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**The Impact of Audio-visual Aids in Enhancing
EFL LMD Students Speaking Skill**

The Case Study of First Year EFL LMD Students at Naama University

Dissertation Submitted to the Department of Foreign Languages as a Partial
Fulfillment for the Degree of Master in Linguistics

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Abstract

Educators have given great importance to speaking as the most indispensable aspect of any language teaching process. In fact, the greatest communication tools that can teachers give to their learners is a large and rich vocabulary. Thus, educators use various strategies in order to enhance their learners' oral proficiency. The present study aims at investigating the impact of using visual aids in enhancing EFL students' oral performance. Therefore, two data gathering techniques have been employed including a questionnaire submitted to first LMD students at Ahmed Salhi University Centre and interview conducted to teachers the results will be analyzed quantitatively and qualitatively. After the analysis of the findings. It has been noticed that audio visual aids play the role of scaffolding in improving students 'oral performance.

Dedication

Thanks to ALLAH for guiding me to the right path and helped me.

I regard this and I dedicate it to:

My lovely parents with gratitude who have encouraged me.

To my friends Mohamed Moussaoui and Bachir Djouadi for their help and love, patience, and encouragement to accomplish this work as well as been comprehensive with me. I dedicate this work and thank my friends especially my supervisor Mrs. Asmaa Merine.

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I want to thank all the students of English.

I want to express my gratitude to all my students who filled in the questionnaire.

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List of acronyms and Abbreviation

AVA :Audio-visual Aids

EFL :English as foreign language

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General introduction

General Introduction

Learning English as foreign language has captured the interest of many people all over the world thanks to its internationality and usefulness in scientific and technological as well as economical domains. Therefore, in EFL classrooms, educators become widely enthusiastic in integrating technology tools as a teaching aid in their sessions. Among these tools, audio-visual aids have taken place

Audio-visual aids are a set of technological tools that are used by teachers to deliver abstract information which help in making the learning process more innovative and funnier unlike the traditional courses which follow the same routine each time. Moreover, AV aids help teachers in structuring their lessons thanks to its authenticity as it provides input that is more comprehensible for EFL learners such as LCD Monitors, smart boards, as well as PowerPoint and flash cards.

Furthermore, audio-visual aids allow learners to learn the language in its essence through the diversity of the content that it provides in addition to the potential benefit, which is learning at their own pace.

Thus, the problematic set out for this investigation is as follow:

How may audio-visual aids foster 1st year LMD students' oral performance?

From the above main question, the following questions are introduced as follow:

- 1) - Do EFL teachers of Ahmed Salhi Naama University Center use audio-visual materials in teaching speaking skill in oral expression sessions?
- 2) - What are the educational benefits of using audio-visual-aids as a teaching aid in developing students' speaking abilities?

In order to answer the previous stated questions, the following hypotheses are suggested:

- 1) - EFL teachers of oral expression may depend on audio-visual aids in teaching speaking skill since it allows them to provide authentic activities for their learners to practice the language.

General Introduction

2) - Audio-visual materials may be considered as an essential teaching aid since it provides teachers with the opportunity to make their teaching process more meaningful and structured. In addition, it allows learners to make their learning more personalized and offering an enjoyable atmosphere, and igniting their cognitive skills such as critical thinking and problem solving skills.

In fact, in order to assess the impact of using audio-visual aids in developing students' speaking performance, the researcher has randomly selected 1st year LMD students as a sample for this inquiry. Sportingly, two research instruments have been used mainly a questionnaire for students to explore their viewpoints and perceptions towards audio-visual aids and an interview designed for teachers to probe their main strategies while teaching speaking skill using those aids.

To reach the target objective, the researcher has divided this inquiry into two main chapters. The first chapter is devoted for the conceptual framework related to audio-visual aids including its background; its main categories; its characteristics and its benefits and drawbacks. This chapter will also cover the concept of speaking skill entailing its definition and main components and its importance in learning English. Finally, a relationship between audio-visual aids and teaching speaking will be tackled.

Chapter two will be devoted for research design and procedure with a full clarification of the methodology followed in this study including the research instruments as well as dealing with data analysis and interpretation and at the end, a set of suggestions and recommendations will be dealt with.

Chapter One : Literature Review

Chapter One: Literature Review

1.1. Introduction

1.2. Definition of Speaking Skill

1.3. Component of speaking

1.3.1. Accuracy

1.3.2. Fluency

1.3.3. Vocabulary

1.3.4. Pronunciation

1.4. Speaking and Communicative Competence

1.5. Speaking Problems

1.5.1. The conflict between fluency and accuracy

1.5.2. Lack of competence

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1.6. The Importance of Teaching Speaking

1.7. audio-visual aids in Classroom

1.7.1. Definition of audio-visual aids

1.7.2. The Categories of Audio-visual Aids

1.7.2.1. Projected visual Aids

1.7.2.2. Non- projected Visuals Aids

1.8. The Characteristics of Audio Visuals Aids

1.1. Introduction

Speaking among the other foreign language skills(listening, reading and writing) seems to be the major means to communicate. EFL learners face difficulties in speaking and they consider it as the main skill that should be improved.

1.2. Definition of Speaking Skill

Speaking is defined as a productive skill in which learners are required to produce the language or to deliver speech utterances. In This view ,UR (1996) identifies speaking as,

The vehicle par excellence of social solidarity, of social ranking of professional advancement and Business. It also the medium through which much language is learnt and which for many is particularly conducive for learning. Perhaps then, the teaching of speaking merits more thought. (P, 37)

Moreover, Hornby(1995 p, 37) has also asserted that Speaking is the skill that students will be evaluated upon most in real-life communicative situations. He adds that Speaking play a potential in everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively.

Therefore, from these definitions it is clear that speaking is the most important skill that students should develop in learning any foreign language

1.3. Components of Speaking

Speaking represents the practical side of language; it is the output of the receptive skills. In fact, speaking skill entails diverse sub-skill:

1.3.1. Accuracy

Accuracy refers to how correct learners use of the language system is, including their use of Grammar, Pronunciation and vocabulary.

The term accuracy relates to correct use of linguistic structures (Grammatical accuracy)

1.3.2. Fluency

Fluency in a language means speaking easily, smoothly and without having to stop each time. It means having the ability to read flawlessly and automatically with accuracy, expression, and attention to punctuation.

1.3.3. Vocabulary

Vocabulary is an important aspect of language and communication skills. Teaching new vocabulary words in a foreign language classroom can be a challenging task for many Teachers.

According to Wilkins, 1972 p. 97 “**there is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ...while without grammar very little can be convey, without vocabulary nothing can be conveyed**”.

1.3.4. Pronunciation

There are many things that English teachers need to fit into their limited class time grammar, vocabulary, speaking, listening, reading and writing.

Pronunciation is often associated to the bottom of the list. Many teachers say there is just enough time to teach pronunciation. Students often think it is not that important, after all, it will not be tested on their college entrance exams, but if students need or want to speak English comprehensively, pronunciation is important the days when learners only needed reading and writing skills.

Depending on where you teach, many or all your student will need to speak and understand English in real life to communicate with both native speakers of English and speakers of others languages. Even if student’s grammar and vocabulary are strong, if their pronunciation is not easy to understand, their communication will fail. So teachers have to give students the tools they will need to be able to communicate successfully in English.

1.4. Speaking and Communicative Competence

Dell Hymes (1972) defines communicative Competence as the ability to speak the language not only accurately but also appropriately. One of his aim was to establish a theory that assisted researchers to study language use in specific contexts.

S=Setting/Scene i.e. where the speech situation is taking place (e.g. a University lecture hall) – this is the setting; the overall mood and context (is the conversation serious or funny; what is the cultural ambiance).

P=Participants i.e. the information about the participants (e.g. their cultural and sociolinguistic background).

E=Ends (goals) i.e. what are the goals and the actual outcomes of the speech act (e.g. John wanted to confess his love to Helen, but instead of saying, “I love you”, he awkwardly murmured, “It is good to see you”. As a result, his confession was put off).

A=Act/ Sequence i.e. what happens first, second, etc.; also how exactly the events unfold (e.g. a FAQ section of a website: short questions first, brief answers follow; a TV host interviewing a university student-hero and the applause of the audience).

K=Key i.e. whether the situation is formal or not; whether the participants are happy or sad (e.g. an informal birthday party or a family reunion).

I=Instrumentalities i.e. the linguistic and non-linguistic tools used to make the speech act possible (e.g. a phone, English used by a Spaniard and a Ukrainian who meet in Canada).

N= Norms i.e. the conventions used by the speakers to arrive at their set communicative goals (e.g. in France, university students use “vous” (you-respectful) when they address their professor).

G=Genre i.e. the kind of the speech act (e.g. the final research paper; a small talk before a class).

1.5. The Importance of Teaching Speaking

One of the main concerns of most of language learners in both EFL and ESL contexts is how to improve their speaking skills. However, a common characteristic of many language classes particularly in EFL context is a heavy focus on the language system and especially vocabulary. As Schmitt (2000) accentuated that “**lexical knowledge is central to communicative competence and to the acquisition of a second language**”. In word teaching EFL, students speaking effectively means that they will be able to communicate appropriately. Besides, speaking activities provided by teachers such as group discussions, free talk and information group task allow students to increase their self-confidence and relieving their psychological barriers such as Stress, anxiety, and shyness. Moreover and more importantly, through teaching speaking, students will be able to think rationally, critically, and thereby their critical thinking and problem-solving skills will be improved. (Cited in Mofareh, (2015, p. 22).

1.6. Audio Visual in EFL Classrooms

Recently, Education has witnessed a remarkable change in teachers ‘beliefs through which they shifted their interest and motivation into integrating technology in EFL classrooms.

In fact, Audio Visual Aids is one of the most important technological tools that are widely utilized by teacher relying on for the sake of providing more comprehensible input for their learners, as well as, developing their language skills especially speaking. In this view, Koç (2005) has pointed out the integration of technology into the curriculum

means using it as a tool to teach academic subjects and to promote higher-order thinking skills of the students. It means that Audio Visual Aids become an integral part in the classroom as it makes the learning process more meaningful, and comprehensible.

1.7. Definition of Audio Visual Aids

According to Burton (2003), Audio visual aids are those sensory objects or images, which initiate or stimulate and reinforce learning. According to Lestage (1959) audio visual aids are the most modern or the most recently used of these methods (Films, Filmstrips, and Television).

Audiovisual materials are produced, distributed and used as planned components of educational programs. It helps the process of learning that is motivation, classification and stimulation. Audio visual aids are multisensory materials, which motivate and stimulate the individual. It makes dynamic learning experience more concrete and realistic clarity. It also provides significant gains in thinking and reasoning. (Cited in Marshall McLuhan, 1964, p.68).

1.8. Categories of Audio Visual Aids

Audio-visual aids are considered as an effective and authentic teaching aid thanks to its diversity and fruitful contents. As a matter of fact, audio visual materials fall into two categories namely projected audio visual and non-projected audio visual aids. McLuhan, Marshall. (1964) have proposed the following types of audiovisual materials each has a specific format:

1.8.1. Projected

Projected visual aids are picture shown upon a screen by the use of a certain types of machines such as film projector, DVD player, LCD

1.8.1.1 Film Projector

Optical instrument that projects, enlarged images into, and a screen. It allows reflecting audio, video, or any sort of contents onto a visual format on the screen or on the wall.

1.8.1.2 DVD Player DVD Player

It refers to a device that plays DVD discs produced under both the DVD-Video and DVD-Audio technical standards, two different and incompatible standards. Some DVD players will also play audio CDs. DVD players are installed a television to watch the DVD content, which could be a movie, a recorded TV show, or other formats.

1.8.1.3. LCD

A panel that is used for electronically displaying information such as textures, images, and moving pictures. It is an electronically modulated optical device made up of any number of pixels filled with liquid crystals and arrayed in front of light source or reflect or to produce image in color or monochrome.

1.8.2. Non -projected visuals

Are those aids, which are used without any projectors? Therefore, they translate abstract ideas into a more realistic format. Such as Diagrams, flash cards, Maps.

1.8.2.1. Diagrams

A graphic design that explains rather than represents especially: a drawing that shows arrangement and relations (as of parts); a line drawing made for mathematical or scientific purposes

1.8.2.2. Flash cards

A card bearing words, numbers, or pictures that is briefly displayed (as by a teacher to a class) usually as a learning aid.

1.8.2.3. Maps

Map is a drawing of a particular area such as a city, a country, or a continent, a drawing of the earth's surface, or part of that surface, showing the shape and position of different countries, political borders, natural features as rivers and mountains, and artificial features such as roads and buildings.

1.9. The Characteristics of Audio Visuals Aids

There are some features, which can be used to determine the extent to which audio visual aids are of great value in a learning process. First, it helps in developing the perception of learners. It also aids in positive transfer of learning and training besides it facilitates in understanding and comprehension. Umar (2014) suggested the below characteristics:

1.9.1. Relevancy

The aid must be relevant to the concept, which needs to be developed. A very important standard value is the extent to which any aid is directly related to the understanding of the subject matter. A visual aid could be accurate to the best details understandable and interesting and yet to be of little value because of its irrelevancy. For example, a teacher is trying to make clear the structure of sodium atom with the help of chart. If the teacher uses accurate and beautiful chart on which there are so many other atomic structure drawn. It will lose much of teaching value. Because of the presence of irrelevant material on the chart.

1.9.2. Accuracy

It is very important to make the audio visual aids accurate but it is difficult to make them as accurate as desired. The chart is always missing the third dimensional attribute and must be viewed from a fixed position. The models overcome both these difficulties but are seldom as accurate in the details as pictures. The accuracy of understanding is often considered important rather than the accuracy of specimen. For example, if someone is teaching the principal parts of flowers by drawing an apple blossom. It is of littler importance whether the diagram resembles the apple blossom in every detail but

the important thing will be to clarify the proper relation of such parts as sepals, petals, stamens etc. For this reason, a good diagram might be of even greater value than an accurate photograph. Therefore, it is the accuracy of the concept produced rather than the accuracy of details (exactness) in visual aids, which is important. On the other hand, a teacher uses a large model of a fern plant in his classroom and then finds that the students when given actual plant do not recognize it as being the same thing.

1.9.3. Interest

Audio visual aids presence makes the learning process very easy and its absence makes it a repulsive. Its presence makes the work a privilege and its absence makes it a punishment. It is a main job of the teacher to create interest in the students for learning. Almost all the subjects should be taught with the help of audiovisual materials so many concepts in secondary classes that can be make interesting with the help for charts, models and films. For example, atomic structure, molecules, and digestive system, historical events, mathematical figures, geographical maps etc.

1.9.4. Comprehensibility

In selecting and using visual aids, we must try to choose those things as aids which relate the new experience with experience and which are within the comprehension of the students who are to use it. For example, a teacher finds that his class is experiencing considerable difficulty in locating and understanding the relation between the parts of a circulatory system. The teacher then draws purely a diagrammatic sketch on the black board clearly. This clarified the difficulties, because it is simple and readily comprehended by the students.

1.9.5. Motivation

Audio visual aids motivate learners as they make the learning process in classroom interesting especially in activity-oriented subjects for effective learning.

1.9.6. Realism

A visual aid must possess the quality of developing real concepts of the things. Suppose we try to develop in our students the concept of the movement of electrons in the atom. We in this case try our best to describe accurately with the help of diagrams but the students are shown the actual film of the movements of electrons, a very different concept will be developed. Nearly all the visual aids are lacking one or the other characteristics but the actual specimen clarify the concept due to realism.

1.10. The importance of Audio-visual Aids in Teaching effective communication

Audio visual aids help learners to learn more lexical items due to its authenticity and audacity. additionally, it allows teachers to provide more incompressible input for their learners and structure their courses as well as making their teaching more innovative and the learning process more energetic and meaningful(Haycraft,1983, p.102).

In this modern world people use digital tools to improve the teaching-learning process. The most common tool we use in classroom these days is PowerPoint slides, which makes the class more interesting, dynamic and effective. Moreover it also helps to introduce new topics in easy way. The use of audiovisual aids makes the students to remember the concept for longer period of time. They convey the same meaning as words but it gives clear concepts thus help to bring effectiveness in learning.

Integrating technology into the classroom enable students to experience things virtually. For example, if the teacher wants to give a lesson on Taj Mahal, it is possible that not all the students in India have visited the place but you can show it through a video thereby allowing the students to see the monument with their own eyes. Despite the fact that experience is the best way of educative experience but such an experience cannot always be done empirically so in some case we need to have substitution.

Use of audio-visual aids help in maintaining discipline in the class since all the students' attention are focused in learning. This interactive session also develops critical thinking and reasoning that are important components of the teaching-learning process.

Audiovisual provides opportunities for effective communication between teacher and students in learning. For example, in a study on English as Foreign Language (EFL) classroom, the difficulties faced by EFL learner are lack of motivation, lack of exposure to the target language and lack of pronunciation by teacher, and such difficulties can be overcome by Audio as purpose of communication and Visual as more exposure.

Students learn when they are motivated and curious about something. Traditional verbal instructions can be boring and painful for students. However, use of audio-visual provides intrinsic motivation to students by peaking their curiosity and stimulating their interests in the subjects. (DeBernardes and Olsen , 1948).

1.10.2. Teaching vocabulary through visual aids

Vocabulary is essential part of language learning. To communicate with others using a language, one must know the vocabulary of the target language. Therefore, teaching vocabulary is important in language teaching. However, vocabulary should be taught in specific context so that it becomes easier for the learners to remember the words and they can use those in their communications. Visual aids can be good resources for teaching vocabulary. It is always helpful to show the objects to the students with the words so that they can have a better understanding of the objects and their meanings. It helps them to recall the words easily. If the learners only hear anew word meaning orally, it may not be remembered for long time. However, if the vocabularies are presented with the pictures, it becomes more effective. Moreover, visual aids help the teacher to give emphasis on what is being taught and presented. Clear visual aids multiply the learners 'ability of comprehension. According to Allen, Kate & Marquez, 2011, p. 5) stated that audio visual aids impact and add interest to a presentation. They can create excitement. Visual aids allow students to use more than one sense at simultaneously. (p.5)

1.11. Drawbacks of Audio Visual Aids

Although audio-visual materials help the language teachers to facilitate their teaching, it does not mean that there are no disadvantages. Sometimes, it may be useless if the selection of audiovisual materials is not effective. According to Cakir (2006),the main disadvantages are cost, inconvenience, maintenance and some cases the fear of technology. Additionally, the sound and vision, quality of

the copies or home-produced materials may not be ideal. Another important issue in this case is that the teacher should be well trained on using and exploiting the video. Otherwise, it becomes boring and purposeless for the students (p.68). Therefore, there are some factors to be considered to use audio visual aids in classroom. If the materials are not selected wisely, the objective cannot be fulfilled. Sometimes, the language level of the audio or video cannot be appropriate for the learners. As a result, the materials are not comprehensible for them, which may make the anxiety level of the learners high. Moreover, sometimes, it becomes very difficult to find the audio materials for the learners of elementary level.

1.12. Conclusion

This chapter has highlighted the main key concepts related to audio visual aids and speaking skill as well as drawing an association between them. The coming chapter will portray the research design and methodology to carry out this investigation.

Chapter two
Research Design
Data Analysis and
Interpretations

Chapter Two: Research Design and Data Analysis and Interpretations

2.1. Introduction

2.2. objectives and aims

2.3. Research design

2.4. Research Instruments

2.4.2. Students' Questionnaire

2.4.2.1. Description of students' Questionnaire

2.4.3. Teachers' interview

2.4.3.1. Description of Teachers' Interview

2.5. Data Analysis

2.5.1. Analysis of Students' Questionnaire

2.5.2. Analysis of Teachers' Interview

2.6. Data Interpretation

2.7. Suggestion and Recommendations

2.8. Conclusion

General Conclusion

Bibliography

Appendices

Appendis A: Students' questionnaire

Appendix B: Teachers' interview

2.1. Introduction

This practical sides reveal the research methodology followed in this inquiry as it portrays the research instruments designed to get valid data which then will be analyzed quantitatively and qualitatively. In addition, a set of suggestions and recommendations will be drawn at the end of this research.

2.2. Objectives and Aims

This research aims at assessing the effectiveness of audio-visual aids in developing EFL students speaking performance as well as probing the difficulties that encounter them as well as providing some alternative solutions for the sake of boosting their affective variables.

2.3. Research Design

Research design can be considered as the structure of research it is the “Glue” that holds all of the elements in a research project together, in short it is a plan of the proposed research work. Research design is defined by different social scientists in different terms. According to Jahoda, Deutch& Cook, “**A research design is the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy and procedure**”. (Cited in Ahuja, 2010).

2.4. Research instruments

The researcher has conducted two research instruments mainly a questionnaire for students and an interview for teachers at the level of Ahmed Salhi Naama University Center ‘section of English’.

2.4.2. Students’ Questionnaire

A questionnaire is a data collection instrument consistent of a series of questions and other prompts for the purpose of gathering information from

respondents. In other words, a set of questions on a topic or group of topics designed to be answered by the respondent.

2.4.2.1. Description of students' Questionnaire

The researcher has conducted a questionnaire for first year LMD students. It consists of two sections; the first one incorporates two items to find out some factual backgrounds of students including their ages and genders. The second section entails twelve (12) questions each has a specific aim. The first five questions aims at probing if EFL students are familiar with audio visual aids as a teaching strategy in strengthening their linguistic proficiency. Moreover, question 6 and 7 seek to assess students' attitudes and enthusiasm towards audio visual materials and its main merits. The remain questions go hand in hand aiming at exploring teacher's role while teaching speaking via those materials as well as suggesting some strategies that students may rely on while learning to speak English as a foreign language.

2.4.1. Teachers' Interview

Interviews are primarily done in qualitative research and occur when researchers ask one or more participants general, open-ended questions and record their answers. Often audiotapes are utilized to allow for more consistent transcription (Creswell, 2012).

2.4.1. Description of Teachers' Interview

Question1: Do you use audio-visual aids in the classroom while teaching oral expression?

Aim: to assess if teacher depend on audio-visual while teaching speaking.

Question2: Have you ever encountered difficulties while implementing AV aids in the classroom setting? (If you respond positively state them).

Aim: to find out the main snags that face teachers while teaching speaking via audio visuals.

Question3: What are the main audio-visual materials that you may rely on while teaching speaking skill?

Aim: to explore teachers' preferable types of audio-visual aids.

Question4: Have you noticed improvements in students' speaking performance while being exposed to audio-visual aids? How?

Aim: to evaluate students oral performance while learning using audio-visual aids.

Question5: Do your students show interest while learning via audio-visual aids?

Aim: to probe students' motivation towards audio –visual aids.

Question6: According to you, are audio-visual aids enough to boost students' oral proficiency?

Aim: to ensure if audio visual aids are sufficient for teaching speaking.

Question7: Can you suggest some other techniques that may betaken for granted while teaching speaking?

Aim: to provide alternative strategies to boost students' linguistic capacities.

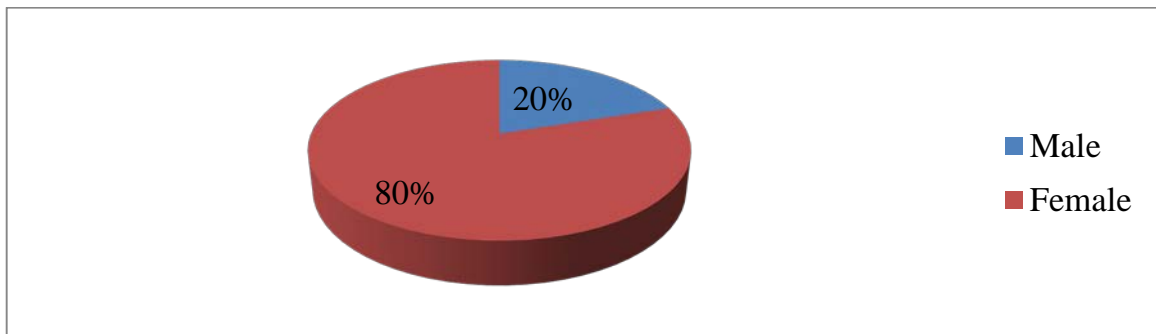
2.5. Data Analysis

The results of students' questionnaire and teachers' interview will be analyzed quantitatively in terms of numbers and statistics and qualitatively in terms of passages.

2.5.1. Analysis of Student's Questionnaire

The questionnaire will be analyzed quantitatively and qualitatively:

Part One: General Information

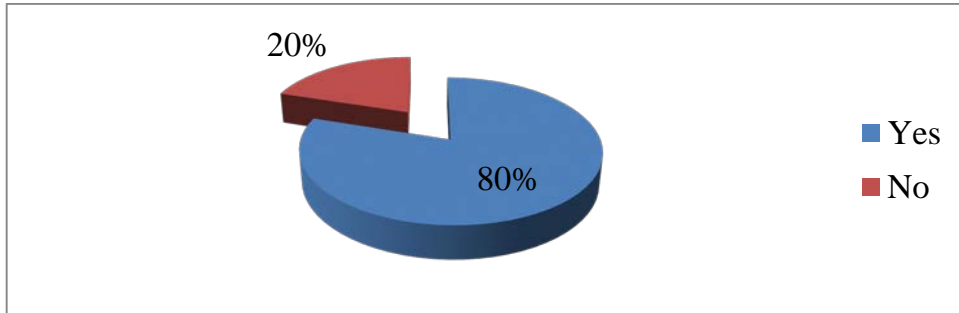
Q1: Students' Gender**Pie-chart 2.1** Students' Gender

The results reveals that female students' numbers is dominant which represents 80% of the population concerned; however, the number of male students does not exceed five.

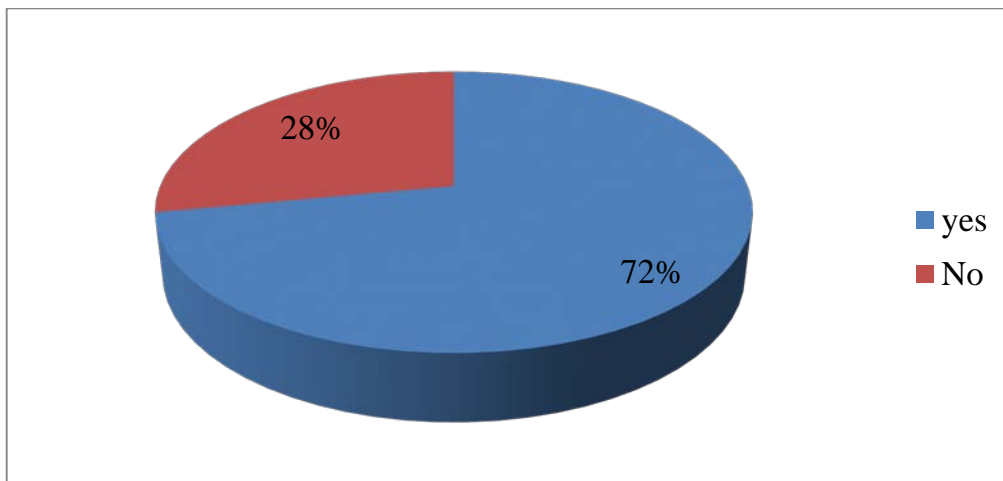
Q2: Students' age**Table 2.1:** Students' Age

Age	Number	Percentage
18	13	52%
19	7	28%
20	4	16%
21	1	4%

Students' age are between 18 to 21 most of them are aged 18 years old making up 52 % of the total number of the participants , then equal to 28% are aged 19 years old thus 16% are aged 20 year old and ultimately 4 % are aged 21 years old.

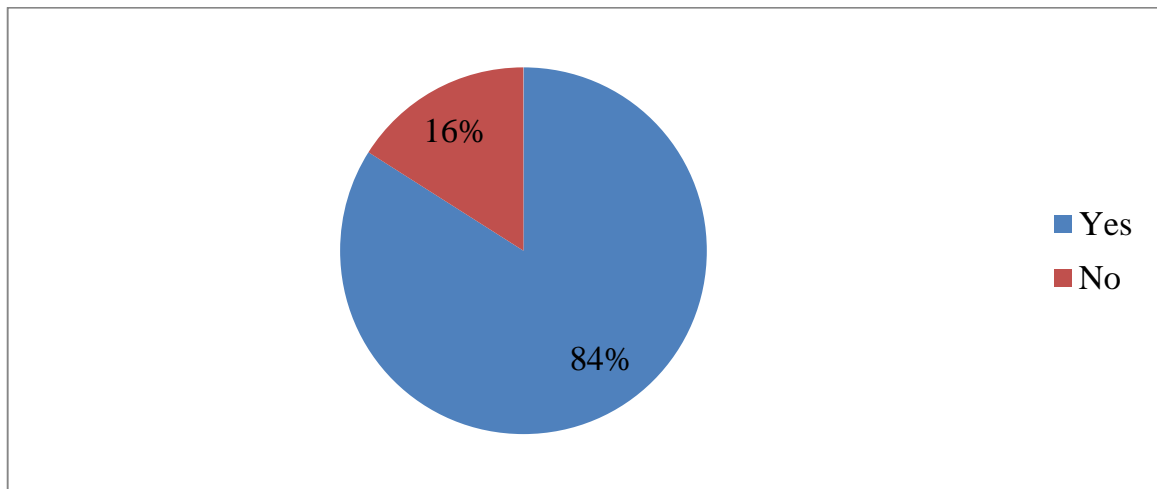
Part Two: The use of audio-visual aids to learn speaking**Q1:** Do you use technology in the classroom?**Pie-chart 2.2:** The Use of Technology in the Classroom

The results show that the majority of students use technology in the classroom that is 80% of the total population and the rest of them which is 20%

Q2: Have you ever heard about audio-visual aids?**Pie-chart 2.3:** Students' Familiarity with audio Visual aids

As it is clear from the above pie-chart, most of students are familiar with the term audio visual aids (72%); on the other hand, 28% of them are not.

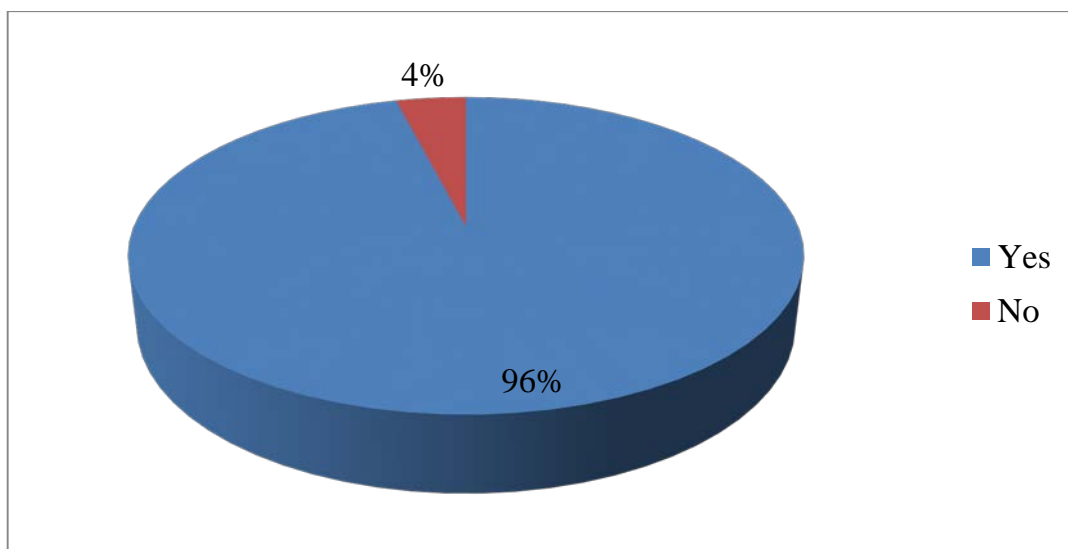
Q3: Do your teachers of oral expression use audio-visual aids in the classroom?



Pie-chart 2.4: Teachers' use of audio-visual

The findings reveal that approximately all of the teachers use audio visual aids as a teaching aid (84%) while 16% of them do not.

Q4: Do you find difficulties during speaking English language?

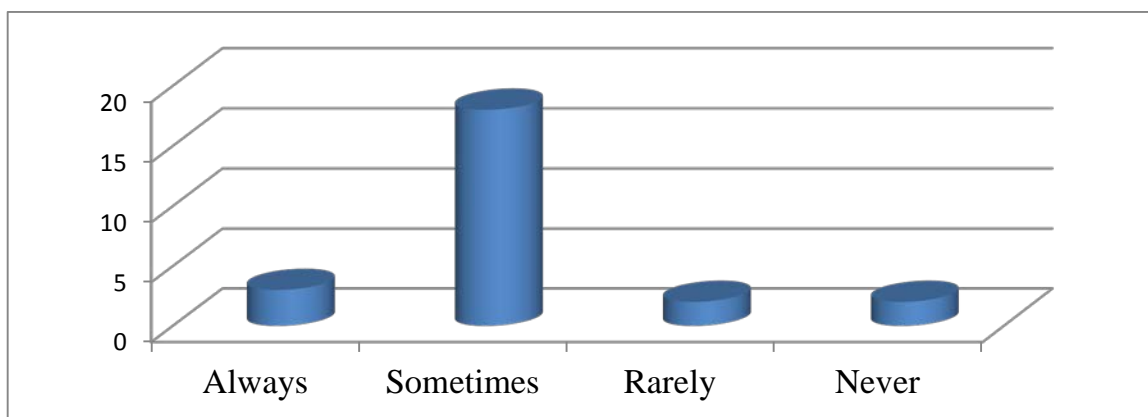


Pie-chart 2.5: Difficulties during Speaking English Language

The results denote out that 96% of students do face difficulties while speaking English as a foreign language while 4% consider themselves to speaking

like natives. For those of responded positively; they face difficulties in pronunciation and vocabulary mastery as well as facing gloss phobia.

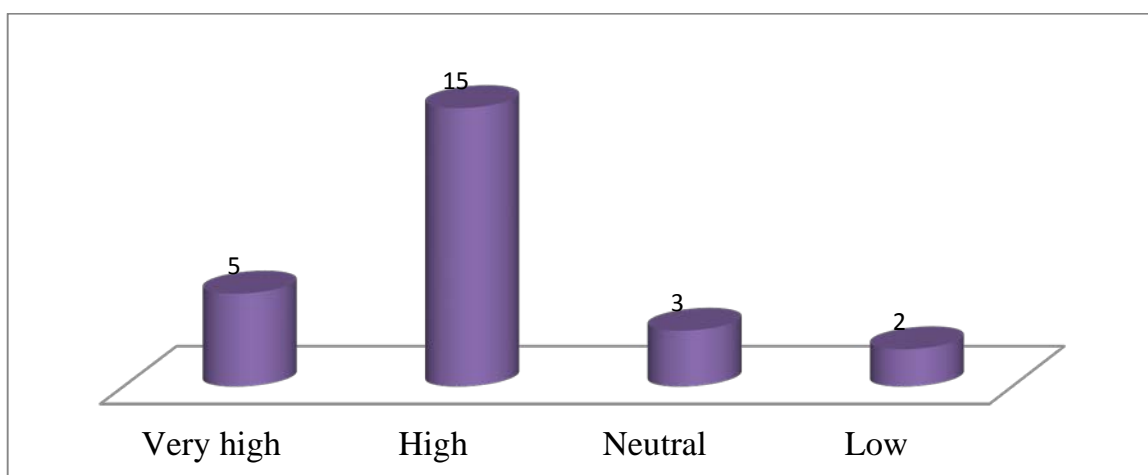
Q5: How often do you use audio-visual aids while learning English language?



Bar-graph 2.6: Students' Frequent Use of Audio-visual

70% of students use audio-visual aids sometimes while 10% of them are always exposes to audio-visual materials. Besides, 5% of students rarely use them as the same for others who never use it.

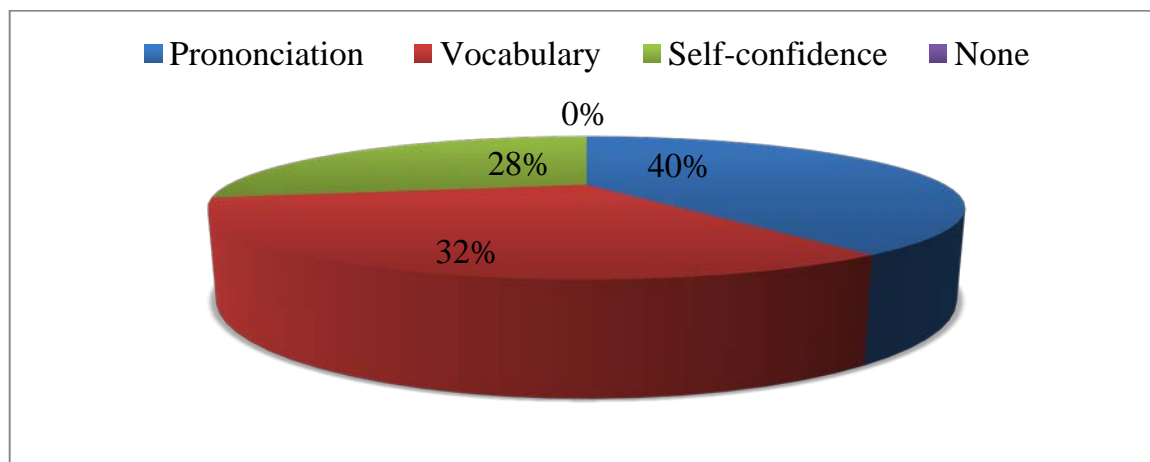
Q6: To what degree are you enthusiastic while learning English via audio-visual aids?



Bar-graph 2.7: Students' Degree of Enthusiasm while Learning English via Audio-Visual aids

The above bar-graph demonstrate that most of students 65% are highly motivated and interested while using Audio-visual aids while 20% of them are extremely enthusiastic. Others (10%) have neutral attitude towards audio-visual aids while only 5% of them have a low motivation.

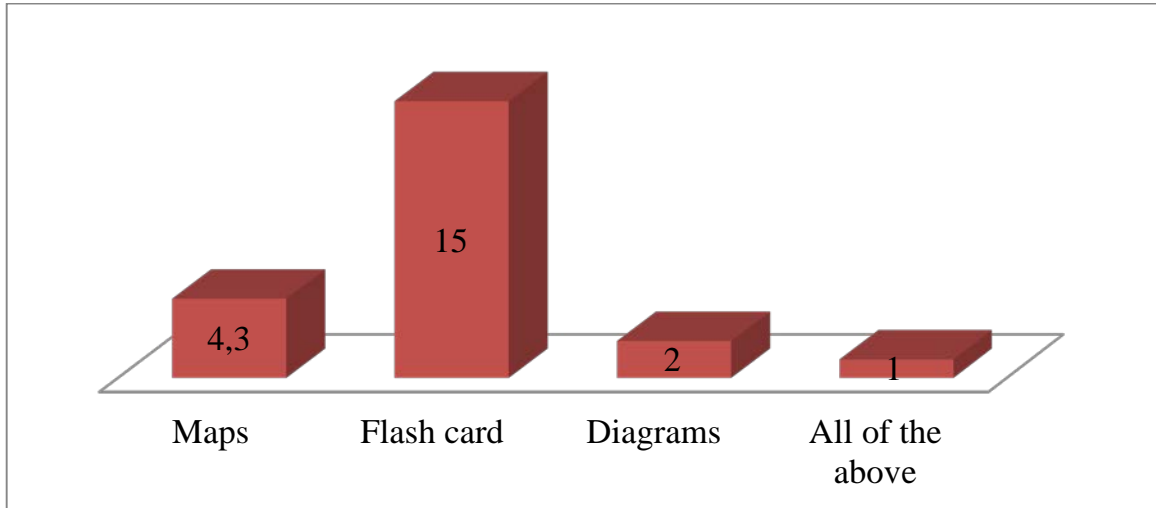
Q7: Using audio visual-aids helps you improving you're:



Pie-chart 2.8: Students' view about the usefulness of audio-visual aids

As can be seen, most of students face difficulties in mastering vocabulary (32%) while 40% of them have limited pronunciation abilities. In addition, only 28% are said to be self-confident speakers thanks to the authenticity and audacity of those materials.

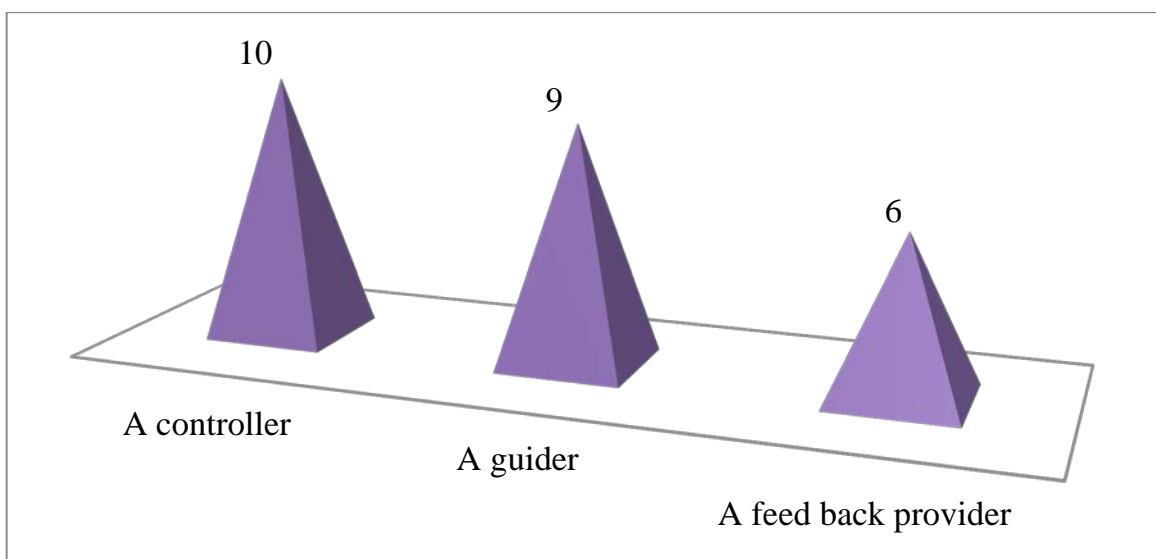
Q8:What are the major types of audio-visual aids that your teachers use while teaching you speaking?



Bar-graph 2.9: The major types of audio-visual aids used by teachers while teaching speaking

It is obvious that flash cards is widely used in EFL classrooms (about 60%) while maps' use represents 20%. Moreover, diagrams represent 15% and 5% of students stated that they use all the aforementioned types of audio-visual aids.

Q9: Your teacher plays the role of:



Bar-graph 2.10: The teachers' Role

50% of students contended that the teacher have a complete control over their learning process while 40 of them consider him as a guider or tutor. On the other hand, 10% of them accentuated that teacher is a feedback provider.

Q10: What are the advantages and the disadvantages of audio-visual aids?

Students have claimed that audio-visual aids help them in developing their vocabulary background as well as their linguistic proficiency .moreover, it allows them to reinforce their micro and macro skills, others have stated that audio-visual aids enable them to learn at their own pace. However, audio-visual aids have some drawbacks in which some students claim that it contain some week points such as poverty of content lack of authentic materials

Q11: How can audio- visual aids ease the learning atmosphere?

Students argued that audio-visual aids help them to make the learning atmosphere more enjoyable and more authentic and more comprehensible, others have said that audio-visual aids help them to their self-confidence and self-efficacy as well.

Q12: Can you suggest other techniques and strategies that may help you in developing your speaking skills?

Students have suggested the following alternative strategies:

- Movies,documentaries.
- Watching YouTube channels, Monologues
- Chattingwith native speakers

2.5.2. Analysis of Teachers' Interview

Q1: Do you use audio-visual aids in the classroom while teaching oral expression?

For this item, all the four teachers have argued that they do rely on audio-visual aids in their teaching process as it represents the forefront of their experience and it allows them to teach English language in its essence.

Q2: Have you ever encountered difficulties while implementing AV aids in the classroom setting? (If you respond positively state them).

As far this question is concerned, teachers' responses vary from one to another as teacher **A** has asserted that he faces some constraints especially when it comes to manipulate those tools as some learners are not familiar with them and they lack digital literacy. Moreover, teachers **B** and **C** have accentuated that some learners get bored while being exposed to audio-visual aids as it makes learning more one-way and some equipment's are not available for all the learners due to their large size. On the other hand, teacher **D** has asserted they he often teaches smoothly and all learners are enthusiastic while learning via audio-visual materials.

Q3: What are the main audio-visual materials that you may rely on while teaching speaking skills?

Teacher **A** has said that he uses PowerPoint and maps most of the time; however, teacher **B** relies on podcasts and broadcasts. Additionally, teachers **C** and **D** use flash cards and audio recordings.

Q4: Have you noticed improvements in students' speaking performance while being exposed to audio-visual aids? How?

For this question, teacher **A** contended that students get improved and their self-efficacy becomes higher while speaking especially in front of the crowd (their classmates). Teacher **B** said that students start getting confident and audio visual aids help in getting rid of their psychological barriers mainly stress and anxiety.

Meanwhile, teacher **C** and **D** claimed that students become able to learn more independently and effectively (learner- centred approach).

Q5: Do your students show interest while learning via audio-visual aids?

Most of teachers stated that students are highly motivated while learning using audio-visual aids; teacher **A** said that he rarely face struggle or shy learners. Teacher **B** said that not all of them seem to be bored but only few of them. Additionally, teacher **C** and **D** said that they encounter shy and passive learners, as they are not familiar with those materials as previously stated.

Q6: According to you, are audio-visual aids enough to boost students' oral proficiency?

All the teachers contend that audio visual aids are not sufficient as the teacher' traditional teaching methods need to be kept and preserved.

Q7: Can you suggest some other techniques that may be taken for granted while teaching speaking?

Teachers have proposed myriad techniques which are cited as follow:

Teacher **A:**

- Practicing the language and letting students expressing themselves (i.e. free talk)
- Group discussions on a pre-determined topics that go along with the interest of students.
- Oral presentations.

Teacher **B:**

- Make students imagine situations and expressing themselves as this technique help them to think in their mother tongue but express their thoughts in English so that the interference of mother tongue will be limited and their conscious learning and cognitive skills will be improved

- Engaging students in contextual communicative situations (in coffee, restaurant ; and airport)

Teacher C:

- Chatting with native speakers via Skype.
- Creating monologues, pieces of theatre

Teacher D:

- Providing some tasks such as gap-information activities in which students start asking each other to get personal information.
- Listening to documentaries and movies and start imitating its speech content.

2.6. Data Interpretation

After analyzing students' questionnaire, the findings reveal that audio visual aids is widely used in EFL classrooms as a supporting tool in developing students' oral proficiency and communicative skills thanks to its authenticity and audacity. These remark has been proved by student's answers from their questionnaire (question 2, 3, and 4 and 5) and teachers' interview (question 1). Moreover, students are enthusiastic and positively satisfied towards the insertion of audio-visual aids as the latter enable them to develop their pronunciation, vocabulary background, and communicative competencies via flash cards. The aforementioned answers result from question 6 and 8. In fact, students face some difficulties when it comes to speak the language in which they are still unable to master pronunciation and performing speech in front of the crowd (as clear from question4). Admittedly, audio visual aids help students to get rid of their psychological barriers and allowing them to learn autonomously and authentically in more personalized manner (as proved from question 10 and 11). In short, students proposed some techniques that they frequently follow while practicing speaking such as watching movies, documentaries, and YouTube channels.

The results of teachers' interview demonstrate that EFL teachers do rely on audio visual materials in their teaching experience specifically as a scaffolding in reinforcing students' speaking performance. Teachers have also confessed that they encountered some snags while exposing students to audio visual aids where some of them are not quite acquainted with the use of audio visual aids and their digital skills are limited. In addition, other teachers asserted that audio visuals is not accessible for every learner due to the lack of enough technological equipment's and devices as has been proved in item 2. Besides, the majority of teachers rely on power points and flash cards while teaching speaking which supply them with the opportunity to provide more comprehensive input for their learners. Additionally, students speaking performance and self-confidence has been surprisingly improved while being exposed to audio visuals which make the leaning process more innovated and humorous. However , audio visual aids are not enough to master the English language as teachers have proclaimed since it is impossible to use it most of the time thus it is preferable to vary the techniques to achieve better academic outcomes. Finally, teachers have suggested some strategies that would students to engage actively in their communication circle such as free talk discussions, chatting with native speakers, and performing monologues.

By and large, the results of both students' questionnaire and teachers' interview are complementary which strongly supported the aforementioned hypotheses.

2.7. Suggestions and recommendations

In order to decrease difficulties faced by the learners and to facilitate the learning process of the listening skill, we recommend the following:

- An official attention to audio-visual aids is required by the educational facilities in learning and teaching.

- The use of audio-visual aids need to be employed by both the teacher and the learner.
- Teachers must introduce and adapt audio-visual aids into the classroom and later these aids be adopted in the learning process by the learners.
- The good choice of the type of audio-visuals aids appropriate to the designed task of achieving competency in the listening skill.
- There must be a variation in the use of audio-visual aids, not to be focused on just one aid from the others, so the employment can be helpful.

2.8. Conclusion

The second chapter has portrays the methodology followed by the researcher to either confirm or disconfirm the aforementioned hypotheses as well as the instruments that have been conducted namely students' questionnaire and teachers' interview. It also dealt with the analysis of the obtained data and the provision of some instructions and recommendations for teachers to better validate effective listening outcomes.

General Conclusion

General Conclusion

Speaking is considered as a fundamental skill in which it displays the proficiency of the target language. Hence, teaching speaking skill needs more experience in addition to suitable tools and strategies that facilitate the processes of teaching and learning. Using audio-visual aids in EFL classrooms is said to be a powerful technique that enhances the learning process.

This study was conducted to investigate the importance of using audio-visual aids to help students in enhancing their speaking skills. The investigation was conducted in the department of English at Ahmed Salhi University of Naama. It aimed at confirming or rejecting the aforementioned hypotheses. Their search case study was first year LMD students and their teachers of oral expression at Naama University. They were selected randomly during the academic year 2018-2019. Moreover, the main data gathering tool of this study was questionnaire which was administered for students and an interview for teachers. The present study has led to confirm the hypotheses. To conclude, using audio-visual aids is very important in teaching English as they help to improve students' speaking skill. In addition, oral practice is a very important activity in the classroom because mastering the speaking skill requires more than learning about grammar rules of the language. Finally, audio-visual aids are successful and effective tools since they give students the opportunity to hear and to see English in its real use, facilitate teaching and learning process, motivate students and help them to feel comfortable to practice freely in different speaking activities. So based on the results mentioned in the conclusion, it has been suggested and recommended the following:

- Speaking is an important language skill which requires a lot of practice; therefore, teachers ought to design different speaking activities and use different teaching aids to expose students to an authentic foreign language to develop their speaking abilities.
- Teachers should use different teaching aids in their classes.
- Teachers should increase the use of audio-visual aids in their courses because they help in developing speaking skill as well as they create a relaxed and motivated classroom atmosphere for students.

General Conclusion

- Students should rely more on themselves and try to develop their speaking abilities by using audio-visual aids outside the classroom.
- Students should first practice listening comprehension to develop their speaking skill.

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Appendices

Appendix A :
Students' questionnaire

Appendix A

Questionnaire

Dear informant,

The following questionnaire aims at assessing the effectiveness of audio-visual aids in fostering EFL students' speaking skills. Thus, you are gently invited to fully answer the questions below by putting a tick (✓) in the appropriate answer.

Thanks for your collaboration.

Part one :

Gender: male female

Age :

Part Two :

1) Do you use technology in the classroom?

Yes No

2) Have you ever heard about audio-visual aids?

Yes No

3) Do your teachers of oral expression use audio-visual aids in the classroom?

Yes No

4) Do you find difficulties while speaking English language?

Yes No

5) How often do you use audio-visual aids while learning English?

Always

Sometimes

Rarely

Never

6) To what degree are you enthusiastic while learning English via audio-visual aids?

.....

Very high High Neutral Low

7) Using audio-visual aids helps you in improving your :

- a) Pronunciation
- b) Vocabulary
- c) Self-confidence
- d) None

8) What are the major types of audio visual aids that your teachers use while teaching you speaking?

- a) Maps
- b) Flash cards
- c) Diagrams
- d) All of the above

9) Your teacher plays the role of:

- a) A controller
- b) A guider
- c) A feedback provider

10) What are the advantages and disadvantages of audio-visual aids?

.....

.....

11) How can audio- visual aidsease the learning atmosphere?

.....

.....

12) Can you suggest other techniques and strategies that may help you in developing your speaking skills?

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

Appendix B : Teachers' Interview

Appendix B: Teachers ' Interview

Question1 : Do you use audio-visual aids in the classroom while teaching oral expression ?

.Question2: Have you ever encountered difficulties while implementing AV aids in the classroom setting ? (if you respond positively state them).

Question3: What are the main audio-visual materials that you may rely on while teaching speaking skills?

Question4: Have you noticed improvements in students' speaking performance while being exposed to Audio-visual Aids ? How?

Question5: Do your students show interest while learning via audio-visual aids ?

Question6 :According to you, are audio-visual aids enough to boost students' oral proficiency ?

Question7: Can you suggest some other techniques that may be taken for granted while teaching speaking?