of the mother tongue (D) with

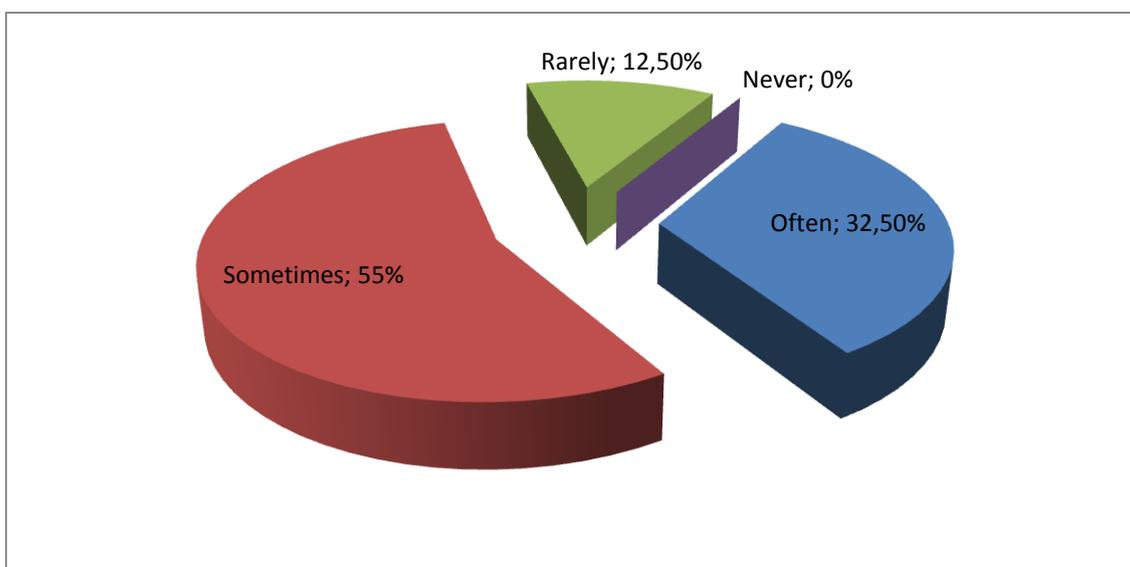
10%, also the lack of self confidence influences' their speaking with 7.50%. The final point is their time limitation as an excuse that prevents them from speaking with 2.5%

7. How often do you participate in the oral expression?

Options	Responses	Percentage
a- Often	13	32.5%
b- Sometimes	22	55%
c- Rarely	5	12.5%
d- Never	0	0%
TOTAL	40	100%

Table 3.7: Students' Participation in the Oral Expression.

The aim of this item is to discover whether the students participate in the oral expression sessions or not, giving them different options to identify the frequency of their participation.



Pie Chart 3.7: Students' Participation in the Oral Expression.

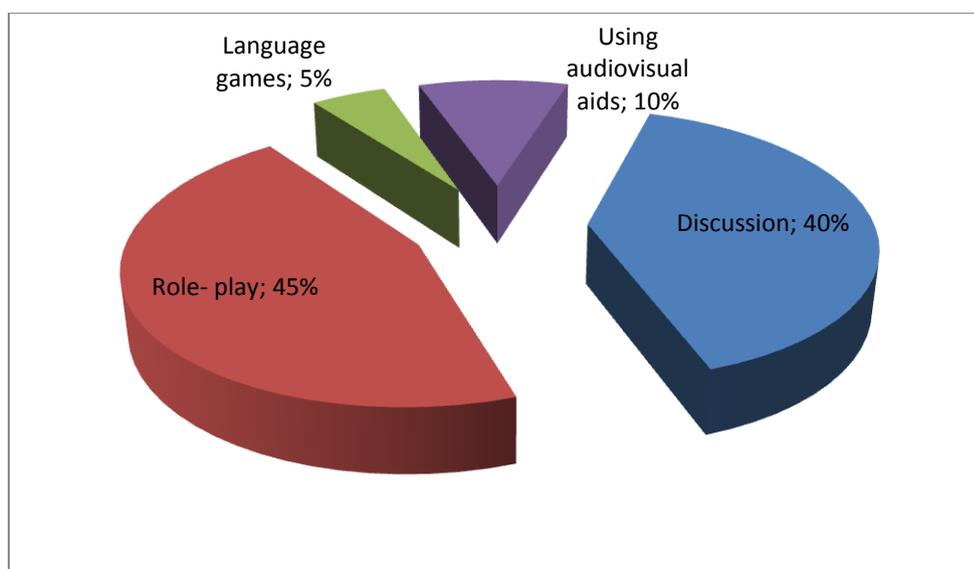
In this item, the students are asked to choose the reliable answer that represents their participation in the oral expression, which revealed that most of the students choose answer (B) sometimes with 55% of the total answers of our sample, which was followed by answer (A) often with 32.50% which means that those students participate frequently by speaking in the oral expression module, whereas five participant choose answer (C) rarely with 12.50%. Nevertheless answer (D) was not chosen at all this only indicates that all the students participate at least once a session during the oral expression, whether this participation is spontaneously or imposed by the teacher

8. What does your teacher use most for speaking activities?

Options	Responses	Percentage
a- Discussion	16	40%
b- Role- play	18	45%
c- Language games	2	5%
d- Using audiovisual aids	4	10%
TOTAL	40	100%

Table 3.8: Speaking Activities Used by the Teacher.

This item was asked for the purpose to explore the speaking activities used most by the teacher, for the reason that there exist many types of activities a teacher might use in his teaching process, particularly during the oral expression sessions. We provide the students with the possible answers which a teacher can use in his work.



Pie Chart 3.8: Speaking Activities Used by the Teacher.

Because of the diversity of our sample, different answers were received from item eight, eventually 45% of the students stated that their teacher uses role-play (B) as a speaking activity inside the classroom with is an old teaching method used to insist the students to speak in an enjoyable manner, almost the same percentage was given to answer (A) discussion with 40% of our total sample, in other words the teacher choose a free topic from the ordinary everyday life and ask his students about their viewpoint on the issue. However,

10% of our percipients declared that their teacher uses the audiovisual aids (D) as a speaking activity, while 5% stated that their teacher uses language games (C) which is a rare activity.

9. What kind of activities do you prefer during the oral expression sessions?

As a matter of fact, the researcher tried to vary the kind of questions by giving the participants an opportunity to express their thoughts about this issue of the kind of activities they prefer during an oral expression session.

The majority of the students choose the role play in the first place, where some argued that it is enjoyable, help them to interact with each other and more importantly to learn new things. In addition to, the ordinary activities we provide in the table above such as free discussion in the second place, than it comes the choice of using audiovisual aids presentation, as well as the language games in order to discuss with their classmates and to exchange thoughts. Despite the fact that, the open ended question was clear and precise but some students neglected to answer it.

In the other hand, only few students had different opinion about this issue, hence they preferred more reading out loud, presentation using “data projector”, a student stated that he preferred the sort of activities that makes the student unleash his abilities, another one declared that he preferred the kind of activities that improve the academic, original English speaking skill, in addition to, storytelling and free topics as a speaking activities. In contrast a student argued that he prefer to have more opportunity to speak in the session since it is their best chance to improve their level, in other words he complain that the teacher does not provide the learners with enough time to express themselves.

3.5.2.2. Section 2: The Use of Audiovisual Aids

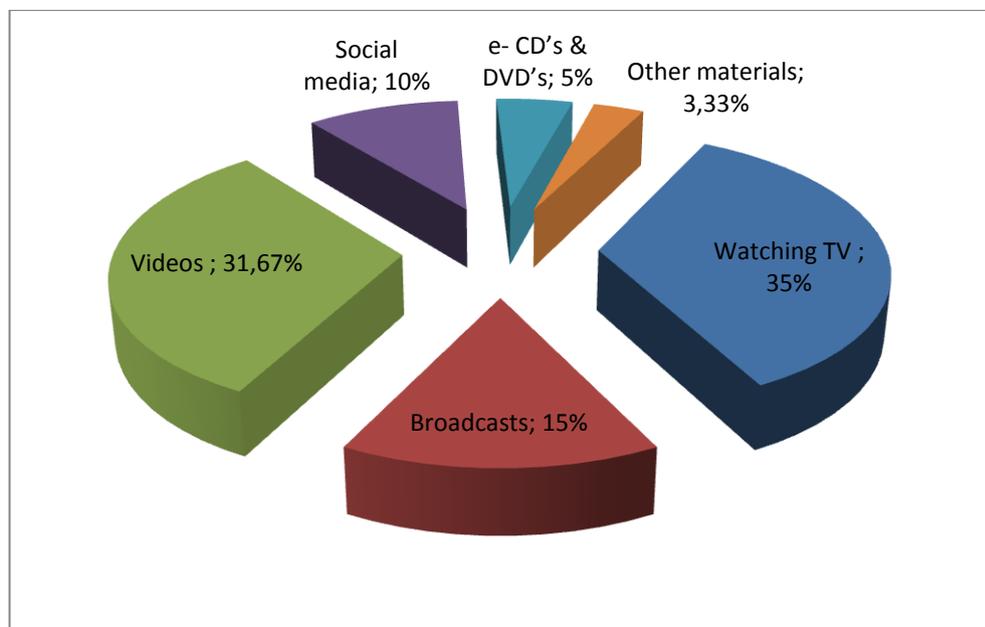
1. What do you use as an audiovisual aid to improve your speaking skill outside the classroom?

Options	Responses	Percentage
a- Watching TV	21	35%
b- Broadcasts	9	15%

c- Videos	19	31.67%
d- Social media	6	10%
e- CD's & DVD's	3	5%
f- Other materials	2	3.33%
TOTAL	60	100%

Table 3.9: Students' Use of Audiovisual Aids outside the Classroom.

The second section of the questionnaire was designed to investigate students' use of the audiovisual aids, in fact the first item was addressed to explore the kind of audiovisual aids a students might use in order to improve his speaking skill outside the classroom, since different audio, visual and audiovisual choice exist nowadays which gives the learners the opportunity to use it effectively in order to enhance his speaking abilities.



Pie Chart 3.9: Students' Use of Audiovisual Aids outside the Classroom.

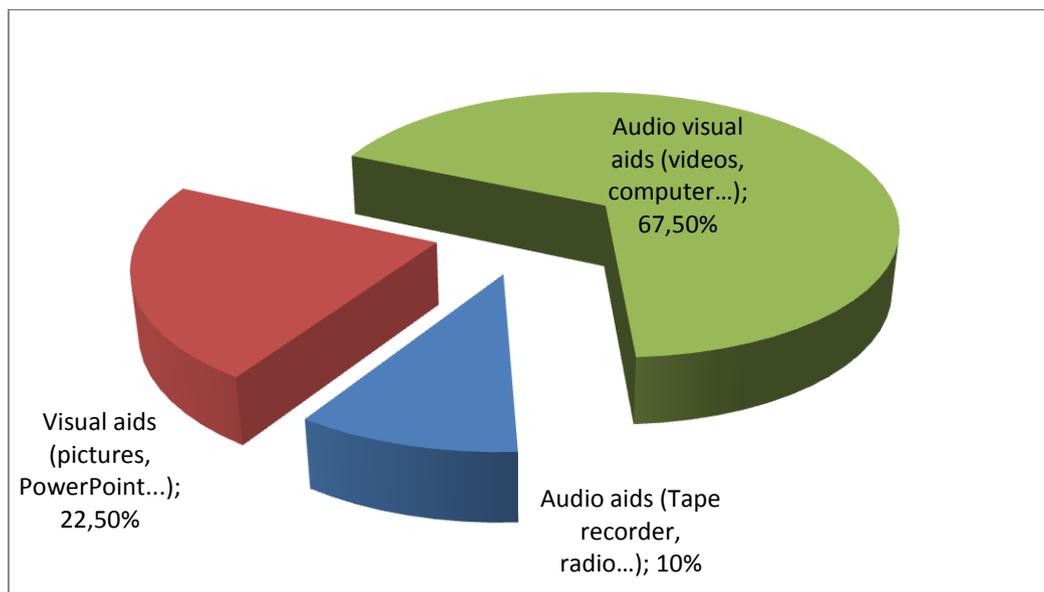
As we can notice that some participant decided to choose more than one option, which provides us with 35% of students watching TV (A), it represents a superior percentage when we compare it with Videos (C) 31.67%, in the other hand 15% choose broadcasts (B) as a way to improve their speaking outside the classroom, which leave us social media (D) option with 10%, in addition to enhancing the speaking through the use of CD's and DVD's (E) with 5%, and other materials which is represented by 3.33% of the sample.

2. What kind of audio visual aids do you prefer?

Options	Responses	Percentage
a- Audio aids (Tape recorder, radio...)	4	10%
b- Visual aids (pictures, PowerPoint...)	9	22.5%
c- Audio visual aids (videos, computer...)	27	67.5%
TOTAL	40	100%

Table 3.10: The Students' Preference toward the Use of Audiovisual Aids.

The aim of this question is to discover the students' preferences toward the kind of audiovisual aids, for the reason that we noticed from the above question that participants do not agree on one or two kind but there exist a difference on their personal choice since each individual has his own way of self improvement.



Pie Chart 3.10: The Students' Preference toward the Use of Audiovisual Aids.

The results show us that the majority of our sample, 27 participants to be exact, choose answer (C) the audiovisual aids such as videos and computers with 67.50%, concerning the second choice was the visual aids (B) for instance pictures, power point and others with 22.50%. The last point was the audio aids (A) for example tape recorder, radio and what an individual can hear with 10% of our total responses.

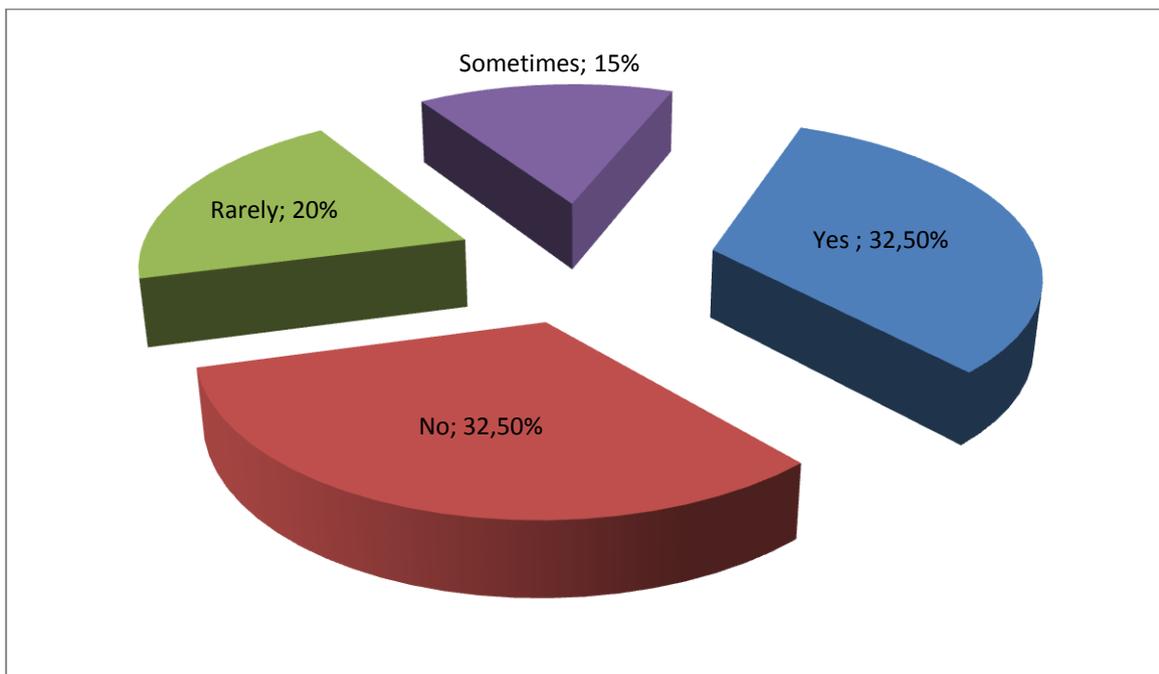
3. Does your teacher use audiovisual aids in the oral expression sessions?

Options	Responses	Percentage
a- Yes	13	32.5%
b- No	13	32.5%
c- Rarely	8	20%

d- Sometimes	6	15%
TOTAL	40	100%

Table 3.11: Teachers' Use of Audiovisual Aids in the Oral Expression Sessions.

This close ended question was asked in order to identify whether the teachers of oral expression in our University use the audiovisual aids or do not, since our first variable is about using audiovisual aids.



Pie Chart 3.11: Teachers' Use of Audiovisual Aids in the Oral Expression Sessions.

The statistics revealed that the majority of our sample was divided into two main options, where thirteen students declared Yes (A) with 32.50% which means that an acceptable number of teachers use the audiovisual aids, but in the other hand we found that 32.50% stated No (B) as an answer which is an equal quantity. However, answer (C) rarely was chosen as well with 20%, while merely six learners asserted that their teacher sometimes uses the audiovisual aids in the oral expression sessions with 15% of the total sample.

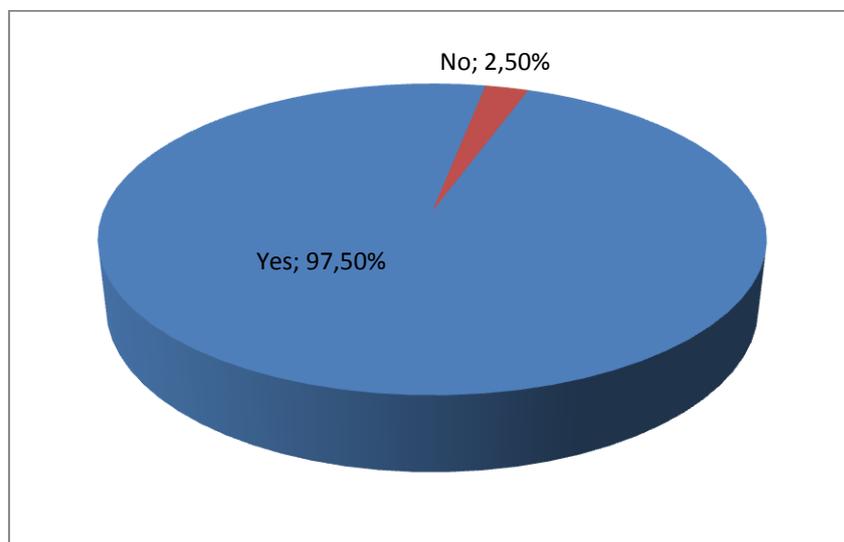
4. Do you find it beneficial? Why? Please justify.

Options	Responses	Percentage
a- Yes	39	97.5%

b- No	1	2.5%
TOTAL	40	100%

Table 3.12: Students' Opinion about the Benefits of Audiovisual Aids.

Accordingly with the question above we also needed to recognize the students' personal opinion about the use of those aids whether they find it beneficial for their learning process or not, we also asked them to justify their answer. In other words, they are the best source for recognizing the efficiency of those aids because they experienced it at least once during their studying years in the University.



Pie Chart 3.12: Students' Opinion about the Benefits of Audiovisual Aids.

The above table shows us that the majority of the students' think that using the audiovisual aids in oral expression session are beneficial for their learning improvement, thirty nine students said yes (A) its beneficial, represented in 97.50%, in contrast only one students choose answer (B) no, the use of those aids are not beneficial with 2.50% of our sampling. Additionally, the students whom said yes argued that they learn new vocabulary, get the right pronunciation from native speakers, it reached their language skills, it is enjoyable, motivating, entertaining and educative in the same time, beside the fact that it develops their understanding, and improves the listening and speaking skills. according to the exception who stated that it is not beneficial he asserted that there is no relationship between

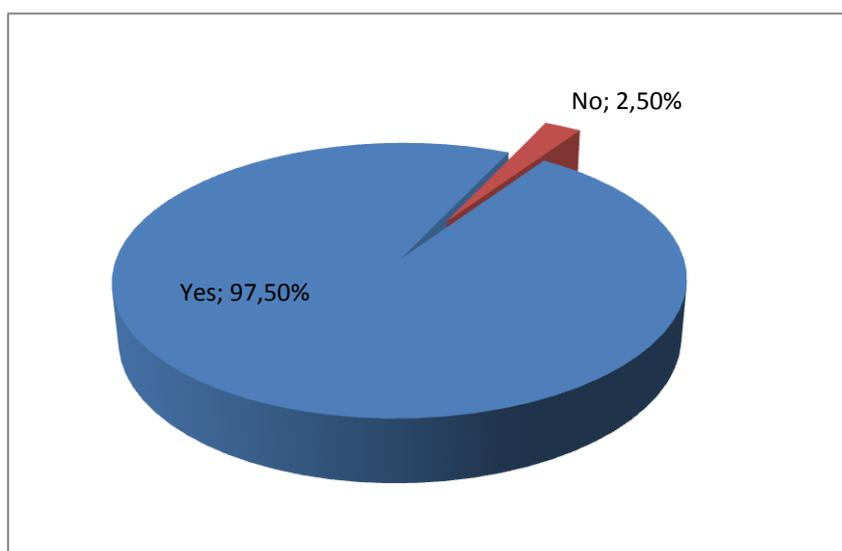
the audiovisual aids and what they are supposed to learn. Although the majority of the sample confirmed that it is beneficial and helping in their learning process.

5. Does the class become more interesting and enjoyable when the teacher uses audio visual aids?

Options	Responses	Percentage
a- Yes	39	97..5%
b- No	1	2.5%
TOTAL	40	100%

Table 3.13: The Impact of the Audiovisual Aids inside the Classroom.

The objective of this question is to detect the influence of using audiovisual aids inside the classroom and its impact on the learners, in other words we intended to know if the class becomes more interesting and enjoyable when the teacher uses those aids or not.



Pie Chart 3.13: The Impact of the Audiovisual Aids inside the Classroom.

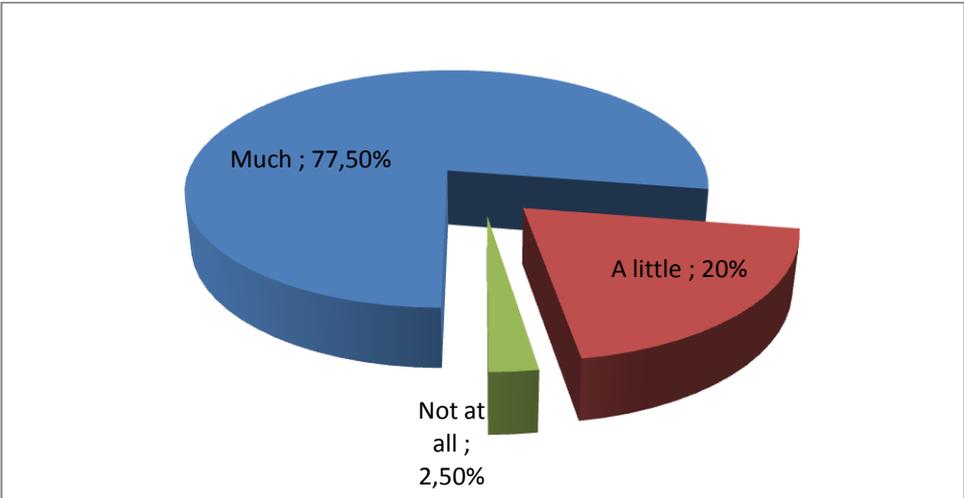
The obtained results confirmed that yes (A) the class becomes more interesting and enjoyable with the use of the audiovisual aids, where 39 participants asserted that with 97.50%, the whole sampling agreed on one answer except one student who believed that it does not become more interesting and enjoyable, well this student choose answer (B) as a no answer with 2.50%.

6. How much do they fit with your needs?

Options	Responses	Percentage
a- Much	31	77.5%
b- A little	8	20%
c- Not at all	1	2.5%
TOTAL	40	100%

Table 3.14: The Degree of Fitness of Audiovisual Aids with Students’ Needs.

Despite the fact that, it is true that in some cases by using the audiovisual aids inside the classroom, it becomes interesting and enjoyable but it will not serve and fit the students’ need to some extent. Hence, this question was designed to explore the suitability of those aids along with the students’ needs.



Pie Chart 3.14: The Degree of Fitness of Audiovisual Aids with Students’ Needs.

The obtained results show that the majority of our participants, 31 students stated that it fitted much (A) their needs it was represented by 77.50%. However, 20% of the respondents choose answer (B) where they expressed that the teaching aids fit their needs a little, but comparing to one learner who consider that it does not fit his needs at all ho choose answer (C) with 2.50% of our sampling. Additionally, we requested them to justify their answer, they stated different reasons namely; the benefit of listening to native speakers, to avoid getting bored in contrast it is interesting and attractive, gives them the opportunity to make a discussion about it, along with correct grammar, and it creates a good atmosphere for the students to participate as well. Which are considered as good causes to support our hypothesis

about the impact of teaching aids to improve the students' speaking skill. As for the exception he argued that they are not academic, so they are useless once learned, which is actually a good point, but it depends on the teachers' choice of the content he uses during the sessions.

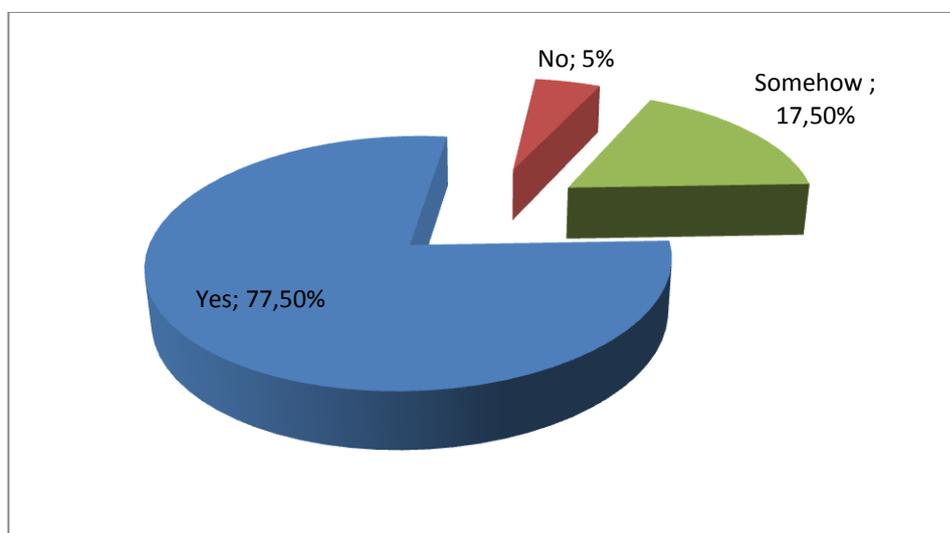
3.5.2.3. Section 3: The Influence of Audiovisual Aids on the Speaking Skill

1- When you use audio-visual aids do you feel that your speaking skill improves?

Options	Responses	Percentage
a- Yes	31	77.5%
b- No	2	5%
c- Somehow	7	17.5%
TOTAL	40	100%

Table 3.15: Students' Improvement Using Audiovisual Aids.

This third section was devoted to explore the influence of audiovisual aids on the speaking skill, where we investigated about the relationship between audiovisual aids and the speaking skill as a way to ameliorate it. Thus, the first item objective was to probe our samples' about the improvement of speaking skill when they use audiovisual aids.



Pie Chart 3.15: Students' Improvement Using Audiovisual Aids.

The participants' choice was divided into three options, but the majority of our sample chooses answer (A), exactly 31 students ticked yes represented in the graph by 77.50 % of the total percentage, which is a good number comparing to the students' who decided to choose

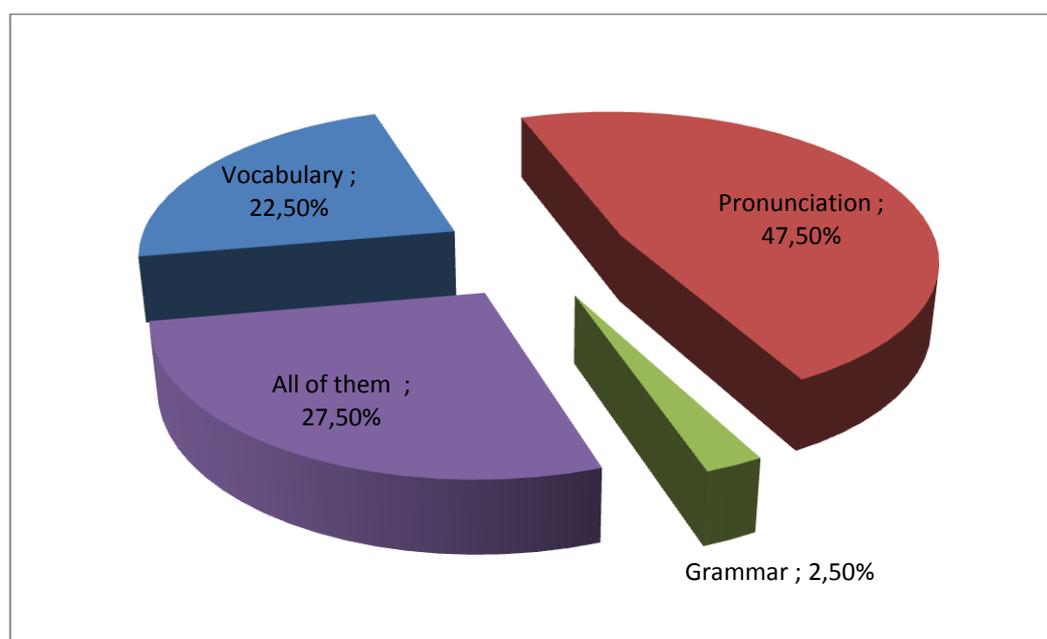
sometimes (C) with 17.50%. Whereas, two participants stated that the use of audiovisual aids does not improve their speaking skill, who choose answer (B) with 5%.

2- Which of the following language components can be enhanced when using audio-visual aids?

Options	Responses	Percentage
a- Vocabulary	9	22.5%
b- Pronunciation	19	47.5%
c- Grammar	1	2.5%
d- All of them	11	27.5%
TOTAL	40	100%

Table 3.16: The Enhancement of Language Components Using Audiovisual Aids.

We seek to discover the language components that can be enhanced when using audiovisual aids, because each participant may differ from another one depending on their weaknesses and strength.



Pie Chart 3.16: The Enhancement of Language Components Using Audiovisual Aids.

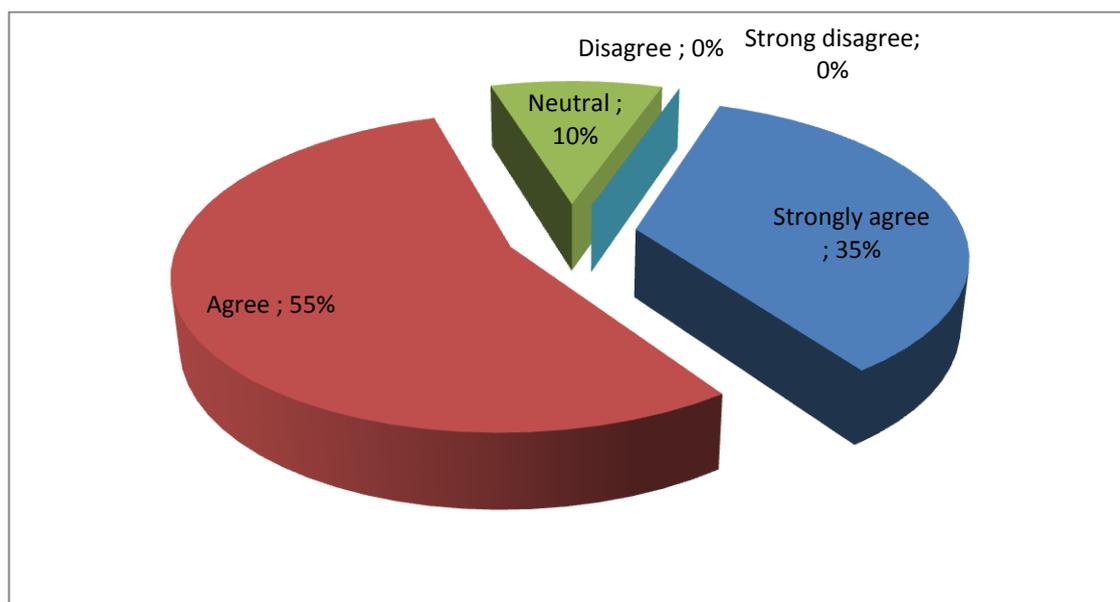
Most of the participants stated that pronunciation (B) is the most component that can be enhanced in using audiovisual aids with 47.50%, in the other hand eleven students 22.50% choose answer (D) all of them which is a positive factor for the use of those aids. However, apparently vocabulary (A) can be influenced as well in using audiovisual aids with 22.50%, in addition to one learner who ticked answer (C) grammar with 2.50%.

3- The use of audio-visual aids always improves your speaking skill:

Options	Responses	Percentage
a- Strongly agree	14	35%
b- Agree	22	55%
c- Neutral	4	10%
d- Disagree	0	0%
e- Strong disagree	0	0%
TOTAL	40	100%

Table 3.17: Students' Opinion toward the Use of Audiovisual Aids to Improve Speaking Skill.

The objective of this question is to acknowledge the participants' viewpoints about a statement where if it declared that the use of audiovisual aids always improves their speaking skill, we requested their agreement or disagreement about this saying.



Pie Chart 3.17: Students' Opinion toward the Use of Audiovisual Aids to Improve Speaking Skill.

The researcher found out from the clear results that more than half our samples agree (B) on this statement, they found it true which represent 55%, in addition to answer (A) which was generously chosen by 14 students with 35% of the sample who strongly agreed that the students' speaking skill can be improved through the use of audiovisual aids, It leave us 10% of our sample who choose answer (C) neutral. Nevertheless, no one ticked the last two

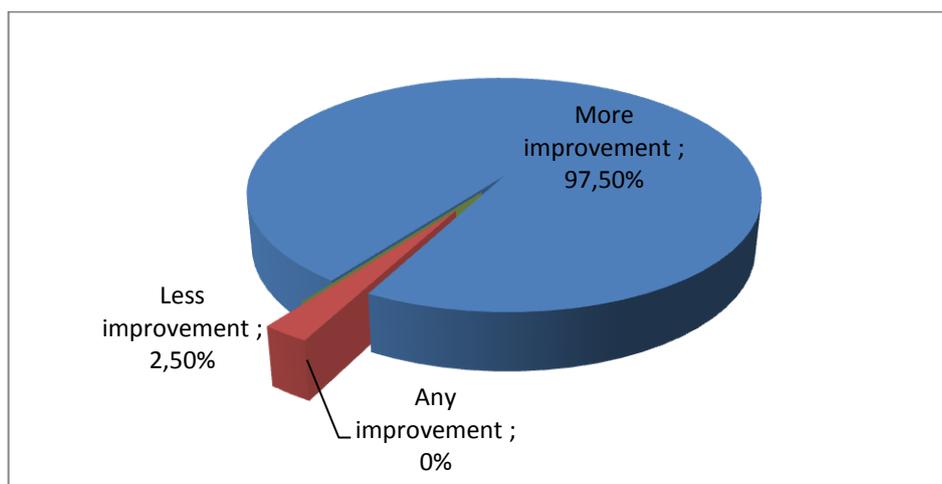
options neither answer (D) disagree nor answer (E) strongly disagree, with 0% for each option.

4- To what degree is the influence of listening to native speakers enhances your speaking skill?

Options	Responses	Percentage
a- More improvement	39	97.5%
b- Less improvement	1	2.5%
c- Any improvement	0	0%
TOTAL	40	100%

Table 3.18: The Influence of Listening to Native Speakers.

For the reason that our sample is considered as foreign language learners in English language, the majority of the participants did not have the opportunity to be in close touch with native speakers. Consequently, we decided to explore the students' opinion about the degree of influence of listening to native speakers that enhances the learners' speaking skill.



Pie Chart 3.18: The Influence of Listening to Native Speakers.

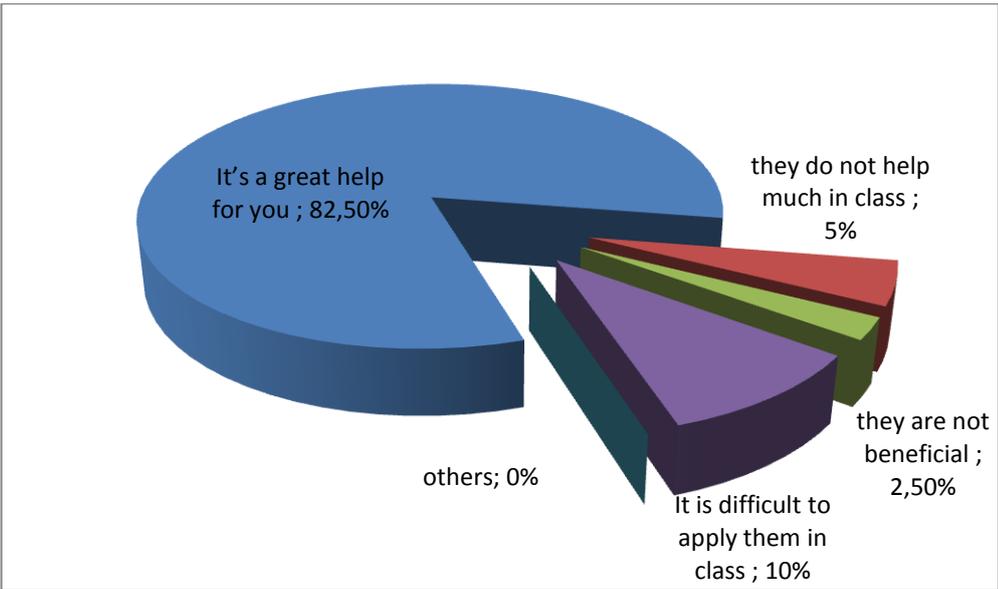
The researcher provided three options as answers according to the degree of improvement of the students' speaking skill when listening to native speakers. Hence, the majority of the students opted for answer (A) which represented more improvement with 97.50%, in the other hand except one participant who decided to choose answer (B) less improvement with 2.50%. In contrast we received 0% for answer (C) any improvement, we may consider this as a positive objective for our study under investigation.

5- What is your opinion about the employment of audio-visual aids in oral expression module?

Options	Responses	Percentage
a- It's a great help for you	33	82.5%
b- they do not help much in class	2	5%
c- they are not beneficial	1	2.5%
d- It is difficult to apply them in class	4	10%
e- Others	0	0%
TOTAL	40	100%

Table 3.19: Students' Opinion about the Employment of Audiovisual Aids in Oral Expression Session.

The last question in the students' questionnaire was devoted to explore the students' opinion about the employment of audiovisual aids in oral expression module, although we took into consideration that some learners have experienced the use of those aids but others did not have this chance. Thus, we provided them with different options for better choice.



Pie Chart 3.19: Students' Opinion about the Employment of Audiovisual Aids in Oral Expression Session.

The obtained results were divided as the following answer (A) received the large amount of responses with 82.50% of our sample who stated that the employment of audiovisual aids in oral expression module is of great help for them, whereas some students' declared that it is difficult to apply them in class (D) with 10%. In addition to two students who argued that they

do not help much in class (B) with 5%, plus 2.50% of our sample selected answer (C) they are not beneficial. Nevertheless, no one picked answer (E) others with 0% of the total number of our sample.

3.5.3. Discussion of the Results

We concluded from the analysis of the first data collection method , we decided to conduct a questionnaire for forty third year students, various items twenty to be exact were asked from them we received different answers. After we finished analyzing it we deduced that students' think that the use of audiovisual aids improves their speaking skill, which namely proves our hypothesis. The first section was devoted to examine the students' perceptions of speaking skill, the received respondents show us that students face a lot of difficulties in their speaking abilities caused by diverse reasons, consequently it prevents them from participating in oral expression sessions.

While the second section was assigned to explore the use of audiovisual aids since many kinds exist nowadays and each participant has his/her own preferences, in addition to the fact that they stated that those aids are beneficial, interesting and fits the respondents' needs as well. Besides, from the third section the researcher wanted to investigate the influence of audiovisual aids on speaking skill from the learners' viewpoints, which proved to be essential on the improvement of the learners' language components in the first place, improving their level in speaking as well. Moreover the majority of the students declared that the employment of the audiovisual aids in the oral expression module is of great help for them.

In brief, we believe from the questionnaire analysis that the audiovisual aids can improve the students' speaking skill inside and outside the classroom, particularly during the oral expression sessions which is the basic module in studying English as a foreign language.

3.6.The Analysis of the Teachers’ Questionnaire

3.6.1. Administration and the Objective of the Teachers’ Questionnaire

Once the researcher obtained the supervisors’ validation on distributing the questionnaire, we asked for the teachers’ permission to bring them a questionnaire in order to answer it, five teachers accepted to collaborate with us after we explained our research study. The teachers’ contribution was of great help for our study under investigation which seek to explore the impact of using audiovisual aids to improve the students’ speaking skill.

However, since most of the teachers have a remarkable experience in the teaching process, which give them the opportunity to work with different methods, particularly the audiovisual aids they were considered as best source to obtain reliable results for our research. We based our questionnaire on precise and clear questions about teaching the speaking skill, and the use of educational audiovisual aids as well the two variable of our research.

3.6.2. The Analysis and Interpretation of the Teachers Questionnaire

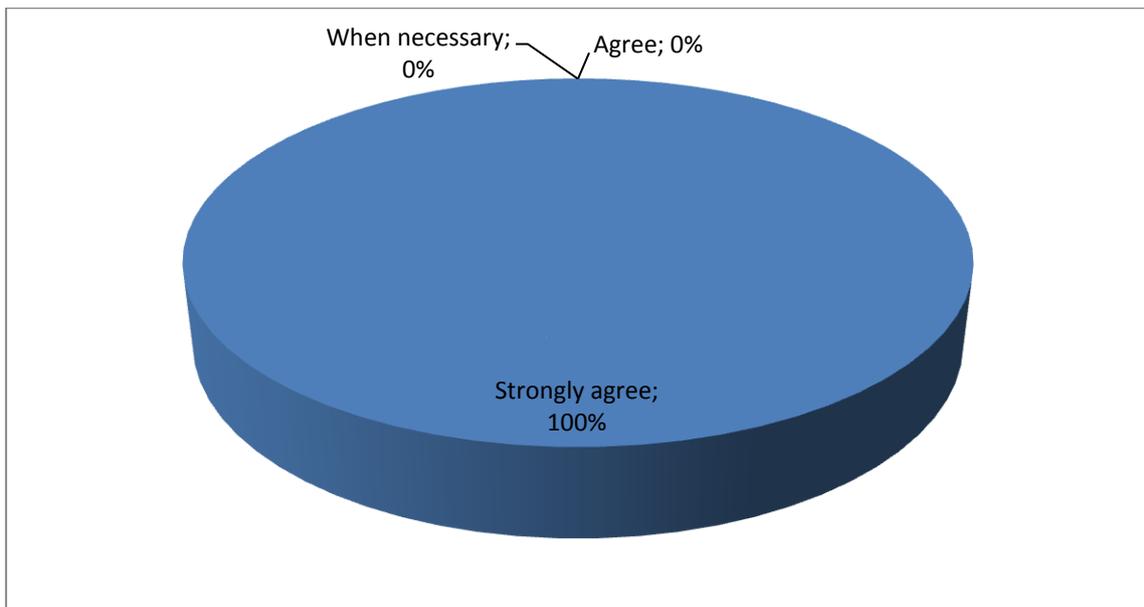
3.6.2.1. Section One: Teaching Speaking Skill

1- Do you agree that in order to learn foreign language students have to speak it?

Options	Responses	Percentage
a- Strongly agree	5	100%
b- Agree	0	0%
c- When necessary	0	0%
TOTAL	5	100%

Table 3.20: Teachers’ Viewpoint about the Importance of Students Speaking.

We devoted the first section to search the teachers’ opinion about teaching speaking skill, because they are in close relationship with their students’. Hence, the aim of the first item was to know the teachers attitude about whether they agree or not that in order to learn foreign language students have to speak it.



Pie Chart 3.20: Teachers' Viewpoint about the Importance of Students Speaking.

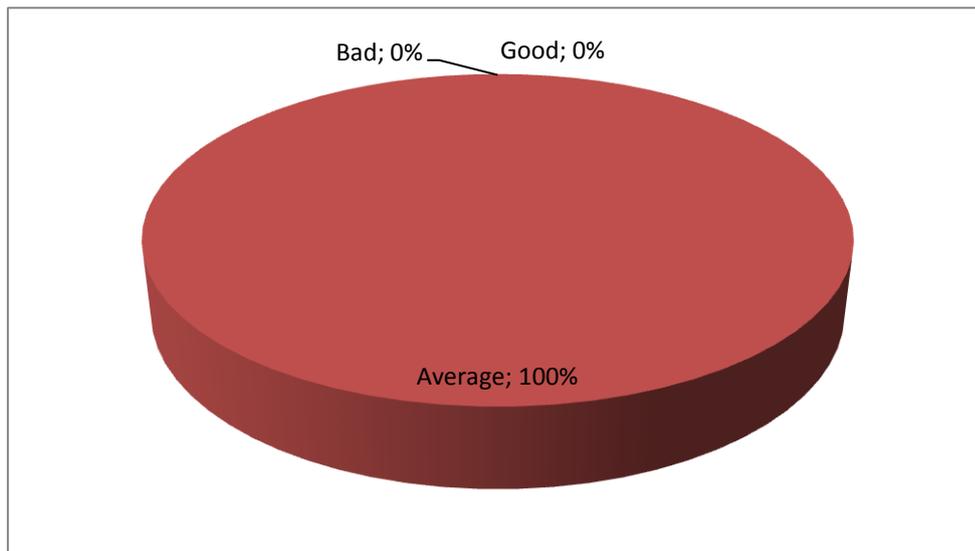
Obviously, all the teachers agreed on answer (A) which means that the five teachers strongly agree that in order to learn foreign language, English in our case, students have to speak it with 100%.

2- How do you evaluate your students' level in speaking English?

Options	Responses	Percentage
a- Good	0	0%
b- Average	5	100%
c- Bad	0	0%
TOTAL	5	100%

Table 3.21: Teachers' Evaluation of their Students' Level in English.

We asked this question in order to discover whether the students' level in English was good, average or bad according to the teachers' judgment, because they are well aware of their students' true level.



Pie Chart 3.21: Teachers' Evaluation of their Students' Level in English.

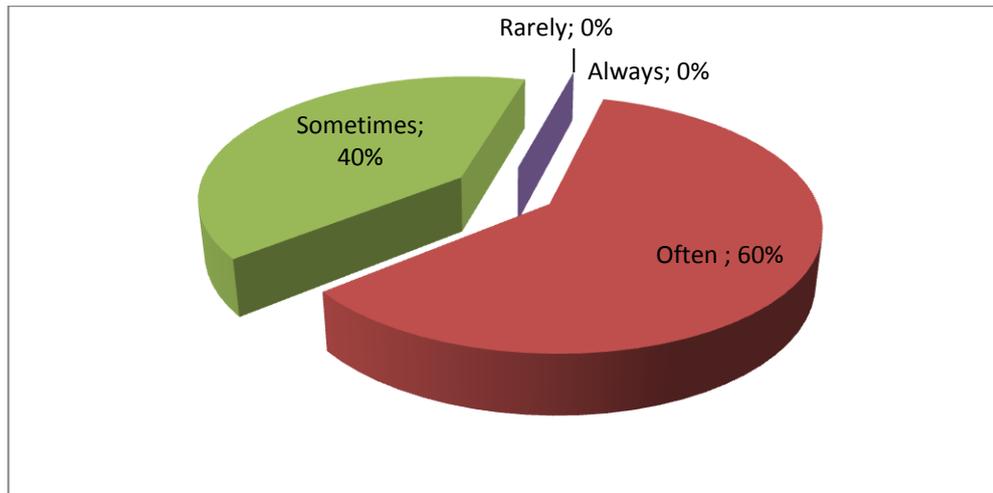
Apparently, the teachers have agreed on choice (B), where they considered their students' level in speaking average with 100%, neither good (A) with no 0% response nor bad (C) with 0% as well. We conclude that the students' actually have a problem that prevent them from speaking English

3- Do students' participate in the oral expression sessions?

Options	Responses	Percentage
a- Always	0	0%
b- Often	3	60%
c- Sometimes	2	40%
d- Rarely	0	0%
TOTAL	5	100%

Table 3.22: Students' Participation in Oral Expression Sessions.

We based our questions on the teachers' consideration about their students' nature inside the classroom during the oral expression module which is a very essential element in the acquisition of English as a foreign language. The aim of this item is to know whether the learners participate during the oral expression module or not.



Pie Chart 3.22: Students' Participation in Oral Expression Sessions.

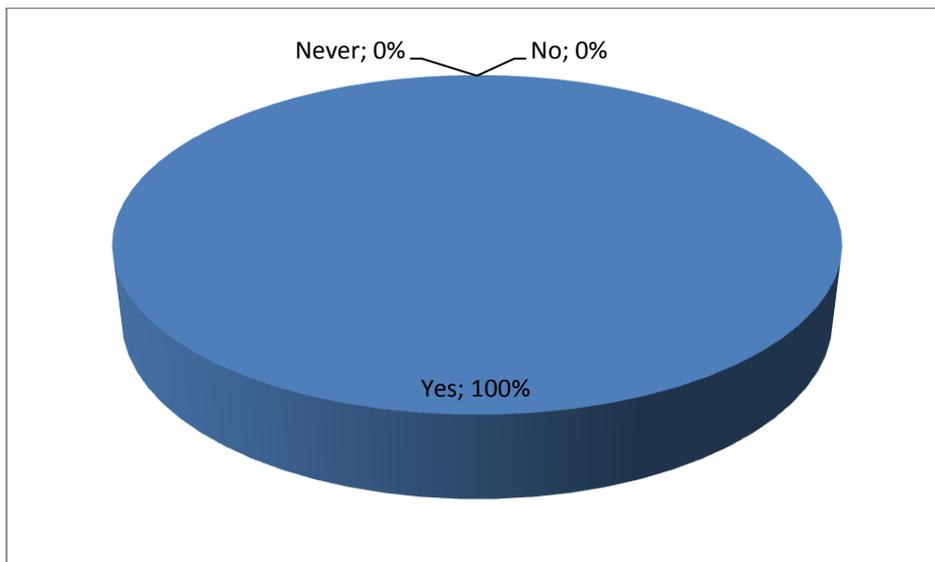
From the above table we can notice that the teachers' responses were divided into two choices, in one hand, three teachers decided to choose answer (B) often with 60% of our sample, in the other hand two teachers ticked answer (C) sometimes represented in the graph as 40% of the total number. Yet, answer (A) always and (D) rarely where not ticked at all 0%. This may mean that the students' participation during the oral expression module is not that bad after all.

4- Do you think that listening to the foreign language really improves the students' speaking skill?

Options	Responses	Percentage
a- Yes	5	100%
b- No	0	0%
c- Never	0	0%
TOTAL	5	100%

Table 3.23: Listening to Foreign Language toward Improving the Students' Speaking Skill.

This question probes the teachers' opinion about the statement above that listening to the foreign language really improves the students' speaking skill. We also requested from the teachers, that if they choose answer (A) yes, they indicate "how", this means that how listening to the foreign language really improves the students' speaking skill in what why to be precise.



Pie Chart 3.23: Listening to Foreign Language toward Improving the Students' Speaking Skill.

There was a complete agreement on this question 100%, the total number of our sample selected answer (A) yes, in other words the five teachers had the same opinion about the importance of listening to foreign language in order to improve the students' speaking skill. Which leave us 0% for both, option (B) no and option (C) never.

In the sub question of the forth item the five teachers' sample agreed that listening to foreign language really improves the students' speaking skill. However, they provide various reasons, the first teacher stated that listening exposes students' to the real authentic language in which they can have access to different language items spoken naturally by natives, while the second teacher had the same point of view about exposure of the students to foreign language to get benefits (vocabulary, pronunciation, intonation...), the third teacher agreed that since listening is purely receptive then it is related to one main appropriate productive skill listening as an input while considering the speaking as output to be used when speaking.

In addition to the forth teacher who emphasized on training the ear to listen and comprehend should be taken into consideration when planning activities in oral expression, the fifth teacher asserted that through listening to the foreign language learners will be able to

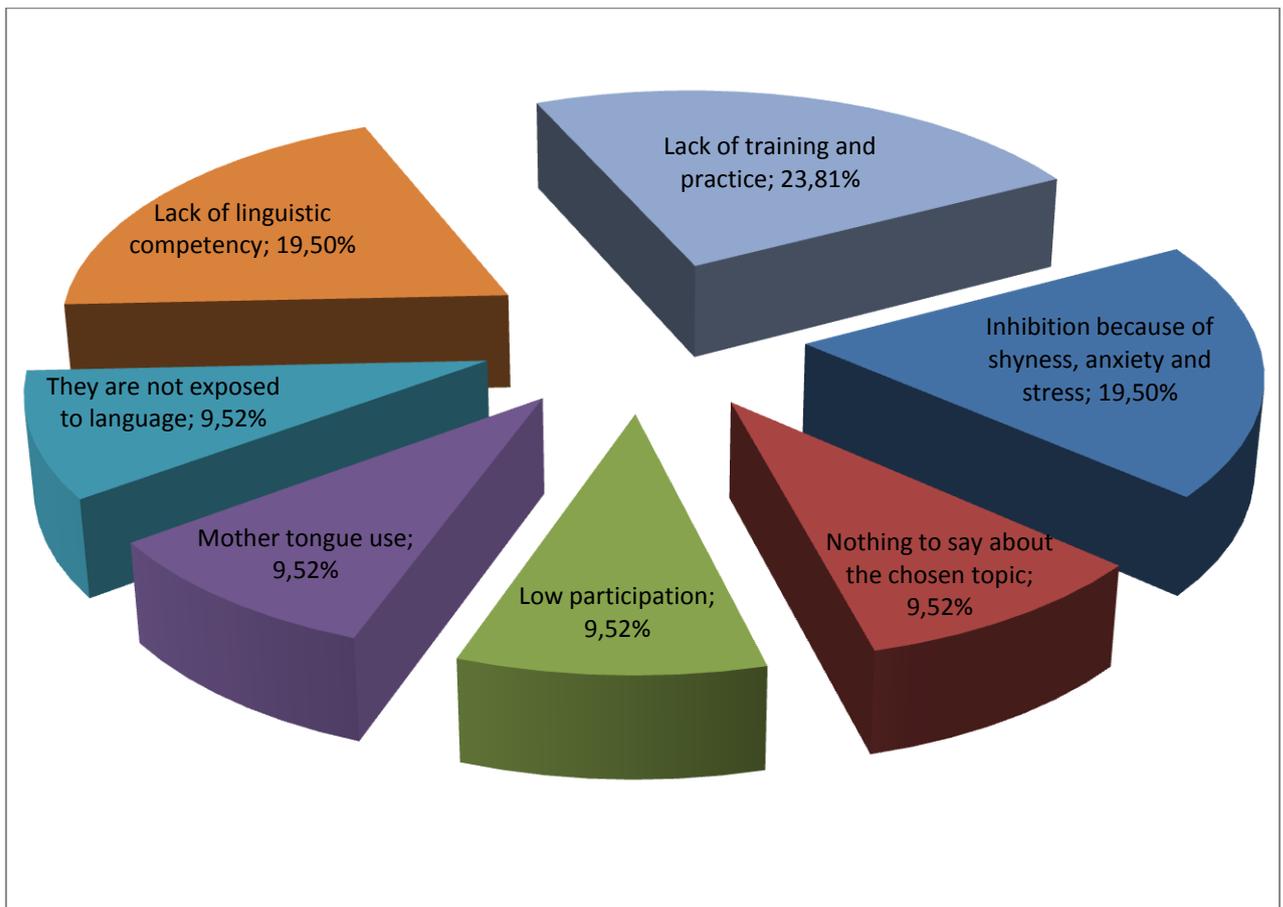
capture the sounds and eventually the words correctly, also she stressed the importance of exposure in order to evaluate the learners abilities in speaking.

5- What are the difficulties faced most by students in their speaking performance?

Options	Responses	Percentage
a- Inhibition because of shyness, anxiety and stress	4	19.5%
b- Nothing to say about the chosen topic	2	9.52%
c- Low participation	2	9.52%
d- Mother tongue use	2	9.52%
e- They are not exposed to language	2	9.52%
f- Lack of linguistic competency	4	19.5%
g- Lack of training and practice	5	23.81%
TOTAL	21	100%

Table 3.24: The Difficulties Faced Most by Students in their Speaking Performance.

Through this item we look for the reasons behind students' lack of participation in the oral expression sessions, except some learners who have the capacity to speak and exchange thoughts with classmates and the teacher as well. The questions' objective was to examine the difficulties faced most by students in their speaking performance.



Pie Chart 3.24: The Difficulties Faced Most by Students in their Speaking Performance.

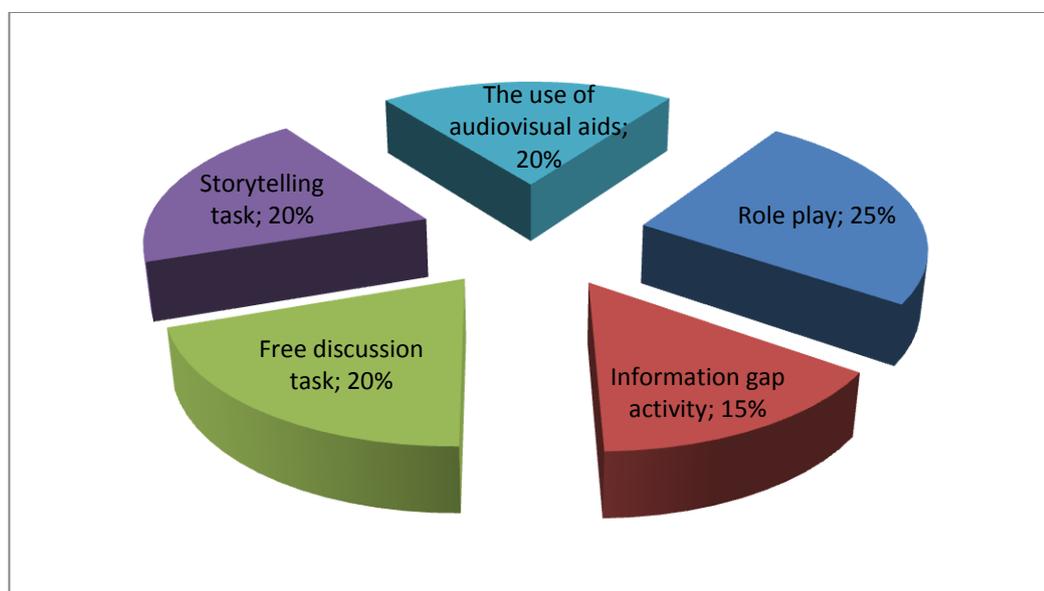
The teachers had the opportunity to tick more than one box to express his/ her ideas in a precise and clear manner. The results revealed that the students face more than one difficulty in speaking, lack of training and practice (G) took 23.81%, the other two options were equal with 19.50% for (A) the inhibition because of shyness, anxiety and stress, in addition to the lack of linguistic competence(F). As well as the mother tongue use (D), low participation (C), nothing to say about the chosen topic (B), and the fact that they are not exposed to language (E) as well, each option was represented by 9.52% for each one. All those difficulties prevent the students' from expressing themselves freely.

6- What type of activities do you choose in teaching speaking?

Options	Responses	Percentage
a- Role play	5	25%
b- Information gap activity	3	15%
c- Free discussion task	4	20%
d- Storytelling task	4	20%
e- The use of audiovisual aids	4	20%
TOTAL	20	100%

Table 3.25: Teachers' Type of Activities in Teaching Speaking.

Teachers seek to change the type of activities when teaching speaking from role play to free discussion task, along with the use of audiovisual aids in order to avoid for the students to feel boredom inside the classroom and to attract their attention by shifting the activities from time to time. We suggested some types of activities for the teachers to acknowledge their exploit on this issue. Besides, the researcher added option (F) to the answers above, where teachers can insert other suggestions for the different types of activities in teaching speaking.



Pie Chart 3.25: Teachers' Type of Activities in Teaching Speaking.

It is clear from the pie chart above that teachers try all the time to change the type of activities in teaching speaking for the students to gain maximum of information possible to improve their level, acceptable amount of percentage was devoted for the role play (A) with 25%. While, 20% presented the percentage of choice (C) free discussion talk, (D) storytelling

task, and (E) the use of audiovisual aids. In contrast, merely three teachers out of five preferred to teach using information gap activity (B) with 15% of the total sample.

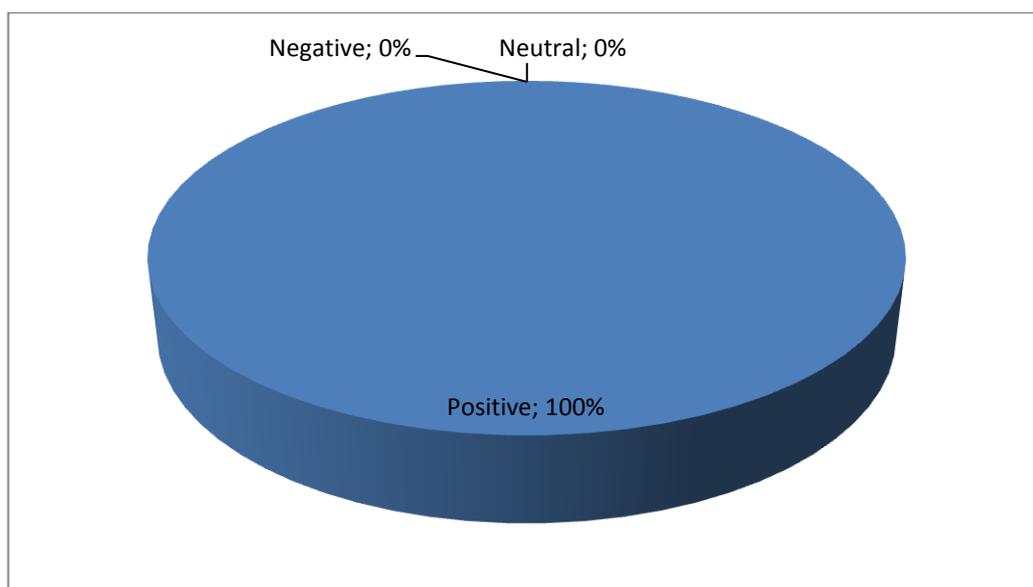
Only three teachers provided us with the answer for the sub question (option (F)), the first respondent stated that classroom discussion and problem solving activities can be added to the types of activities, whereas the second respondent declared that she tend to vary the activities according to the aim of her session (learners' needs, interest, language proficiency level). While for the third respondent he argued that debates over a topic chosen by students, improvisations, song and others may as well be considered as activities in teaching speaking.

7- What is your attitude towards the use of teaching aids such as A.V.A. in EFL classes?

Options	Responses	Percentage
a- Positive	5	100%
b- Neutral	0	0%
c- Negative	0	0%
TOTAL	5	100%

Table 3.26: Teachers' Attitude towards the Use of Teaching Aids.

This question probes the teachers' attitude towards the use of teaching aids for instance the use of audiovisual aids in the English as a foreign language classes, in order for us to discover their factual belief about our study under investigation.



Pie Chart 3.26: Teachers' Attitude towards the Use of Teaching Aids.

The total numbers of our respondents decided to choose answer (A) positive about the viewpoint on using the audiovisual aids in English as foreign language classes with 100%. However, it leave us 0% for answer (B) neutral and answer (C) negative.

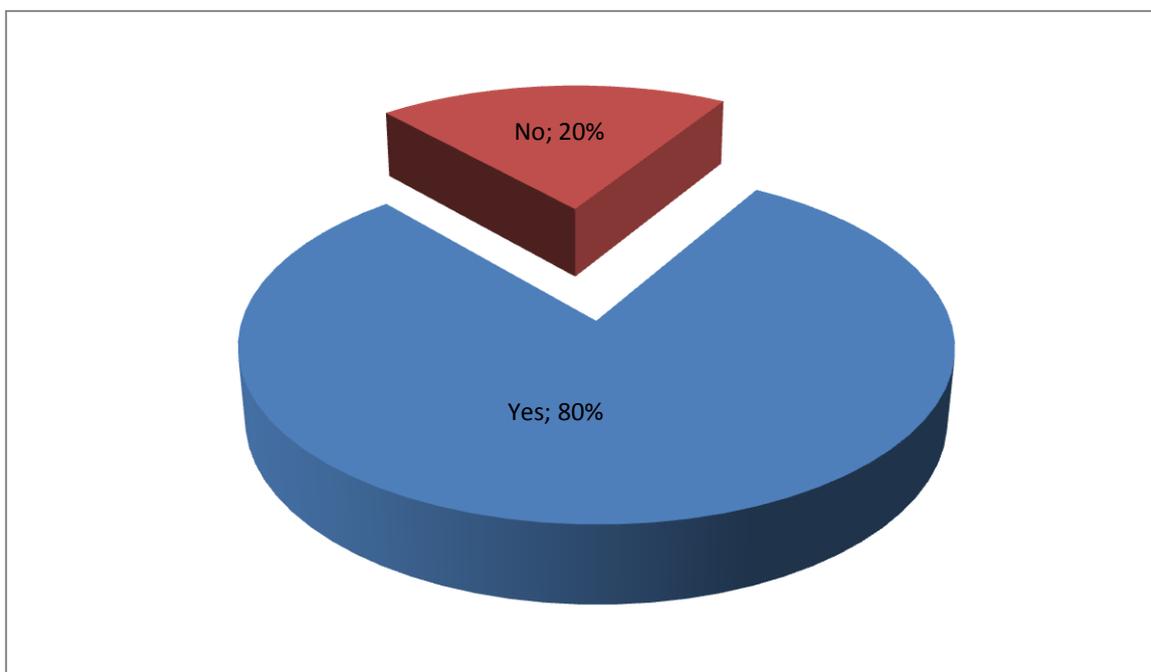
3.6.2.2. Section Two: The Use of Educational Audiovisual Aids

1- Do you use audio-visual aids in your teaching?

Options	Responses	Percentage
a- Yes	4	80%
b- No	1	20%
TOTAL	5	100%

Table 3.27: Teachers' Use of Audiovisual Aids in their Teaching.

The second section in the teachers' questionnaire was assigned to examine the teachers' attitude towards the use of educational audiovisual aids. The main purpose of the first question is to identify whether the teachers of oral expression module use audiovisual aids in their teaching or not.



Pie Chart 3.27: Teachers' Use of Audiovisual Aids in their Teaching.

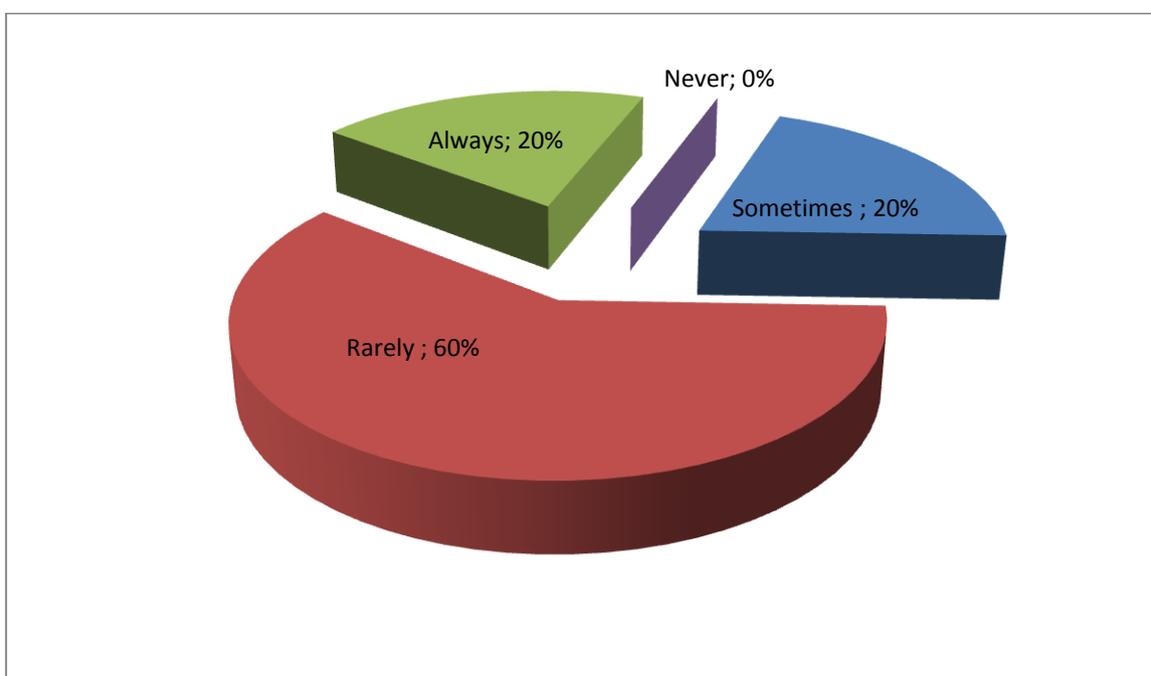
The majority of the teachers selected answer (A) yes represented in the graph by 80% of our sample use audiovisual aids in their teaching, the remaining 20% decided to choose option (B) no as an answer, this teacher does not use audiovisual aids in his/her teaching.

2- How often do you use them?

Options	Responses	Percentage
a- Sometimes	1	20%
b- Rarely	3	60%
c- Always	1	20%
d- Never	0	0%
TOTAL	5	100%

Table 3.28: The Frequency of Using the Audiovisual Aids.

In order to obtain consistent information we supplied an additional question to the previous one, where we emphasized the teachers' use of audiovisual aids in the classroom where the participants were supposed to precise their use by giving them possible responses.



Pie Chart 3.28: The Frequency of Using the Audiovisual Aids.

Regarding this question the teachers' choice was divided into three main options, 60% of the teachers' selected (B) which means that they rarely use the audiovisual aids in teaching. Moreover a single teacher stated that she use them sometimes (A) with 20% out of the total percentage, along with a further 20% chosen by another teacher who declared that he always (C) use the audiovisual aids in his teaching process. The last option was not ticked at all, option (D) with 0% of our sample.

3- Why do you use or don't you use them, please explain

An open ended question was designed to explore the reasons behind teachers' use of audiovisual aids whether they use them or they simply do not employ the audiovisual aids in their teaching process, we seek to get an explanation.

Accordingly, four teachers out of five answer this item by providing explanations about their use. The first teacher argued that they use them whenever possible because they believe in their positive impact on students' motivation and interest. While the second teacher clarified that exposing students to authentic materials requires the use of audiovisual aids.

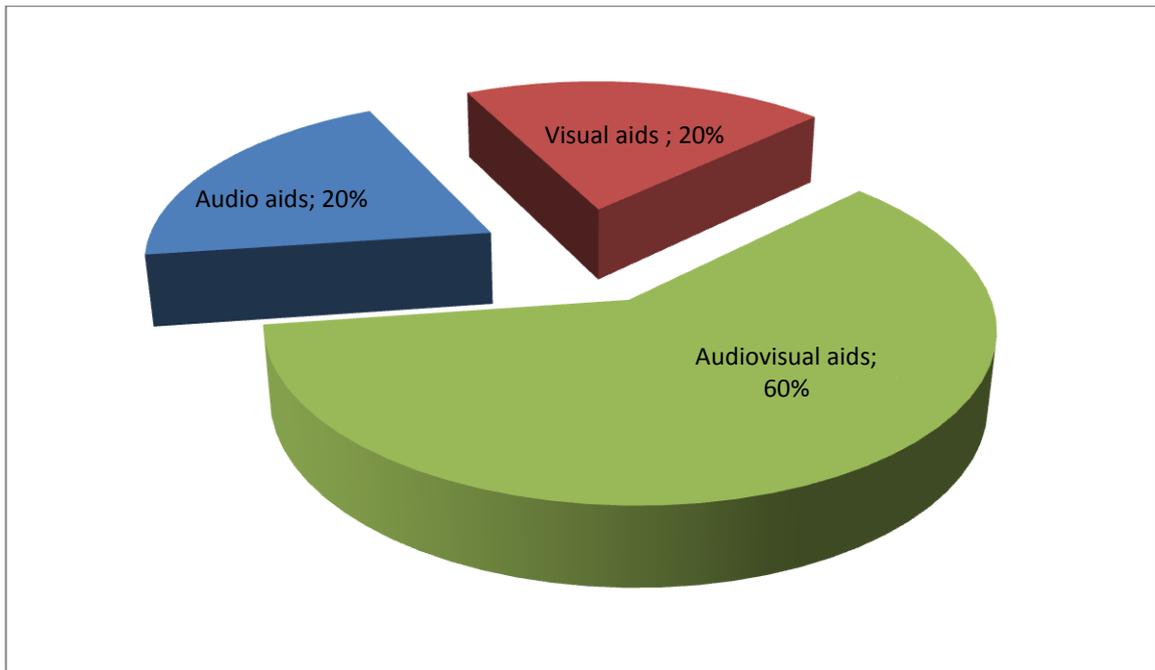
In one hand the third teacher affirmed that he rarely uses them because the classes are not well-equipped. They also demand good preparation in terms of suitable materials that fit students' interest and levels. In the other hand the fourth teacher asserted that she does not use them because of the lack of equipment and necessary conditions for the good implementation.

4- What type of audio-visual aids do you prefer to use?

Options	Responses	Percentage
a- Audio aids	1	20%
b- Visual aids	1	20%
c- Audiovisual aids	3	60%
TOTAL	5	100%

Table 3.29: Teachers' Preferable Type of Audiovisual Aids.

Through this item we probe to explore the teachers' choice on their favorite type of audiovisual aids, the need to choose from the given options the appropriate one, whether it is the audio aids based on listening comprehension, or the visual aids based on the visual abilities of the learner, or choosing the third type which is the audiovisual aids that concern both the ears and the eyes in the same time.



Pie Chart 3.29: Teachers' Preferable Type of Audiovisual Aids.

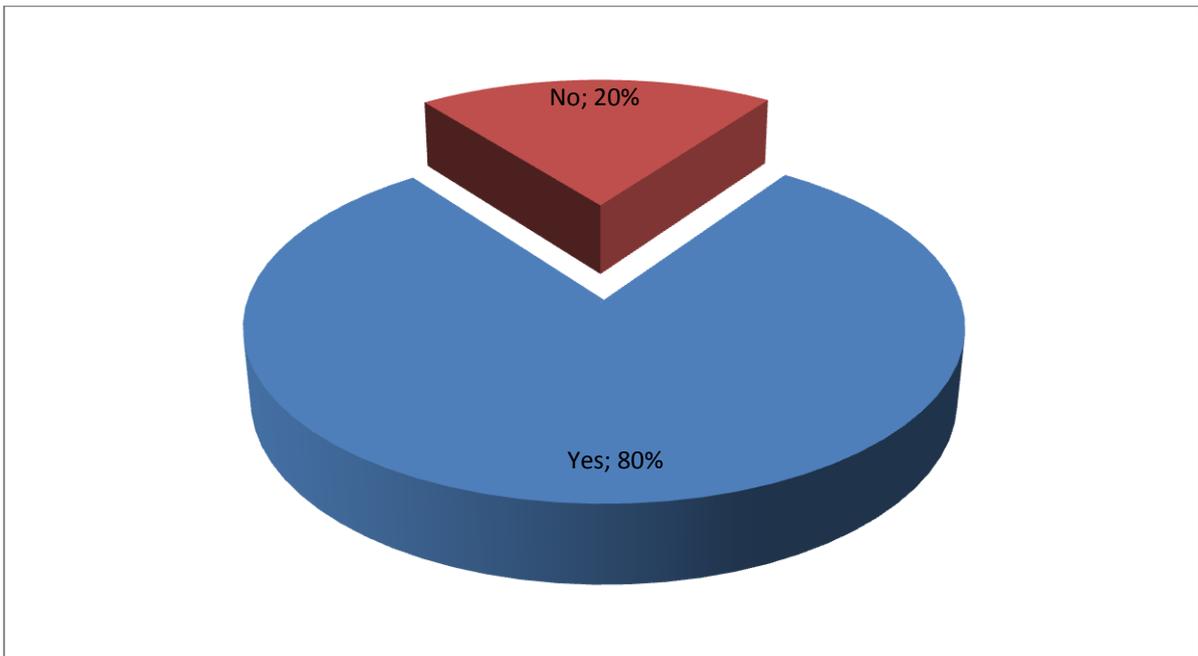
60% of the teachers' responses selected answer (C) which means they prefer to use audiovisual aids, in addition to one teacher who like to use the audio aids (A), she represents 20% of the total percentage, and another 20% characterize the use of visual aids option (B)

5- Are the Audiovisual materials available in the University?

Options	Responses	Percentage
a- Yes	4	80%
b- No	1	20%
TOTAL	5	100%

Table 3.30: The Availability of the Audiovisual Materials in the University.

The aim of question five in section two of the teachers' questionnaire is to know whether Biskra University posses the audiovisual materials or not, because of their great importance in the teaching learning process, particularly when it concerns the foreign languages.



Pie Chart 3.30: The Availability of the Audiovisual Materials in the University.

The investigation show us that the majority of the participants confirmed that the University have the audiovisual materials with 80% of our sample ticked answer (A) yes. In contrast a single teacher declared that the University does not possess the audiovisual aids with 20% of the total percentage.

6- Which types of equipments are accessible?

The researcher opted by this open ended question to know the kinds of equipments accessible in the University.

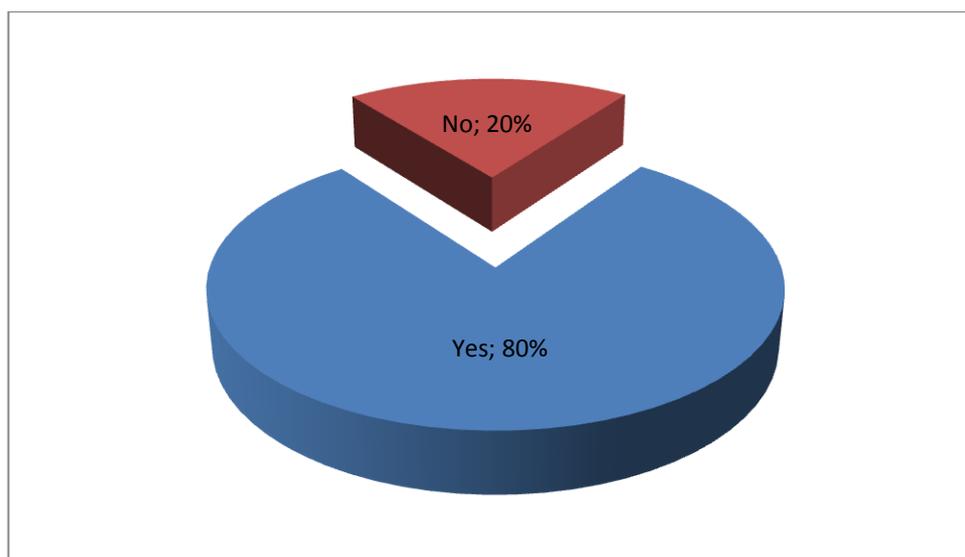
The first respondent stated that the data show is accessible, the second respondent confirmed the availability of data show, and added pc and tapes to the accessible types of audiovisual aids, and the third teacher declared that language laboratories are accessible but she commented that they are the modest type. While for the forth teacher he asserted that the English division has got two (02) data shows, but they are rarely used by teachers. As for the fifth teacher who emphasized that the audiovisual aids are not available in the University in the previous question, well he affirmed that data show are accessible but not all the teacher have access to, in addition to language laboratories, except they are outdated.

7- Do you think that the use of audio visual aids in classroom is important for students' achievements?

Options	Responses	Percentage
a- Yes	4	80%
b- No	1	20%
TOTAL	5	100%

Table 3.31: The Importance of Using Audiovisual Aids on the Students' Achievement.

The objective of this question is to discover the teachers' viewpoint about the importance of the use of audiovisual aids in classroom for the students' achievements. We also gave a sub question to the teachers that if their answer is yes, what are the obstacles that prevent the teacher from using audiovisual aids in their lectures, in order for us to determine the existent barriers.



Pie Chart 3.31: The Importance of Using Audiovisual Aids on the Students' Achievement.

On the one hand, 80% from the total percentage of our sample agreed that the use of audiovisual aids in the classroom is important for the students' achievements. On the other hand, the remaining 20% declared that they are not important for the learners' achievements.

However, for the sub question we received three answers out of five, according to the first teacher she stated that the lack of materials and sometimes they encounter technological problems, the second teacher declared that the unavailability of materials along with the

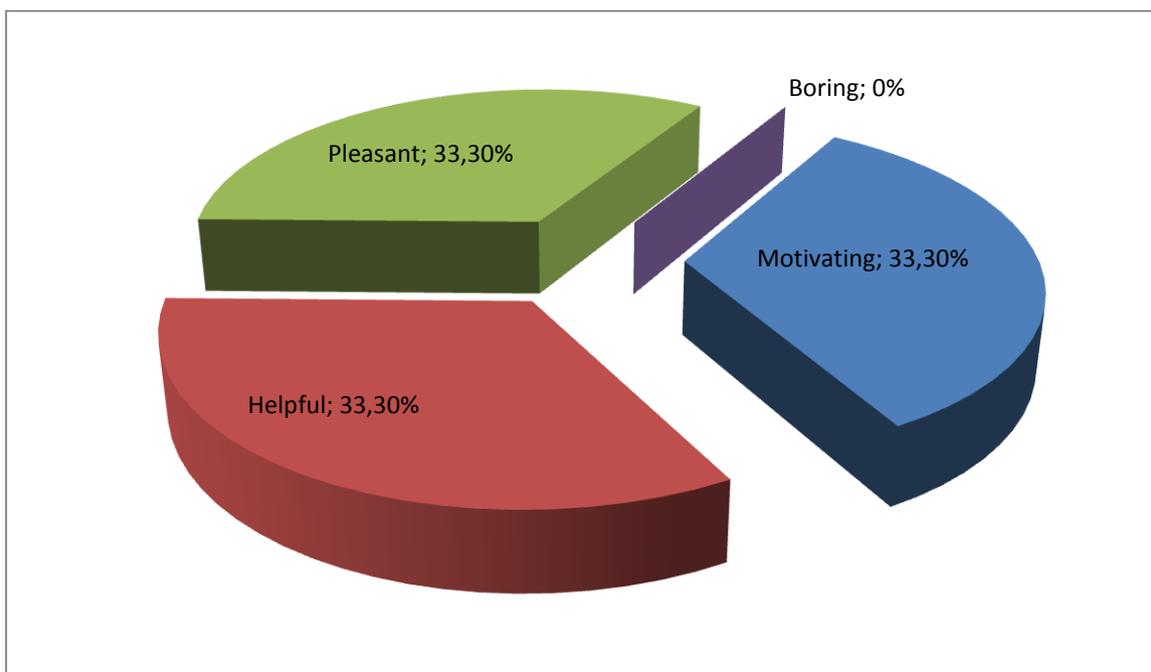
difficulty in preparing the appropriate materials. While the third teacher asserted that there is no rooms with curtains, plus the number of machines is not enough.

8- How do you find teaching with audio visual aids?

Option	Responses	Percentage
a- Motivating	3	33.3%
b- Helpful	3	33.3%
c- Pleasant	3	33.3%
d- Boring	0	0%
TOTAL	9	100%

Table 3.32: Teachers’ Opinion about Teaching with Audiovisual Aids.

Since the above answer showed us the importance of teaching using audiovisual aids to improve the students’ achievement, we desired to explore the teachers’ opinion about teaching with audiovisual aids if it is motivating, helpful, pleasant or boring for the teachers.



Pie Chart 3.32: Teachers’ Opinion about Teaching with Audiovisual Aids.

Regarding the teachers’ responses concerning their opinion about how the teachers find teaching with audiovisual aids were divided equally, where we obtained 33.30% for option (A) motivating, another 33.30 % of the total percentage found teaching with audiovisual aids

helpful (B), in addition to 33.30% found it pleasant (C), in contrast all the five teachers agreed that teaching using audiovisual aids is not boring (D) with 0%.

3.6.3. Discussion of the Results

In brief, from the above analysis of the teachers' questionnaire we can conclude that students face difficulties in their speaking abilities, where the teachers confirmed in the first section of the questionnaire, which we devoted to investigate about teaching speaking skill. It included different items about the learners' level, participation and the various problems that prevent them from speaking we noticed that the teachers agreed that only few students' participate in class but the majority of them face at least one problem that hinder the use of his speaking skill. In addition to the fact that teachers' have different types of oral expression activities that the teacher uses with his/her learners depending on many factors the major factor is the students' interest and level. Where, the whole number of our sample agreed on the positive attitude towards the use of teaching aids such as audiovisual aids in English as a foreign language classes.

Besides, the second section was designed to examine the teachers' use of educational audiovisual aids, where they confirmed that they use them whenever they get the opportunity, although they face some obstacles such as the availability of the materials in the first place. Therefore, teachers think that the use of audiovisual aids is important for the students' achievements, in addition to the fact that it is motivating, helpful and pleasant as well. We believe that the use of audiovisual aids inside the foreign language classrooms is necessary for the learners' success in the first place, plus for the improvement of their speaking abilities in the second place.

3.7. The Analysis of the Classroom Observation

In order for the researcher to obtain consistent results from the classroom observation, we conducted with third year students along with their teachers of oral expression module in the English division of Biskra University eight sessions with different teachers using classroom

observation checklists. We divided our work into two parts those we assisted with teachers' who used audiovisual aids and those who did not use the audiovisual aids. We decided to analyze them separately according to the teachers' use, in other words the sessions with audiovisual aids and sessions without the use of those aids, on the one hand to facilitate our work and in the other hand to examine the difference between the two elements. Furthermore, we choose to analyze them linguistically speaking, the researcher does not use tables and graphs unless in the necessary cases.

3.7.1. The Analysis of Classroom Observation without the Use of Audiovisual Aids

We start analyzing the sessions we attended with three teachers who did not use audiovisual aids in their teaching, in contrast they used different activities such as sketch, performance, discussion, storytelling, as well as guessing words, imagination situations then performing. All the mentioned activities were part of our classroom observation although we had not the chance to be present during the role plays sessions which is well known among the third year students.

However, the researcher observed that the time of the session was divided into 60% of the whole time was teacher talking time, where the instructor gave a brief introduction about the session progression in addition to checking the students' works, and almost 40% of the rest time was students' talking time between participation, asking different questions as well.

Regarding the students' motivation we noticed that the teacher give them a helpful feedback in order to motivate them and to speak, as well as following their ideas, criticizing them. The second teacher, used sketches and he asked them to develop the idea and perform it in a funny way, while the third teacher was trying to motivate her students but they were neither following her, nor trying to develop fruitful ideas to share it. Well, for the interaction element we perceived that the majority of the time there were teacher-students interaction and student- student interaction as well through working in groups, in pairs, criticizing each other, or through dialogs and positive feedback. Concerning the creativity element it was not quit

observed in comparison with the other previous elements, there was a little amount of creativity in some learners' mind for instance when the teacher requested them to imagine or create a situation where a friend ask for help what would be the students' reaction to encourage their speaking abilities, or when their teacher asked them to create a story (storytelling method).

Another important point we observed is the students' fluency, where the observer noticed the huge lack of fluency among third year learners, except for few rare students who have the capacity to speak fluently. We observed a lot of hesitation, some spelling mistakes, in addition to the unclear pronunciation, the influence of the mother tongue lead them to make so many mistakes. The observation also revealed that learners' participation in the oral expression sessions was organized in most of the times by the teacher who selected the desired learners to speak, because from what we have seen during the four observation sessions that merely few students' participate and exchange thoughts with their teachers while other remain quite silent, in other cases some students were working together to prepare something to perform while the others were apparently not interested, so the teacher was obliged to choose from the list.

Accordingly, one of the teachers' various responsibilities is to correct the learners' mistakes, what we perceived was more like giving explanation, providing the right words' pronunciation, correcting tenses, plural and singular forma, and teach them new words vocabulary as well. We observed two kinds of teachers those who corrected their learners' mistakes especially the ones that concerns tenses and plural faults, and those who did not correct the errors and give their students' the chance for self correction.

Besides, we noticed the existence of shyness and anxiety in the classroom for most of the third year students, in addition to hesitation, in other words some learners did not speak for the reason that they were whether shy or anxious from the teacher or simply afraid from making mistakes. Another point we observed in some classes is that learners feel boredom in

class, i.e. they did not want to speak or they had nothing to say, although they had the chance to talk or to criticize but they simply refuse it, except for one group who was focusing on the lesson. The final elements we observed was that those teachers taught their learners using whether chalkboard or printed handouts which is considered as an old fashions in teaching, and no use of any kind of audiovisual aids inside the classroom.

3.7.2. The Analysis of Classroom Observation with the Use of Audiovisual Aids

In order to demonstrate the impact of using audiovisual aids to improve the students' speaking skill the researcher conducted four sessions of observation with third year students and teachers inside the classroom, where two teachers to be precise used different kinds of audiovisual aids in teaching oral expression module.

However, the checklists we used in the classroom observation revealed the session time was divided into three parts the teacher talk time was about 40% of the time were teachers addressed their students by explaining the session plan, motivating the students and giving feedback, approximately 35% of time was devoted to students talking time such as giving their opinion about the chosen issue used in the audiovisual aids, criticizing, and exchanging thoughts between classmates. In addition to the remaining 25% of the time was assigned to the use of audiovisual aids, such as the use of data show, videos, pictures, and audio tapes.

We can also state that motivation was an observed element during all the sessions, since it permitted them to express their thoughts, inspiring them, asking them some questions concerning the chosen topic showed in the data show which required their full concentration. While for interaction it was observed as well between the teacher and the students but rarely between the students themselves, about what concerns the topic; asking question, giving feedback, in addition to the fact that the teacher was organizing the session by selecting the learners. Whereas for the creativity element it was not observed because the students were mainly requested to comment, criticize and concentrate on the subject more than creating new situations and scenarios.

Regarding the fluency element, some students were quite fluent in their speaking with good pronunciation but the majority faced the problem of fluency they hesitated, made mistakes particularly the use of tenses (confusion between the use of past and present), the huge influence of the mother tongue, besides, they were afraid to talk which inhibit them to perform fluently. Basically, the students' participation was observed in the four sessions, where the majority of the students' were concentrated on taking notes from what they hear or see in order to participate and engage later on, it was group work organized by the teacher, he/she was responsible for the turn taking among the learners, by asking different questions and answering the students' questions as well. We also noticed that the teachers in most of the time did not correct the students' mistakes whether in their wrong pronunciation of the words or spelling mistakes except sometimes by providing new vocabulary items or add new information to the learners' knowledge.

Despite the fact that the target sample had experienced two years and a half learning English as a foreign language, but they still face the feeling of shyness and anxiety. We have observed their existence with almost the majority of the third year students speaking performance, along with learners' huge lack of self confidence and the influence of their mother tongue, all those factors affected negatively their speaking abilities. In contrast we did not observe that the learners felt boredom in class, especially with the use of audiovisual aids where the teacher was speaking and motivating them all the time, it was funny we assume they were happy.

Modern kinds of audiovisual aids were used in compare with what we have seen with the other teacher for instance the chalkboard was replaced by the use of the data show, PC's, smart phones, and the use of CD's to listen to a native speakers conversation. During our observation the teachers used the audio aids such as an old song to catch the right pronunciation, two native speakers to test the learners' ears. Whereas for the visual part, we saw only the use of pictures with bubbles written in English most of them were taken from the

social media “facebook”. In addition to the use of audiovisual aids such as watching a video two episodes from an American series, plus a video clip from the American program “Americans’ got talent” a song with its lyrics.

Concerning the advantages of the use of audiovisual aids we observed, were that learners admired each session because they were familiar with the technological devices, they had the opportunity to listen to native speakers acquire the correct pronunciation as well as new vocabulary, it was funny, advertisement and motivating. However, we also observed some disadvantages for instance the teachers’ choice of the including elements used in the audiovisual aids sometimes it was too long where it took all the sessions’ time, although the teacher knew how to manage it in order to be fruitful and inspiring.

3.7.3. Discussion of the Results

We conclude from the analysis of the classroom observation that the use of audiovisual aids in the oral expression module is highly important for the students’ speaking skill improvement, in addition of being a tool for motivation where the interaction between teacher-students and between classmates increases, since learners were in fact interested in the chosen subject, especially because it consisted of technological devices and the learners of the recent years are well aware of the importance of the technology nowadays. Regarding the first reason that guided us to conduct this research which was the various difficulties the learners face in their speaking performance was confirmed as well, because we noticed that most of the students were not fluent in English, as well as their feeling of shyness and anxiety which inhibited them from speaking, despite the fact that the teachers tried to offer the best atmosphere for learning such as the fact that they did not correct the students’ mistakes.

However, one of the positive sides of using the audiovisual aids inside the classroom is that students’ participation augmented, whether in the case where the teacher was organizing the turn taken or when it was without organization, in addition to the fact that students’ did not feel boredom contrary to the sessions we attended where the teacher used traditional

methods. Regarding the audiovisual aids we can state that it was quite various uses from audio, visual and audiovisual aids, where the teacher tried to vary from songs, videos, pictures, sketches and others. We also observed that the use of audiovisual aids has several advantages such as motivating, funny, the opportunity to listen to native speakers, and the most important one is the fact that learners acquire new vocabulary items and the correct pronunciation of the words. It would be better if the department bring some new devices to reinforce the quality of teaching, and to provide the teachers as well as the learners with better chances to improve their achievements especially in the oral expression module.

3.8. Discussion of the Main Results

The research under investigation was conducted to examine the impact of using audiovisual aids to improve the students' speaking skill, where we selected third year students' as a target sample for our investigation, we provided two questionnaires for forty students and five teacher as well as eight sessions of classroom observation, after collecting the data, calculating, analyzing and discussing each tool results in isolation we can confirm that the use of audiovisual aids truly improve the students' speaking skill, we also believe that the majority of third year students face several difficulties in their speaking abilities such as the lack of self confidence, lack of vocabulary, shyness and the bad influence of the mother tongue which prevent them from speaking in English inside and outside the classroom.

Apparently, teachers of English division try their best to provide the learners' with the most appropriate atmosphere for learning English as a foreign language by varying the activities from role play, discussion and using audiovisual aids whenever possible, since they are aware of their learners weaknesses and difficulties particularly in speaking. However, they confirmed that the use of audiovisual aids is motivating, helpful and pleasant, although those aids are available in our University, but unfortunately they are not accessible to all the teachers as well as the language laboratories. We also concluded from the students' questionnaire that in addition to the fact that they face difficulties in their speaking abilities,

they admitted that they desired the use of audiovisual aids in their oral expression module more than the ordinary teaching methods.

In brief, we declare from the previous analysis and interpretations of the three data collection tools that our hypothesis we assumed in the beginning of our investigation is confirmed, in other words the use of audiovisual aids inside the classrooms improve the students' speaking skill, it was confirmed by the majority of our sample teachers and students.

Conclusion

We designed this chapter to discuss the main findings of our three research collection tools, it developed an overview about the issue under investigation starting with the research objectives, describing the quantitative and the qualitative research methods we selected for our research work. Then we analyzed each data collection separately after that we presented the results along with the interpretation of each item in the questionnaires whether numerically using tables and graphs or linguistically (i.e. descriptively) such as the analysis of the classroom observation checklist. In fact, the results we obtained revealed that the use of audiovisual aids improve the students' speaking skill, additionally the majority of our sample agreed on its effectiveness and helpfulness on developing learners' speaking abilities.

General Conclusion

Nowadays the recent world is testifying great changes caused by the influence of the developmental technologies particularly in the educational field, that is the reason why we choose to conduct a research about this issue, in addition to the fact that the majority of the foreign learners i.e. English as a foreign learners to be precise encounter various difficulties in their speaking abilities, which might lead them to a psychological problem later on, because we live in a world that consider the speaking a major skill in any foreign language, a general introduction was conducted in the first place where we proposed a hypothesis, it stated that if the teachers use audiovisual materials in the classroom, EFL students' speaking will be improved.

Accordingly, the work was divided into two main phases starting by a literature review about the two variables of our research under investigation, the first chapter was devoted to provide an overview about the educational audiovisual aids, starting from a brief history of the audiovisual aids, passing through the ICT's and the audiovisual aids definition, its different characteristics, types and objectives. Whereas for the second chapter we assigned it to explore the speaking skill from various sides, giving definitions, focusing on the speaking skill components, difficulties, and activities, as well as the importance of technology in teaching and the value of audiovisual aids to learning.

Moreover, the practical part of the research was conducted with third year students and teachers of the English division of Biskra University as a case study, hence we selected three main research tools to investigate the validity of our hypothesis, in one hand, a questionnaire was administered to third year students in addition to a second questionnaire for their teachers selected randomly. In the other hand, a classroom observation was accomplished as well. After that we analyzed the collected data numerically and descriptively, which led us to

consider from the obtained results that the use of audiovisual aids improves the students' speaking skill.

Based on the previous result findings it would be preferable if we suggest some recommendations that hopefully will be taken into consideration by the administrators, especially the teachers and the learners as well. We advise them to take benefits from the technology, since it provides us with the opportunity to acquire different things in a limited time using the minimum of energy and maximum of effectiveness. In addition to the fact that the audiovisual aids are of great help for the foreign language learners, particularly those who encounter difficulties in their speaking performance, it gives them the chance to be in touch with the world of the target language, due to various means such as the social media, broadcasts as well as watching TV.

Indeed, using audiovisual aids is a fruitful way to teach learners and motivate them to speak, but it seems that it is not that easy because apparently there are various reasons behind the teachers not using those aids such as the lack of the audiovisual materials in the University for instance, there exist only few data shows in the English department of Biskra University, in addition to a modest laboratories which presents the negative side of the teaching process. Accordingly it would be better if the department bring some new devices to reinforce the quality of teaching, and to provide the teachers as well as the learners with better chances to improve their achievements especially in the oral expression module.

Additionally, we suggest that teachers have the main role in developing their students' success, they can guide them to start using those aids in order to motivate them for better participation in the class, besides teachers can encourage their learners to speak without being anxious of making mistakes, because through speaking an individual can express his thoughts, opinion and believes. Learners should rely on their abilities to develop their speaking skill

outside the classroom, concerning the teachers they should be creative and up to date about the new available materials to enrich the teaching learning process.

To conclude, we can say that the third chapter which was devoted to the analysis and interpretations of the data collected tools revealed that students face various speaking difficulties especially during oral expression sessions, although the use of audiovisual materials inside the classroom of English as a foreign language improves the students' motivation which pilots them to participate and make use of their speaking abilities without being afraid of making mistakes, this can only confirm the hypothesis we set in the beginning and proves the positive impact of using the audiovisual aids to improve the students' speaking skill.

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Appendices

Appendices:

Appendice A : STUDENTS' QUESTIONNAIRE

Appendice B : TEACHERS' QUESTIONNAIRE

Appendice C: CLASSROOM OBSERVATIO CHECKLIST

Appendice A:

STUDENTS' QUESTIONNAIRE

Dear students

This questionnaire is a data collection tool, it is designed for the 3rd year students of English at Biskra University to fulfill the research objective which is investigating the impact of using the audiovisual aids to improve students' speaking skill.

Your answers are of great help for this research to be accomplished. That's why you are kindly requested to answer the following questions so please answer by ticking your choices in the corresponding boxes and make full statements whenever necessary. Therefore, the researcher assures the confidentiality of your personal information. Thank you in advance for your collaboration.

Notes:

- A.V.A. (audio visual aids).
- You may tick more than one box depending on your opinion choice.

Section 1: Perceptions of Speaking Skill

1- How do you consider your level in English?

- a- Very good
- b- Good
- c- Average
- d- Poor

2- According to you, what is the most difficult skill to learn in EFL?

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

3- Do you think that there is a relationship between speaking and listening skill?

- a- Yes
- b- No

4- The most difficult skill to be developed is speaking. To what extent do you agree or disagree with this statement?

- a- Strongly agree
- b- Agree
- c- Neutral (neither agree nor disagree)
- d- Disagree
- e- Strongly disagree

5- How do you feel about your level in speaking?

- a- Very good
- b- Good
- c- Medium
- d- Bad
- e- Very bad

6- What is/are the difficulty (ies) that affect your speaking skill? (Tick the box (es) of your choice (s))

- a- Lack of self-confidence
- b- Shyness
- c- Lack of vocabulary
- d- The influence of the mother tongue
- e- Time limitation

7- How often do you participate in the oral expression?

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

8- What does your teacher use most for speaking activities?

- a- Discussion
- b- Role- play
- c- Language games
- d- Using audiovisual aids

e- What kind of activities do you prefer during the oral expression sessions ?

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Section 2: The use of Audiovisual aids

1. What do you use as an audiovisual aid to improve your speaking skill outside the classroom?

- a- Watching TV
- b- Broadcasts
- c- Videos
- d- Social media
- e- CD's & DVD's
- f- Other materials

2. What kind of audio visual aids do you prefer?

- a- Audio aids (Tape recorder, radio...)
- b- Visual aids (pictures, PowerPoint...)
- c- Audio visual aids (videos, computer...)

3. Does your teacher use audiovisual aids in the oral expression sessions?

- a- Yes
- b- No
- c- Rarely
- d- Sometimes

4. Do you find it beneficial?

- a- Yes
- b- No

Why? Please explain

5. Does the class become more interesting and enjoyable when the teacher uses audio visual aids?

- a- Yes
- b- No

6. How much do they fit with your needs?

- a- Much
- b- A little
- c- Not at all

Justify your answer

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.....
.....

Section 3: The Influence of Audiovisual Aids on the Speaking Skill

1. When you use audio-visual aids do you feel that your speaking skill improves?

- a- Yes
- b- No
- c- Somehow

2. Which of the following language components can be enhanced when using audio-visual aids?

- a- Vocabulary
- b- Pronunciation
- c- Grammar
- d- All of them

3. The use of audio-visual aids always improves your speaking skill:

- a- Strongly agree
- b- Agree
- c- Neutral
- d- Disagree
- e- Strong disagree

4. To what degree is the influence of listening to native speakers enhances your speaking skill?

a- More improvement

b- Less improvement

c- Any improvement

5. What is your opinion about the employment of audio-visual aids in oral expression module?

a- It's a great help for you

b- they do not help much in class

c- they are not beneficial

d- It is difficult to apply them in class

e- Others:

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

 **Thank you a lot for your time & effort** 

Appendice B:

TEACHERS' QUESTIONNAIRE

Dear Teachers:

This questionnaire is for the preparation of a master dissertation, it serves as a data collection tool on the impact of using the audiovisual aids to improve students' speaking skill in the 3rd year LMD students at Biskra University. This questionnaire aims to investigate the teachers' perspective about using audio visual aids in their classrooms to explore their vision of the importance and need of these aids during the oral expression sessions. Your contribution will be of great help to make the research work achieve its objectives. You are kindly requested to answer the questions by ticking your choices in the corresponding boxes or providing the information whenever necessary.

Thank you in advance for your time and effort.

Note: A.V.A. (audio visual aids)

Section One: Teaching Speaking Skill

1. Do you agree that in order to learn foreign language students have to speak it?
 - a- Strongly agree
 - b- Agree
 - c- When necessary

2. How do you evaluate your students' level in speaking English?
 - a- Good
 - b- Average
 - c- Bad

3. Do students' participate in the oral expression sessions?
 - a- Always
 - b- Often
 - c- Sometimes
 - d- Rarely

4. Do you think that listening to the foreign language really improves the student's speaking skill?
 - a- Yes
 - b- No
 - c- Never

If yes, please indicate how

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5. What are the difficulties faced most by students in their speaking performance?

- a- Inhibition because of shyness, anxiety and stress
- b- Nothing to say about the chosen topic
- c- Low participation
- d- Mother tongue use
- e- They are not exposed to language
- f- Lack of linguistic competency
- g- Lack of training and practice

6. What type of activities do you choose in teaching speaking?

- a- Role play
- b- Information gap activity
- c- Free discussion task
- d- Storytelling task
- e- The use of audiovisual aids
- f- Other suggestions

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7. What is your attitude towards the use of teaching aids such as A.V.A. in EFL classes?

- a- Positive
- b- Neutral
- c- Negative

Section Two: The Use of Educational Audiovisual Aids

1. Do you use audio-visual aids in your teaching?

- a- Yes
- b- No

2. How often do you use them?

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

3. Why do you use or don't you use them, please explain

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.....
.....

4. What type of audio-visual aids do you prefer to use?

- a- Audio aids
- b- Visual aids
- c- Audiovisual aids

5. Are the Audiovisual materials available in the university?

- a- Yes
- b- No

6. Which types of equipments are accessible?

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.....

7. Do you think that the use of audio visual aids in classroom is important for students' achievements?

- a- Yes
- b- No

8. If yes, what are the obstacles that prevent you from using AVA in your lectures?

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.....

9. How do you find teaching with audio visual aids?

- a- Motivating
- b- Helpful
- c- Pleasant
- d- Boring

☺ **Thank You Dear Teachers for Your Precious Time** ☺

Appendice C:

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Mohammed kheider Biskra
Faculty of Letters and Languages
Department of Foreign Languages
English Division

Classroom Observation checklist

Date:/2016

Teacher:

Classroom observation N:

The activities of the session:

Elements to be observed	Observed	Not observed	Comments
Time			
Motivation			
Interaction			
Creativity			
Fluency			

Participation			
Correction			
Existance of shyness & anxiety			
Boredom in class			
Kind of AVA			
Audio aids			
Visual aids			
Audiovisual aids			
AVA advantages			
AVA disadvantages			

Notes:

Résumé:

L'objectif principal de cette étude est d'enquêter sur l'impact de l'utilisation des moyens audiovisuels pour améliorer la compétence orale chez les apprenants, puisque la majorité d'entre eux ont beaucoup de difficultés dans leur capacité d'expression orale pour diverses causes. En fait, une hypothèse a été mise; si les enseignants utilisent le matériel audiovisuel dans la classe, l'expression des étudiants de l'EFL (English as foreign language/ Anglais langue étrangère) sera améliorée. De ce point, nous avons sélectionné trois outils de collecte de données à utiliser pour examiner la véracité de cette hypothèse, les étudiants de troisième année Universitaire spécialité anglais, ont reçu un questionnaire ainsi qu'un autre questionnaire pour les enseignants, en plus d'une observation en classe menée avec les enseignants du module de l'expression orale, afin d'explorer leurs points de vue sur l'utilisation de ces matériaux dans leur procédures d'enseignement. Par conséquent, les résultats ont montré que l'hypothèse a été confirmée par le fait que l'utilisation des moyens audiovisuels dans le processus d'enseignement vraiment améliore la compétence orale des étudiants en les motivant à participer et à faire usage de leurs capacités d'expression.

ملخص:

إن الهدف الرئيسي وراء هذه الدراسة هو تسليط الضوء على تأثير استخدام الوسائل السمعية والبصرية لتحسين مهارة الكلام عند الطلبة، حيث أن غالبية الطلاب يواجهون الكثير من الصعوبات في كفاءاتهم نظرا لأسباب مختلفة. في الواقع، الفرضية المطروحة تقوم على أن استخدام المدرسين للمواد السمعية والبصرية في الفصول الدراسية يساهم في تحسين قدرة التعبير الشفهي لطلاب اللغة الانجليزية كلغة أجنبية. من هذه النقطة وقع اختيارنا على ثلاث وسائل لجمع البيانات لاستخدامها للتحقيق في صحة هذه الفرضية، تم تسليم استبيان لطلاب السنة الثالثة إنجليزية واستبيان آخر للمدرسين، بالإضافة إلى مراقبة الفصول الدراسية التي أجريت مع مدرسي التعبير الشفوي من أجل معرفة وجهات نظرهم حول استخدام هذه المواد في التعلم والتدريس. وبناء على ذلك فقد أظهرت النتائج أن الفرضية في أن استخدام الوسائل السمعية البصرية في العملية التعليمية يحسن من مهارة الكلام لدى الطلاب من خلال تحفيزهم على المشاركة والاستفادة من قدراتهم في الإلقاء.