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The Use of Audio Visual Media in Improving EFL Learners' Speaking Skill

The Case of Second Year English Students at Ahmed Salhi University Center of Naama

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Master Degree in Applied Linguistics

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Aicha Ferdi

DEDICATION

It is a great pleasure to dedicate the fruits of my efforts to my dearest mother whom she was always the source of affection, support and success.

To my father who is so kind and generous during all my studies for offering me a constant courage, patience and advice .

To my sweet brothers: Belkacem , Mohammed, my sisters: Fatima, Sarah.

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Aicha Ferdi

ABSTRACT

EFL instructors are in constant search for the most efficient ways in order to improve learners' speaking skill. Therefore, teachers use different techniques and strategies such as audio visual media , in order to boost learners' motivation and engage them in their learning . For myriad reason AVM become as one of the most effective tools in education, especially in teaching foreign languages . This research work aims at showing that the use of AVM can be a best pedagogical strategy to develop the learners' speaking skill , to achieve this aim we relied on two means of research : a questionnaire for both teachers and students ,classroom observation , the researcher used these instruments in order to gather more accurate data . Moreover, we submitted a questionnaire to both students and EFL teachers , the administration of the questionnaire and classroom observation occur in two classes of the second year LMD at Ahmed Salhi University center of Naama . The results which have been analyzed both quantitatively and qualitatively highlighted that the use of audio visual media aided significantly to boost EFL learners' speaking skill because audio visual materials provide a sufficient time for speaking thereby increasing students' speaking ability. In terms of general layout, the work comprises three chapters: chapter one describes the theoretical points of both speaking and audio visual media . The second one addresses the methodology, demonstrates the participants, data collection procedures while the 3rd chapter deals with the analysis and interpretation of the data collected besides some pedagogical remedies regarding the findings.

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List of Abbreviations

E g: example

AVM: Audio Visual Media

EFL: English as foreign language

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General Introduction

General Introduction

General Introduction

English is the most commonly used language among foreign language speakers, its importance can not be rejected and neglected. Teaching English is not always easy , but teachers have to engage students in the process of learning and motivate them to get the best results because the purpose of learning any language is to communicate effectively and no communication is possible if one doesn't get a chance to communicate.

Most learners are fairly comfortable with reading and writing .However, they hesitate while speaking because EFL learners feel that they lack the fluency and may make grammatical mistakes .Thus, in order to avoid any breaking of communication ,it is mostly preferable to use audio visual media, especially when teaching speaking skills.

In foreign language learning , speaking is considered as one of the most important skills, it has a role in promoting communicative efficiency. Furthermore, teachers should use new techniques in teaching, eg: Audio Visual Media .Hence, the students are concerned to learn the subject . Thus, if learners do not learn how to speak or do not get any opportunity to speak in language classroom, they may soon lose interest in learning.

Beyond all these , this research provokes a question that needs to be answered: To what extent audio visual media might be beneficial to improve learners' speaking ability?, it will also seek to answer the following questions :

1/ Is the use of AVM considered as a good strategy to help students overcome the difficulties in speaking skills?

2/ What is the best strategy that learners may follow to achieve a fluent speaking task ?

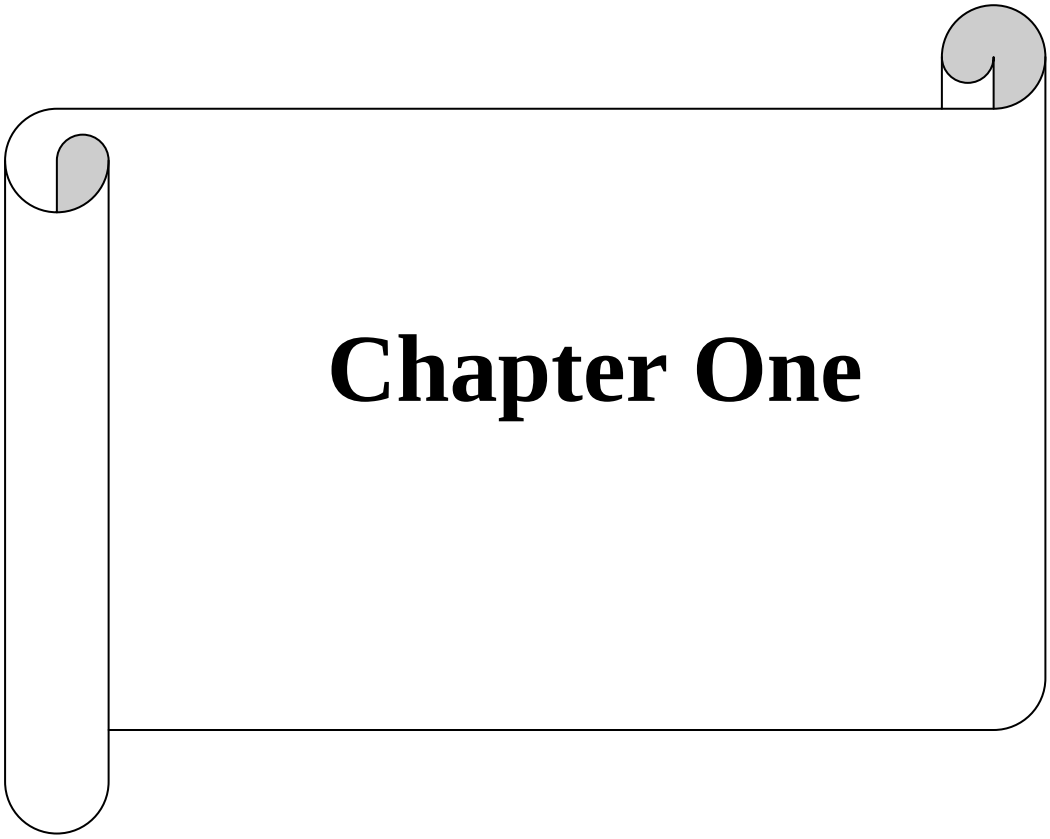
To find answers to these questions the researcher puts a set of hypotheses:

General Introduction

- The use of AVM may help foreign learners to achieve fluency in their speaking process.
- AVM is considered as a good strategy to ameliorate learners' speaking ability .
- AVM helps and motivates students to speak in classroom.

The present study aims to investigate how audio visual media can be effective in enhancing 2nd year LMD students' speaking skills in the department of English , it also aims to make both the teachers and learners aware of the importance of audio visual media in teaching speaking , hence our objective is to show how audio visual media can help students to be fluent in speaking English language.

This dissertation is divided into three chapters; in the first chapter, the researcher will try to define the main concepts related to audio visual and speaking. The second chapter attempts to give an overview of the main techniques and methods which will be employed in this research to gather data including classroom observation , teachers' and students' questionnaire in order to discover the importance of those materials on EFL learner's speaking ability. Furthermore, the third chapter deals with the analysis and interpretation of the data collected , at the end of the chapter the researcher provides some suggestions and recommendations that may encourage students to ameliorate their speaking performance .



Chapter One

Chapter One : Teaching Speaking through Audio Visual Media

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Chapter One : Teaching Speaking through Audio Visual Media

1.1-Introduction :

No one can deny the importance of the speaking skill in foreign language learning , because it has always been considered as the most essential skill to be mastered. Thus, students often find an enormous amount of difficulties in oral tasks inside classroom . Based on this problem, the researcher tries to use instructional materials such as audio visual media in solving this issue .

The first section of this chapter starts by defining the key concepts of speaking, its definition ,elements , aspects , and its relationship with listening skill . The second part is a considerable light on teaching speaking through audio visual media. Besides ,it contains the definition of audio visual media ,types of AVM , and the purpose behind using those materials.

1.2-The Concept of Skill :

According to oxford dictionary (2013: 8th edition), skill is defined as " The ability to do something well". This ability comes from experience, training, or practice.

1.3-The Four Language Skills :

Language can be described as the contact system of words or signs through which people can talk to each other and express their ideas and feelings. According to Sapir "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols "(1921:8).

Language ability is divided into four separate skill areas ; listening, reading, speaking and writing .Thus, listening and reading are known as the receptive skills because learners when they hear or read it means that they receive a language with less exertion .While speaking and writing are known as productive skills because students use the language that they have acquired , then

they are trying to produce messages either through speech or writing for the sake of being understood from others.

The four macro skills have been defined by many professors ,according to Brown (2001,249) listening is " The psychomotor process of receiving sound and waves though the ear and transmitting nerve impulses to the brain " , from this quotation we can understand that when our ears receive individual sounds then our brain converts these into messages that signify something to us. On the other hand, reading is "an interactive process in which the reader's prior knowledge of the world interacts with the message conveyed directly or indirectly by the text"(Smith ,1995: 23) , this implies that when someone reads a text he tries to decode meaning in order to understand what is written.

As mentioned above , the productive skills are those skills in which learners can produce language ,those skills are writing and speaking ,according to Al.jawi (2011 :2) writing is described as "a system for thinking processes and interpersonal communication put on paper using visible signs or graphic symbols on a flat surface such as paper , cloth or even stone slabs " . Otherwise, speaking is considered as a complex process of sending and receiving messages through the use of verbal expressions, and non verbal symbols (As cited by Saci, 2012 :15). To conclude what has been said, teachers should know the importance of the four language skills and dealing with them in balanced way.

1.4- Speaking and Listening Relationship:

Speaking and listening share a very close relationship , in the point of view of Brown there is "a natural link between speaking and listening"(2000:275) , this demonstrates that teachers should combine between the two processes , one could not exist without the other and they are both very important in daily life ,the more students listen, the more they develop their

speaking skills .So, the connection between them is evident . Finally, listening can be related to speaking because if learners want to speak better, they should listen better.

1.5-The Essence of Speaking Skill:

The goal of learning any foreign language is to communicate ,for this reason speaking is considered as one of the most essential skills that must be practised by learners .As Bygate (1987:57) argues :

> Speaking is, however, a skill which deserves attention every bit as much as literary skills, in both first and second languages. Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged, and through which they may make or lose friends. It is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is also a medium through which much language is learnt, and which for many is particularly conductive for learning.

We can understand that speaking is given more attention in both first and second language ,it reflects people's thoughts and opinions .Addition to this definition , Chaney (1998:13) clarifies speaking as "the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of context" . Bryne also said that, "speaking is a two way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding" (1998: 8).

Looking at all the definitions above- mentioned, we can come to the conclusion that the significance of speaking can not be ignored ,although it is not a simple skill to master, it requires a lot of time and energy but learners should be aware of the importance of this process because in order to be competent in any language you must speak it in a good way.

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1.6- Elements of Speaking:

In order to speak the language fluently and accurately, students need to be able to recognize some elements .Harmer (2001 :269) mentions these two main elements which are very substantial in evolving the speaking skill ,these components are Language Features and Mental or Social Processing .

1.6.1-Language Features : The principle elements for the spoken production, are the following:

- **Connected Speech**: Speakers of English must not produce only single phonemes but also they need to utilize more connected sounds .These sounds can be modified, omitted, added or weakened in the connected speech.

- **Expressive Devices** : The devices such as Pitch ,stress, volume ,speed with the use of non verbal means may help English native speakers to transmit meaning . Consequently, students if they want to be effective communicators they need to have the ability to use these devices .

- **Lexis and Grammar :** Sometimes students employ the same lexical structures when they produce some language functions . Thus, it is necessary for the teachers to give them distinct phrases with different functions ,such as agreeing and disagreeing, surprise, and so on.

- **Negotiation Language :** It is a way of obtaining learners to practise language by giving them different cards. So, students have to use the language forms which are written on their cards for interrupting and asking questions .
  - Those elements are very considerable because it gives students chance to be good communicators.

1.6.2-Mental/ Social Processing : The necessary processing skills of speaking are the following:

- **Language Processing** :

It is important for the speakers/learners to transfer their intent to someone else and also they should be able to process words or phrases from their memories to use them when they are communicating with people . It aids the students to improve habits of language processing.

- **Interacting with Others**:

Most of the speaking cases include interaction among one or more interlocutors, which indicates that the effective oral communication also involves a good deal of listening and understanding other's talk then responding through taking turns or maintaining the others to do so .

- **Information Processing :**

This concerns to the ability of processing the information in our mind quickly, i.e. the moment when we get the information we should be ready to react to someone's talk.

1.7- Aspects of Speaking Skill:

Accuracy and fluency are two factors which could determine the success of English language learners. Teachers face some difficulties in teaching English one of these problems is in selecting whether to put the focus of teaching on fluency or accuracy. For this reason, researchers made several debates to see if the two aspects are ideal or only one of them . Richards and Rodgers (2001:157) mention that "fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but in context", that implies that during classroom activities teachers must teach their students fluency and accuracy as it is important for them to learn how to speak well on professional issues in English.

1.7.1-Fluency:

As reported in oxford dictionary(2013:8th edition) fluency is illustrated as the quality or condition of being able to speak or write a language, particularly a foreign language for example English . Besides this , Hughes (2002:14) points that fluency is "The ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation, otherwise the communication will breakdown because listeners will lose their interest".

Hedge Tricia (2000:54) adds also that: "The term fluency relates to production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation." Here, we can say that fluency is the ability to respond in a coherent way through linking the words and phrases effectively, pronounce the sounds clearly, using stress and intonation, i.e. doing all of these quickly.[1]

Many second language speakers begin talking rapidly without pauses because for them fluency is the faculty to speak faster .Thornbury (2005:7) says that "natural sounding pauses are those that occur at the intersection of clauses, or after groups of words that form a meaningful unit. Unnatural pauses on the other hand, occur midway between related groups of words". From this we can deduce that pausing enables students to take breath and also to allow the interlocutors capture what they said.

However, fluency is reflected fundamentally in two aspects: speed of delivery and regularity, i.e. a natural amount and distribution of pauses (Bygate,2009: 401-438). To put into simpler words, fluency is the ability to speak, write and read in the second language to produce or understand utterances smoothly, effortlessly, rapidly, and accurately (Segalowitz,2003: 384).

[1] Cited in Saci (2012.p22).Using Video Techniques to Develop Students' Speaking Skill .

1.7.2-Accuracy:

In teaching second and foreign languages ,teachers try to emphasize on accuracy because most learners forget about it and they are interested in how to be fluent, but they must give attention to correctness of language form because it plays a key role in speaking proficiency. Accuracy is defined as " The ability to produce grammatically correct sentences" (J. C. Richards, R. Schmidt, H. Kendricks & Y. Kim,1992 ,p.204). Furthermore, EFL learners should focus on three elements which are :

- **Pronunciation**: Pronunciation is a basic characteristic of language learning, though it is difficult for learners to produce certain words that they do not use it in their mother tongue . Bad pronunciation can be an obstacle between the speaker and listener. However; Learners should practise pronunciation overall or accurately . Redmond and Vrchota argue (2007: 104) that "it is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood".

- **Vocabulary :** With poor vocabulary EFL learners cannot express their own ideas. Wilkins wrote that ". . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (1972, pp. 111–112) ,i.e. without grammatical structures and with some useful words and expressions, students can communicate .Mastering vocabulary helps them to chose and use the suitable words, utterances with the context when speaking .

- **Grammar:** Grammar is the study of words, it gives the user the structure to build complete and meaningful sentences. To put it simply, it is the way in which words are put together to compose appropriate sentences (oxford dictionary, 8th edition).

Chapter One : Teaching Speaking through Audio Visual Media

1.8-Speaking Difficulties in Foreign Language Learning:

It is not easy to improve speaking , because students may find some obstacles when learning English .The Following are the common problems of speaking skill (As cited by Munjayanah,2004:17) :

1.8.1- Inhibition: Unlike reading, writing or listening activities, speaking requires a student to have all eye on him and degree of real-time exposure to an audience can give him/her stage fright. Learners are often inhibited about trying to say thing in foreign language in the classroom because they are worried about making mistakes or being criticized in front of their friends .

1.8.2-Nothing to Say : Even they are not inhibited, you often hear learners complain that they cannot think of anything to say on a particular topic . They have no motivation to express themselves beyond the guilty feeling that they should be speaking. Students often lack confidence in their speaking ability and feel they have insufficient language skills to speak exactly what they want to say.

1.8.3- Low or Uneven Participation : Only some participants can talk and make it difficult for more reserved students to express themselves freely this means that each one will have only very little talking time. This problem is compounded of some learners to dominate, while others speak very little or not at all.

1.8.4- Mother Tongue Use: It is easier for the students to use their mother tongue in their class because it looks natural . Therefore, Students must understand that they cannot revert to their mother tongue as this will take away precious speaking practice time during lessons and slow down oral progress.

1.9- Teaching Stages for Speaking Lesson: Speaking activities is divided into four main phases . According to Terry(2008,p.6-8) as cited by Allou(2013: 20) These stages are :

1.9.1- The Pre-communication Stage : During this step , The communicative functions are assumed to be introduced by teacher with highlighting the fixed expressions to be utilized. The tutor in this stage should point out the structure (grammar) that learners are supposed to learn , as well as provide them with the necessary vocabulary .

1.9.2- The Practice Stage : The practice stage entails the students in reproducing the targeted structure and the main task of the teacher is to correct their faults and provide the maximum amount of practice .

1.9.3- The Communication Interaction Stage : The teacher encourages the language negotiation among students and gives them opportunities to think about different ways to make communication very effective , also take notes of anything that hinder communication eg: pronunciation .

1.9.4- Feedback and Reformulation : Finally , the teacher attempts to give students feedback on various aspects like : grammar , vocabulary and pronunciation then if necessary he asks them to repeat the task and apply what they have learnt in several context in real life communication.

1.10- Teacher Roles During Speaking Lesson: The teacher should make the speaking lesson successful . Hence , Harmer (2001, pp275-276) mentions three basic roles that the teacher needs to play to get students speak fluently.

1.10.1-Participant: In order to help pupils to improve their learning , the teacher must act as a participant. Harmer (2001 :276) mentions that by participating the teachers “can prompt covertly, introduce new information to help the activity along, ensure continuing student engagement, and generally maintain a creative atmosphere” . Harmer warns that when acting as a participant, the teacher should be careful not to participate too much, thus dominating the speaking and drawing all the attention to himself or herself.

1.10.2-A Prompter: When EFL learners want to talk to each others or to their teacher and they do not find what to say ,so the role of EFL teacher is to offers some words or phrases .

1.10.3-Feedback Provider: The teacher should give feedback in his students' speaking activities .Thus , the teachers should avoid over-correction because it may inhibit students and take the communicativeness out of the activity; therefore, helpful and gentle correction can make students confident and getting students out of difficult misunderstanding and hesitations.

1.11-Teaching Speaking Through the Use of Audio Visual Media:

Media has become a vital part of our lives ,it is used in all fields such as : Education, medicine. Although it has some disadvantages but its importance can't be neglected especially in teaching . In the past, teachers used to use traditional aids such as :blackboard and printed materials ,but with the evolution of technology teachers use modern techniques like : video , picture, data-show ....etc . Such devices are called audio visual media which develops reading, writing, speaking and listening skills.

In this work we focused on speaking skill because the aim of learning English is to communicate ,thus this skill enables students to express ideas , feelings .With the implementation of these new aids ,students can enhance their speaking ability ,that is to say they encourage themselves to speak ,this is due to the development of media.

1.12-Definition of Audio Visual Media:

According to several researchers media can be described as all the techniques and materials that can be employed to support the learning process (Dugger et al., 2001:32, Perraton, 2000:31, Cheek & Walsh, 1996:46). For them ,

media can be seen as any medium or method that are used to present a message. Media can be classified into different types such as audio, visual or audio visual .

The term audio visual in particular is any device such filmstrip, slide, audio or video tape that are used to enhance oral presentation.Moreover, Edgar Dale said that "Audio-visual aids are those devices by the use of them communication of ideas between persons and groups in various teaching and training situations is helped. These are also termed as multi sensory materials."(1946: 47) which means that using these instructional materials can be helpful in the learning process .

To conclude, audio visual aids are any means that makes learning task enjoyable and motivating carried on through the sense of hearing or sense of sight. (Good's Dictionary of Education,1973). Those materials have a great significance in educational field especially in teaching foreign languages.

1.13-Types of Audio visual Materials Used in Teaching: There are different ways of classifying audio visual materials, it can be classified into three main groups :

A. **Audio Materials:** Audio equipments are any devices that can be heard but not seen in which teachers use them to facilitate the course. Some important audio aids are listed below:

1. Record player: students use this device for recording sounds ,they can hear them and repeat them for several times .by listening to verbal word learner's vocabulary will be improved .

2. Radio: Listening to radio program is useful in learning languages, according to Choudhury "The role of radio as a teaching -learning aid is noteworthy. Radio is an important resource of ICT(Information and Communication Technologies) which can be used as an attractive Teaching– Learning Materials (TLM) to the students of second

language''(2014 :482), the aim behind radio is to give the correct spoken English and develop comprehension.

B. Visual materials : Visual equipments have different kinds; we are going to mention some of them:

1. The black-board: is one of the oldest teaching aids ,but it is still used by most teachers ,it is a simple material that teachers consider it as one of the basic requirements to teach effectively(Davis,1991).

2. Charts: Charts are the graphic teaching materials including posters, pictures, maps they can be used to visualize an object and then to interpret it .

- Maps show the location of countries , mountains ..ect
- Posters are the graphic aids with short, quick and typical messages with attention capturing paintings. (Oakley & Garforth, 1985:62).
- Pictures include photographs, painting. Pictures should be simple and not abstract and complicated otherwise the real meaning may be lost in confusion (Davis,1991).

3. Slides : A slide is a single page of a presentation created with software such as PowerPoint ,a presentation is composed of several slides. In other words, it is picture on photographic film projected onto a screen (Allou , 2013: 31).

C. Audio Visual Materials :

- **Television :** It is described as "The queen of audio-visual aids" (Rautrao, p.4:2012,) , it is available for everyone and also most of learners prefer to watch educational programmes on television than to read it in books.
- **Video:** According to Canning Wilson "video is at best defined as the selection and sequence of messages in an audio-visual context" (2000:

319).It helps students to visualize the reality, hear the sounds, see how things move (Jost, 1990: 19).

- **Films :**in order to make learners motivated teachers used films in their classes **,**it helps them to acquire English . "The film takes place in one comprehensive sitting where pupils can follow everything from one scene to another . ." (Eberlein et aL, 1979: 209).
- **Language Laboratory :**It is room equipped with electronic sound-reproduction devices, according to Deepika & kalaiarasan "Language laboratory is an audio-visual installation used in modern teaching methods to learn the foreign languages"(2012, ¶ 2). It plays an important role in the language learning process, thus ,it enables students to record their own voice and play back the recordings it also provides a master control board that permits a teacher to listen to and correct any student individually.

1.14-The Purpose of Audio Visual Media in Teaching :

Many studies have shown that the use of AVM in classroom is favorable for effective language learning and it will free teacher from work (Kelley & Serb, p. 81:1961), they reported that these aids were not only a source of help for teacher but it also attracts learner's attention to learn ,it provides an enjoyable atmosphere for both the learner and the teacher . According to Sabarish (2014) the important values of the proper use of audio visual aids are as follow :

- **Best Motivator :** AVM arouses interest and motivates students to learn.
- **Variety :** Using just chalk and talk do not help . Audio visual provides variety with multiple materials for the teacher.
- **Freedom:** when audio visual materials are used , there is great scope for students to think about ,talk, laugh, comment upon.

Within this atmosphere they work and not only because the teacher wants them to work .

- **Opportunities to Handle and Manipulate :** Instructional materials provide opportunities to students to handle and manipulate the aids.
- **Savings in Energy and Time :** such materials help in saving energy and time of both the teachers and students.
- **Helpful in Attracting Attention :**The attention factor plays a significant role in every teaching and learning process, audio visuals are very helpful in capturing and sustaining attention of students.
- **Realism :** While learning, using audio visual contributes in creating a reality to the learning situation .

1.15-Disadvantages of Audio Visual Media :

Previously, we mentioned that AVM have advantages or values such as : gets the attention of the participants, makes learning easy and permanent and so on . Beside, those merits there are some drawbacks in using AVM , it is as follows:

- Preparing audio visual media requires substantial amount of time i.e. teachers have to invest more time in preparing their own slides, films or any other teaching materials .
- Importance of teacher in classroom is reduced.
- Audio visual media are expensive, it is impossible to provide sufficient availability of such tools in every classroom.
- Excessive use of these means can distract the minds of students from subject matter.

Chapter One : Teaching Speaking through Audio Visual Media

1.16-Select and Use of Audio Visual Media : According to Oyesola (1991) , teachers should take into consideration the following precautions when selecting and using audio visual media :

- Aids must be placed or held where all can see.
- It should be simple and not complex.
- Teaching aids should be used to obtain specific objectives.
- Teaching aids should be suited to the maturity level of the students.
- Technical quality of the aid should be good.
- Teachers must pick out the suitable aid for the appropriate activity.

1.17- Conclusion :

This chapter was limited to the definition of speaking and its components , It also sheds light on the use of audio visual media .Teachers use audio visual media for a variety of reasons, these materials can breathe meaning and life into nearly any lesson and make it understandable for all learners , thus, AVM stimulates imagination and also can develop students' speaking skill. Besides this, teaching with these materials makes learning easy and enjoyable.

The next chapter will focus on the introduction of the different research tools that the examiner will deal with along this research, beginning with identifying the sample population chosen for the present investigation, then describing classroom observation ,teachers' and learners 'questionnaires.

Chapter Two : Data Collection

2.1- Introduction :

The present research work is about " The Use of Audio Visual Media in Improving EFL Learners' Speaking Skill ". In chapter one we have presented a review of related literature to speaking skills and an analysis of audio visual media. To carry out this present research , questionnaires are administered to the teachers as well as to students, in addition to classroom observation, the researcher decided to use these three tools because they are the most appropriate data gathering tools and they also help the investigator to examine the hypotheses that have been formulated.

Teachers and students are the main sources of information in this study. Their opinions are of paramount importance to test the hypotheses that we formulated. We choose to address questionnaires for both, teachers and 2nd year students in order to see their opinions about the use of audio visual media in teaching speaking . In addition, we have used the classroom observation in order to collect more information, during a period of one week, we have attended two sessions from 28th to 29th February 2016, with different teachers .

2.2 -Research Questions :

This research aimed at finding out the answers to the following questions:

- To what extent audio visual media might be beneficial to improve learners' speaking ability?
- Is the use of AVM considered as a good strategy to help students overcome the difficulties in speaking skills ?
- What is the best strategy that learners may follow to achieve a fluent speaking task ?

2.3-Research Design:

In order to answer the research questions , the researcher used two methods: qualitative and quantitative method . The qualitative method is based

on making enquiries, exploration, and discovery. As McDonough (1997:53) stated: "Qualitative research usually gathers observations, interviews, field data records, questionnaires, transcripts, and so on". Also Glesne (1999) explained, "Qualitative methods are generally supported by the interpretivist (also referred to as constructivist) paradigm, which portrays a world in which reality is socially constructed, complex and ever changing" (p 5). Which means that ,this approach is favored by many researchers and has been adopted in the field of human sciences.

Indeed, the findings, in this approach, address and illuminate the "why" and try to find answers and solutions as final results, in other words qualitative studies focus on words to describe and answer social phenomena (Le Compte, & Schensul, 1999).Whereas quantitative method deals with numbers and anything that is measurable .In fact, it entails the construction of hypotheses that can be assessed by gathering evidence and measuring it in empirical way , as Dornyei writes " The single most important feature of quantitative research is , naturally , that is centered around numbers *"* (2007:32).

2.4- Population :

The present research deals with two types of population: students and teachers. According to Polit et al (2001 :233), the term population is defined as: "The entire aggregation of cases that meet a specified set of criteria". On the other hand , Sapsford and Jupp (2006:27) argue that a population consists of "individuals, or elements, and these could be persons , or events […] anything at all of research interest , including observations, judgments , abstract qualities, etc".

Furthermore , to accomplish this study we deal with both EFL teachers and students as sample population during the academic year 2015-2016 . The participants on this research were three (3) teachers of oral expression/comprehension at Ahmed Salhi University Center of Naama .

Chapter Two : Data Collection

Besides, we have administered the questionnaire to second -year LMD students, the total number of the subject population is forty (40) students .

2.4.1- Teachers' Profile:

The main aim of dealing with three (3) teachers (two teachers teach oral expression and one teacher teaches oral comprehension) is to give their points of view concerning the use of audio visual media in EFL oral course and also because they know the difficulties that hinder the speaking process of their learners. Furthermore, the two modules are taught in the language laboratory and both of them are important because through them learners can express themselves orally and also can practise the English language .

The teachers taking part in this study hold the degree of Magister, all of them are females, one of them claims that she has been teaching oral expression for the period of four years ; however the two teachers noted that they have been teaching English in this university for one year ,but they act actively and effectively even though their experience at the university is only one year. Instructors, who were given the questionnaire have been teaching different courses such as oral expression and written expression and oral comprehension .Thus , we appreciate their cooperation with us in this research because they play a vital role in gathering its data .

2.4.2-Students' Profile:

Learners play a fundamental role in this research study, as Allwright and Bailey write***:*** " Learners collaboration is one way of ensuring a variety of perspectives on the situation being investigated" (1996:73). Moreover , the reason for selecting this sample of forty (40) learners was that second-year students have already studied at least one year which means that they are familiar with the university atmosphere and they are aware of the problems that obstruct them to master their speaking.

Chapter Two : Data Collection

Our sample consists of 12 males (30 %) and 28 females(70%), they were selected randomly, their age varies from 20 to 31 years , those participants are baccalaureate holders from both scientific and literary streams, they have been learnt English as foreign language since their first year at the middle school ,this makes a total number of seven years taking into consideration their first year at Naama university center .

2.5-Research Tools :

The selected instruments to achieve this research are:

- Questionnaires for both teachers and students.
- classroom observation.

2.6-The Aim Of Questionnaire:

The main aim behind the use of questionnaires, for both students and teachers, is to confirm our hypotheses by asking them about their opinions about the use of audio visual media in teaching speaking .As Wray and Bloomer (2006:158) argue: " The questionnaire is useful for surveying a lot people in many different locations". Which means that questionnaire plays a prominent role in any research, because it is a tool of data collection which is thought to give the researcher the advantage to collect a large amount of diverse data. The researcher used two types of questionnaire, the open (unrestricted) questionnaire and the closed (restricted) questionnaire.

- **Closed questions :** The closed questionnaire calls for short, or check responses, e.g., giving a yes or no, a short response, or checking an item from a list of suggested responses (Bell 1987, Oppenheim 1966, 1992). The merits of the closed questionnaire are that they provide respondents with simple alternatives, or short and easy ways of responding without anxiety (Bell 1987, Best 1981). In addition, they are easy to administer and analyse (Oppenheim 1966, 1992, Oskamp 1977).

For example: Do you think that the audio visual media is a good strategy to present a lecture ?

Yes ☐ No ☐

- **Open questions :** They request the informants to express freely his/her point of view. The advantages of the open questionnaire are the ease with which investigators can ask questions, and the freedom that it is given to the respondents, allowing them to express their own views (Oppenheim 1992, Oskamp 1977). For example :

  Would you please add any other comments you consider important for this issue?

2.7- Description Of the Questionnaires:

Questionnaires represent a great source of information , Brown (2001:6) reports a definition of the questionnaire as being: "Any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers". So the questionnaire is considered as an effective tool that helps the researcher to gather more evidence .

2.7.1-Learners' Questionnaire :

This study is presented in the form of a questionnaire that consists of 15 questions, which vary from "yes" or "no" questions to open questions, that is to say, closed questions require the students to answer by "Yes" or "No" or to tick up the right answer from a set of options and open-ended requiring them to select from the given options and add their own point of view and justification. Furthermore, the items from 1 to 5 deal with background information of the students which consists of the gender, age , how they consider their level in English and whether this level enables them to express themselves orally ,then the questions from 6 till 15 involves the following headings :

- ✓ Question 6 is devoted to know if the participants agree that the use of AVM is beneficial with justifying their answers.
- ✓ Learners' choices between pictures ,films, videos and PowerPoint (Question7).
- ✓ Question 8 seeks to know if the use of instructional materials enhances the students' speaking level with explaining 'why'.
- ✓ Question 9 is concerned with knowing if the use of audio visual media is considered as a good strategy to present a lecture .
- ✓ Question 10 is devoted to know if these materials motivate them to learn better .
- ✓ Question 11 is designed to know if their teachers use AVM in their lessons .
- ✓ Question 12 aims to know students' attitudes towards the frequency of the use of audio visual media by their instructors.
- ✓ Question 13 is asked to know if the use of AVM saves time .
- ✓ Question 14 is devoted to know Students' opinions about the employment of AVM in speaking .
- ✓ In the last question 15 we let students free to give their advice or suggestions .

2.7.2-Teachers' questionnaire: The teachers' questionnaire is composed of (13) questions , they are either close questions or open questions .

- ✓ Questions (1,2,3) are devoted to teachers' background information, such as gender, degree and experience as an university teacher .
- ✓ Question 4 is designed to know if the teachers agree that in order to learn foreign language students have to speak it .
- ✓ Question 5 is asked to know the students' level of speaking proficiency .
- ✓ Question 6 is about the use of any type of audio visual media in delivering their courses.

- ✓ In Question 7 we ask teachers about the kind of AVM that they prefer to use and explain their choice .
- ✓ Question 8 is proposed to know if the use of AVM enhance students' motivation in the speaking skill.
- ✓ Question 9 is stated to know whether AVM makes them gain time with justifying the answer .
- ✓ Question 10 is asked to know how teachers consider teaching speaking with AVM.
- ✓ Question 11 is designed to know if the instructors agree that the more they use instructional materials the more their students achieve better.
- ✓ Question 12 aims to know if teachers find any difficulties when using AVM in their lessons .
- ✓ The last question 13 asks teachers to add any other comments they consider important for this issue.

2.8-The Administration of the Questionnaire :

As we have mentioned before, forty (40) students were selected for our study ,they were given some explanations before they complete the questionnaire and it took the students more than 15 minutes to complete the questionnaire. While teachers' questionnaire was administered to three (3) teachers and it took only one day to hand the questionnaire back.

2.9- Description Of Classroom Observation :

In addition to the questionnaire strategy, classroom observation is used in order to obtain a rich variety of information .According to Johnson, K. & Johnson, H (1998:41), classroom observation is "a means of undertaking research into what occurs in classrooms by attempting systematically to observe and keep records of classroom events". Lan also states that "classroom

observation as a means to improve teaching quality among teachers is widely recognized" (2001:161).

Moreover, in order to examine whether both students and teachers give importance to audio visual materials as a significant strategy to ameliorate the speaking skill, we carried out an observation to explore what goes on inside the classroom, our observation was used with second year LMD classrooms at Ahmed Salhi University Center of Naama and it was carried out during the second semester of the academic year 2015-2016, additionally it encompasses two groups (G1 , G2) the investigator has attended with those two groups in two different sessions, with different teachers and at different times. Each group session consists of one hour and half to explore the extent to which the teachers give opportunities to students to practise the speaking skill inside the classroom.

In order to obtain the essential information, the researcher prepared a checklist (appendix I) to take notes that later, will be analyzed, this checklist includes a set of items under two sections ,the first section is designed for observing the management of the learning environment ; while, the second section is devoted to the observation of several criteria which are related to AVM.

a) **Section one: General observation of the classroom management:**

This section attempts to describe the classroom environment such as the physical setting .

b) **Section Two** : In this section the researcher should report the following items in order to reach a significant description and analysis for the data collected during observation:

- Do the teachers use AVM within their courses ?
- Do teachers find any difficulties when implementing these materials ?

- Do learners show interest and motivation when teachers use AVM in teaching speaking ?
- Do teachers encourage students to speak ?

2.10-Aim of the Observation : The Researcher carried out an observation in order to fulfill the study's twofold aims :

- To ensure whether audio visual media provides a communicative space to develop students speaking fluency.
- To establish the level of students of second year LMD speaking fluency.

2.11-Conclusion :

The chapter provided an overview of the research design and methodology followed to collect data and evidence that support the hypotheses formulated . In other words , it explains the method and process used for the research, it starts by describing the population of the study, then explaining the design, describes the three research instruments. Otherwise in the third chapter we cope with analysis of the data collected from the employed research instruments in attempt to check whether the use of AVM helps students to enhance their speaking , at the end of the 3rd chapter the researcher tries to give some suggestions .

Chapter Three : Data Analysis and Interpretation

3.1-Introduction :

After collecting data from different sources through the use of a set of research instruments including classroom observation , a questionnaire for students and teachers. The present chapter is devoted to the procedures of data analysis, and the interpretation of the results gathered from each instrument. Finally , it concludes with some recommendation which helps both the teachers as well as students .

3.2-Classroom Observation Analysis :

The observation includes a set of items under two sections, the findings of these items were analyzed as follows :

I) **Section One: General Observation of the Classroom Management :** In the two groups , the physical setting is clean, organized, spacious, light and comfortable so that learners can interact and speak with each other.

II) **Section Two :**

a. Common Audio Visual Media Used by Teachers :

It is noticed that the teachers employ different visuals and audio materials, the most common audio visual materials used in these classes were , videos, PowerPoint presentation , films, pictures…etc .Yet it is observed that PowerPoint presentation and videos are widely implemented if compared to other types of teaching tools ,teachers used videos in order to provide learners with the correct pronunciation and also to check the understanding of the learners .Besides, PowerPoint presentation are mostly used because both teachers and students don’t find difficulties when using them, they are easy to carry on and to work with .

b. The Common Problem Faced by the Teachers when Implementing these Materials :

It is remarked that the teachers face some difficulties when using those tools, it appears that the instructors are attracted to technology but they need more training ,because when they want to utilize AVM they wait for the administrations' worker to fix computers which leads to waste a lot of time.

C. Students' Response to the Use of AVM in the Class :

The majority of the students paid more attention to the lessons when teachers bring this equipment such as videos, PowerPoint presentation, films, pictures and so on . In other words, learners understood the lecture well and thus they participated with enthusiasm .Through our observation, we concluded that these means motivate them to acquire language especially when they exposed to listen or watch to native speakers .

D. Audio Visual Media in Helping the Teachers :

It is noticeable that the use of AVM may help the teachers to draw the attention of the students i.e. teachers could easily convey the message to their students by using different AVM .Thus, the employment of these tools made the class dynamic and interactive.

E. Teachers Encourage their Students to Speak :

When we attended the two groups we have noticed that the teachers encourage their learners to talk and also they asked them to improve their speaking level through listening to native speakers which mean to listen to music , watching videos , films read short stories , books and so on .

3.3-Analysis of the Students' Questionnaires:

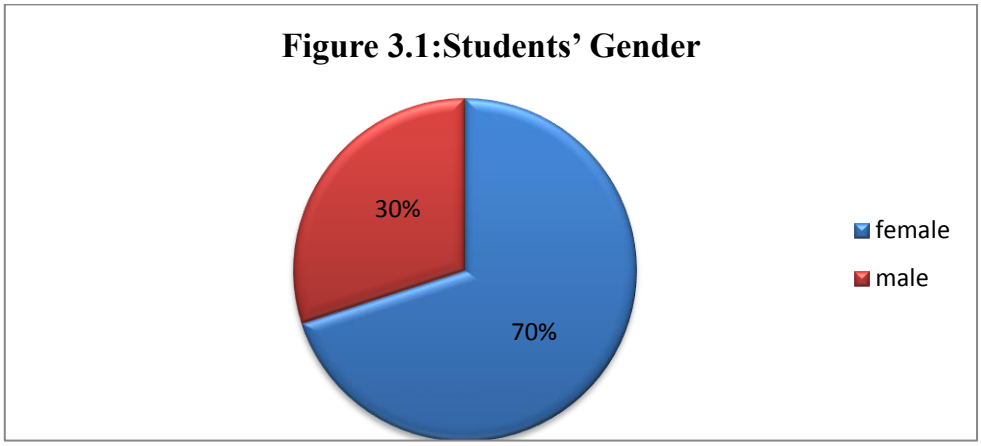
The following section will provide a descriptive statistics and graphs of the collected data from the students' questionnaires with a comprehensible analysis of the results obtained.

Chapter Three : Data Analysis and Interpretation

Q1: Specify your gender

Options	Female	Male	Total
Number	28	12	40
Percentage	70%	30%	100%

Table 3.1: Students' Gender

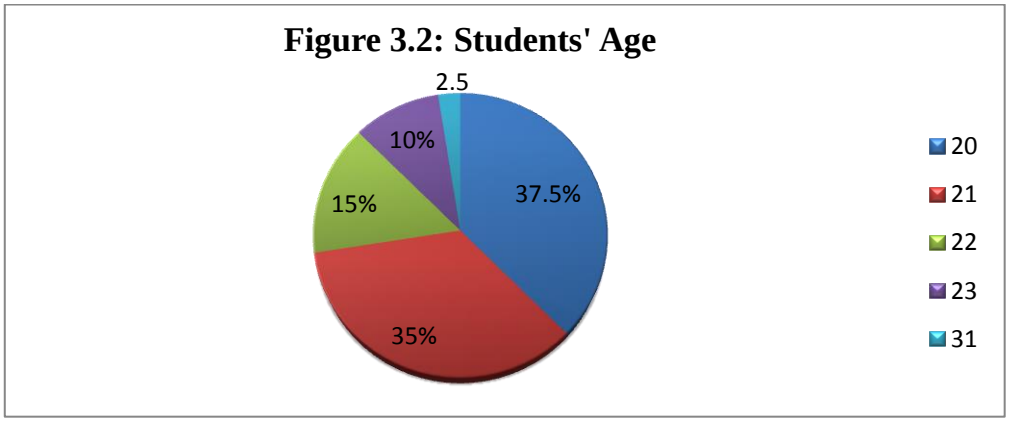


According to the results obtained above, our population contains 30**%** males and 70**%** females. We may conclude that females prefer learning English more than males .

Q2: Age

Years	20	21	22	23	31	Total
Number	15	14	6	4	1	40
%	37.5%	35%	15%	10%	2.5%	100%

Table 3.2: Age

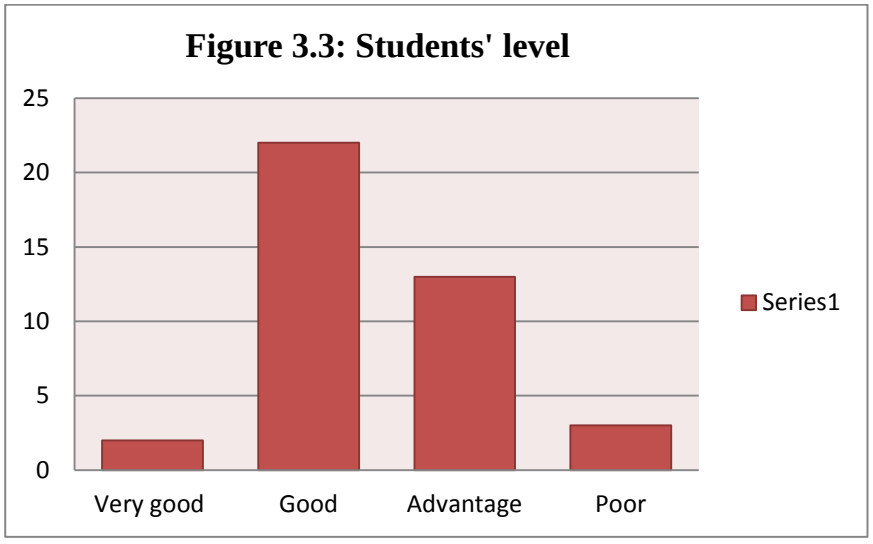


The result from the table above shows great diversity concerning the age of the students in our sample, the students' age vary between 20 years old and 31 years old out of the total number of our sample 40 students. We have 15 students (37.5%) who are 20 years old and 14 students represent 35% of the sample whose age is 21 years old which is the normal age of the second year LMD students . 22 years old make the 15% of the sample, 23 and 31 years old students seem to be the older group of the sample either because they have repeated years or not having started early their education.

Q3: How do you consider your level in English?

Options	Very Good	Good	Advantage	Poor	Total
Number	2	22	13	3	40
%	5%	55%	32.5%	7.5%	100%

Table3.3: Students' Considerations for their level in English



According to the sample's analysis, participants' answers show that their level in the English language is acceptable, we notice that 2 students (5%) who have admitted that their level of English is very good .22 students (55%) believed that their level in English is good.13 students (32.5%) said that their level is advantage. Against 3 students, (7.5%) who confess that, their level is poor.

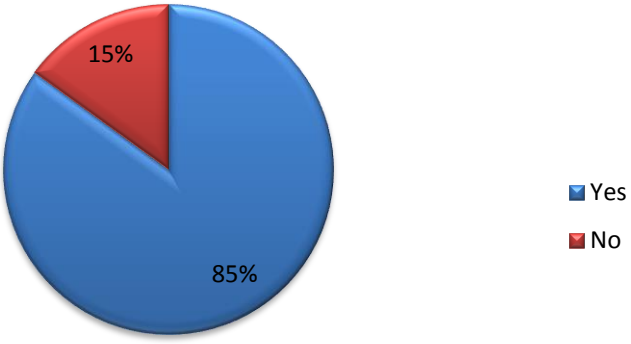
Chapter Three : Data Analysis and Interpretation

Q4: Was English your first choice ?

Options	Yes	No	Total
Number	34	6	40
%	85%	15%	100%

Table 3. 4: Students' Choices in Studying English

Figure 3.4 :Students' Choices of Studying English



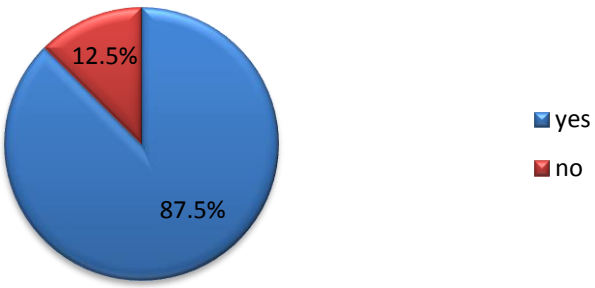
A quick look at the table above reveals that (34) participants go for "yes" which represent (85%) of the whole sample while; (6) students have chosen "No" making up (15%).We believe that the minority of the students (15%) did not chose English as a branch at the university maybe because they have other preferences but the baccalaureate average did not allow them to follow the branch they want, or maybe because of their parents' decision. Whereas the high number of participants (85%) have chosen freely to study English this indicates their great desire and interest towards studying this language.

Q5: Does your level enable you to express yourself orally?

Options	Yes	No	Total
Number	35	5	40
%	87.5%	12.5%	100%

Table 3.5: Students' Beliefs about their Abilities

Figure 3.5: Students' Beliefs about their Abilities



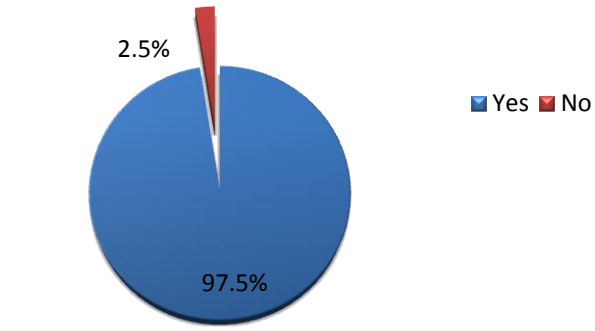
As it is clearly observed from the table, 35 students (87.5%) believed that they have the ability to express themselves orally. However ,only (12.5%) or 05 students have negative beliefs about their ability to express themselves orally, those who said no explain their answers, they think that to express themselves orally, they need more vocabulary and also they need to be confidant in order to express themselves .

Q6: Do you think using audio visual media is beneficial?

Options	**Yes**	**No**	**Total**
Number	39	1	40
%	97.5%	2.5%	100%

Table 3.6 : The Advantage of using Audio Visual Media

Figure 3.6: The Advantage of using Audio Visual Media



The majority of the participants, with 97.5%, consider using audio visual media as beneficial because learning is more interesting and amazing with audio

visual media , and these materials facilitate the way of studying and help them to understand the target language . On the other hand, only one student (2.5%) claimed that those materials are not beneficial and justifying his/her opinion by pointing out that the use of these educational tools is a waste of time .

Q7:Which kind of audio visual media do you prefer ?

Options	Pictures	Films	Videos	PowerPoint	Total
Number	2	8	23	7	40
%	5%	20%	57.5%	17.5%	100%

Table 3.7: The Most Preferable Type of Audio Visual Media

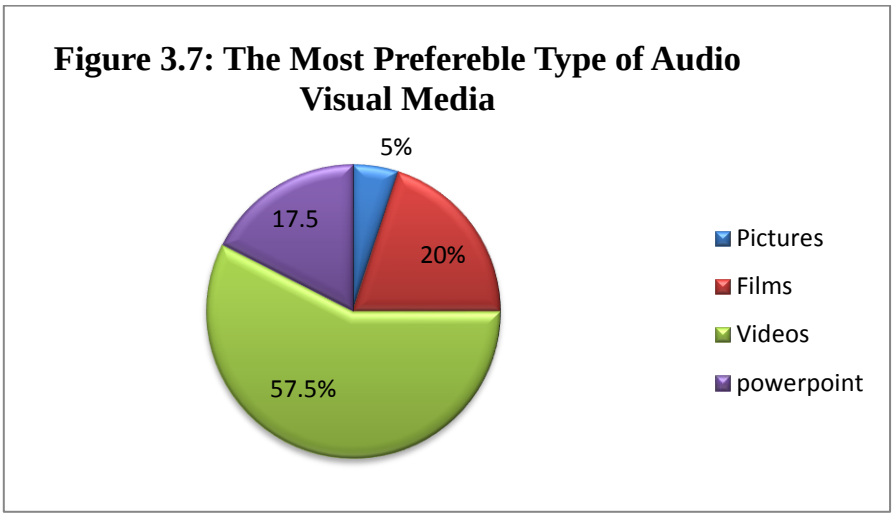


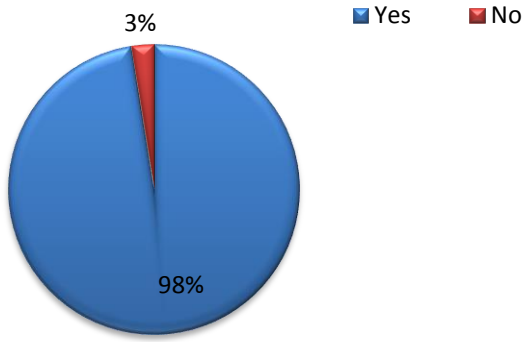
Table 3.7 shows that 57.5% of the students prefers videos, 20% prefers using films, 17.5% prefers learning with PowerPoint presentation , while only 5% prefers pictures as a medium of learning. From this table we can understand that most learners prefer videos .

Q8:Does the use of audio visual media improve your speaking skill?

Options	Yes	No	Total
Number	39	1	40
%	97.5%	2.5%	100%

Table 3.8: The Effectiveness of Using Audio Visual Media in Improving Speaking

Figure 3.8:The Effectiveness of Using AVM in improving Speaking



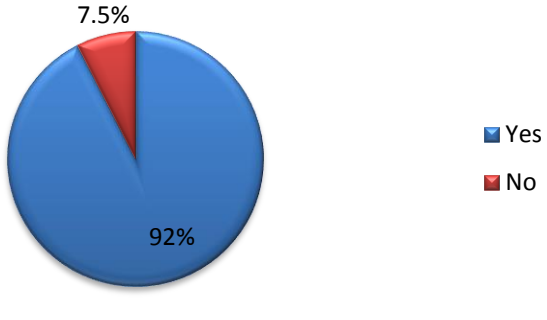
According to 39 of the participants (97.5%) the use of audio visual media is effective in improving speaking because it helps them to correct their pronunciation; however, only one of them that make 2.5% of the sample disagrees with the idea that the use of audio visual media can help students to ameliorate their speaking skills because for him/her there are different way to improve the speaking level .

Q9:Do you think that the audio visual aids are a good strategy to present a lecture?

Options	Yes	No	Total
Number	37	3	40
%	92,5%	7,5%	100%

Table 3.9: Students' View about if Audio Visual Aids are Good Way to Present Lectures

Figure3.9:Students' View about if Audio Visual Aids are a Good Strategy to Present a Lecture



Chapter Three : Data Analysis and Interpretation

Table 3.9 shows that the majority of the students 37 (92.5%) think that audio visual aids constitute a good way to present a lecture, this indicates that AVM is very helpful for the students , it helps them to focus and also make the lessons interesting and enjoyable .whereas just three students (7.5%) claimed that these means are not a good strategy to present a lecture .

Q10:Do they motivate you ?

Options	**Yes**	**No**	**Total**
Number	39	1	40
%	97.5%	2.5%	100%

Table3.10 : Audio Visual Media as Motivators

Figure 3.10:Audio Visual Media as Motivators

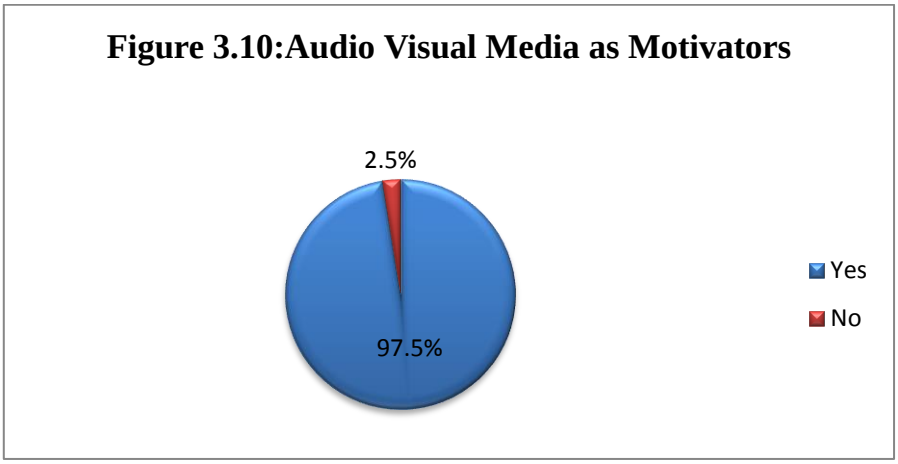
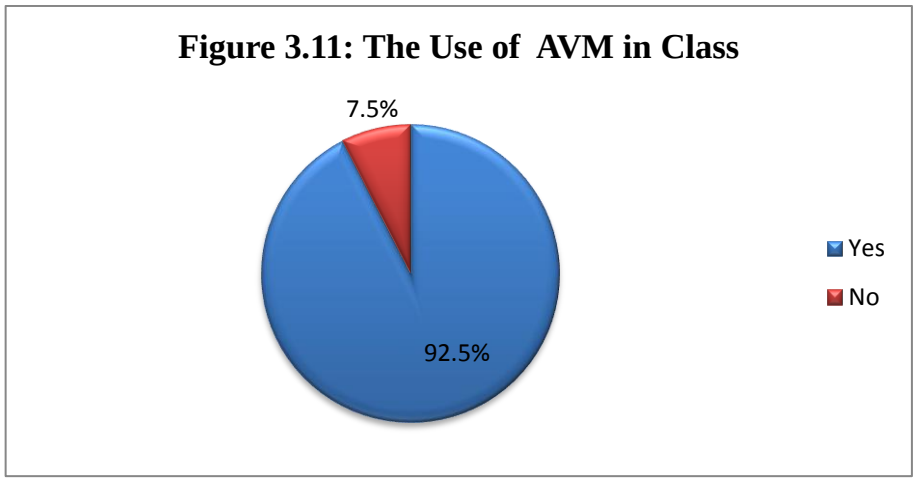


Table 3.10 shows that 97,5% of the students consider audio visual media as motivators because it helps them to gain new words and develop their pronunciation, vocabulary….etc. while 2.5% of the students do not consider audio visual media as motivators because they find some difficulties when listening to native speakers.

Q11:Does your teacher use those materials ?

Options	**Yes**	**NO**	**Total**
Number	37	3	40
%	92.5%	7.5%	100%

Table 3.11: The Use of Audio Visual Media in Class

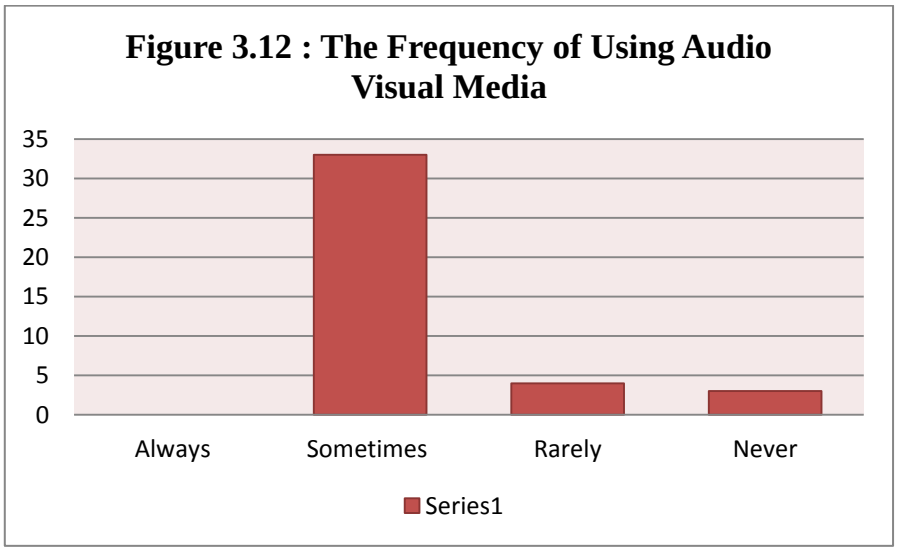


37 of the participants which makes 92.5% opted for "yes", the teacher uses audio visual media during oral classes however the remaining 3 participants opted for "no" the teacher does not use those materials .

Q12:How often do your teachers use them ?

Options	Always	Sometimes	Rarely	Never	Total
Number	0	33	4	3	40
%	0%	82.5%	10%	7.5%	100%

Table3.12: The Frequency of Using Audio Visual Media



This table shows that 82.5% of the sample opted for sometimes, that is to say, the teacher uses AVM when they find it necessary. The remaining 10 %

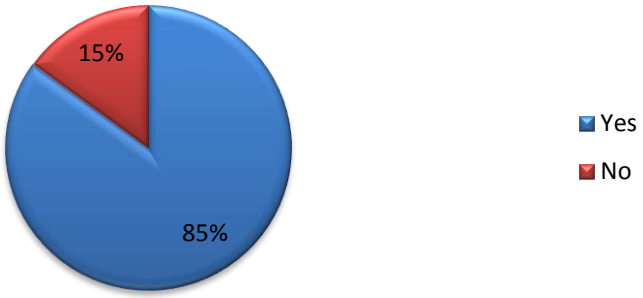
opted for “rarely” , however , 7.5% of the sample opted for “never” , which indicates that using those materials depends upon the teacher .

Q13: Do you think that the use of audio visual media saves time?

Options	Yes	No	Total
Number	34	6	40
%	85%	15%	100%

Table 3.13: The Use of AVM to Save Time

Figure 3.13: Saving Time



The majority of the participants (85%) agree that the use of AVM saves time. Teachers can focus on the four skills at one time by using those materials. While 6 participants (15%) said that it doesn’t save time because there are some teachers who don’t know the way how to use different audio visual media .

Q14:What do you think about the employment of AVM in speaking ?

Opinion	It’s useful for you	They do not help you	It is difficult to apply them in class	They are not beneficial	Total
Number	37	0	1	2	40
%	92.5%	0%	2.5%	5%	100%

Table3.14: The Employment of the Audio Visual Media in Speaking

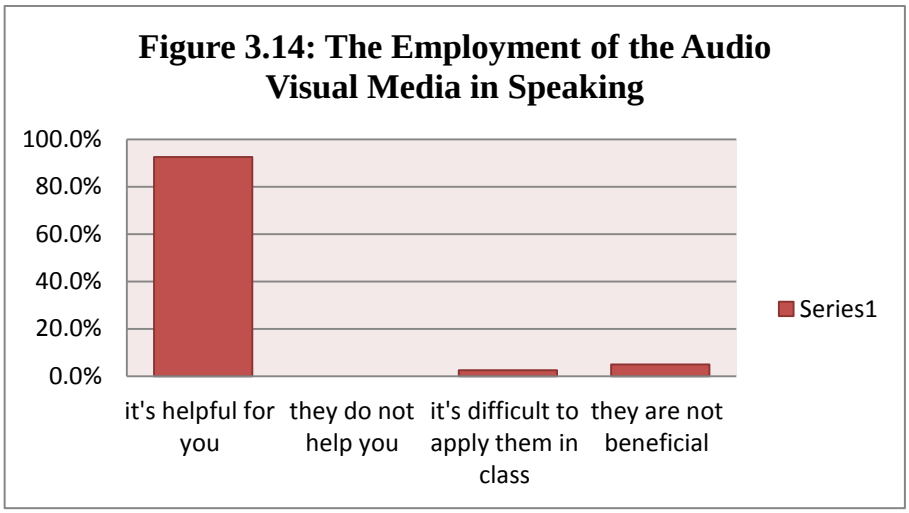


Table 3.14 shows that 92.5% of the participants think of the employment of audio visual media in speaking as a great help for them, because it simply helps them to improve their pronunciation, 2.5% of the students find it difficult in applying them in class, and 5% of the students think that using audio visual media in speaking are not beneficial .while, none of the participants said that AVM does not help them.

Q15: Advice or suggestions

In the last question, the students were allowed to propose any advice or suggestions that may help with the present research. The majority of the students did not answers this question, but only few of them mention some suggestions as:

- Teachers have to use AVM in teaching speaking because it is too helpful, it makes the students more interested to the lecture .
- Teachers should not employ audio visual media only in oral courses but also they should use it in other modules.
- Although ,the use of AVM is important in learning but it can not replace and play the role of teacher .
- AVM sometimes takes much time ,so teachers have to use them wisely .

Chapter Three : Data Analysis and Interpretation

3.4-Analysis of Teachers' Questionnaire :

Q1 :Specify your gender ?

Options	Female	Male	Total
N°	3	0	3
%	100%	0%	100%

Table 3.15 : Teachers' Gender

Table 3.15 shows that all the participant (three teachers) are females(100%)

Q2 : What is your degree ?

Degree	License	Magister	PHD(doctorate)	Total	
N°	0	3	0	3	
%	0%	100%	0%	100%	

Table 3.16 : Teachers' Level

As we can notice from the results shown above in table 3.16 ,the three teachers are highly experienced since they get the Magister degree. This lets us consider their answers and suggestions as very reliable to our research and there is no teacher with a doctorate degree.

Q3 : How long is your experience as a teacher at the university ?

Teachers	Numbers of years
Teacher N°:1	4 years
Teacher N° : 2	1 year
Teacher N°:3	1 year

Table 3.17: Teachers' Experience

A quick look at this table (3.17) will reveal that teacher N° 1 has a long teaching experience at the university since she has spent from 1-4 years, this indicates that she is an experienced teacher .However, teachers N°2 and N° 3 have a short teaching experience since they have taught in this university just for one year, by the way one of those two teachers has a long teaching experience out of the university.

Q4: Do you agree that in order to learn foreign language students have to speak it ?

Opinions	Strongly agree	When necessary	Agree	Total
N°	3	0	0	3
%	100%	0%	0%	100%

Table 3. 18: Teachers' Opinions if they Agree on the Fact that in order to Learn Foreign Language Students Have to Speak It

It is observed from the table that all the teachers (100%) strongly agree that in order to learn English students have to speak it. Because the aim of learning English is to speak it in a fluent manner.

Q5: which of the followings describes your students' level of speaking proficiency in English ?

Options	High	Above Average	Average	Low	Total
Number	0	0	3	0	3
%	0%	0%	100%	0%	100%

Table 3.19: Teachers' Evaluation of Students' Level of Speaking Proficiency

Teachers, here, are required to describe their students'level of speaking proficiency. From the table above we can see that no one has opted for the 'high' 'above average' and 'low' options because the three teachers (100%) believe that their students' level in speaking proficiency is average ,so the role of the teacher here is to make the students aware of the speaking process, thus, they need practice in talking to be able to boost their speaking ability.

Q6: Do you use any type of audio visual media in class ?

Options	Yes	No	Total
N°	3	0	3
%	100%	0%	100%

Table 3.20: The Use of Audio Visual Media in Class

All teachers (100%) affirm that they use audio visual media in class , which means that it has great importance in teaching.

Q7: what type of audio visual media do you prefer ?

Options	Films	Pictures	Videos	Power point	Total
N	0	0	2	1	3
%	0%	0%	67%	33%	100%

Table 3.21: The Most Preferable Type of Audio Visual Aids in Teaching

The table above illustrates that two teacher prefer using video. However , the third teacher prefers using only PowerPoint presentation in their lessons . This means that teachers are free to choose the suitable tool for an effective teaching .

Q8: could the audio visual media enhance students' motivation in the speaking skill?

Options	Yes	No	Total
N°	3	0	3
%	100%	0%	100%

Table 3. 22 : Teachers View about Student's motivation in the Speaking Skill

The results abstained from this question indicate that all the 3 teachers (100%) confirm that audio visual media enhances students' motivation in the speaking skill, from this we can deduce that AVM has a significant role in improving the communication skill.

Q9: Does it make you gain time ?

Options	Yes	No	Total
N°	2	1	3
%	67%	33%	100%

Table3.23: The Use of AVM to Save Time

Two participants (67%) agree that the use of AVM saves time because teachers think that when using these means the learners will be opened to the target language and also these materials speak louder and won't assume much

time .While only one participant (33%) said that it doesn't save time because she didn't know how to use computers. Consequently , she waits for the administration's worker to help her.

Q10: Do you consider teaching speaking with audio visual media as :

Options	An educational strategy	Entertainment strategy	Both	Waste of time	Total
N°	1	0	2	0	3
%	33%	0%	67%	0%	100%

Table3.24: Teachers' Perspectives about the Use of AVM in Teaching Speaking

One participant (33%) considers teaching with AVM as an educational strategy and 2 participants (67%) consider it as both educational and entertainment strategy; whereas none of the three teachers considers it as an entertainment strategy or a waste of time .

Q11: Do you think that the more you use AVM the more students achieve better ?

Options	Yes	No	Total
N°	3	0	3
%	100%	0%	100%

Table 3. 25: Teachers' Perspectives about the Frequent of Using Audio Visual Aids in Improving Speaking

From the table above we deduce that all the teachers 100% agree that the more they use AVM the more their students achieve better i.e. the use of audio visual media helps in improving students' speaking skills.

Q12: Do you find any difficulties when using AVM in your lesson ?

Options	Yes	No	Total
N°	0	3	3
%	0%	100%	100%

Table 3.26: Teachers' Views about AVM Difficulties.

This table shows that all the participants(100%) don't find difficulties when using audio visual media in their lesson because it facilitates the target of the oral or spoken subjects with much enthusiasm.

13- Added Comments that are Considered Important to This Issue:

The aim of this item was to give freedom to teachers to write any suggestions in order to make our research richer, the three teachers suggest the following :

- Teachers need special training to be able to use AVM effectively .At the end, AVM is highly needed and widely recommended for both teachers and learners as well .
- The use of AVM is very crucial for an EFL class and that it should not be restricted mainly in oral or phonetic classes but also transcend its use and practice to other subjects.
- The topic of the lesson should be attractive because AVM attracts more when the topics are motivating for the learners .

3.5 -Discussion:

The major results that are collected for each research instrument will be discussed in relation to the already raised hypotheses. The analysis of teachers' questionnaire affirms our hypothesis and reveals that the use of audio visual media helps foreign learners to achieve fluency in their speaking process , the results also show that teachers employ different kind of AVM such as : videos , PowerPoint presentation ,films …etc ,which indicates that they make efforts to improve students' speaking skills .Analysis also reveals that teachers consider teaching with AVM as both an educational and entertainment strategy .

The analysis of students' questionnaire confirms that AVM is considered as a good strategy to present a lecture and also to ameliorate their speaking ability ,they also claim that the use of these materials are beneficial ,which

implies that students are aware of the significance of these devices .The results also demonstrate that the implementation of AVM motivates students to speak in classroom which means that AVM creates an enjoyable learning context and it facilitates the teaching and learning process .

Additionally, from the classroom observation results it is noticed that power point presentations and videos are widely applied if compared to other types of teaching tools. The results show that teachers find some difficulties because when they want to use AVM they wait for the administration worker to fix computers. Moreover , the findings also reveal that AVM helps teachers to draw the attention of the students and made the classroom dynamic . To sum up , EFL learners support the use of audio visual materials because with the employment of these devices they understood the lesson and enjoy learning , it also helps them to improve their pronunciation .

Generally speaking, all the research instruments reveal that using audio visual media is a beneficial strategy in EFL classroom, it improves the students' ability to speak and learn the English language , it also seems that both learners and instructors are well aware about the use of instructional materials in teaching speaking which are considered as a successful method .Thus , the use of different types of audio visual materials provide opportunities for students to practise their English and for teachers to evaluate their students which assesses their speaking level.

3.6- Conclusion :

In general, the results of the third chapter which rely on classroom observation, learners' and teachers' questionnaire show that audio visual materials are important in education system ,they are used to encourage teaching-learning process and make it easier and interesting . Therefore, the results indicate that the speaking skill is very important in EFL teaching .Hence , teachers need to encourage students' speaking inside the classroom in order to

become fluent in English . Finally, audio visual materials are of the best strategies for making teaching more effective .

3.7- Recommendations: Research findings of this research give some recommendations that help learners as well as teachers, those recommendations are summarized into the following points :

- Teachers should use different AVM such as videos , laboratory , radio , television, in order to enhance the interest and motivation of the students and keep them attentive in the class.
- Teachers need special training to be able to use AVM effectively .
- In order to prevent boredom ,instructors must select the appropriate topic because AVM attracts more when the topics are interesting .
- Administration of department should look again on the time devoted to speaking skills courses and give it enough time .
- Learners must use AVM outside the classroom like watching TV shows of native speakers ,watch videos ,listen to music in order to develop their speaking abilities .
- The use of AVM should not be restricted mainly in oral classes but also transcend its use and practice to other modules.

Finally , we wish that learners become good speaker of the target language in order to express their thoughts and ideas , we hope also that these recommendations help in improving the level of learners .

General Conclusion

Speaking is a prominent part of the English language , it is considered as one of the most important skills in language , learners should practise it in an efficient way . For this reason , this current study is set to investigate the development of the students' speaking skill through the use of audio visual media, its main concern is to investigate whether the use of AVM will help students to develop their speaking skill.

The present study is a total of three chapters, the first one dealt with theoretical part, composed of two sections , the first one dealt with defining the key concepts of speaking, its definition ,elements , aspects , and its relationship with listening skill , while the second section copes with teaching speaking through audio visual media, it contained the definition of audio visual media, types of AVM, and the purpose behind using those materials. After that ,we ended the chapter with a conclusion in which we summarized what we have said above in the first chapter .

The second chapter is devoted to the data collection which is in turn designed to describe classroom observation , students' and teachers' questionnaire . We concluded as well this second chapter with a conclusion in which we stated briefly what we have mentioned before , whereas the third chapter is concerned with analysis of the obtained data gathered from the three instruments . At the end, we provided learners and teachers with pedagogical suggestions that may help them during the learning-teaching process, we fulfilled this chapter by confirming our hypotheses.

The current research asserts that audio visual materials are very important in teaching speaking because they help to improve the students' speaking skill. Also, it has led us to know that AVM is a good strategy that helps and motivates learners to speak in classroom because these materials give them opportunities to express themselves freely .

General Conclusion

Finally, we hope this research work has helped to shed some light on the importance of using audio visual media in teaching speaking for students , we wish that teachers as well as students are going to find some useful and practical basics about learning to speak a foreign language . Overall, this study is useful not only for the learners helping them to improve their speaking but also to teachers contributing to their understanding of the rules and the conditions necessary for effective learning .

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Appendix I

Class Observation Checklist

- General observation of the classroom management .
- Do the teachers use AVM within their courses ?
- Do teachers find any difficulties when implementing these materials?
- Do learners show interest and motivation when teachers use AVM in teaching speaking ?
- Do teachers encourage students to speak ?

Appendix II

Learners' Questionnaire

Dear students,

I will be grateful if you help me to answer these questions whose aim is together information about the use of audio visual media in improving students' speaking skill . Please, tick (√) the choice that corresponds to your answer.

1- Gender: Male ☐ Female ☐

2- How old are you?
.....Years.

3- How do you consider your level in English?

Very good ☐ Good ☐ Advantage ☐ Poor ☐

4-Was English your first choice?

Yes ☐ No ☐

5- Does your level enable you to express yourself orally?

Yes ☐ No ☐

- If, no explain ?
  ……
  ……
  ……

6- Do you think using audio visual media is beneficial?

Yes ☐ No ☐

- **Justify your answer :**
  ……
  ……
  ……..

7- Which kind of audio visual media do you prefer more?

a- Pictures
b- Films
c- Videos
d- PowerPoint (slides)

8- Does the use of audio visual media improve your speaking skill ?

Appendix II

Yes ☐ No ☐

If yes, how? If no, why?

……
……
….

9-Do you think that the audio visual aids are a good strategy to present a lecture?

Yes ☐ No ☐

10- Do they motivate you?

Yes ☐ No ☐

11- Does your teacher use those materials ?

Yes ☐ No ☐

12-How often do your teachers use them?

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

13- Do you think that audio visual media saves time?

yes ☐ No ☐

14-- What do you think about the employment of audio visual media in speaking ?

-It's useful for you ☐

-They do not help you ☐

-It is difficult to apply them in class ☐

-They are not beneficial ☐

15-Any advice or

suggestions:…….... ……

Thank you

The Teachers' Questionnaire

Dear Teacher, the purpose of this questionnaire is for a master's dissertation related to the use of audio visual media in improving students' speaking skill. You are kindly requested to answer these questions. Thank you.

1-Specify your gender: Female ☐ **Male** ☐

2- What is your Degree?

a. Licence ☐

b. MA (Master/ Magister) ☐

c. PHD (Doctorate) ☐

3- How long is your experience as a teacher at the university?

…….

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

a- Strongly agree ☐

b- When necessary ☐

c- Agree ☐

5-Which of the following describes your students' level of speaking proficiency in English?

- **a.** High ☐
- **b.** Above average ☐
- **c.** Average ☐
- **d.** Low ☐

6-Do you use any type of audio visual media in class?

Yes ☐ No ☐

7-What type of audio visual media do you prefer to use?

a- Films ☐ **b**- Pictures ☐ **c**- Videos ☐ **d**- PowerPoint (slides) ☐

Why?…….....

.

8. Could the audio visual media enhance students' motivation in the speaking skill?

Yes ☐ No ☐

9-Does it make you gain time?

yes ☐ No ☐

Why?.....

.....**10- Do you consider teaching speaking with audio visual media as:**

a-An educational strategy ☐

b- Entertainment strategy ☐

c-Both ☐

d- Waste of time ☐

12- Do you think that the more you use AVM the more students achieve better?

Yes ☐ No ☐

If no ,

why?.....

.....

13-- Do you find any difficulties when using AVM in your lesson?

Yes ☐ No ☐

How

.....

.....

14- Would you please add (below) any other comments you consider important for this issue?

.....

.....

.....