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Audio Visual Aids Effectiveness in Enhancing Learners' Speaking Skill: The Case of Third Year Secondary Schools of Tissemsilet

SUBMITTED BY

BENMOUMENE ABDELHADI

Members of the jury:

Chairperson : Mrs. DERRAZ AMEL   University of Mostaganem

Examiner : Mrs. HAIRACH FAIZA   University of Mostaganem

Supervisor : Mr. TOUAMI ABDELKADER   University of Mostaganem

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DEDICATION

I dedicate this research in the first place, to my sympathetic father and my thoughtful mother for their endless support, my siblings, I dedicate this to all my friends from Tissemsilet and all my classmates during this years of university.

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Abstract

The present master dissertation aims at investigating the effectiveness of using audio visual aids on pupils speaking skill in Secondary schools of Tissemsilet.. The study was conducted through a descriptive method so as to confirm the hypotheses. Two different questionnaires were administered to forty pupils third year different secondary schools and different secondary school teachers besides of an observation list .The analysis of both observation and questionnaires show that both teachers and pupils consider these teaching aids as important tools in enhancing pupils' speaking competencies. Thus, we recommend to diagnose problems faced by pupils who have difficulty in expressing themselves by simulative activities in teaching speaking to develop pupils` speaking skill.

Keywords : audio visual aids – enhancing – speaking skills - speaking competencies

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List of Abbreviations and Acronyms

AVA: Audiovisual aids

CLTM: Communicative Language Teaching Method

CBA: Competency Based Approach

EFL: English as a Foreign Language

%: Percentage

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General Introduction

Pupils find many difficulties to communicate in English language appropriately. The problem is related to learners deficiency in the speaking at the level of secondary schools in Algeria has long been ignored and not given its merited status in research. This may be due to the limited practice and the lack of exposure to the target language. Therefore, teachers should use different materials and teaching aids in their classes in order to provide more situations and activities for students to strengthen their speaking competence.

The integration of the audio-visual aids such as videos, films, dialogues, plays, stories is very important since they give the learners the opportunity to see and to hear the foreign language in its real use. Therefore, to develop pupils' speaking proficiency, teachers should have the right choices of such materials. Furthermore, all audio-visual aids affect positively the student's speaking skill. Nowadays, teachers are required to employ newer methods and strategies of teaching. The audio-visual aids have been introduced in order to improve the quality of teaching and learning, it gives the students the opportunity of languafe exposure in a modern way. The purpose of the use of audiovisual materials is to make the lesson more interesting, to positively stimulate the pupils and to save time as well as effectiveness. They might be applied on all domains, to learn a new target language through many types the available like the computer, the TV, the Internet, the social media, and others but the materials used in the educational system are more particular.

1. Statement of the problem

In the Algerian secondary schools, most pupils have a problem with the speaking performance. They cannot express themselves clearly in a comprehensible manner. This is due to many reasons such as the methodology used by the majority of the teachers, the availability of the necessary teaching materials, along with the learners limited exposure to English language.

The world witnesses a shift in all domains (economic – social- cultural- political), even the educational system witnesses a great development as well. In other words the ordinary traditional methods seems to be remarkably changed into the usage of the audio-visual aids such as Videos, broadcasts and PowerPoint presentations used in classroom specially during the listening and speaking sessions. In order to enhance learners' level,

particularly in their speaking performance and to enable them to express themselves more efficiently.

2. Significance of the Study

This research work aims to investigate the use of audio visual aids and their relation with the pupils' improvement in English as a foreign language, Moreover, they are used in enhancing their speaking skill. They also aims to diagnose how essential the use of (audiovisual aids) AVA is for pupils and teachers to report to them about its importance and usefulness on enhancing and facilitating their work in the classroom, specifically in the listening and speaking session. Additionally, it is for those researchers who need it as a reference or simply as an interesting subject.

3. Motivation

The reason behind the interest in this study, is the belief that the audio- visual aids can improve the secondary school pupils' speaking skill, and teachers should be able to use them effectively in order to develop their students' speaking abilities. The aim of the study is to investigate the effectiveness of using audio-visual aids in helping learners to overcome the difficulties to enhance their speaking proficiency.

4. Research Questions

To conduct this research a few questions have to be asked; they are as follows

1- What are the tools that can help EFL learners to improve their speaking skill?
2- Can Audio-Visual Aids help EFL learners overcome their speaking difficulties in classroom performance?
3- What strategies and methods teachers use to improve teaching speaking skill?

5. Research Hypotheses

To respond to the above research questions, let us suggest the following hypotheses:

1- Learners who use AVA to improve their speaking skill are more likely to participate orally at classrooms.
2- If the use of AVA affects positively learners' oral production, they can enhance their speaking ability.
3- EFL teachers who know how to use AVA efficiently can help their learners better develop their speaking skill at classrooms.

The First chapter is divided into two main parts in which the first part deals with the audiovisual aids an overview, types and characteristics, the obstacles interrupting the use of audiovisual aids, the audiovisual materials the most available. The second part covers the speaking skill starting with an overview of the four skills, the characteristics of a good speaker, the obstacles facing the students, teaching English in the Algerian secondary schools. The second chapter deals with research methodology and data collection, in which it tackles the purpose of the study, , a description of the researches population, Methods of investigation , the procedures and the instrumentation of the given survey that enable us to extract both quantitative and qualitative data .The Third Chapter is devoted to the field work and data analysis, it is devoted for the interpretations and discussions of the classroom observation and the questionnaires for pupils besides some suggestions.

Chapter one

Review of Literature

Chapter One: Review of Literature

1. Introduction

Development is a term that reached every single domain of the everyday lifestyle of the Human being; it is widely used to refer to progress. This word goes hand in hand with the technology term it helps people, and facilitates their lives .Technology influenced the educational field where teaching and learning processes are very crucial at all levels, if well planned and directed, they are the keys to success and progress of an individual.

This directs us to assign this part chiefly to educational audiovisual aids, starting with the a brief history of using audiovisual aids, moving to the appearance of the Audiolingual method during the World War II, after that an overview about audiovisual aids, definition, types, characteristics and the objectives of using them. As well as, the obstacles that interrupt their use. Finally, it illustrates teaching speaking in the Algerian secondary schools and teachers' role in using audiovisual aids in the classroom.

1.1 Audio-Visual Aids

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

1. 1.1 Audio Lingual Method

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

1.1.1.1 Audiolingualism

According to Stern (1983) audiolingualism appeared in the fifties and it was given different names; the aural oral method or as it was proposed by Brooks the audiolingual for

more pronounceable alternative. Various terms for the same idea the Audiolingualism it has its first began during the World War II as stated by Heidari (1997) :

"During World War II The US Army provided fund for specific language courses that focused on aural-oral skills under the program called Army Specialized Training Program. Financial support for language research and development resulted from the National Defense Education Act contributed to the development of audiolingualism"(p.36)

1.1.1.2 Main Features of Audio lingual Method

The audio lingual method followed a logical order as Nagaraj (1996) stated the main features of the audio lingual method as a combination of seven main features, the first feature was that the audiolingual method treated each skill separately: listening, speaking reading and writing. The second feature was that the method focused primarily on the skills of listening and speaking.While the third feature was concerned with the writing and reading skills, although it focused more on listening and speaking. the fourth feature however stated that dialogues had a great role in presenting language items, and giving an opportunity to practice and memorize bits of language.

1.1.1.3 The decline of Audiolingualism

Schank (1998) summarized audiolingualism as being a combination of structural linguistic theory, aural-oral procedures, and behavioristic notions of learning, using tape records and audiovisual materials that played a major role in audiolingual courses. It relies on oral drills and the practice of dialogues memorized through repetition. But all these factors led to its fall when Chomsky advocated of the more mentalistic theory of transformational generative grammar, as Nunan(2015) stated :

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

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

1.1.2 Communicative Language Teaching Method

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

Richards and Rodgers (2001) declared that "communicative language teaching (CLT) marks the beginning of a major paradigm shift within language teaching in twentieth century, and whose ramifications continue to be felt today".

1.1.3 The Competency Based Approach

After the implementation of the communicative approach in the Algerian educational system, educationalists became aware that it was not very practical considering difficulties of time and space. Then, a second approach was adapted; namely the competency-based approach, helping the learners to acquire a communicative competence by focusing on the learner as the target of the learning process. The focus, in this approach, was on the meaning conveyed by the context rather than the grammatical forms used in it. This approach has been an answer to the requirements of the 21st century which dictated certain measures to the teacher better considered as a facilitator.

The CBA focuses on outcomes of learning and addresses what the learners are expected to do rather than what they are expected to learn about. The CBA emerged in the United States in the 1970s and refers to "an educational movement that advocates defining educational goals in terms of precise measurable descriptions of knowledge, skills, and behaviours learners should possess at the end of a course of study." Richards and Rodgers. In addition to that The U.S. Office of Education views CBA as a "performance-based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiently in society" (U.S. Office of Education, 1978). In the same line of thought, Schenck notes that "Competency Based Approach is outcome based instruction and is adaptive to the changing needs of students, teachers, and the community." He adds that:

> "Competencies describe the student's ability to apply basic and other skills in situations that are commonly encountered in everyday life. Thus CBA is based on a set of outcomes that are derived from an analysis of tasks typically required of students in life role situations".(p. 16)

1.1.4 Overview about Audio-Visual Aids

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

1.1.4.1 Introduction to Audiovisual Aids

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

1.1.4.2. Audiovisual aids

Aggarwal (2001) presented some of scholars' collected views about the expression audiovisual aids:

➢ Carter V. Good: Audio-visual aids are those aids which help in completing the triangular process of learning i.e. motivation, classification and stimulating.

➢ Edgar Dale: Audio-visual are those devices by the use of which communication of ideas between persons and groups in various teaching and training situations is helped. These are also termed as multi-sensory materials.

➢ Good's Dictionary of Education: Audiovisual aids are anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight.

1.1.4.3 Characteristics of Audiovisual Aid

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

1.1.5 Types of Audiovisual Aids

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

a- Projected aids, for example: Films, Filmstrips, Opaque Projector, Overhead Projector, and Slide Projector.

b- Non projected aids for instance,

i- Graphic aids , for example: Cartoons, Charts, Comics, Diagrams, Flashcards, Graphs, Maps, Photographs, Pictures, Posters, Printed materials, Globe, Flip books, illustrated books, Models, Specimens, Text Books, Silent Motion Pictures.

ii- Display boards, e.g. Blackboard, Bulletin board, Flannel board, Magnetic board, PEG board.

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

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

1.1.5.4 Educational Audio-Visual Aids: The most popular audiovisual aids used in the teaching learning processes are the Chalkboard and the Projectors. Two different teaching materials: the first one is known for decades, famous, very useful and available in almost all the countries in the globe. In the second one the projector is a new material used in the teaching process, it is known in films, video projection not inside a classroom but nowadays thanks to the technological development in the everyday life, the projectors are used for teaching learning purposes.

1.1.5.5 Slide Projectors Another important device used nowadays in the educational system, particularly in the countries where technological aids are available, the slide projector was used during the family events, but now it is used in teaching where it helps teachers along with their students to for better display.

1.1.6 Teachers' Role when Using Audio Visual Aids in Classroom

It is well known that the base of the educational system is neither the setting nor the curriculum but the fruitful work of a human being called the teacher. Despite the fact that audiovisual aids have a great importance in the teaching process, but the teachers' role in using audiovisual aids inside the classroom remain very crucial. The role of a teacher is to some extent changing to that of a facilitator and manager of learning.It was argued by Venkataiah (2008) that:

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

1.1.7 Objectives of Using Audiovisual Aids

Audiovisual aids are devices used in the educational system, to enhance clarity in communication, provide diversity in the method of teaching and increase the forcefulness of

the subject being learned or taught. Their use has many purposes, which Sankaranarayanan and Sindhu (2012) presented as the following:

Firstly, to provide a basis for more effective perceptual and conceptual learning. Secondly, to initiate and sustain attention, concentration and personal involvement of the students in learning. Thirdly, to provide concreteness, realism and life likeness in the teaching learning situation Fourthly, to bring the remote events of either space or time into the classroom. The last purpose is to increase the meaningfulness of abstract concepts.

1.1.8 Obstacles Interrupting the Use of audiovisual aids

As in any technological device there are some obstacles that interrupt the use of audiovisual aids in the classroom. Different barriers hinder their use. It might be the teachers' responsibility or the outside obstacles, or even the devices themselves. As Neeraja (2011) stated that apathy of the teachers: teaching with words alone is very tedious, wasteful and ineffective. Or, ineffectiveness of the aids preparation, presentation, application and discussion are necessary whenever teacher is using aids for teaching. Also, there are certain features which fail in effective usage of audiovisual aids, such as absence of proper planning, lethargy of the teacher and the need for proper preparation. It is the teachers' responsibility to correctlt present and appropriately applythe lesson content with AVA use

The lack of facilities for training teacher education institution colleges, or specialized agencies should make special provision for pre service and in service training for teachers and workers in the use of these aids.

1.2 The speaking Skill

History proves that Human being acquired to serve their needs, the primary aspect they had to do in order to survive is to create a language for communication, starting by drawing on walls. Language is a tool for communication; to exchange ideas, to prove a point, and to express feelings. Many teachers worldwide, particularly those who work on the foreign language field, have to teach mainly grammar and vocabulary, because these areas are tested in examination. Though, proficiency in any foreign language requires mastering the four skills, that are receptive and productive skills, speaking is a vital aspect of the learning process which requires students to master it, but this is not an easy task for them.

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1.2.1 Overview of the Four Skills

Christison and Murray (2014) considered that for the purposes of language teaching, language has traditionally been divides into four separate skills areas; listening, speaking, reading, and writing. The four skills can be separated in other ways, listening and reading are known as the receptive skills, and speaking and writing are known as the productive skills. We can also think of the four skills in terms of oral language and literacy. Listening and speaking are needed specifically for literacy development. The idea of separating the teaching of language into language skills is considered the norm for most English language teachers, and the view is easily recognized in the research, materials development, language testing traditions, and the practices of teacher education programs over the past four decades. In other words, the receptive skills are listening and reading, because learners do not need to produce language to do these, they receive and understand it. These skills are sometimes known as passive skills. Often in the process of learning new language, learners begin with receptive understanding of the new items, then later move on to productive use. It consists of the speaking and writing skills, because learners need to produce language. They are also known as active skills. Certain activities, such as working with literature and project work, seek to integrate work on both receptive and productive skills.

1.2.2 Introduction the Speaking Skill

Speaking is the ability to produce sentences to express one self's' ideas, thoughts, needs and opinions to be part of the community. Furthermore speaking a non native language is hard to master. The capacity to produce correct utterances whenever using a foreign language in different situations, especially to avoid a misunderstanding between the speaker and the hearer. Speaking is the primary tool for communication, a crucial part in foreign/second language teaching-learning. Through which students learn concepts, develop vocabulary, and perceive the structure of the English language as an essential components of learning, speaking is one of the four skills that can be used in daily life routines and circumstances that are based merely on sending and receiving messages. According to Oxford Dictionary (2009), "it is the action of conveying information or expressing one's feelings in speech"(p. 414). However, scholars have different points of view about the definition of the speaking skill MacCarthy (1972) says:

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

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

1.2.3 Components of Speaking Skill

According to Zulfiqar (2013) there are four components of the speaking skill introduced by Healton (1988), they are as follows:

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

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

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

c- Grammar : it pertains to sentence and word, with different categories such as noun, subject, imperative clause and others. Grammar is important to avoid misunderstanding in a formal context. Simon & Schuster in Amin (2006) Defined grammar as the part of the study of language which deals with the forms and structure of words (morphology), and with their customary arrangement in phrases and sentences (syntax).

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

Stovall in Asni (2007) defined fluency as: the ability to converse with others much more than the ability to read write or comprehend oral language. In Longman Dictionary, fluency is defined as the features that give speech the qualities of being natural and normal.
In addition to that Richard and Rodgers (2001) stated that fluency is the ability to produce written or spoken language easily. This indicates that spoken language is produced naturally with hurtles. They also added fluency is the ability to speak with a good but not necessarily perfect command of intonation, vocabulary and grammar.

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

1.2.3.4 Content: Jacob (1981) explains that content should be clear to the listener so that they can understand what the messages convey and gain information from it. In other words, it refers to how suitable or substantive the explanation toward the object to be explained. To have a good content in speaking, the contents should be well unified and completed.In brief, the four aspects of speaking skill are very important in the students' performance using second or foreign language a learner needs to be accurate, especially to be aware of the grammatical, vocabulary and having good pronunciation.

1.2.4 Importance of Speaking Skill

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

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

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

1.2.5 Factors Affecting EFL Students Speaking Skill

In foreign language classes some students have the ability to speak, discus and explain with great self-confidence when helped by their teachers they use a very good pronunciation, however, there are some students from the same class who rarely participate or exchange thoughts with their classmates. This may be due to many factors interrupting them from performing and preventing them from speaking openly.

1.2.5.1 Socio-Cultural Factors : Students have to take into consideration the cultural differences from one place to another. Each language has its own parameters, customs, and social cultural habits which EFL speakers need to know to avoid any kind of communication breakdown, especially when addressing native speakers. In such situations, the individual need to respect the turn taken of each one and not interfering the norms of the mother tongue.

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Baker and Westrup (2003) assert "The social roles and rules for speaking can be different in each culture. These social rules have a strong effect on a learner's interest and ability to learn to speak in foreign or second language" (p.12)

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

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

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

1.2.5.5 Shyness : One of the most well-known mous reasons students do not participate in the classrooms is shyness, whic causes many problems in their learning process; they feel sensitive about their classmates comments and teachers' criticism. Some learners may be intelligent and have a high level in English but they are silent in class. Moreover, Stein (2007) stated ''Sometimes learners are too shy to speak in front of others because they think they have a defective pronunciation or they lack the appropriate vocabulary to be able to keep up conservation''. (p.2)

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

1.2.5.7 Lack of Motivation: Motivation, it is a powerful word that every human being in the world need it during the whole life. Just like a mother needs motivation to raise her beloved children, a worker, and an infant whether the person whether is a child, a teenager or even an adults need to be motivated. Learners of second or foreign languages need as well motivation from parents, family, classmates but the best motivation may come from the teacher, guider and tutor it is the responsibility of the educator to motivate the students for better achievement. Moreover, motivation plays a central role in human learning, though when a student lacks motivation it is a big problem, it was considered by Driscoll (2000)

> *"teachers believe that this lack of motivation is the underlying reason students avoid class work, refuse to become fully engaged in a learning task, fail to complete work they could easily do, or are willing to complete a task only for some tangible reward it may bring "* (p.30).

1.2.5.8 Lack of Interest in the Subject: Most of the students in foreign language classrooms stay silent because they have "nothing to say". This may be because the teacher has chosen a topic about which students know very little. Moreover; the common expiration second language learners use when they are imposed to participate in a given topic is "I have nothing to talk about", "I don't know", "no comment" or they keep silent. These expressions are due to the lack of motivation in expressing themselves or the chosen topic they should discuss or talk about. Rivers (1968)say: "the teacher may have chosen a topic which is uncongenial to him [the learner] or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language" (p.192). To conclude, learners need to focus on the listening skill as a vital part as well as the speaking skill to communicate effectively and appropriately

1.2.6 Characteristics of Good Speaker

According to Rogers (2000)a good speaker has some common characteristics. First, a good speaker keeps us entertained with stories and examples that illustrate the points being made. In this way, second the speaker engages us, drawing our attention and making us think about what he is saying. , a good speaker leaves us with a feeling of admiration. He or she

projects an aura of thoughtfulness that is natural and appealing. In other words, a good speaker is likeable.

Florez (1999), who raised the question what a good speaker does, clarifies that speakers must be able to anticipate, and then produce the expected patterns of specific discourse situations, besides the learner must choose the correct vocabulary to describe the item sought, rephrase or emphasize words to clarify the description, and use appropriate facial expressions to indicate satisfaction or dissatisfaction. Other skills and knowledge that instruction might address include: First, producing the sounds, stress patterns, rhythmic structures, and intonations of the language, then, using grammar structures accurately, next, assessing characteristics of the target audience, including shared knowledge or shared points of reference, status and power relations of participants, interest levels, or differences in perspectives.

1.2.7 Types of Classroom Speaking Performance

The teaching process different activities are adopted by so many teachers the well known tasks are; the role plays, discussions, storytelling and dialogues. Although, sometimes it is annoying, students do not enjoy the session especially if it is an oral expression session they feel inhibit, in other words, they do not express themselves willingly. Manseur (2015) suggested various types of speaking which are: imitative, intensive, responsive, interactive or extensive.

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

" Imitative speaking refers to the one's ability to repeat some phrases and/or sentences. In classrooms, this type of speaking is related to drills in which students imitate some language structures produced by the teacher". (P141)

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

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

1.2.7.4 Interactive : Khoirunisya (N.D, §4) It includes two types, the primary one is transactional; contain dialogues conducted for the purpose of information exchange, such as informationgathering interviews, role plays, or debates. The secondary one is interpersonal; consists of dialogues to establish or maintain social relationships, such as personal interviews or casual conversation.

1.2.8 Teaching The Speaking Skill

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

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

1.2.8.1 Teaching Speaking in the Algerian Secondary School

The Algerian secondary school consists of three years of study in which the English language is taught during all this period and for each year one textbook is designed as it is shown in the Figure bellow , these are based on the principles of the CBA that emphasizes on meaningful communication as well as on form and the cooperation between learners and the teacher. One may say that at this level secondary education aims to prepare pupils for the Baccalaureate examination which is the requirement for university entrance. It should be

noted, however, that pupils learn English for at least seven years before entering university and their knowledge of the English language is in general inadequate due to many factors such as overloaded programmes, insufficient teaching time, and little systematic language practice.

Learners in the secondary schools (3AS) are supposed to have an acceptable command of the main functions and be able to express themselves with sufficient fluency in English. They are exposed to different types of discourse and are to move from skill getting to skill using. That is why the (3AS) syllabus is built around themes such as (family, emigration, pollution….) not functions, as the focus will be on authentic communication than on individual functions.

Year in The secondary School	Textbooks	Files
3rd Year	New prospects	Ancient civilizations
		Ethics in business
		Education in the world
		Advertising, consumers and safety
		Astronomy and the solar system
		Feelings and emotions
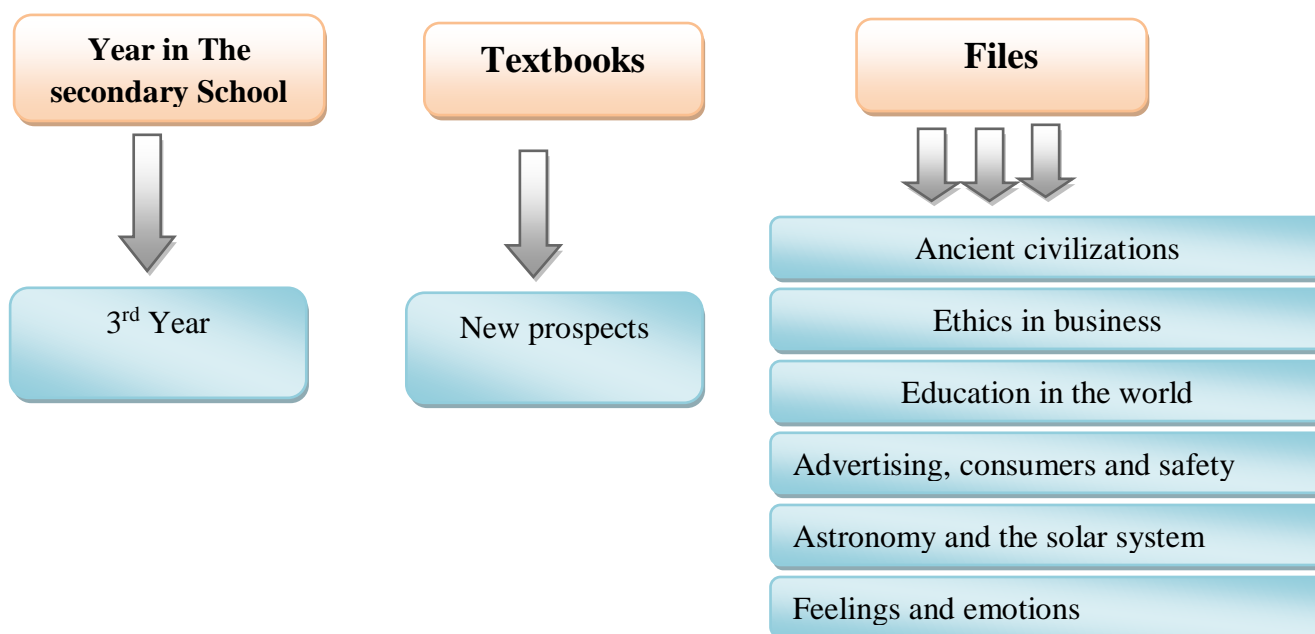
Figure 1.1: 3 AS Textbook

1.2.8.2 The Importance of Audiovisual Aids in Teaching the Speaking Skill

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

major role in promoting international understanding. Therefore, Kochhar (1985) quoted the words of Mckown and Roberts who stated that:

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

1.3 Conclusion

This chapter shed the light on two main parts , Firstly we attempt to the audio-visual aids, their historical background, audiolingualism, CLT method, and CBA. As well as the definition of audiovisual aids, types, the characteristics of good audio-visual aids, their objectives, and advantages in learning languages. In addition to the constraints that interrupt their use, the educational audiovisual aids. It illustrated the teachers' role in using those aids.The second part , the researcher attempted to provide an overview about the four skills, definition of speaking skill, by considering what a good speakers do, what speaking tasks can be used in class,. In addition to teaching speaking in the Algerian secondary school, teaching speaking, its relation with technology more specifically the use of audiovisual aids to teach the speaking skill.

Chapter Two

Methodology & Data collection

2. Introduction

After having presented some theoretical issues related to Audio visual aids and the speaking skill, this chapter will present the steps and methods which were used throughout our work. In other words, it is developed to manage the methodological framework that we have relied on. We will start first by the purpose behind our investigation. Then, we will discuss the choice of methodology used and strategy chosen to describe the research. Additionally, we will shed the light on the tool with which we have collected our data and the reasons behind our choice. Then, the next point is about the population of our study with the sampling strategy that we have adopted. Finally, we briefly see the aim of the developed questionnaires and the way they are organized.

2.1 The Purpose of The study

Our study focuses on Audio visual aids role in enhancing EFL learners speaking skill. Our objective is to see teachers' and learners' viewpoints, through questionnaire, about the power of the audio visual aids in enhancing pupils' speaking skill .The result obtained from our analysis and interpretation of the collected data determines which appropriate recommendations to be suggested to teachers inroder to increase their use of audio visual aids effectively in the classroom as a good technique to foster their pupils' speaking skill.

2. 2 Description of the Research Methodology

In this study, we adopt a descriptive research methodology. This study aims to shed more light on anecdotal evidence concerning Audio Visual Aids in developing pupils speaking skill in EFL classes. Due to limited resources and the sensitivity of the issues being discussed, the study is primarily qualitative in nature, which includes quantitative research relying on information gained from two questionnaires given to EFL teachers and pupils at Tissemsilt secondary schools.

As this research is quantitative in nature, the collection data and the analysis are counted in numbers, charts and graphs are used to help the reader better understand data organization. The use of statistics like: frequencies, average, and percentages to measure data. To go through these steps, a questionnaire survey is designed to gather statistics. "The term survey is commonly applied to a research methodology designed to collect data from a

specific population, or sample from that population, and typically utilizes a questionnaire or interview as the survey instrument" (Robson, 1993).

2.2.1 Population and Sample

Population in research is a cooperative term which "used to describe the total quantity of cases of the types which are the subject of our study. So population can consist of objects, people or even events, e.g., school, miners, revolutions"(Walliam & Baiche ,2001:232). In order to achieve the researchers' goal, test our hypothesis and use the research tools, we decided to work with third year secondary schools pupils of Tissemsilt . We have chosen the third year pupils for different reasons; first because they have been in touch with English language for at least 6 years, particularly the oral express session, that is to say they are mature enough to express their thoughts about the issue. The second reason is that they have faced their speaking difficulties, in addition to the fact that most of them tried different ways to develop this skill in particular.

In short, we considered that they represent the best target population that may serves our study purpose. Consequently, the teachers were chosen from the same level to respond to the research instruments that were addressed to them, since most of them have the experience to use different teaching methods including the use of the audiovisual aids. The population is consisted of forty (40) pupils and twenty three (23) secondary school teachers.

The researcher administered the questionnaires for both learners and teachers, in addition to the fact that we attended eighteen (18) sessions of classroom observation with eighteen (18) teachers. We involved teachers of different ages and gender. In fact, we tried to vary our sample for the reason that each teacher has his own way of teaching, some prefer to use the teaching aids others do not. In the classroom observation, we assisted eighteen (18) sessions with eighteen (18) teachers, aiming to see the impact of using audio visual aids on the learners' speaking skill.

2.2.2 The Procedures

In the first stage, we distributed the questionnaire to forty (40) pupils among third Year Secondary Schools of Tissemsilt which names are as the following: Nouis Abdelkader, Malek Mohamed, Ahmed ben bela, with different streams selected randomly and in which the participants were asked to tick choices in the corresponding boxes or provide information whenever necessary.. In the next stage, we administered questionnaire to twenty three (23) secondary school teachers, who are different at in age, and the experience of teaching. They were asked to tick choices in the corresponding boxes or provide information whenever necessary concerning the presented study which is investigating EFL teachers who know how to use Audio-Visual Aids efftiently can help their learners better develop their speaking skill at classrooms.

2.3 Methods of investigation

To carry out the research, we decided to adopt a mixture of research methods between quantitative and qualitative. To accomplish the present work, the researchers selected three main data collection to be used. On one hand, a questionnaire was submitted to third year secondary schools participants along with another questionnaire for the teachers as participants of the same secondary schools in order to gather information about pupils and teachers' viewpoint toward the impact of the use of audiovisual aids in improving the pupils' speaking skill. On the other hand, the researchers attended eighteen (18) sessions with eighteen classes of the third year level as a passive observer using an elaborated observation list. The classroom observation was used to collect reliable qualitative information about the subject.

2.4 Data Collection Tools

The present study involves a combination of both quantitative and qualitative approaches to obtain reliable results. The quantitative research was used in the form of two questionnaires administered to the pupils and their teachers. Besides, in the qualitative approach we adopted the classroom observation using an observation list, the research was done at the 3rd year secondary schools of Tissemsilet , where the researcher dealt with a specific category, which is the English Division of the 2018/2019 academic year. The third year pupils and secondary schools teachers were targeted in this study to collect data.

2.4.1 Quantitative Approach

Accordingly, when we adopt the quantitative research approach, it is in order to deal with numbers more than facts. Because we use statistical or mathematical data to understand a subject matter, we opted to use it since it requires less time, effort, in addition to the fact that it suits the research aim. The third year students and teachers were very collaborative; they helped by answering the administered questionnaires. The questionnaires consisted of both open ended questions and close ended questions. Moreover, since we used a paper questionnaire, we manually transfer the responses from the questionnaires into a database, the researcher selected the Excel, through which we designed a column heading for each question number, along with the questions' options, and we used one row for each person's answers. Then, we assigned each possible answer a number of suggestions. (Borg& Gall, 1989)

2.4.1.1 Pupils' Questionnaire

One of the most popular methods of collecting data is the questionnaire. A questionnaire is a series of questions with spaces for their replies to be filled in by the respondents. The researcher does not go for the collection of information but through the help of a set of questions or items the required information is collected (Schutt: 2001), thus the information is gathered directly from the respondents who are active participants in this case. The response quality depends on the trust the respondents feel for the research, the topic, and the manner in which the questions are worded and arranged (Laws: 2003). In this questionnaire the researcher worked with pupils of third year. It consisted of eleven various questions divided into three sections including some close ended questions such as yes/no, "WH" questions and multiple choices, in addition to open ended question to elicit their personal opinions, preferences or just to justify their answer.

2.4.1.1.1 The Piloting stage

Before the final form of the questionnaire, it is useful to conduct a pilot study to determine if the items are yielding the kind of information that is needed. The term pilot study is used in two different ways in social science research. It can refer to the so called feasibility studies which are small scale version done in preparation for the major study. It is also used to refer to the pretesting of a particular research instrument or research procedure. Pilot studies

are a crucial element of a good study design. Conducting a pilot study does not guarantee success in the main study, but it does increase the likelihood. Pilot studies fulfil a range of important functions and can provide valuable insights for other researchers. There is a need for more discussion amongst researchers of both the process and outcomes of pilot studies. A pilot study can be used as a small scale version or trial run in preparation for a major study (Polit, et al. 2001:467) Baker (1994: 182-183) notes that " a pilot study is often used to pre-test or try out a research instrument". Baker found that a sample size of 10-20% of the sample size for the actual study is a reasonable number of participants to consider enrolling in a pilot. Although a pilot study does not guarantee success in the main study, it greatly increases the likelihood.

2.4.1.2 Description

In order to check the clarity and comprehensibility of the questionnaire's questions, the questionnaire was handed first to 4 pupils who are not included in the sample; these pupils are a third year of 18 and19 years. Their answers revealed that the questionnaire is clear to be handed to the pupils of the sample, that's due to the version translated into Arabic which helped them to understand the content of the questionnaire which included three sections divided: the first section was entitled Evaluating The speaking skill at the classroom where we concentrated on how do students perceive the speaking skill in general and theirs' particularly in addition to the main difficulties encountered by participants toward the speaking skill . The second section title was Audio-visual aids use at classrooms; it included questions asking about their use of those aids along with its use inside and outside the classroom during the oral expression sessions. The third section was entitled "Audio-visual Aids Effects" which contains questions, investigating the pupils' points of view about different issues concerning the benefits of audio visual aids , as well as revealing whether its use actually improves their speaking abilities in English as a foreign language. More importantly, we believe that the participants' responses to the questionnaire help us to provide a constructive feedback to achieve the study goals of the research under investigation.

2.4.1.3 Teachers' Questionnaire

In this questionnaire, the researcher worked with teachers as main participants . It was consisted of fifteen various questions divided into three sections including some close ended questions such as yes/no, "WH" questions and multiple choices ones.

2.4.1.4 Description

We conducted a questionnaire for the teachers as well, where eighteen (18) teachers were questioned to help collecting data to achieve the research goals. Hence, the eighteen teachers were administered a questionnaire that contains four (4) sections; the first section is entitled Audio-visual aids use in EFL Teaching, in which we ask questions about the frequency. The second section is entitled "Difficulties encountered" in which we wanted to know more about the obstacles faced by teachers. The third section is entitled" Teachers' attitudes towards the use of the AVA in teaching the speaking skill". To close with the final section which is entitled "Methods and strategies" to teach the speaking skill; for instance it aims to see teachers strategies that help to enhance pupils' speaking skill.

2.4.2 Qualitative Approach

According to Wiersma (1995), a qualitative research investigates the complex phenomena experienced by the participants by examining people's words and actions in descriptive ways, it uses the researcher as the data collection instrument and employs inductive analysis.The qualitative research is a broad methodological approach that contains many tools; we choose the most workable one for our situation that serves the purpose of our investigation. The Classroom observation seemed to be the appropriate data collection tool for our study. Hence, we attended eighteen (18) sessions with eighteen (18) teachers of third year in order to take notes and notice the elements that should be observed to prepare a list.

2.4.2.1 Classroom Observation

The researcher who collects observational data plays the role of an "outsider" collecting information from all respondents in a situation that is not part of the normal daily life of the school. The assumption is that since the researcher is external to the school, stays only a short time, thus, respondents will answer honestly, as the results are not perceived as affecting them personally. (Chesterfield, 1999). There is a certain number of strategies that a researcher can use in carrying out classroom observations. The strategy chosen depends on the kind of data to be collected to answer the research questions. Chesterfield, (1999: 8) states several role management strategies that have proved effective for researchers:

- ✓ Have a clear picture ahead of time of how you are going to explain your role as a field researcher
- ✓ Recognize the role of school staff and pupils as experts in what happens at the school
- ✓ Be careful not to be insensitive, rude, inconsiderate, or unhelpful
- ✓ Become part of the scenery by "hanging around" and interacting with the teachers, aides, and parents during their free time
- ✓ Do not play the role of evaluator, as this has a negative connotation in many schools
- ✓ Keep a diary to record personal feelings and impressions

As a matter of fact, classroom observation is a very helpful method for this research as it provides an opportunity to study a situation in its natural context and gives the researcher the chance to gather "live data" from "live situations" that s/he cannot perceive using other research tools. (Cohen et al., 2000). Classroom observations have always been regarded as superior to other methods in a qualitative research, and are seen as:

> "*Methods of generating data which involve the researcher immersing [him or herself] in a research setting, and systematically observing dimensions of that setting, interactions, relationships, actions, events, and so on, within it". (Mason, 1996: 60. cited. in Mackey and Gass, 2011: 165)*

Classroom observation is used as a tool for our investigation to give more credibility to our research. We selected the third year level as our case study because they are in an advanced lel in comparison with other secondary school levels, and they can express themselves better. Before starting classroom observation we looked for the participants who use the audiovisual aids in their teaching process. Then, we searched for the appropriate way

to attend the observation sessions, after a discussion with the supervisor we decided to prepare a list including the elements that needed to be observed plus two boxes to tick the observations and comments along with another box to write important notes.

2.4.2.2 Description

The classroom observation was conducted in the academic year 2017/2018 with 3 rd year secondary school pupils and different teachers as participants. It was accomplished during one month from April 6 th to May 5th a total of eighteen sessions at different secondary schools with different teachers. We attended to eighteen teachers classes.

Hence, we divided our observational task into two parts to see the difference and its impact on the students in close and direct experience. Consequently, the researcher attended eighteen sessions with teachers who integrated the audiovisual aids in their teaching and four sessions with teachers who did not use those aids, but different ordinary ways to teach their pupils the speaking abilities. Before attending those sessions, we prepared a list for observation which included various aspects; it focused on the variables of our investigation. In other words, we concentrated more on observing the students' speaking performance, as well as the influence of the educational aids on the learners, along with the teachers' roles during the oral expression session.

2.4.2.3 Classroom Observation List

The list included one page starting with the time of the lesson, the secondary schools' name, in addition to the class level and the stream as the heading. In this way, it could be organized and the researchers do not forget the details. Accordingly, it is divided into three boxes; the first box contained the elements that should be observed the second box was devoted to the observation. The final box is left for the comments. In addition to, a little space at the end of the page where supplementary notes are to be taken. Besides, in the list contains ten elements to be observed and discussed later on, diverse aspects for such as the time of the speaking session and the participation in those elements we concentrated on analyzing the learner inside the classroom along with the difficulties that a pupil may face, as well as the

teachers' roles. The second part is devoted to analyze the use of the audio-visual aids including the kind of the aids as well as the methods and its efficiency.

2.5 Conclusion

We designed this chapter to discuss the data collection of our research tools, it developed an overview about the issue under investigation starting with the research objectives, describing the quantitative and the qualitative research methods we selected for our research work in order to collect sufficient, reliable and credible data that allow us to explore our research objectives concerning the Audio Visual Aids use as a efficient tools and techniques to enhance the pupils' speaking skill .

Chapter Three

Data Analysis

Chapter Three: Data Analysis

3. Introduction

The present chapter deals with the investigation in the form of data analysis, which are presented under the form of charts. They also state the facts as they are observed and pave the way to possible interpretations. After collecting the data thanks to the two methods of investigation including the questionnaire and the classroom observation, in order to verify the research hypotheses as answers to the suggested research questions, an investigation was set to analyse the data results given by populations of participants.

3.1. Data Analyses

3.1.1 Pupils' Questionnaire Analysis:

This questionnaire was in a printed form, distributed hand to hand to forty (40) participants of third year secondary schools pupils; we received back forty (40) questionnaires out of the total number, forty questionnaires was a sufficient number to take as a sample for our investigation. Accordingly, the participants confirmed that it was well-formed with precise, concise and understandable questions. The purpose of the pupils' questionnaire is to investigate the third year learners' opinion about the impact of using audiovisual aids to improve their speaking skill, furthermore, we focused on the pupils' speaking difficulties they face in class , because the majority has developed a personal idea about the use of the teaching aids since they have already dealt with them at least for one time.

1- Is the speaking skill very necessary in learning English as a foreign language ?

Option	Responses	Percentages
a-Yes	24	60%
b- No	6	15%
c- maybe	10	25%
d- others	00	0%

Table 3.1: Pupils' Perception of Speaking skill

After questioning the learners about the necessity of using the speaking skill to learn English as a Foreign Language the results showed that 60% of them are favorable whereas only a minority 05% of them answered the opposite, while only 25% of them were not sure .

Chapter Three: Data Analysis

The received answers were divided into four answers but twenty four participants more than half of our sample choose answer (a) Average which represented 60%. The second choice was answer (C) Maybe with 10 students which means 25%, the third choice was answer (B) No .

2- How often do you participate orally ?

Responses	Results	Percentages
a-often	7	17,5%
b-sometimes	8	20%
c-rarely	12	30%
d-never	00	00%
e-Only when	13	32,5%

Table 3.2: Oral participation

In this item the students had different viewpoints about the oral participation in English.In the first hand   32% of the pupils declared that they participate orally only when they have oral expression session.Whereas 17,5% of them said that they parcitipate orally frequently . In the other hand only 20% of the pupils participate somtimes. About 30% of them participate occasionally .

3- To what extent do theses factors hinder your speaking ability at the classroom ?

Difficulty (ies) that affect your speaking skill?	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	
a- I don't feel at ease when I talk infront of my mates.	13	7	8	5	7	Results 40
	32,5%	17,5%	20%	12,5%	17,5%	Percenteges 100%
b- I suffer from shyness when I speak and they are staring at me.	12	11	5	6	6	Results 40
	30%	27,5%	12 ,5%	15%	15%	Percenteges 100%
c- When I speak I do not find appropriate words to express myself.	9	13	3	7	8	Results 40
	22,5%	32,5%	7,5%	17,5%	20%	Percenteges 100%
d- The allowed time for a speaking session is not that enough .	10	12	7	7	4	Results 40
	25%	30%	17,5%	17,5	10%	Percenteges 100%

Table 3.3: Difficulties Encountered

According to the pupils' responses to the above items, the results obtained in the first item after fusing those who have chosen agree and strongly agree, it showed that half of the

respondents said that they feel at ease when they talk infront of their mates, whereas only 30% of them showed that they have the ability to face the audiance. Only 37,5% of them revealed that their vocabulary level is good enough .The second item showed that 57% of the pupils suffer from shyness when staring at them and only 30% of them can express themselves without shyness .

Hence, in the third item more than half 55% declared that they have difficulties in finding the appropriate word to express their ideas, which means that they are poor at the level of vocabulary.For the last item, 55% of the pupils' answers showed that the allowed 441time is not enough for them whereas only 17,5% said that they are not given sufficient time to formulate their answers, while 17,5% were undecided.

Audio-Visual Aids use at classrooms

1- What kind of Audio Visual Aids does your teacher use inside the classroom ?

Option	Responses	Percentages
a-computer	24	60%
b-Data show	11	27,5%
c-Other tools	05	12,5%

Table 3.4: The Audio Visual Aids used inside the classroom

The results obtained showed that most of the respondents 60% said that their teachers use computer as an Audio visual aid in the classrooms. Moreover, about 27,5% stated that their teachers use Data show in the classroom.Only 12,5% of the participants said that their teachers use other tools which include Tablets and smartphones.

2- What kind of Audio visual aids do you use outside the classroom ?
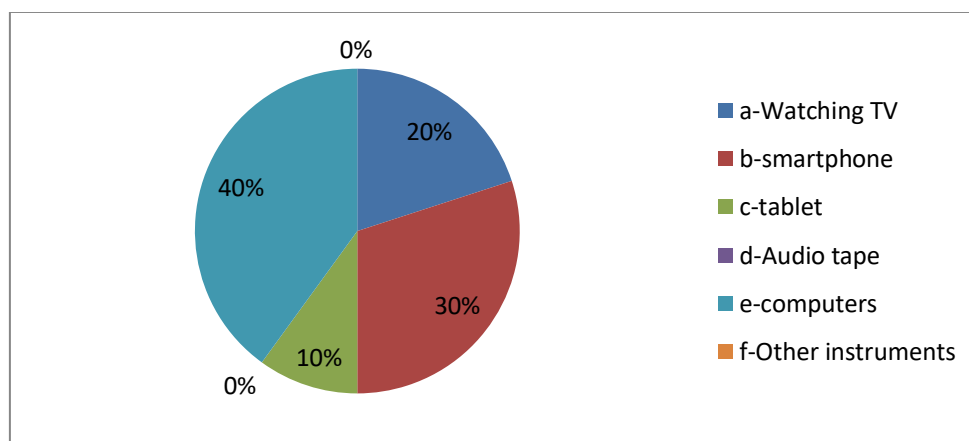
Figure 3.1: The Audio Visual Aids used outside the classroom

The Figure above showed that 40% of the pupils use the computer as tool outside the classroom moreover, about 30% of them use Smartphone , besides, 10% whom answer was tablet while 20% of them declared that they watch TV. Here we notice that these pupils tend to be digital learners.

3- How often does your teacher use Audio visual aids in oral expression ?
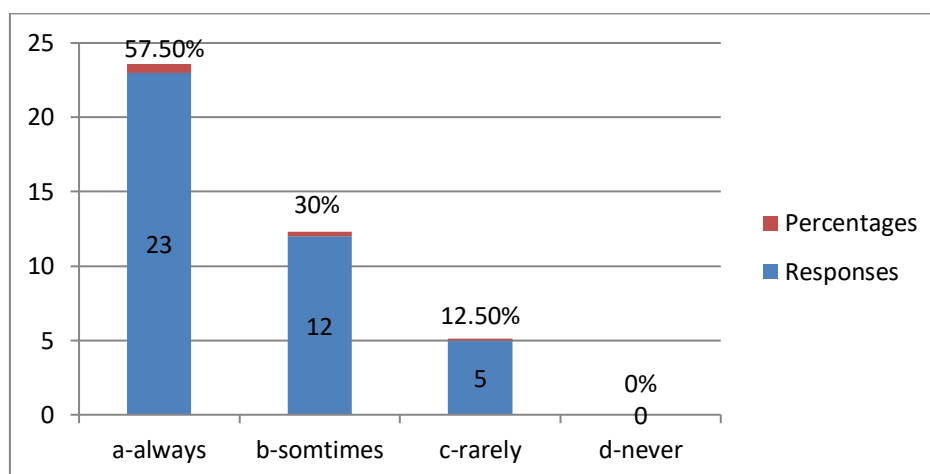
Figure3.2: The frequency of using AVA in oral expression

More than half 57,5% of the pupils revealed that their teachers always use AVA in oral expression while 30% declared that their teachers use AVA sometimes ,whereas only 12,5% answered rarely.

4- In which of the following activities does your teacher use audio -visual aids ?

Option	Responses	Percentages
a-Topic discussion	13	32,5%
b-Films/documentaries projection and discussions	8	20%
c-Singing a song	2	5%
d-Language games	2	5%
e-Project presentations	15	37,5%
f-Other activities	00	00%

Table 3.7: Speaking Activities Used by the Teacher

Because of the diversity of our sample, different answers were received from this item, eventually 37% of the pupils stated that their teachers use Project presentations as a speaking

activity, almost the same percentage with 32,5% was given to Topic discussion language games with 40%, while 20% of them stated that their teachers use Films/documentaries as a speaking activity , However only 10% of the pupils declared that their teachers use singing a song and Language games as a speaking activities.

Audio-visual Aids Effects

1- Do you get benefit from AVA use ?
2- If yes , Does it help you to improve your speaking skill ?
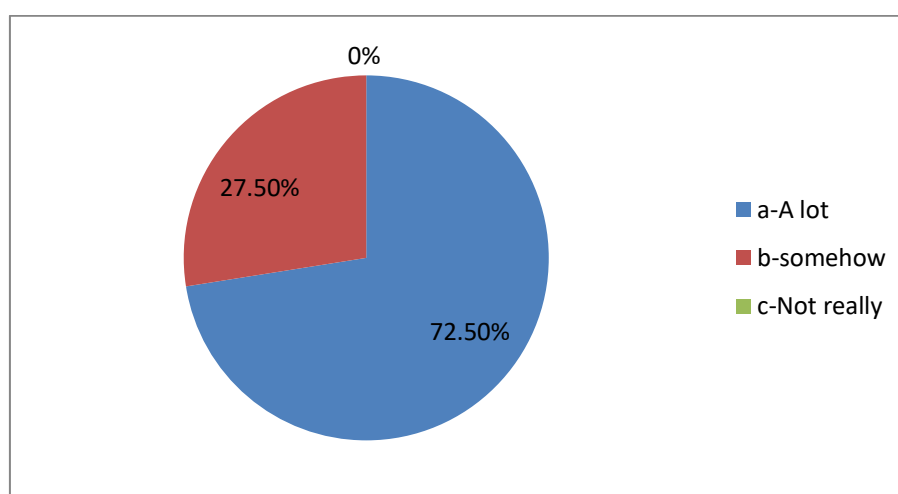
Figure 3.3: AVA benefits

The results showed that all the pupils 100% benefit from the use of AVA,in which 72% of them declared that they benefit from them a lot while 27% of them said somehow.

3.1.2. Teachers' Questionnaire Analysis

Once the researcher obtained the supervisors' validation on distributing the questionnaire, we asked for the teachers' approval to complete a questionnaire twenty three teachers accepted to collaborate with us after we explained our research study. The teachers' contribution was necessary to carry out the investigation which seek to explore the impact of using audiovisual aids to improve learners' speaking skill, since most of the teachers have a remarkable experience in the teaching process, which gives them the opportunity to work with different methods, particularly the audiovisual aids. They are considered as best source to

obtain reliable results for our research. We based our questionnaire on precise and clear questions about teaching the speaking skill, and the use of educational audiovisual aids as well the variable of our research.

Audio-visual Aids use in EFL Teaching

1- Are the Audio-visual materials available in your school ?

2- If yes , name them in the list bellow

Materials	Responses	Percetnages
a-Datashow	03	30%
b-laptop	05	50 %
c-Tablet	02	20%
d-Others	00	00%

Table 3.9: AVA availability

Obviously, most of the teachers 56,53% declared that AVA are not available in their schools, but, 43,47% of them said that AVA materials are available. Concerning the available materials, about half 50% of the teacher who answered yes said that the available material includes datashow, moreover 30% of them agreed on laptop availability, whereas only 20% of them chose Tablet.

3- How often do you use Audio visual aids in teaching the speaking skill ?
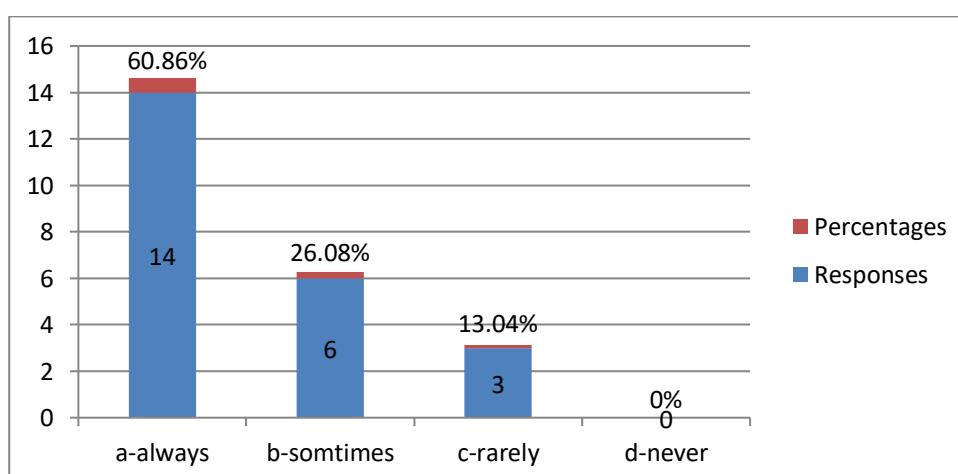
Figure3.4: The frequency of using AVA in teaching the speaking skill

Apparently, 60,86% of the teachers always use AVA in teaching the speaking skill, while 26,06% of them declared that they sometimes use AVA in teaching the speaking skill, whereas only 13% of the experienced teachers revealed that they rarely use AVA in teaching the speaking skill.

4- What type of activities do you use in teaching speaking ?
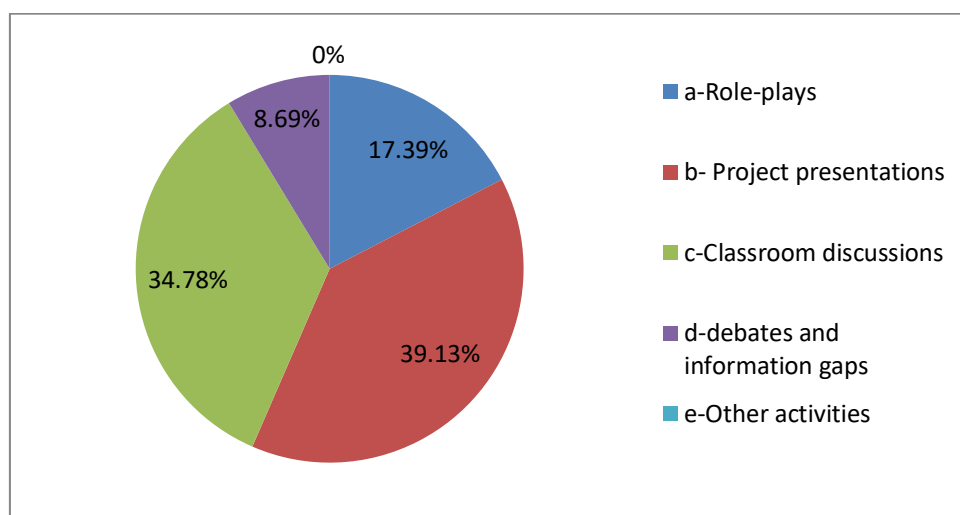
Figure 3.5: Teachers' Type of Activities in Teaching Speaking

The figure above showed that 39,13% of the teachers prefer using project presentations in teaching speaking, while 34,78% of them tend to classroom discussions. Moreover, 17,39 of them chose Role-plays whereas only 8,69 stated that they prefer debates and information gaps

Difficulties Encountered

1- What are the difficulties faced most by pupils in their speaking performance?

Option	Responses	Percentages
a-Inhibition because of shyness and anxiety	10	43,47%
b-Nothing to say about the chosen topic	08	34,78%
c-Lack of linguistic competency	05	21,73%

Table 3.10: The Difficulties Faced Most by Pupils

The results showed that about 43,47% of the teachers said that pupils are inhibited because of shyness and anxiety,while some of them 34%78 stated that pupils have nothing to say about the chosen topic ,whereas only 21,73% declared that pupils are not linguistic competent .

2- What are the obstacles that prevent you from using AVA in your lessons ?

Option	Responses	Percentages
a-Electricity problems	7	30,43%
b-Lack of materials avalilablitily	13	56,52%
c-Other obstacles	3	13,05%

Table 3.10: The obstacles that prevent the use of AVA

According to the above results more than half (56,52%) of the teachers declared that the lack of materials availability prevent them from using AVA in their lesons, while 30,43% of them suffer from electricity problem , but,13,05% chose other obstacles including pupils' noise and time for instance Audiovisual presentations can take a considerable amount of time to prepare.

Teachers' attitudes towards the use of the AVA

Tick according to your choice	-2	-1	0	+1	+2	
a-Teaching the speaking skill is a priority in your classroom	00	3	5	14	1	Results
	0%	13,05%	21,73%	60,86%	4,34%	Percentages
b-Do you agree to teach the speaking skill in the warmin up phase ?	5	13	4	01	00	Results
	21,73%	56,52%	17,39%	4,34%	0%	Percentages
c-using group work and pair work to teach the speaking skill .	00	00	04	8	11	Results
	0%	0%	17,39%	34,78%	47,82%	Percentages
d- brainstorming is not compulsory in teaching the speaking skill .	7	13	3	00	00	Results
	30,43	56,52%	13,05%	0%	0%	Percentages
e-Vocabulary plays a big role in enhancing learners' speaking skill.	00	00	02	10	11	Results
	0%	0%	8,69%	43,47%	47,82%	Percentages

Table 3.11: Teachers' attitudes towards the use of the AVA

According to the first item More than half (65,2%)of teachers revealed that teaching the speaking skill is priority in their classes however, about 13,05 of them said that is not.The second item showed that the majority 78,25% of the teachers disagree to teach the speaking skill in the warming up phase, whereas, only 4,34% of them agreed.Apparently in the third item the majority 82,6% of teachers declared that they use pair work and group work when teaching speaking, while 17,39% were undecided. The next item almost all teachers 86,95% said that brainstorming is compulsory in teaching the speaking skill.Eventually, Almost the majority 91,29% of teachers Strongly agreed that vocabulary plays a big role in enhancing learners' speaking skill while only 8,69% were undecided.

Methods and strategies to teach the speaking skill

1- How often do you translate unclear words into arabic ?
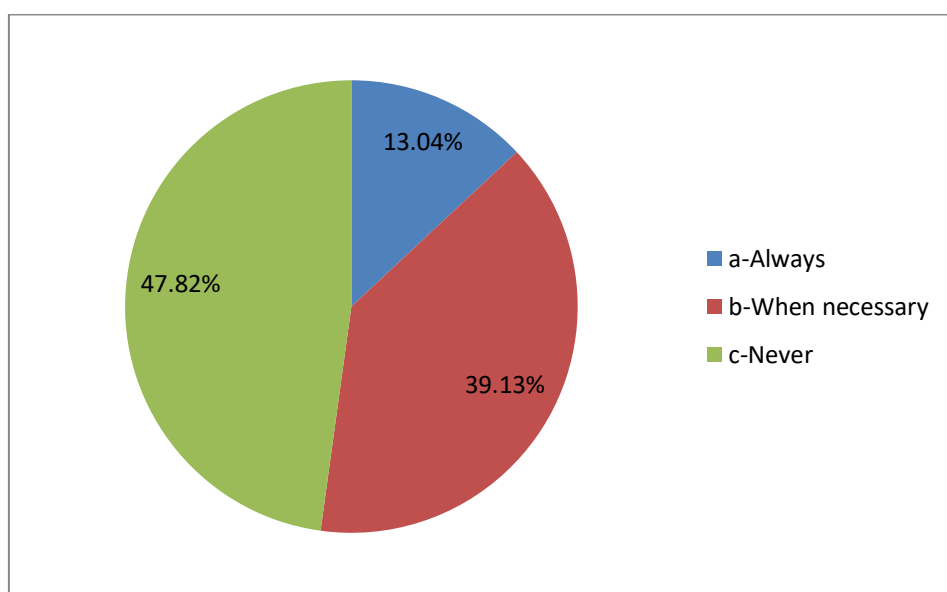
Figure 3.6: Translating unclear words

The result obtained showed that 47,82% of the experienced teachers never translate unclear words into arabic, while 39,13 of them said that they translate into Arabic only when they feel that their pupils are blocked, about 13,04% of them revealed that they translate into Arabic .

2- Do you expose your learners to a variety of spoken text types ?

According to the pupils' responses to the questions, the results obtained showed that the majority 86,95% of the teachers said that their teachers expose their learners to a variety of spoken text types , but only 13,04% of them said that they do not.

3- How do you consider arranging your learner in pairs or groups when teaching speaking skill?
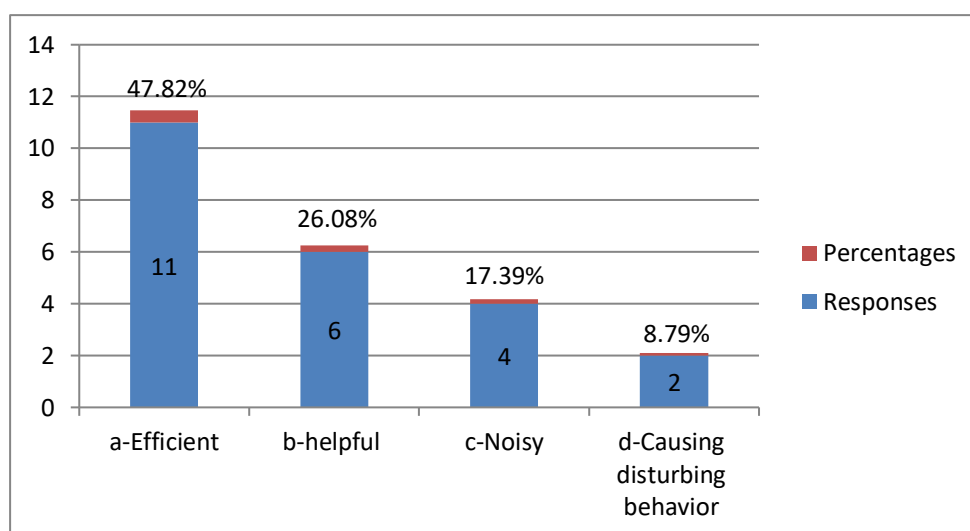
Figure3.7: Group work benefits

The data obtained showed that 47,82% of the teachers consider arranging pupils in pairs and groups efficient when teaching speaking skill, about 26,08% of them consider it helpul, but 26,18% of them revealed that is noisy and causing disturbing behavior.

3.1.3The Analysis of Classroom Observation

In order to obtain consistent results from the classroom observation, we conducted with third year pupils along with their teachers in different secondary schools , Thirteen

sessions with different teachers using classroom observation lists, it was conducted as the following:

Time of the speaking session: In order to demonstrate the impact of using audiovisual aids to improve the pupils' speaking skill the researchers attended the sessions where teachers used different kinds of audiovisual aids in teaching oral expression session. However, the lists we used in the classroom observation was divided into three parts the teacher talk time was about 40% of the time were teachers addressed their pupils by explaining the session plan, motivating the students and giving feedback, approximately 35% of time was devoted to pupils talking time such as giving their opinion about the chosen issue used in the audiovisual aids, criticizing, and exchanging thoughts between classmates. In addition to the remaining 25% of the time was assigned to the use of audiovisual aids, such as the use of data show, videos.

Motivation : Regarding the pupils' motivation we noticed that the teacher give them a helpful feedback in order to motivate them and to speak, as well as following their ideas, criticizing them. Asking them to develop the idea and perform it in a funny way, asking them some questions concerning the chosen topic showed in the data show which required their full concentration.

Existance of shyness & anxiety : Despite the fact that the target sample had experienced five years learning English as a foreign language, but they still face the feeling of shyness and anxiety. Some learners did not speak for the reason that they were whether shy or anxious from the teacher or simply afraid from making mistakes.

Interaction and creativity : The interaction and creativity it was observed as well between the teacher and the students but rarely between the pupils themselves, about what concerns the topic; asking question, giving feedback, in addition to the fact that the teacher was organizing the session by selecting the learners.

participation rate of pupils : the pupils' participation was observed , where the majority of pupils were concentrated on taking notes from what they hear or see in order to participate and engage later on , it was group work organized by the teacher, he/she was responsible for the turn taking among the learners, by asking different questions and answering the students' questions as well.

Audio-visual aids use: Modern kinds of audiovisual aids were used in compare with what we have seen with the other teacher for instance the chalkboard was replaced by the use of the data show, PC's to listen to a native speakers conversation. During our observation the teachers used the audiovisual aids such as watching a video clip.

Difficulties encountered by the teacher: Among the difficulties encountered by some teachers is noise especially when they use Audio-Visual Aids. Learners feel boredom in class, although they had the chance to talk or to criticize but they simply refuse it, except for one group who was focusing on the lesson.

Teacher role and performance in teaching speaking : one of the teachers' various responsibilities is to correct the learners' mistakes, what we perceived was more like giving explanation, providing the right words' pronunciation, correcting tenses, plural and singular forma, and teach them new words vocabulary as well. Most of teachers focus on pair and group work as a technique to use Audio-Visual Aids and to expoit time.

3.3. Discussion of the Results

Based on three sections of both pupils' and teachers' questionnaires along with the observation, our survey aims at improving learners speaking skill through the use of Audio-Visual Aids.

After finishing analysing both questionnaires and observation , we deduced that both quantitative and qualitative research tools converge on specific points in the sense that participants think that the use of audiovisual aids improves their speaking skill, the received participants show us that pupils face many difficulties in their speaking abilities caused by diverse reasons; consequently it prevents them from participating in oral expression sessions. As for the teachers questionnaire fully support the pupils questionnaire. Inspite of the schools' deficiency in providing Audio-Visual materials, teachers exert efforts in bringing the materials so as to teach the pupils who are strongly interested in using them to increase their speaking skill abilities. Teachers' and pupils' attitudes towards the use of the Audio-Visual Aids in enhancing the speaking skill where the majority of our sample agreed on the positive attitudes towards the use of audiovisual aids, in which pupils' participation augmented.

The final element methods and strategies, both observation and teachers' questionnaire reveal that among teachers various responsibilities is to correct the learners' mistakes besides they benefit from using pair and group work .

In brief, we believe from the research tools analysis in which only two hypotheses are proved in which it has been confirmed that the use of Audio-Visual Aids can positively influence speaking ability through enhancement besides, teachers use Audio-Visual Aids sufficiently so that learners' speaking abilities can be improved.

3.4. Suggestions for Teachers in Teaching Speaking

- Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.

- Try to involve each pupil in every speaking activity; for this aim, practice different ways of pupil participation.

- Reduce teacher speaking time in class while increasing pupil speaking time,step back and observe pupils.

- Involve speaking activities not only in class but also out of class; contact parents and other people who can help.

- Audio-Visual Aids are useful to students not only in class, but at home or in the street as well. They encourage students to speak the language very well.

- Provide the vocabulary beforehand that pupils need in speaking activities.

- Diagnose problems faced by pupils who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

3.5. Conclusion

We designed this chapter to analysed each data collection separately after that we presented the results along with the interpretation of each item in the questionnaires whether numerically using tables or linguistically , in the analysis of the classroom observation list. In fact, the results we obtained revealed that the use of audiovisual aids improve the students' speaking skill, additionally the majority of our sample agreed on its effectiveness and on developing learners' speaking abilities.

General Conclusion

The present study sheds light on the current concerns and attitudes of Algerian EFL teachers and learners related to teaching and learning the speaking skill in the EFL secondary school classes. Improving the speaking abilities of pupils has always been a concern since the first secondary school year. In the fast developing 21st century various innovative technologies are being introduced to teach speaking skill in the EFL class. Technology is the vehicle to get access with this modernized world. More than the process of communication, trade and transactions. Today, technology is widely used in educational sectors. Technological tools have been regarded as ways of helping students improve language skills .This was the reason that motivate us to conduct a research about the use of audio visual aids in enhancing secondary school pupils' speaking skill

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

The practical part of the research we adopt a descriptive research methodology in which the it was conducted with third year pupils and teachers of secondary schools as a case study, hence we selected three main research tools to test the validity of our hypotheses, a questionnaire was administered to a population of third year pupils in addition to a second questionnaire for sample populations of their teachers selected randomly, besides a classroom observation was carried out. After that, we analyzed the collected data numerically and descriptively, which led us to consider from the obtained results that the use of audiovisual aids improves the pupils' speaking skill. Based on the previous findings, it would be preferable if we suggest some recommendations that hopefully will be taken into consideration by the administrators, especially the teachers and the learners as well. We advice them to take benefits from technology, since it provides us with the opportunity to acquire different things in a limited time using the minimum of energy and maximum of effectiveness. In addition to the fact that the audiovisual aids are of great help for the foreign

language learners, it gives them the chance to be in touch with the world of the target language, due to various means such as the social media, broadcasts as well as watching TV.

Indeed, using audiovisual aids is a fruitful way to teach learners and motivate them to speak, but it seems that it is not easy because of the lack of the audiovisual materials in the secondary schools. For instance, there exist only few data show instruments in the secondary school. Accordingly, it would be better if the person bring in charge some new devices to reinforce the quality of teaching, and to provide the teachers as well as the learners with better chances to improve their achievements especially in the oral expression session. We suggest that teachers play the main role in developing their pupils' success. They can guide them to start using those aids in order to motivate them for better participation in the class; besides, teachers can encourage their learners to speak without being anxious of making mistakes, because through speaking an individual can express his thoughts, opinion and believes. Learners should rely on their abilities to develop their speaking skill outside the classroom. Teachers should be creative and up to date about the new available material to enrich the teaching learning process.

To conclude, we can say that the third chapter which was devoted to the analysis and interpretations of the data collected tools revealed that pupils face various speaking difficulties, especially during oral expression sessions. Although the use of audiovisual materials inside the classroom improves the pupils' motivation which encourage them to participate without being afraid of making mistakes, this can only confirm the hypotheses we set at the beginning and proves the positive impact of using the audiovisual aids to improve the pupils' speaking skill.

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Appendice A

Pupils' Questionnaire

Dear pupils

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

Note :

- You may tick more than one box depending on your opinion choice.

Gender : Male ☐ Female ☐	Age : …………….
Student level : 3rd year	Stream : ……………………..

A/ Evaluating The speaking skill at the classroom

1- Is the speaking skill very necessary in learning English as a foreign language ?

    a- Yes ☐   b- No ☐   c- Maybe ☐   d- Other …………………..

2- How often do you participate orally ?

    a- Often ☐   b- Somtimes ☐   c- Rarely ☐   d- Never ☐

    e- Only when ………………………………………………………

3- To what extent do theses factors hinder your speaking ability at the classroom ?

Difficulty (ies) that affect your speaking skill?	Tick according to your choice				
	Agree	Strongly agree	Undecided	Disagree	Strongly disagree
a- I don't feel at ease when I talk infront of my mates.					
b- I suffer from shyness when I speak and they are staring at me.					
c- When I speak I do not find appropriate words to express myself .					
d- The allowed time for a speaking session is not that enough .					

B/Audio-visual aids use at clasrooms

1- What kind of Audio visual aids does your teacher use inside the classroom ?

a- Powerpoint or slideshow ☐   b- Data show ☐   c- Projectors   ☐

b- Other tools, name them …………………………………………………………

……………………………………………………………………………………………..

2- What kind of Audio visual aids do you use outside the classroom ?

a- Watching TV ☐   b- Smart phone ☐   c- Tablette ☐   d- audio tape ☐

e- Computers ☐   Other insruments ……………… , ………………..

3- How often does your teacher use Audio visual aids in oral expression ?

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

4- In which of the following activities does your teacher use audio -visual aids ?

Choose from the suggestions bellow

a- Topic discussion ☐ b- Films/documentaries ☐   c- Singing a song ☐

d- Language games ☐   e- Project presentations ☐   f- Other activities, name

them ……….. , ………………….. , …………………..

…………………… , ………………………………… , …………………….

C/Audio-visual Aids Effects

1- Do you get benefit from AVA use ?

a- Yes ☐   No ☐

b- If yes , Does it help you to improve your speaking skill ?

Yes, a lot ☐   Yes, somehow ☐   not really ☐

Thank you for your help

الملحق أ

استبيان التلاميذ

أعزائي التلاميذ

إجاباتكم هي مساعدة كبيرة لإنجاز هذا البحث. لهذا السبب يرجى منكم الإجابة عن الأسئلة التالية عن طريق تحديد اختياراتك في المربعات المقابلة والإدلاء ببيانات كاملة عند الضرورة. لذلك ، يؤكد الباحث سرية معلوماتك الشخصية. شكرا لكم مقدما على تعاونكم .

ملاحظة

- يمكنك وضع علامة في أكثر من مربع حسب اختيار رأيك.

أ / تقييم التحدث في القسم .

1- هل مهارة التحدث ضرورية للغاية في تعلم اللغة الإنجليزية كلغة أجنبية؟

أ-نعم ☐   ب- لا ☐   ج- ربما ☐   د- اخرى ☐

2- كم مرة تشارك شفهيا؟

أ-في كثير من الأحيان ☐   ب - في بعض الأحيان ☐   ج - نادرا ما ☐   د – أبدا ☐

هـ فقط عندما..

3- إلى أي مدى تعيق هذه الأطروحات قدرتك على التحدث في القسم ؟

ما الصعوبات التي تؤثر على مهاراتك في التحدث؟	ضع علامة حسب اختيارك				
	موافق	موافق بشدة	متردد	لا أوافق	لا أوافق بشدة
أ- لا أشعر بالراحة عندما أتحدث أمام زملائي.					
ب - أعاني من الخجل عندما أتكلم وهم يحدقون بي.					
ج- عندما أتحدث ، لا أجد الكلمات المناسبة للتعبير عن نفسي					
د- الوقت المسموح به لجلسة تحدث ليس كافيًا.					

ب/ الوسائل السمعية والبصرية اللتي تستخدم في القسم

1- ما نوع الوسائل السمعية والبصرية التي يستخدمها معلمك داخل القسم ؟

أ - Powerpoint أو عرض الشرائح ☐   ب - عرض البيانات ☐

ج - أجهزة العرض ☐   د ـ أدوات أخرى .... ،.....................

....

2- ما نوع الوسائل السمعية البصرية التي تستخدمها خارج القسم؟

أ - مشاهدة التلفزيون ☐   ب - الهاتف الذكي ☐   ج – لوحة رقمية ☐

د ـ شريط الصوت ☐   ه- أجهزة الكمبيوتر ☐   و- أجهزة أخرى.....................

....

3- كم مرة يستخدم مدرسك الوسائل السمعية والبصرية في التعبير الشفهي؟

أ- دائمًا ☐   ب- أحيانا ☐   ج- نادرًا ☐   د- أبدًا ☐

4- في أي من الأنشطة التالية يستخدم معلمك الوسائل السمعية المرئية؟ اختر من الاقتراحات أدناه

أ- مناقشة المواضيع ☐   ب- الأفلام / الأفلام الوثائقية ☐   ج- الأغاني ☐   د- ألعاب اللغة ☐   ه-العروض التقديمية للمشاريع ☐   و- أنشطة أخرى ، اسمها .... ،

.... ، .... ، .... ، .... ، ....

ج / اثار الأدوات السمعية والبصرية

1- هل تستفيد من استخدام الأدوات السمعية والبصرية؟

أ- نعم ☐   لا ☐

ب- إذا كانت الإجابة بنعم فهل يساعدك ذلك على تحسين مهاراتك في التحدث؟

نعم ، كثير ☐   نعم ، بطريقة ما ☐   ليست حقا ☐

شكرا على المساعدة

Appendice B

<div align="center">

Teachers' Questionnaire

</div>

Dear Teachers,

This questionnaire is for the preparation of a master dissertation, it serves as a data collection tool on the effectiveness of using the audiovisual aids to enhance secondary schools pupils' speaking skill. Your contribution will be of great help to make the research work achieve its objectives. You are kindly requested to answer the questions by ticking your choices in the corresponding boxes or providing the information whenever necessary.

School : ………………………..	
Gender : Male ☐ Female ☐	Age :………..
EFL teacher experience :………..	AVA use experience ………..

A- Audio-visual aids use in EFL Teaching

1- Are the Audio visual materials available in your school ?

a- Yes ☐   b- No ☐

If yes , name them in the list bellow :

-Data show ☐ -Laptop ☐ -Tablette ☐   others : …………… , ………………… , ………………..

2- How often do you use Audio visual aids in teaching the speaking skill ?

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

3- What type of activities do you use in teaching speaking ?

a- Role play ☐   b- Story telling task ☐

c-classroom discussions ☐   d- debates and information gaps ☐

other suggestions ……………………………………………………………… …………………………………………………………………………………….

B- Difficulties encountered

1- What are the difficulties faced most by pupils in their speaking performance ?

a- Inhibition because of shyness and anxiety ☐

b- Nothing to say about the chosen topic ☐

c- Lack of linguistic competency ☐

2- What are the obstacles that prevent you from using AVA in your lessons ?

    a- Electricity problems   ☐

    b- Lack of materials availability   ☐

    c- Other obstacles, name them …………………………………………

        …………………………………………………………………………….

C- Teachers' attitudes towards the use of the AVA in teaching the speaking skill

Tick according to your choice	-2	-1	0	+1	+2
a-Teaching the speaking skill is a priority in your classroom					
b-Do you agree to teach the speaking skill in the warmin up phase ?					
c-using group work and pair work to teach the speaking skill .					
d- brainstorming is not compulsory in teaching the speaking skill .					
e-Vocabulary plays a big role in enhancing learners' speaking skill.					
f-Teaching speaking skill focus more on correcteness rather than fluency .					

D- Methods and strategies to teach the speaking skill

1- How often do you translate unclear words into arabic ?

    a-Always ☐   b- when necessary ☐   c-Never ☐

2- Do you expose your learners toa variety of spoken text types ?

    a-Yes ☐   b-No ☐

    If so, name that spoken text types ……………… ,…………………………….

    …………….. , …………………….. , …………………………………………

3- How do you consider arranging your learner in pairs or groups when teaching speaking skill?

    a-Efficient ☐   b-helpful ☐   c- noisy ☐

    d-causing disturbtive behavior ☐

Thank You for your cooperation

Appendice C

Classroom Observation List

Time of the lesson :…………   Secondary school name : ………………

Class level :………………   Stream :…………………………………….

Elements to be observed	Observation	Comments
Time of the speaking session		
Motivation		
Existance of shyness & anxiety		
Interaction and creativity		
participation rate of pupils		
Audio-visual aids use Yes/No What is it ?		
Difficulties encountered by the teacher		
Teacher role and performance in teaching speaking		

Notes :