

الجمهورية الجزائرية الديمقراطية الشعبية  
DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA  
وزارة التعليم العالي والبحث العلمي  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
جامعة عباس لغرور- خنشلة  
UNIVERSITY OF ABBES LAGHROUR –KHENCHELA



كلية الآداب و اللغات  
FACULTY OF LETTERS AND LANGUAGES  
قسم الآداب و اللغة الإنجليزية  
DEPARTMENT OF LETTERS AND ENGLISH LANGUAGE

**Students' Attitudes towards Using Audiovisual Aids as a Tool to Improve  
Their EFL Oral Competence**

**The Case of Second Year License Degree Students of English at**

**“Abbes Laghrou University- Khenchela”**

*Dissertation Submitted to the Department of English in Partial Fulfillment of the  
Requirements for the Degree of Master in Language and Culture*

**Candidates:**

Ms. BOUHZEM Rokia

Ms. BOUGATTAYA Amel

**Supervisor:**

Mr. BEDDIAF Abderrazak

**Board of Examiners**

Ms. RAMADAN Sonia

President

University of Khenchela

Mr. BEDDIAF Abderrazak

Supervisor

University of Khenchela

Mr. BEDDIAF Abdelkhalek

Examiner

University of Khenchela

**May, 2018**

## *Dedication*

*All praise due to Allah, the Cherisher of the world, and peace and blessing be upon the prophet of Allah, on his family and all his companions*

*I dedicate this work to:*

*The most precious persons in this presence, those who taught us the meaning of struggle and brought us to what we are in: our beloved parents.*

*Our brothers and our sisters.*

*Our friends and our advisor who helped us to complete this study.*

*All teachers of English language and all Master two students of English.*

## *Acknowledgments*

*Praise be to Allah who enlightened our path of science and knowledge and helped us to accomplish this work*

*We extend our thanks and gratitude to our honorable supervisor Mr. Abderrazak BDDJAF without whose guidance and valuable advice this research would have never been fully completed.*

*To all those who helped us from near or far to finish this work and to overcome the difficulties we encountered.*

*To the members of jury who generously accepted to examine this work*

*To second year students of English for their help*

## **Abstract**

Recently, the Algerian University Educational System has witnessed extensive integration of ICTs as computers, slide shows and videos and many others that have come of pervasive use for enhancing the students' achievements. The present study aims to investigate students' attitudes towards the implementation of audiovisual aids (AVAs) in teaching to enhance their English speaking skill. The work conducted the descriptive method, based on the use of two different questionnaires administered to both samples: sixty (60) second year LMD students of English, and six (6) teachers of oral expression at Khenchela University. The purpose is to investigate students' and teachers' points of view about the use of AVAs in teaching and learning for increasing students' abilities in speaking English. The data analysis indicated that teachers and students were welcomed the use of audiovisual aids in teaching-learning environments, and strongly confirmed the importance of these teaching tools in developing the speaking skill.

## **LIST OF ABBREVIATIONS**

**EFL: English Foreign Language**

**FL: Foreign Language**

**LMD: License. Master. Doctorate**

**AVAs: Audio-Visual Aids**

**CAI: Computer-Assisted (or Aided) Instruction**

**ICTs: Information and Communication Technologies**

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## **General Introduction**

### **1. Literature Review**

Mayer (2001) defines multimedia as a set of various digital media types, such as text, image, sound, and video, into an interactive application or presentation to transmit a message or information to an audience. Any type of media has possible benefits on human's reactions or responses in multiple situations. Reddy (2008, p.26) states that "audio visual education consists of the uses of interactional devices such as film projectors, radio, television, charts, posters, models, field trips ... etc." All these educational means are put to complete or to achieve the teaching and the learning goals, and to create a powerful in regard between learners and teachers.

Ivers and Baron (2002) confirm that audio visual aids stimulate students to perform well and through which the student can share the speech with his colleagues and his teacher, to know the facts of some things and the causes of certain phenomena and the solutions of different problems.

Subarta (2012) argues that films have a strong impact on learners because they not only appeal to eyes and ears, but also to emotions that can lay a strong foundation for regulating co attitudes and establishing habits. Movies can attract students' attention; they can do so in a variety of ways, in this regard, audiovisual aids have a great effect on improving the speaking skill because it contains all the information and various programs that allow students adapt English as a foreign language. Students can also practice activities inside or outside the classroom, such as re-representing the films they have seen and repeating sounds or sentences they have heard in their own way to improve their pronunciation, vocabulary and grammar. Kaker (2006) adds that in recent years, the use of video in English classes has grown rapidly as a result of the increased emphasis on communication techniques. According to Edgar Dell (1946) in Hasbrooke (1998), symbolic information, such as photographs, films, or demonstrations, is much more clear, which has a role in instilling information in the students' minds and thus improving their verbal performance in summarizing that information to strengthen interaction between pupils and teachers.

### **2. Statement of the Problem**

Nowadays, in the Algerian universities, most of the second year EFL students have problems with English speaking performance because of the limited opportunities to speak English inside and outside the classroom. In addition, the lack of interaction with English native

speakers hinders such learners from expressing their thoughts and ideas in a comprehensible manner. Thus, teachers should provide more activities and use different teaching techniques, including the use of audiovisual aids to facilitate the teaching/learning process and help their students to acquire more information about grammar, vocabulary, pronunciation, and even intonation. Weak speaking performance of students is considered a main problem that leads teachers to use such materials to enhance their students' speaking as an essential goal.

### **3. Research Question**

The present study addresses the following question:

1- What are the students' attitudes towards using audiovisual materials in enhancing their oral competence?

### **4. Hypothesis**

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

-Students have positive attitudes towards using audiovisual aids in the classroom to improve their oral competence.

### **5. Aims of the Study**

The main objectives of the present study are:

-To gain information about the audiovisual materials considering the teaching /learning process.

-To investigate students' attitudes towards audiovisual materials in enhancing oral performance.

### **6. Research Methodology**

#### **6.1. Choice of the Method**

This research is based on the descriptive method to check the attitudes of students towards the audiovisual description in improving their EFL oral competence. The reason behind choosing such a method is that the study is an attempt to describe the situation as it is: a real life situation.

## **6.2. Data Gathering Tools**

The study relies on one type of data gathering tools which is the questionnaire, addressed to both English Second year LMD students and teachers, in order to investigate students' attitudes towards using audiovisual materials in enhancing their EFL oral competence. This type of data collection is a valuable tool which can help to answer the research question.

## **6.3. Population and Sampling**

Our population of students is second year LMD students of English (60 students). And the population of teachers is oral teachers (6 teachers) for the purpose of investigating the attitudes of students towards using audio-visual aids to enhance English speaking skill .

## **7. Significance of the Study**

The use of different techniques and materials in classrooms to teach and learn speaking English as a foreign language (EFL) is of great importance in developing the students' speaking skill and abilities. This study aims to help students benefit from the audiovisual aids in language teaching and learning, and to consider that the improvement of speaking skill requires more attention and practice of language. Thus, teachers should select the appropriate teaching aids according to his objectives and his student's interests to motivate them about learning different languages and to facilitate the learning process.

## **8. Structure of the Study**

To fulfil the objectives and to answer the question of this study, the work clusters two chapters: The first chapter is about the integration of audiovisual aids in teaching the speaking skill that is divided into two sections. The first section focuses on the speaking skill, its definition, its aspects, its importance and factors affecting students' speaking skill in English as Foreign language. The second section is the overview of the audiovisual aids; it includes the definition of audio-visual aids, their classification, their types, and thier advantages, the steps in teaching using audio visual aids, and finally the teachers' role in audiolingualism. The second chapter is the field work that is about the analysis of the data gathered from the questionnaires addressed to both second year LMD students of English and teachers of oral expression at Khenchela University.

# **Chapter One**

## **The Integration of Audiovisual Aids in Teaching the Speaking Skill**

## **Introduction**

This chapter is considered to be the theoretical part of this work, and it highlights important issues. It is divided into two sections. Section one is devoted to the understanding of the speaking skill. It discusses some points, like: definition, aspects, the importance of the speaking skill, and the main problems students face in speaking. Section two is devoted to the comprehension of the audiovisual aids in teaching speaking.

### **I. Section One: The Speaking Skill**

#### **I.1. Definitions of 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 means that speaking is a tool that helps building and sharing meaning by using verbal and non-verbal signs in different situations. Speaking is the way of structuring meaning that includes producing, receiving and transforming information (Brown, 1994; Burns & Joyce, 1997). Brown (2001) claimed that when someone is able to speak a particular language, it means that he has the ability to continue his conversation reasonably and perfectly. This means that the signal of the successful acquisition of a language is almost always the demonstration of an ability to achieve pragmatic goals through interacting with the speakers of that language.

Nunan (in Kayi, 2006) defines Speaking as the ability to use language fluently and confidently using few unnatural pauses. Speech and written language are different in terms of skills, structure, and conventions (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). Whereas, according to Hughes (2011), learning to speak another language, the speaker should modify and develop identify as he or she learns the cultural, social, and political factors, that help to speak correctly with new sound.

#### **I.2. Aspects of the Speaking Skill**

Many speaking aspects learners must take into consideration, in order to be good speakers, which are: Comprehension, Vocabulary, Pronunciation, Fluency, Grammar, and Accuracy.

##### **I.2.1. Comprehension**

Comprehension is the totality of intentions that are pertinent to the context of a given discussion in order to understand what someone said, and also to make them understand what we say. Harmer (1998) states that “*if two people want to make communication with each*

*other, they have to speak because they have different information. If there is a gap between them, it is not a good communication”* (p.107). It means that when two people are communicating, they have to speak to understand each other.

### **I.2.2. Vocabulary**

Vocabulary is very important when someone wants to express his or her ideas both in oral and written form. Teachers can use flashcards and pictures as tools of teaching, and to know the degree of students' understanding.

### **I.2.3. Pronunciation**

Pronunciation refers to the way of saying and pronouncing words. It includes vowels and consonants. It is any language that identifies how sounds are used as well as stress and intonation because a wrong pronunciation leads to misunderstanding of what someone says. So Teachers and assessors should pay attention to the way the students vocalize the words.

### **I.2.4. Fluency**

Fluency means the ability to speak freely, and it is the prime goal the teachers want their learners to achieve when teaching the speaking skill. Stovall (in Asni 2007, p.19) defined fluency as *“the ability to converse with others much more than the ability to read, write, or comprehend oral language.”* In other words, fluency means the ability to speak with others more than the ability to understand what they say. Hughes (2002) defines fluency as the ability to show their intelligible, sensible, and exact way without pause, in order to make the hearer interested in what he or she says.

### **I.2.5. Grammar**

Here, the teacher does not only focus on how to speak, but also on how to make students structure correct sentences, following grammatical rules. Simon and Schuster (in Amin 2006, p. 20) defined grammar as *“a part of the study of language which deals with the forms and the structure of words (morphology), and with then customary arrangement in phrases and sentences (syntax).”*

### **I.2.6. Accuracy**

Accuracy refers to the ability to produce correct written and spoken sentences in terms of grammar and vocabulary. Skema (1996, p.23, cited in Ellis and Barkhinzen, 2005, p.139)

defines accuracy as referring “to how well the target languages produced in relation to the rule system of the target language.” Thus, accuracy refers to the amount of producing the foreign language related to its rule system.

### **I.3. The Importance of the Speaking Skill**

Language is a means of communication, and through speaking we express ideas and understand the others’ ideas. Hence, the speaking skill is very important for the learners to interact with their teachers and with each other. Ur (2000, P. 120) stated that

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

Stein (2007, P. 02) asserts that “to learn a language and to know the grammar and vocabulary is not just everything. It is a need to speak it correctly and fluently; otherwise, people will lose ‘fun’ using it.” In other words, learning a foreign language is to know grammar and vocabulary in order to speak it correctly and fluently.

### **I.4. Factors Affecting Students’ Speaking Skill**

When learning a new language or a foreign language, non-native speakers find many difficulties in communicating using the new language. These difficulties could be due to: socio-cultural differences, lack of self-confidence, foreign language anxiety, etc.

#### **I.4.1. Socio-cultural Factors**

Culture differs from one country to another and from one language to another in terms of habits, customs, way of behaving, etc. Baker and Westrup (2003, P.12) assert that “the social rules for speaking can be different in each culture. These social rules have a strong effect on the learner’s interest and ability to learn to speak in foreign or second language.” It means that each culture has its own social rules that are different from one culture to another. These social rules affect the learner’s speaking skill.

#### **I.4.2. Fear of Making Mistakes**

Most of learners avoid participating in speaking activities because they are afraid of saying wrong answers and being corrected by the teacher. Ur (2000, p.111) states that “learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism, or loosing face, or simply shy of the attention that

*their speech attracts.*” In other words, most of the times, learners keep silent in the classroom because they are afraid of making mistakes, fear of being corrected, and shy of the attention of the others.

#### **I.4.3. Lack of Self-confidence**

Stress and anxiety negatively affect the students willing to speak confidently in front of their classmates. Park and Lee (2005) also examined the relationship between L2 learners’ anxiety, self-confidence, and oral performance. The result was that self-confidence affected L2 learners’ oral performance. They stated that: the more the learners are confident, the better their oral performance will be.

#### **I.4.4. Foreign Language Anxiety**

Foreign language anxiety is a real and serious problem that most of the students face. It has been found that the feelings of tension or nervousness affect the listening and speaking skills (Horwitz et al., 1986).

#### **I.4.5. Lack of Vocabulary**

Vocabulary is an important part in the students’ speaking skill. Therefore, Littlewood (1981, p.6) states that “*the learner must attain as high degree as possible of linguistics that he must develop skills in manipulating the linguistic system, to the point where he can use it spontaneously and flexibly in order to express his endeared message.*” It means that it is very important to the learner to have a high degree of linguistics to improve his/her skills, especially the speaking skill in order to convey meaning. Bogaards and Laufer (2004, P. 18) state that “*learners who read or who join reading-based courses are likely to acquire some or most of the second thousand most of frequent words.*” In other words, reading allows the learners to acquire vocabulary. The more they read, the more they learn vocabulary.

#### **I.4.6. Shyness**

Shyness is a kind of feeling that occurs when one feels anxious when presented in a new social situation (APA, 2012). According to Seguni (2005), shyness occurs because of learners’ fear of making mistakes. So, shy learners avoid speaking in front of their teachers and colleagues, and they prefer to be silent all the time.

#### **I.4.7. The Use of Mother Tongue**

Students who share the same native language most of the time use it inside and outside the classroom because they feel more comfortable. According to Baker and Westrup (2003, p.12), *“barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.”* Therefore, if the learners keep using the mother tongue, they will never use the foreign language correctly.

#### **I.4.8. Lack of Motivation**

Motivation has an important effect on the success of the foreign language learning. Ali Dincer and Savas Yesilyurt (2013), in their study *pre-Service English Teachers’ Beliefs on Speaking Skill Based on Motivational Orientations*, showed that students’ ideas about the importance of speaking skills are different. This diversity is because of the students’ motivational orientations and students’ competence/incompetence in speaking. The conclusion was that students’ motivation and students’ competence\incompetence affect their speaking skill.

#### **I.4.9. Lack of Listening Comprehension**

In the classroom, listening and speaking are the most often used skills. Lack of listening comprehension leads to unsuccessful speaking skill in the foreign language and vice-versa. Anderson and Lynch (1988, pp.1-2) said that *“for L2 learners to be a proficient partner in a conversation, they need to be skilled as both speakers and listeners”*. It means that learners of the foreign language have to be good as speakers and listeners in order to be skilful partners in a conversation. Bozargian (2012) carried out a study to examine the relationship of the listening skill with other language skills. The result was that speaking skill is affected by the amount of the listening comprehension. The more the learners listen, the better they speak and vice-versa.

#### **I.4.10. Nothing to Say**

Lukitasari (2008) conducted a study about the students’ strategies in overcoming speaking problems. The population of her study was the students of Muhammadiyah University of Malang in Indonesia. The result was that students faced some difficulties, such as inhibition, nothing to say, low and uneven participation, and mother tongue use. These difficulties negatively affect students’ speaking performance because they were not good in grammar, vocabulary, and pronunciation which are the main elements of speaking.

## **II. Section Two: Overview of the Audiovisual Aids**

### **II. 1. Educational Audio-Visual Aids**

Educational technology refers to the use of any technology in classroom which helps in increasing the pace of learning, and results in encouraging teachers to teach less and learners to learn more, like the usage of audiovisual materials in modern education. As a result, recent education cannot be far away from the use of technological tools (Singh, Sharma and Upadhyaya, 2008). According to Dike (1993), audiovisual materials do not depend solely upon reading to convey meaning as in newspapers, or in books, but they present information through the sense of hearing, as in audio resources; sight, as in visual resources, or through a combination of senses. The person uses more than one sensory channel to be able to clarify, establish, correlate concepts, interpretations, and appreciations in which the learning process may be encouraged or carried on through the sense of hearing or the sense of sight. This means that an audio visual aid is an instructional device in which the message can be heard as well as seen.

According to Rather (2004), audio-visual aids are those instructional devices which are used in the classroom to encourage learning as well as to make it easier and interesting. They help in maintaining and retaining student's interest almost till the very end of the classroom session, and it can be said that audio visual aids give learners the desire to learn more about the lesson without boredom.

From <http://www.tpub.com/audiovisualaidsinteaching.com>, audio - visual aids are defined as any device used to aid in the communication of an idea. From this definition, any tool of the aids has its benefits in communicating ideas and exchanging information that have been seen or heard. Visual aids give chance to learners to make a more professional and consistent presentation. It means that audio visual aids are those aids which help speakers to create a good space of learning; that is, motivation, classification, and stimulation. The use of audio-visual aids in classroom or other training sessions improves the performance of students. When a teacher gives what learners need according to their level, conditions, emotions, and perspectives using a variety of audio-visual aids for a particular concept, the majority of students will receive success in comprehension.

## **II.2. Classification of Audio, Visual, and Audio-Visual Aids**

### **II.2.1 Audio Aids/ Auditory Aids**

The audio materials are those which can be heard. They include radio, tape recordings, sound distribution sets, microphones, etc.

### **II.2.2 Visual Aids**

The visual aids are those which can be seen. They include graphic aids, 3-dimensional aids, display boards, and printed materials.

### **II.2.3 Audio-Visual Aids**

The audio-visual aids are those which can be heard and seen simultaneously. They include all those A.V. aids which are classified under projected and non-projected aids.

## **II.3. Types of Audio-Visual aids**

Using audio-visual aids and other technologies in education have developed in this modern scientific era for the purpose of facilitating the teaching and the learning process and providing beneficial conditions for teachers, students, and the educational system as whole. It brings diversification in the methods of teaching. They are equally useful at all levels of education. Thus, the classification of audio-visual aids is presented graphically under: Projected Aids and Non-Projected Aids.

### **II.3.1 Projected Aids**

According to Sampath, Pannneerselvam, and Santhan (1998), projected aids involve a large image of the materials or text projected on a screen, which is at a distance from the projector. These equipments are equally effective for every age group. The room is either totally dark or partially dark. The bright colours and images on the screen catch the attention; sound and motion will make presentation more dynamic as compared to non-projected aids. Mainly, there are four projected aids that are widely used.

#### **II.3.1.1. Film strips**

Film strips are sequences of transparent pictures with individual frames on 35mm film. A tape recorded narration can be synchronized with film strip. Each strip contains from 12 to 18

or more pictures. It is a fixed sequence of related stills on a roll of 35mm film or 8mm film. Film strips are connected series of pictures, drawings, photographs, and diagrams joined together to illustrate a single concept, story, or a lesson. According to Holmes (1968, p. p 80-81), “*the filmstrips differ from moving films as there is no appearance of movement*”.

#### **II.3.1.2. Slide Projector**

According to Sampath, Pannneerselvam, and Santhan (1998), slides are commonly used as an instructional device to complement verbalism. They involve projection through the passing of strong light on transparent slide. Slides projector proves valuable where motion in pictures is given less importance for comprehension. In other words, slides require a light room and little more space for storage than filmstrips.

#### **II.3.1.3. Overhead Projector**

According to Brown, Lewis, and Harcleroad (1977), the speaker has full control over the timing and choice of why, when, what, and how a presentation is going to be when using overhead projector. This device is used in front of the audience; it produces a clear and a very lighted image on the screen, by reflection from a mirror. It can be applied in a semi-darkened or totally lighted room. It is considered as a main tool that has a large use from other audio visual aids.

#### **II.3.1.4. Opaque Projector**

Opaque projector is the only projector on which you can project a variety of materials, e.g. book pages, objects, images, or any other material that is non-transparent. The opaque projector will project and enlarge directly from the originals, printed matter, and all kinds of written or pictorial matter. It requires a dark room, as projector is large and not really movable.

#### **II.3.2 Non-Projected Aids**

Teaching aids that mostly do not employ the use of projectors to project enlarged images of objects or texts are grouped under non-projected teaching aids. They are inexpensive to use, and they are relatively less sophisticated as compared to projected aids. Non-projected aids are further subdivided into five heads, namely, graphic aids, display boards, 3-d aids, activity aids, and audio-visual aids (Sampath, Pannneerselvam & Santhan, 1998).

### **II.3.2.1 Photographs and Pictures**

A picture or a photograph gives an accurate concept or an idea of any object or a concept. Good photographs can effectively communicate the whole story without using a single word. Pictures and photographs can be coloured as well as be black and white. Coloured pictures and photographs are relatively more eye-catching. Therefore, the image gives the general concept of the thing without interference of any word or expression because each colour symbolizes something, and each form has a certain meaning (Prasad, 2005).

### **II.3.2.2. Power Point**

The power point is a desktop presentation program geared to producing presentations rather than documents. The presentation consists of a sequence of slides that once created, can be displayed on an overhead projection system, on a computer screen, printed onto transparencies, or printed as handouts for the participants.

### **II.3.2.3. Handouts**

Handouts are prepared in advance and distributed to the learners before or during training. The information can be used during the training, and used as a reference or job aid, after the training. grids, charts, and graphs can be effective as handouts.

### **II.3.2.4. Diagram**

The diagram is a simple and explanatory drawing, showing interrelation and explaining ideas and concepts by using lines, symbols, and geometrical forms. Diagrams go beyond mere representation, rather they are self-explanatory or self-describing (Mangal, 2008).

### **II.3.2.5. Graphs**

From the definition of Prasad (2005), Graphs are the visual teaching aids used to represent complex and statistical information and numerical data in a more simple, quick, and effective way. Thus, graphs are one of the most important and easy-to-understand methods that can be used when you want to display different information, either to impress the reader, or to save time in having to read many pages, which can be summarized in several graphs or tables.

### **II.3.2.6. Posters**

A poster is an informational or educational tool to convey illustrated message to many people in many locations. It is a visual combination of an illustration of message conveyed to people. Posters are usually displayed out and open for the purpose of awareness in general public. Posters not only serve as a means to design the class, but rather it stimulates interest in students to learn about different countries, art, historical places, science, and whatever the posters are about (Brown, Lewis & Harcleroad, 1985), i.e., attention and interest are two basic aims to go through them, as well by expressing image content and meaning to improve students' communication and interaction with the teacher.

### **II.3.2.7. Activity aids**

There are certain learning situations in which students' participation through direct experiences can be easily incorporated; these are called "activity aids". The activity teaching aids are really of great value as they put students in a role of active seekers of knowledge. There are five important activity teaching aids, which are listed below:

- 1- Field trips
- 2- Demonstrations
- 3- Experiments
- 4- Dramatizations
- 5- CAI

### **II.3.2.8. Audio-Visual Aids**

All those teaching aids through which information can be heard and seen simultaneously are audio-visual aids. Results achieved by bringing together these two devices are very encouraging, i.e., the ability to build students' high listening power of sounds, and to achieve students' clear seeing of images as compared to when they are used separately. Some largely used audio and visual aids are discussed below.

### **II.3.2.9. Radio and Television**

Television shares the radio in terms of voice, but it is different in its delivering of the dynamic movement; when the TV can target emotional communication, and the embodiment of the characters to the audience, the radio addresses the audience through the sound only. Through radio and television, educational programmes to any age group can be targeted and proved,

especially in learning languages. Further, Thomas and Kobayashi (1987, p.P 125-126) advocate that *“broadcasted programmes, specifically those on television can introduce preschoolers with alphabets and numbers; they can help build their vocabulary and introduce them with other fields of knowledge, i.e., physical and natural sciences, moral values, social events , religion, etc”*. These kinds of programmes or lessons on radio and television are also available for all listeners and viewers of the whole school ages.

#### **II.3.2.10. Cassette/ Record Player/ Tape-Recorder**

The use of record players, cassettes, and tape-recorders for educational purposes is highly made to learn a language, and to improve the listening and the speaking skills. Sampath, Pannneerselvam and Santhan (1998) claimed that the use of these audio aids for learning is encouraged, especially in language learning, poetry, and literature. The aim of using these audio aids in education is to grasp students’ attention by hearing new words and different expressions, by repeating these sounds in its proper pronunciation, and by developing their abilities in listening skill as much as speaking.

#### **II.3.2.11. Videos**

The video is much helpful to understand because it includes the speakers’ facial expressions and gestures. It is in accordance with what Gower, Phillips and Walters (1995, P. 75) state, *“the visual element is attractive and commands the attention better than audio alone.”* So, a teacher uses in his teaching some video films to fulfil his objectives by attracting students’ attention during the learning process, i.e., beginning, ending, and reviewing of the film and the attached learning that occurs by watching that particular film.

#### **II.3.2.12. Multimedia**

Multimedia is a widespread term in the computer world that symbolizes the use of various media to carry information, such as text, sound, graphics, animation, video, and interactive applications. According to Fenrich (1997 ) as cited in Masnan 2005), *“multimedia is such a combination of computer hardware and software that allows one to join together videos, animations, audios, graphics, and test materials to develop an effective presentation on a desktop computer”*.

## II.4. Steps of Teaching Speaking through AVAs

Cakir (2006) proved that steps in teaching speaking using AVA as follow:

- 1- Active viewing:** aimed in making students interested in focusing on the general idea of presentation.
- 2- Silent viewing:** as the sound and the vision are separate components, students can understand what a presentation means from images.
- 3- Sound-on and vision-off activity:** Students can hear voices without seeing the pictures and this considers more interesting and attractive to students' attention.
- 4- Repetition and role-playing:** they are the most important steps that help to understand video units, and connect them together to produce a complete concept of the story, and to improve the communicative competence.
- 5- Reproducing/repeating or mimicking activities:** After seeing a section, the teacher asks the students to re-represent or to write any part of a video presentation to diagnose their linguistic and cognitive abilities.
- 6- Follow-up activities:** It is important that a video presentation should lead to a follow-up activity as the basis for further extended oral practice.

Following these steps in classroom stimulate communication among students, and it helps to achieve communication practice of foreign languages.

## II.5. Advantages of Audiovisual Aids

Reddy (2008) states that there are many advantages of audio visual aids:

- 1-** It is used to make the learning experience more concrete and effective, more realistic and dynamic due to the involvement of students' sense organs, which stimulates self-activity on the part of students.
- 2-** Students become free in their selections of the easier tool to be adapted in the classroom. It helps to grab the attention of students.
- 3-** It provides students with opportunities to handle and manipulate certain things and articles; as a result, they will be more motivated.
- 4-** It provides students a realistic approach and experience, and it helps to grasp their attention, and the amount of learning time can be reduced.

5- It is relatively easy to understand, and it reduces meaningless use of words and phrases, and contributes towards the clearness of the participation and accuracy in learning.

6- It allows opportunities to include scientific attitudes, and it gives training in scientific methods.

7- It can activate students to ask more questions, and lead them to search for further investigations and knowledge.

8- AVA can help to reduce verbalism which is a major weakness of our schools. They convey the same meaning as words mean. They give clear concepts, and thus help to bring accuracy in learning.

Based on the description above, AVAs are effective tools that can help students in practicing and loving to learn a foreign language in which students will get the freedom in learning, and will have different opportunities and experience to be motivated and creative in learning process.

## **II.6. Teachers' Role in Audiolingualism**

In audiolingualism, the act of teaching and the learning process depend more on the active teachers, by providing suitable lessons and tasks that go with their students' levels and objectives. So, the teachers' roles are different inside the classroom as, affirmed by Richards and Rodgers (2001), that in audiolingualism the teachers' role is central and active. In other words the teacher has to provide the best conditions for the students, to monitor their linguistic performance, to control and correct their mistakes, and to collect the target language among students.

The role of teacher in class is like an orchestra leader, directing for a good manner of learning and controlling the language behaviour of her/his students. He/She is also responsible for providing her/his students with a good model for imitation, like drills (such as repetition, back-ward built up, chain, substitution, transformation, and question-and-answer) while the important thing is that the teacher has to give the opportunity for students to practice speaking during the study, by asking questions, role playing, and discussing different topics to create an active learning. It is, therefore, an effective verbal and physical interaction between teachers and learners.

## **Conclusion**

This chapter has characterized several important tasks related to the current study. The first section was about the speaking skill with different points (definition, aspects, difficulties...etc.). The second section was about the efficacy of using audio-visual aids in teaching the speaking skill. The next chapter is the practical part of the study; it is in this chapter that the collected data would be analysed and the results obtained be discussed and interpreted.

# **Chapter Two**

## **The Field Work**

## **Introduction**

This chapter is the practical part of the study, analyses the data gathered from two different questionnaires. The questionnaires are addressed to both the teachers of oral expression and to the Second year LMD students at the department of English at Abbess Laghrour. The purpose is to investigate teachers' and students' views about teaching and learning the speaking skill through the implementation of audiovisual materials in EFL classes and their attitudes towards using audiovisual aids in enhancing English speaking performance.

### **I. Research Methodology**

While the present work makes sense of data collection under the frames of the descriptive method, it aspires essentially to uncover a number of yet important aspects our statement of the problem highlights. Below, some space is reserved to discuss the context of the study, population, etc ...

#### **I.1. Context of the Study**

The second year LMD students and the teachers of oral expression are our populations selected for this study, from the Department of English, at Khenchela Abbes-Laghrour-University, of the year 2018. The sample selected to provide more information and previous experiences about the use of audiovisual aids in teaching the speaking skill.

#### **I.2. Population**

##### **I.2.1. Teachers**

Teachers of oral expression at the department of English, at Khenchela University, are the main participants in this research. The questionnaire was submitted to six (6) teachers. While the reason of choosing the teachers of oral expression is that they teach English for the sake of communication and they are considered, as the most users of the teaching aids to help students speak English.

##### **I.2.2. Students**

Second year LMD students of English are the population selected for this study. Our sample comprises sixty (60) students, composing two groups together. The aim behind choosing

second year students is that they are more motivated to speak English inside and outside the classroom.

### **I.3. Description of Teachers' Questionnaire**

This questionnaire is addressed to six (6) teachers of oral expression at the department of English, Abbess Laghrour-Khenchela-University. It contains fourteen (16) questions, including both open-ended and close-ended questions. While the questionnaire is divided into three sections: general information, Audiovisual Aids in teaching, and Audiovisual Aids in teaching the speaking skill.

#### **I.3.1. Section One: General Information**

This section contains six (7) questions. It aims to obtain a general overview about the educational experience of the teacher in teaching oral expression module. It covers teachers' years of experience in teaching oral expression, teachers' purpose of teaching the module, how they evaluate their students' level in learning English as well as the challenges teachers need student to improve and how they can help them to speak English correctly.

#### **I.3.2. Section Two: Audiovisual Aids in Teaching**

This section includes three (3) questions concerning teachers' use of Audiovisual Aids in EFL classes. In addition to the difficulties teachers face when using audiovisual materials in teaching with an explanation and finally teachers' opinions towards their students responses in using audiovisual aids in learning.

#### **I.3.3. Section Three: Audiovisual Aids in Teaching Speaking Skill**

This section includes five (5) questions concerning the implementation of Audiovisual Aids in EFL classes to improve the speaking skill. In this section, teachers are asked if they find the use of AVA in teaching suitable to enhance the students' speaking skill, which of the materials should be offered in EFL classes to develop students' oral competence, along with indicating the reason behind their choice, how they can select the appropriate aids to teach the speaking skill, as well as how they collaborate with their students when using audiovisual aids in teaching-learning.

#### **I.4. Description of Students' Questionnaire**

The students' questionnaire was distributed to sixty (60) students. The questionnaire contains seventeen (16) questions. It consists of both open-ended and close-ended questions. It is divided into three sections: the first section attempts to attain general information, the second section concerns the speaking skill, and the third section relates to the use of audiovisual aids in the teaching-learning process.

##### **I.4.1. Section One: General Information**

The first section includes three (3) questions; it is about students' numbers of years of learning English, students' choice to learn English and the reason behind this choice.

##### **I.4.2. Section Two: The Speaking Skill**

The second section consists of six (6) questions. Students are asked about the speaking skill in general; including the most important skill they need to be good in , how they evaluate their level in speaking performance, how often they practice speaking in the classroom, the difficulties they find during speaking, and the reasons behind these problems .

##### **I.4.3. Section Three: The Use of Audiovisual Aids**

The third section contains seven (7) questions relates to students' use of AVAs in classroom to enhance speaking skill. Besides to teachers' employments of these aids during the speaking activities, students perception to the importance of AVDs to improve speaking, and the importance of listening to natives.

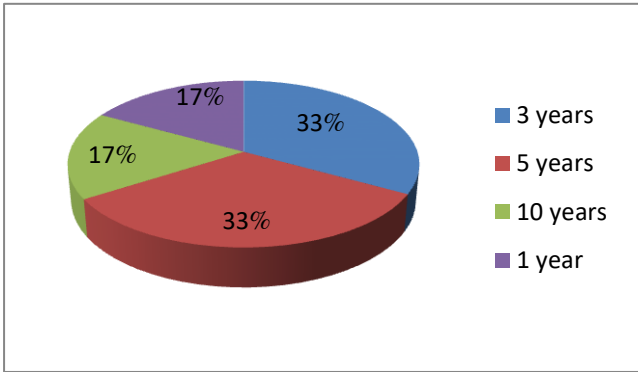
**II. Analysis of Teachers’ Questionnaire**

**II.1. Section One: General Information**

**Item 1:** How long have you been teaching the oral expression?

Years	03	01	05	10	Total
Teachers	2	1	2	1	06
Percentage (%)	33%	17%	33%	17%	100%

**Table1: Teachers’ Experience in Teaching Oral Expression**



**Figure 1: Teachers’ Experience in Teaching Oral Expression**

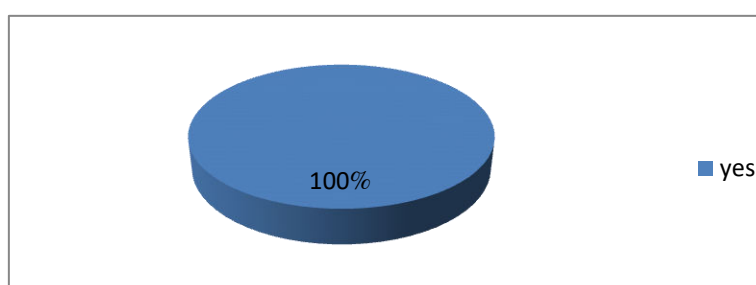
**Results Interpretation**

The table above shows that 17% of the participants have been teaching the oral expression module for ten (10) years. We deem these to be a representative case of highly experienced teachers, whose expertise regarding employment of certain tools and techniques that should be of substantial help in providing the atmosphere and the knowledge students need, may meet students’ linguistic needs in the best of forms. Also, 33% of teachers have five (5) years, and 33% have three (3) years, in teaching oral expression module. Finally, 17% of the respondents have been teaching oral expression module for only one (1) year, which means they have to teach oral expression module for more experience about the teaching-learning environment.

**Item 2:** Do you teach English for the sake of communication?

	Yes	No	Total
Teachers	6	0	6
Percentage (%)	100%	0%	100%

**Table 2: Teaching English for the Sake of Communication**



**Figure 2: Teaching English for the Sake of Communication**

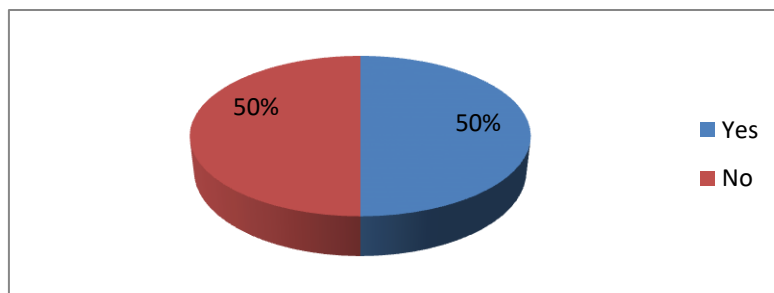
### Results Interpretation

In this figure, teachers are asked whether they teach the oral expression module to help students able to communicate in the target language. All the teachers (100%) are teaching oral expression for the sake of communication, because the aim of teaching this module is to provide students with the ability to speak the language they learn fluently and confidently.

**Item 3:** If yes, are you satisfied with your students' speaking performance?

	Yes	No	Total
Teachers	3	3	6
Percentage (%)	50%	50%	100%

**Table 3: Teachers' Satisfaction with Students' Speaking Level**



**Figure 3: Teachers' Satisfaction with Students' Speaking Level**

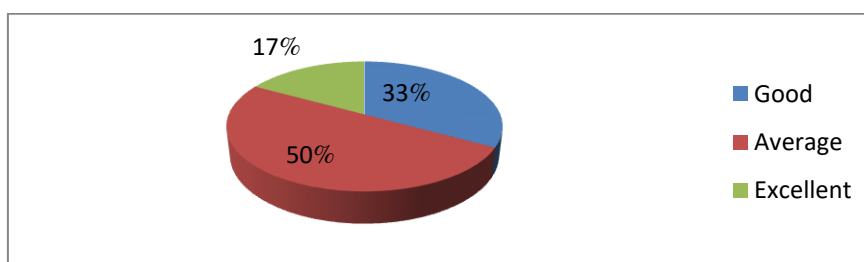
### Results Interpretation

In this item, while 50% of the oral teachers are satisfied with their students' speaking performance, 50% of them are not satisfied, because students have problems in pronouncing words and the majority of them feel shy when they speak, the reason that prevents them from expressing their ideas in a comprehensible way inside the classroom.

**Item 4:** How do you evaluate your students' level?

	Bad	Good	Average	Excellent	Total
Teachers	0	2	3	1	6
Percentage (%)	0%	33%	50%	17%	100%

**Table 4: Teachers' Evaluation of Students' Level**



**Figure 4: Teachers' Evaluation of Students' Level**

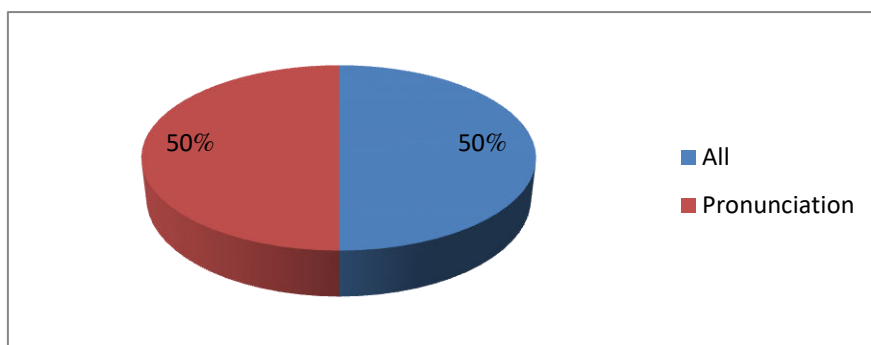
### Results Interpretation

This question aims at finding out teachers evaluate the level of their students during the oral expression sessions. It appears from the table above that 50% of teachers said that the level of their learners is average in this module because they are not able to use the language in a correct way and they have less background, while 33% of the participants believe that it is good. 17% of the participants state that it is excellent.

**Item 5:** These are some challenges that prevent students from speaking English correctly; which of the following items you consider your students need to improve?

	<b>Pronunciation</b>	<b>Vocabulary</b>	<b>Confidence</b>	<b>Listening</b>	All	Total
Teachers	3	0	0	0	3	6
Percentage (%)	50%	0%	0%	0%	50%	100%

**Table 5: The Skills that Students Need to Be Improved**



**Figure 5: The Skills that Teachers Need to Be Improved**

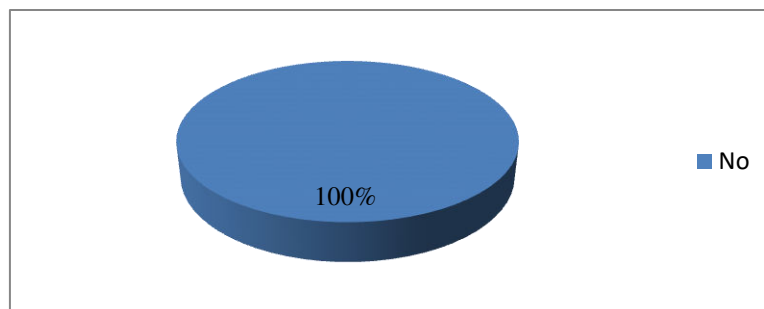
### Results Interpretation

50% of the participants consider that students need to improve their pronunciation to overcome the difficulties they suffer from when speaking English, while the remaining 50% affirmed that students have to take into consideration all these aspects of language to enhance their communication .

**Item 6:** Is relying on the teachers' activities sufficient in the improvement of students' speaking abilities?

	Yes	No	Total
Teachers	0	6	6
Percentage (%)	0%	100%	100%

**Table 6: Improving Students' Speaking Skill Through Teachers' Activities**



**Figure 6: Improving Students' Speaking Skill through Teachers' Activities**

### Results Interpretation

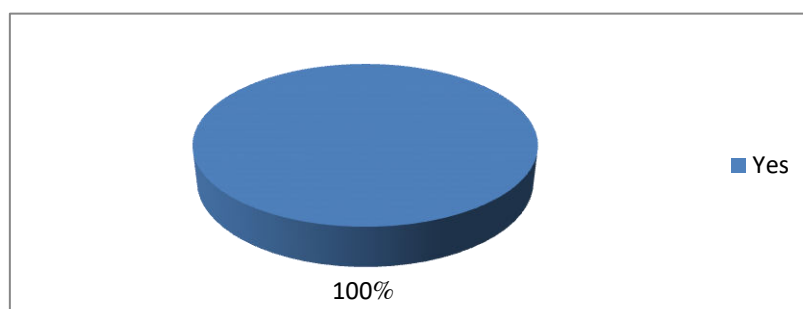
All the participants believe that depending on teachers' activities is not sufficient to improve the speaking skill. Therefore, teachers justifications are: students have to use the language they learn inside and outside the classroom and they should use other means to improve speaking by listening to tapes (native speakers), using the internet, watching movies in English and follow special programs and doing role -play or extra work of study.

### II.2. Section Two: AVA in Teaching

**Item 7:** Do you use any type of audio-visual aids in your classroom?

	Yes	No	Total
Teachers	6	0	6
Percentage (%)	100%	0%	100%

**Table 7: The Use of Audiovisual Aids in Classroom**



**Figure 7: The Use of Audiovisual Aids in Classroom**

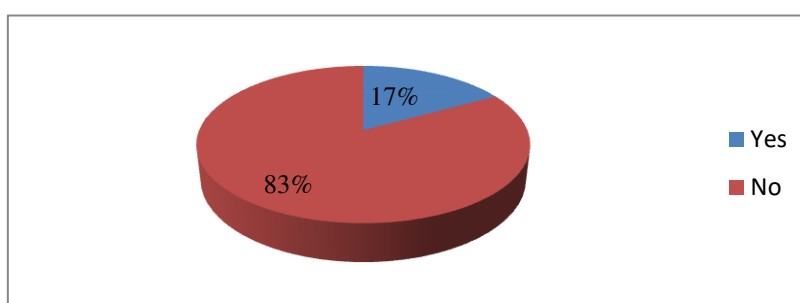
## Results Interpretation

The results revealed that 100% of the respondents depend on the integration of audiovisual materials in their classes including the use of computers, tape records, movies (videos), and slide shows.

**Item 8:** Do you find any difficulties when using audio-visual aids in teaching?

	Yes	No	Total
Teachers	1	5	6
Percentage (%)	17%	83%	100%

**Table 8: Teachers Difficulties in Using Audiovisual Aids**



**Figure 8: Teachers Difficulties in Using Audiovisual Aids**

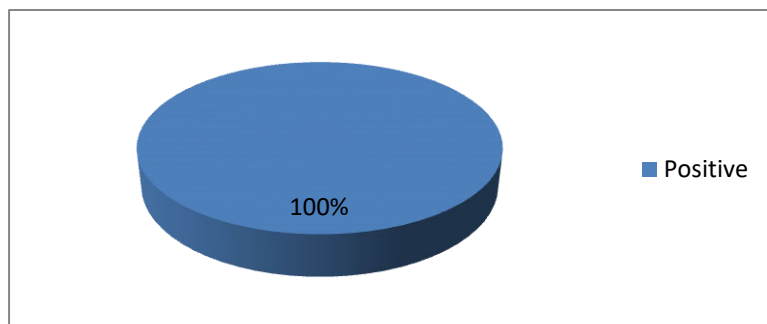
## Results Interpretation

In the chart above, 83% of teachers claimed that they do not face any difficulties when using AVAs in teaching speaking, whereas 17% of them declared that they suffer from the problem of electricity during the use of these materials.

**Item 9:** Do you think that your students' responses towards the use of audio-visual aids in teaching is:

	Positive	Negative	Total
Teachers	6	0	6
Percentage (%)	100%	0%	100%

**Table 9: Students Responses Towards Using AVAs**



**Figure 9: Students responses towards using AVAs**

**Results Interpretation:**

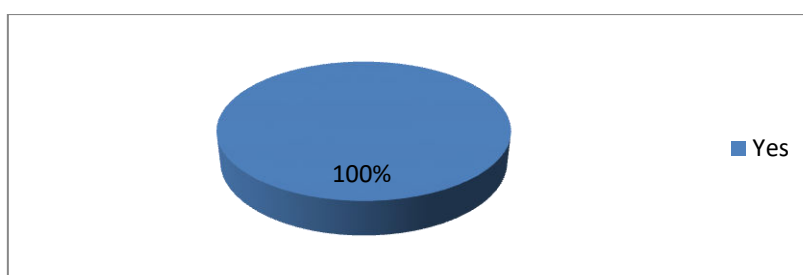
The entire sample (100%) answered that students’ responses towards the use of AVAs in teaching is positive.

**II.3. Section Three: Using AVA to Improve the Speaking Skill**

**Item 10:** Do you believe that the use of audio-visual aids is suitable to enhance the speaking skill?

	Yes	No	Total
Teachers	6	0	6
Percentage (%)	100%	0%	100%

**Table 10: Using AVAs to enhance speaking Skill**



**Figure 10: Using AVAs to enhance speaking Skill**

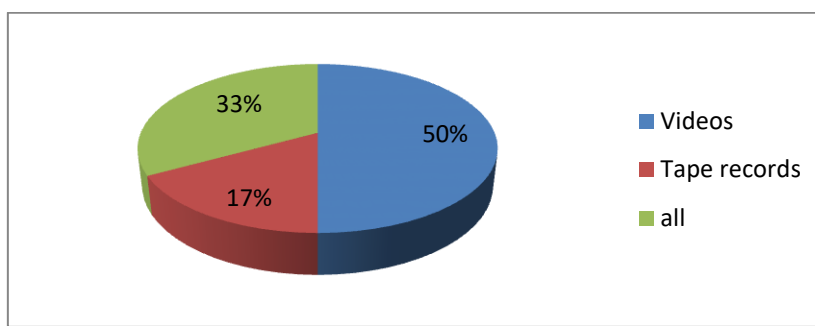
**Results Interpretation**

The whole participants believe that the employment of audiovisual aids in EFL classes is appropriate to enhance the speaking skill.

**Item 11:** If these materials are available in your university, please indicate which of the aids listed below you would like to be offered in EFL classes to develop students' oral competence?

	Video	Tape record	Picture	Slide show	Graphic aid	All	Total
Teachers	3	1	0	0	0	2	6
Percentage (%)	50%	17%	0%	0%	0%	33%	100%

**Table 11: The Suitable Aids to Develop Students' Oral Competence**



**Figure 11: The Suitable Aids to Develop Students' Oral Competence**

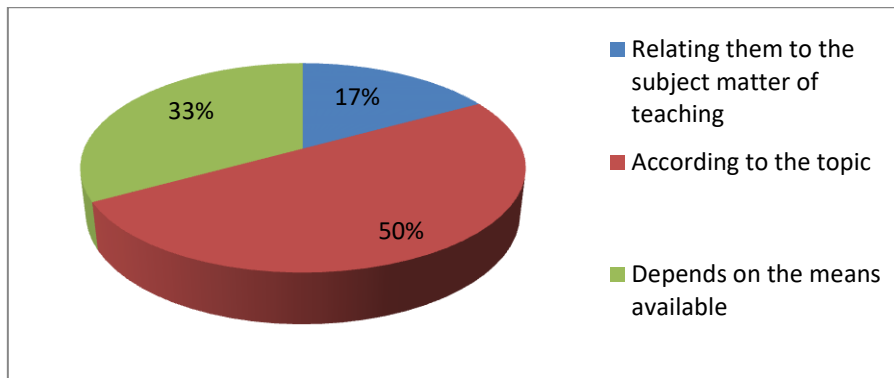
### Results Interpretation

To develop students' oral performance, 33% of the teachers prefer to integrate all the materials listed above in their classes to enhance the speaking skill. Teachers justified this with the fact that situations differ and each one is beneficial for students to increase their level in the four skills, including the speaking skill in particular. Also, one of them affirmed that using videos, for instance, is a type of lively image that makes the events in miniature which is going to help stimulating learners' sense and raising their attention. In addition, videos promote the listening skill via exposition to native speakers and it is much more authentic. The remaining choose tape records, since it allows students to record their voices, spot their weaknesses in pronunciation and in speaking in general.

**Item 12:** How can you select the appropriate aids for teaching speaking?

	Relating them to the subject matter of teaching	According to the topic	Depends on the means available	Total
Teachers	1	3	2	6
Percentage (%)	17%	50%	33%	100%

**Table 12: The Way of Selecting the Appropriate Aids for Teaching Speaking**



**Figure 12: The Way of Selecting the Appropriate Aids for Teaching Speaking**

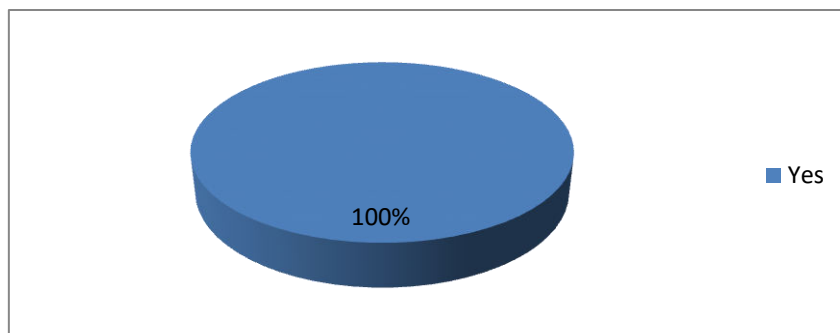
### Results Interpretation

The table shows that 50% of the teachers select the appropriate aids in teaching speaking depending on the topic of the task and 33% of them select them according to the means available, while 17% relate them to the subject matter of teaching.

**Item 13:** Do you think that the use of audio-visual aids in EFL classroom will give students positive attitudes to practice speaking?

	Yes	No	Total
Teachers	6	0	6
Percentage (%)	100%	0%	100%

**Table 13: Students' Attitude Towards Using AVAs to Practice Speaking**



**Figure 13: Students' Attitude to Towards Using AVAs to Practice Speaking**

### **Results Interpretation**

The whole sample stated that students will get positive attitudes in practising speaking when using AVAs in EFL classrooms.

**Item 14:** It is proved that the use of AVAs has made it possible for teachers and students to collaborate with each other in diverse ways. How can this occur?

**-No responses are recorded for this question.**

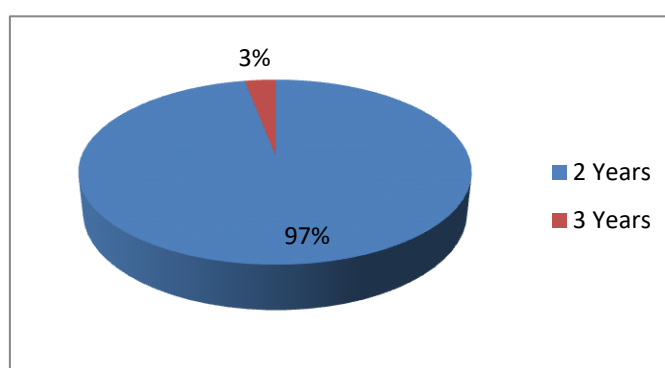
### III. Analysis of Students' Questionnaire

#### III.1. Section One: Background Information

**Item1:** Number of years students spent in learning English

	2	3	Total
Number of students	58	2	60
Percentage (%)	97%	3%	100

**Table1: Number of Years Students Spent in English Learning**



**Figure 1: Number of Years Students Spent in English Learning.**

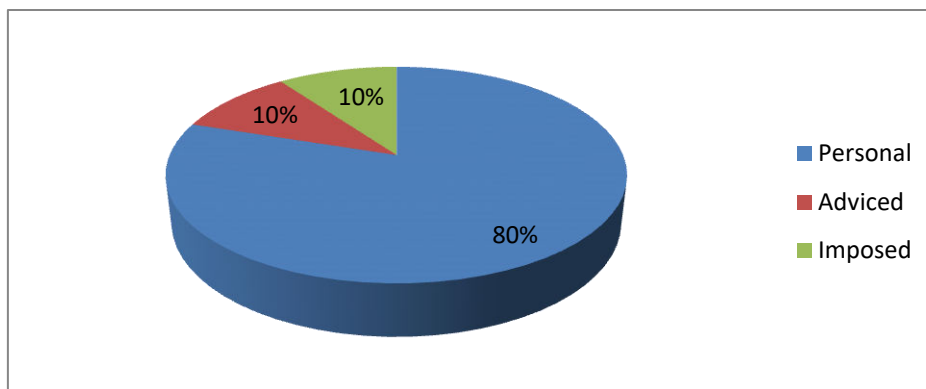
#### **Result Interpretation:**

Table 1 shows that 97% of the participants said that they have spent two years learning English, while only 3% of them said that they have spent three years doing so.

**Item 2:** Is learning English your choice?

	Personal	Advised	Imposed	Total
Number of students	48	6	6	60
Percentage (%)	80%	10%	10%	100

**Table 2: Students' Choice to Learn English.**



**Figure 2: Students' Choice to Learn English.**

### **Result Interpretation**

Table 2 shows that 80% of the participants declare that learning English refers to their personal choice and only 10% of them said that they advised to learn it. Finally, 10% of them said that they imposed to learn it.

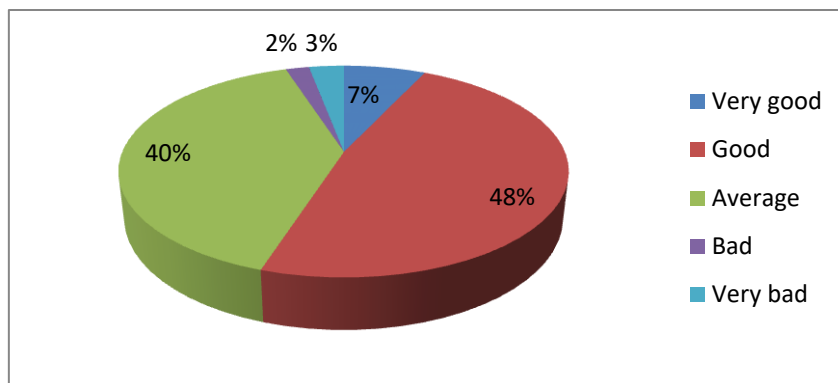
### **Please justify**

The majority of the participants (80%) believe that learning English is their personal choice because they like it and they want to understand and speak it. While 10% of students were advised to learn English due to their friends' and teachers' encouragement. 10% of the participants confirm that they imposed by their parents to learn English since they have not a high level to deal with scientific modules.

### **Item 3: How do you evaluate your level in English?**

	Very good	Good	Average	Bad	Very bad	Total
Number of students	4	29	24	1	2	60
Percentage (%)	7%	48%	40%	2%	3%	100%

**Table 3: Students' Evaluation of Their English Level**



**Figure 3: Students' Evaluation of Their English Level**

### Result Interpretation

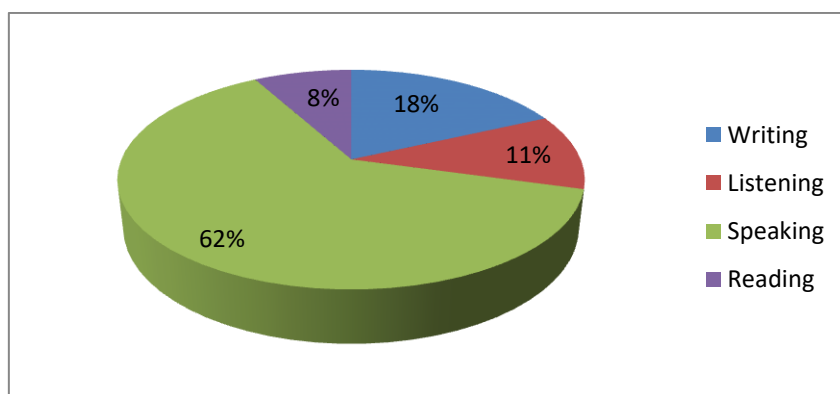
The table above reveals that 7% of the participants regard their level in English as very good. While 48% of the students consider their level as good, 40% of them evaluate their level in English as average. Moreover, 2% of the students state that their English level is bad, whereas 3% of them said that their level in English is very bad.

### III.2. Section Two: The Speaking Skill

**Item 4:** In your opinion, what is the most important skill you want to be good in?

	Writing	Listening	Speaking	Reading	Total
Number of students	11	7	37	5	60
Percentage (%)	18%	12%	62%	8%	100%

**Table 4: The Most Important Skill Students Want to improve**



**Figure 4: The Most Important Skill Students Want to improve**

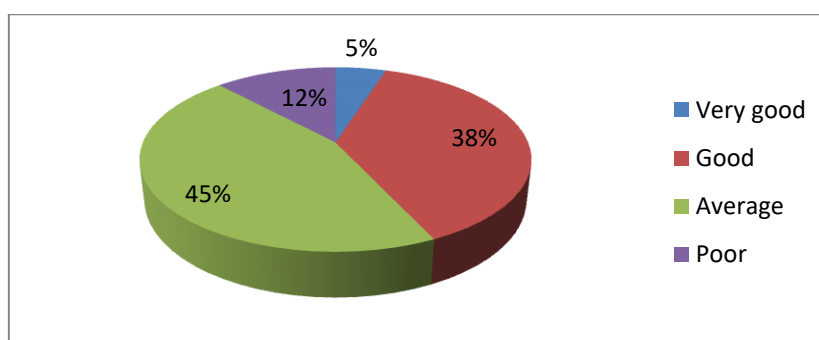
### Result Interpretation

Table 4 presents that 18% of the participants want to be good writers, while 12% of them want to be good listeners, 62% said that they want to be good speakers and 8% want to be good readers.

**Item 5:** How do you evaluate your speaking skill?

	Very good	Good	Average	Poor	Total
Number of students	3	23	27	7	60
Percentage (%)	5%	38%	45%	12%	100%

**Table 5: Students' Evaluation of Their Speaking Ability**



**Figure 5: Students' Evaluation of Their Speaking Ability**

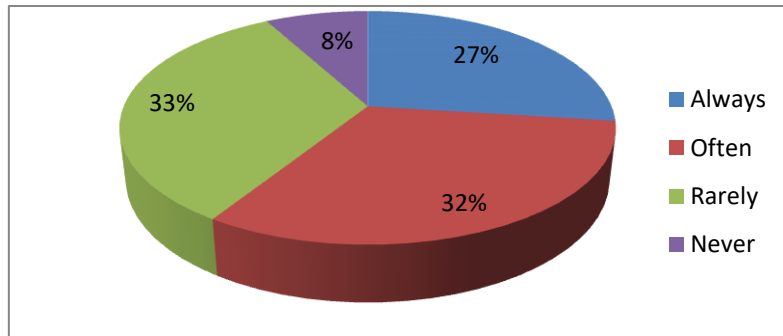
### Result Interpretation

Table 5 notes that 5% of the participants are very good speakers, 38% of them are good speakers. Whereas 45% of the participants said that their speaking skill is average and 12% consider their speaking abilities as poor.

**Item 6:** How often do you speak in the classroom?

	Always	Often	Rarely	Never	Total
Number of students	16	19	20	5	60
Percentage (%)	27%	32%	33%	8%	100%

**Table 6: The Times Students Speak in the Classroom**



**Figure 6: The Times Students Speak in the Classroom.**

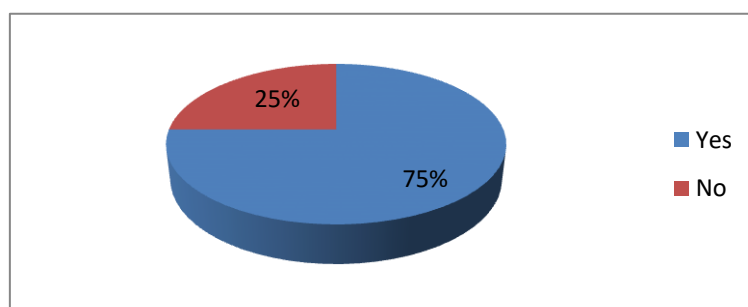
**Results Interpretation**

Table 6 indicates that 27% of the participants always speak in the classroom, while 32% often speak in the classroom. Whereas 33% rarely participate in the classroom, 8% of them never speak in the classroom.

**Item 7:** Does your teacher encourage you to speak in the classroom?

	Yes	No	Total
Number of students	45	15	60
Percentage (%)	75%	25%	100%

**Table 7: Teachers' Encouragements of Their Students to Speak in the Classroom**



**Figure 7: Teachers' Encouragements of Their Students to Speak in the Classroom**

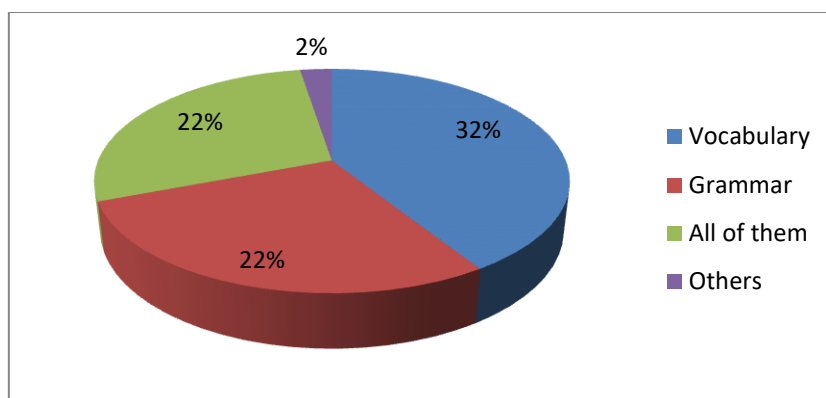
**Results Interpretation**

Table 7 shows that 75% of the participants confirm that their teachers encourage them to speak in the classroom, while the remaining 25% denied that.

**Item 8:** When you speak do you find difficulties in:

	Pronunciation	Vocabulary	Grammar	All of them	Others	Total
Number of students	14	19	13	13	1	60
Percentage (%)	23%	32%	22%	22%	2%	100%

**Table 8: The Difficulties Students Face During Speaking**



**Figure 8: The Difficulties Students Face During Speaking**

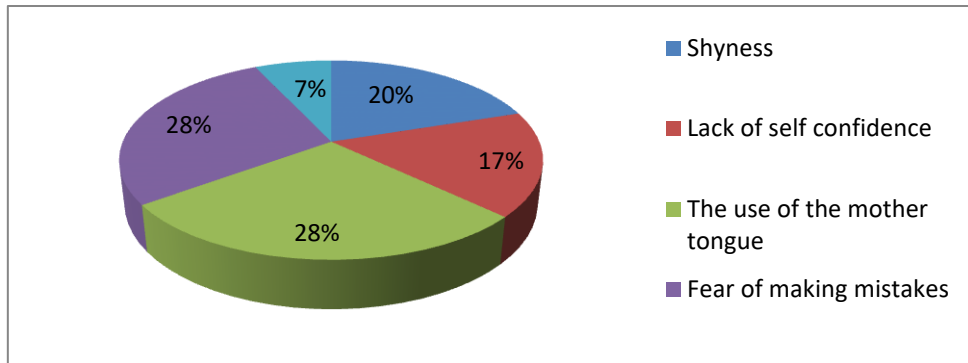
### Results Interpretation

The table above presents that 23% of the participants do not speak because they have difficulty in pronunciation, while 32% avoid speaking because of lack of vocabulary. Whereas 22% of the respondent do not speak as they have difficulty in grammar, 22% have difficulties in all of the previously mentioned, the thing that prevents them from speaking. Finally 2% of the samples do not have difficulties to speak.

**Item 9:** These difficulties are because of:

	Shyness	Lack of self confidence	The use of the mother tongue	Fear of making mistakes	Others	Total
Number of students	12	10	17	17	4	60
Percentage (%)	20%	17%	28%	28%	7%	100%

**Table 9: The Causes Behind The Difficulties Students Find When Speaking English**



**Figure 9: The Causes Behind The Difficulties Students Find When Speaking English**

**Results Interpretation**

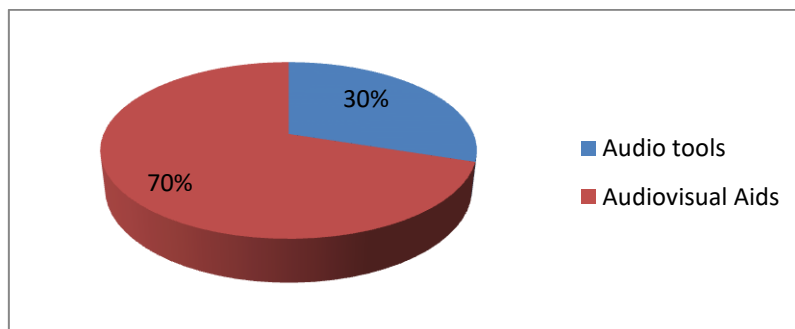
The figure above indicates that 20% of the populations do not speak because of shyness and 17% have difficulties to speak because of lack of self-confidence. Whereas 28% of the participants do not speak because of the use of mother tongue, and 28% avoid speaking because they fear making mistakes. Finally, 7% do not speak due to other problems which are: lack of vocabulary, grammar rules and many ideas come to mind at once

**III.3. Section Three: The Use of Audiovisual Aids**

**Item 10:** What do you use as a tool to enhance your speaking skill?

	Audio Tools	Audiovisual Aids	Total
Number of students	18	42	60
Percentage (%)	30%	70%	100%

**Table 10: Tools Used by Students to Enhance Speaking Performance**



**Figure 10: Tools Used by Students to Enhance Speaking Performance**

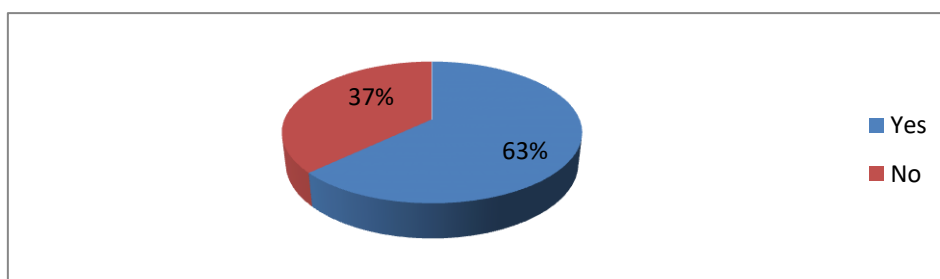
### Results Interpretation

70 % of students depend on the use of audio visual aids to improve the speaking skill. While 30% follow the auditory means to be develop their oral competences.

**Item 11:** Does your teacher use audiovisual aids during the speaking activities?

	Yes	No	Total
Number of students	38	22	60
Percentage (%)	63%	37%	100%

**Table 11: Teachers' Usage of AVDs during the Speaking Activities**



**Figure 11: Teachers' Usage of AVDs during the Speaking Activities**

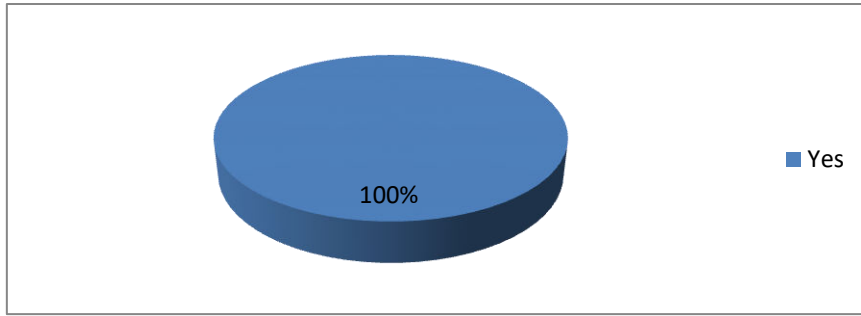
### Results Interpretation

63% of the participants declared that their teachers use audiovisual in their classes. On the other hand, 37% of them displayed that their teachers do not employ such tools in the speaking activities, maybe because the materials are not available.

**Item 12:** Do you think that using audiovisual aids (videos, computer...) is good to improve your speaking skill?

	Yes	No	Total
Number of students	60	0	60
Percentage %	100%	0%	100%

**Table12: Students' Perception towards Using AVDs to Improve Speaking**



**Figure12: Students’ Perception Towards Using AVDs to Improve Speaking**

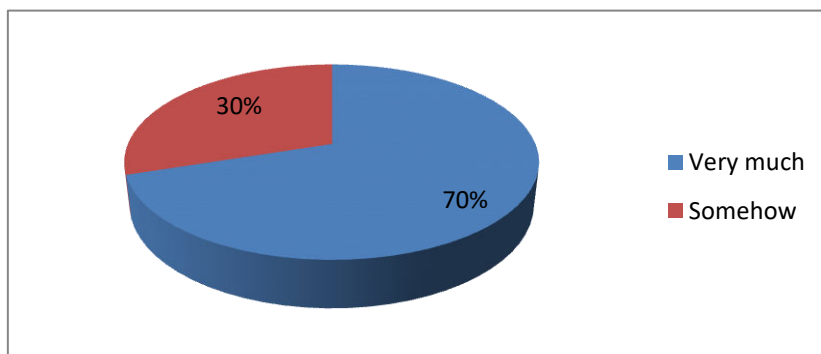
**Results Interpretation**

All of the participants agreed with the idea that using audio visual aids can help to enhance the speaking skill. Their justifications are as follow: they develop students’ level in English including pronunciation, and vocabulary, and they make students choose correct words in a specific context, as a result, students become more interested in the speaking activities.

**Item 13:** To what degree is listening to native speakers affective in developing your speaking skill?

	Very much	Somehow	Not at all	Total
Number of students	42	18	0	60
Percentage%	70%	30%	0%	100%

**Table13: The Importance of Listening to Native Speakers**



**Figure 13: The Importance of Listening to Native Speakers**

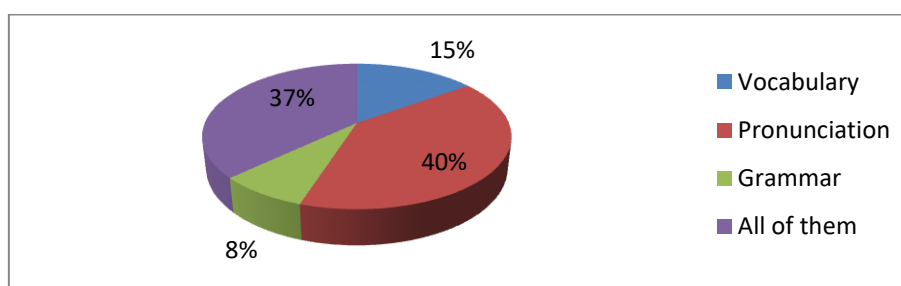
## Results Interpretation

In this figure, the results show that 70% of EFL learners believe that listening to native speakers is very much effective in developing the students' speaking skill, whereas 30% consider listening to native speakers to be somehow effective for improving the speaking skill.

**Item 14:** The use of audiovisual aids develop your:

	Vocabulary	Pronunciation	Grammar	All of them	Total
Number of students	9	24	5	22	60
Percentage %	15%	40%	8%	37%	100%

**Table 14: Students' Developing Skills**



**Figure14: Students' Developing Skills**

## Results Interpretation

The results of the table above reveal that 40% of the sample considered the use of AVAs as helpful to develop their pronunciation while 15% use them to enhance their vocabulary. 18% of the participants claimed that using AVAs improve their grammatical aspects. The rest of the samples (37%) prefer to use AVAs in order to enhance all these aspects of language.

**Item 15:** Please put any remark or suggestions.....

Out of 60 participants, only 8,33% answered this question. The answers provided are the following:

-Teachers should motivate students to practice English by giving them a chance to communicate with each other, to express their ideas and ask questions to get new words and improve their pronunciation.

- Teachers should try to develop new methods of teaching not to criticize students when they speak, but to encourage them to talk freely, whether inside or outside the classroom.
- Students have to watch movies, listen to songs by imitating them to become good speakers.
- Teachers have to provide more speaking activities like the role playing to enhance their students' oral performance.
- It is better for teachers and students to collaborate with each others to know each one's objectives.

## **Discussion of the Results**

### **Students' Questionnaire**

Nowadays, improving the speaking skill is an important goal for both students and teachers to achieve. The research investigated the impact of using audiovisual aids in enhancing students' oral competence. The subject selected is the second year LMD students of English at Khenchela Abbas Laghrour University. Regarding students' questionnaire analysis we found that:

In the first section, the majority of the students' choice of studying English is personal and they learned it for two years, also the majority of them considered their level in English as good.

The second section provided the general information about students' speaking skill. We came out with some results which are:

Most of the students considered speaking as the most important skill that should be improved for them to be good speakers, the majority of them regarded that their speaking abilities as average since they face some difficulties in pronunciation, vocabulary, grammar, etc). This later makes students stay silent all the time and do not participate in speaking activities, because of the use of the mother tongue, lack of self confidence, shyness and fear of making mistakes, etc. So they really need to be encouraged by their teachers to speak and participate during the speaking activities.

Then, the third section is based on the use of the audiovisual materials. The findings are:

Students are really in need to use methods and strategies that help them to increase their speaking competence. Audiovisual aids have a positive effect in developing students' speaking skill, and teachers should use such materials especially during speaking activities because listening to native speakers motivates students to speak. Also we came out with some suggestions and advice that are: teachers should encourage their students to participate during the speaking activities, give them the chance to ask about things they do not understand, teachers should not criticize learners when they make mistake, they must give them the opportunity and encourage them to speak freely inside and outside the classroom. Finally, watching movies, and listening and imitating native speakers positively affect students' oral

competence. Consequently, The use of audiovisual aids will help students to solve the problems they find when they try to speak.

### **Teachers' Questionnaire**

Teachers have a great responsibility towards looking for the effective tools and aids that help in developing students speaking abilities. This questionnaire consists of 16 questions divided into 3 sections. The obtained results are the following:

The first section presented that teachers' experiences differ; all of them teach English to improve students' speaking skill, because they really need to develop it. Teachers consider their students level between good and average, teachers aim to improve all the aspects of language that can develop students' oral performance such as pronunciation, vocabulary, etc. Students, should not rely on teachers' activities only.

The second section is about the use of AVAs in teaching. Teachers must use AVA to have an effective and enjoyable lesson, the majority of them do not find problems when they use audiovisual tools and the students' responses will be positive. These show how AVAs are important in teaching process.

The third section is about improving students' speaking skill using AVAs. Teachers believe that the use of AVAs are suitable to increase students' speaking abilities using videos, pictures, tape records, slide shows, etc. Each teacher selects the appropriate materials differently relating them to the subject of teaching, topic, and adapt their selection according to the means available. As well as they revealed that students' attitude towards using audiovisual aids is positive. As a common fact, almost all the teachers believed that the use of audiovisual aids positively affects students' oral competence and they have to use them.

### **Conclusion**

All in all, this chapter is the field work of the current research, where the data is discussed and interpreted. The questionnaire, for second year LMD students of English and teachers of oral expression at the department of English proved to be the appropriate data gathering tool to verify our hypothesis: Students have positive attitudes towards using audiovisual aids to improve their English oral competence.

## **Recommendations**

Considering speaking as an important element to acquire English as a foreign language, teachers and students have to cooperate in some ways:

- Teachers should encourage their students to be active listeners for the full class to make them learn from each other's speech performance;
- Teachers should decide in advance to include audiovisual aids in their courses as a requirement to fit students' objectives;
- Teachers have to use the appropriate tools in the classroom, taking into consideration students' weaknesses in learning the language;
- Teachers should motivate their students to use any kind of the teaching aids, whether inside or outside the classroom, to develop their listening as well as practicing speaking;
- Students have to be encouraged in using videos, tape record or to follow the English programmes when they run into any difficulties, for example, they have difficulties in pronouncing words;
- The department should provide teachers and students with enough time and variety of aids for the oral sessions

## **General Conclusion**

The present study was carried out to investigate the role of using audiovisual aids in the development of EFL oral competence by using the descriptive method conducted in a form of questionnaires that administered to both second year LMD students and their teachers at Abbes Laghrour Khenchela University. Generally, the fieldwork and data analysis lead to conclude that audiovisual aids are very important part in teaching foreign languages especially in speaking activities. In addition, we conclude that, oral practice is a very substantial activity in the classroom because mastering the speaking skill requires more than learning about grammar rules and vocabulary of the language. The hypothesis, which states that « Students will have a positive attitude towards the use of audiovisual tools » is confirmed.

Finally, audiovisual aids are successful and effective tools because they give learners the chance to practice English in different ways, and it pushes them to feel more comfortable and speak freely in different speaking activities, forgetting the difficulties they may face.

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## Appendix A:

### Teachers' Questionnaire

Dear teachers,

This questionnaire is designed for our research. We would be very grateful if you accept answering the following questionnaire as your answers will help in completing our study, that is about students' attitudes towards using audio-visual aids to improve the speaking skill.

Thank you in advance.

Please, put a tick (√) in the corresponding box and make full statements whenever necessary.

#### Section one: general information

**Q1:** How long have you been teaching the oral expression module?

.....years

**Q2:** Do you teach English for the sake of communication?

Yes

No

**Q3:** If yes, are you satisfied with your students' speaking performance?

Yes

No

**Q4:** How do you evaluate your students' level?

a- bad

b- Average

c- Good

d- Excellent

**Q5:** These are the challenges that prevent students from speaking English correctly, which of the following you consider your students need to improve?

a- Pronunciation

b- Vocabulary

c- Confidence

d- Listening

**Q6:** Is relying on the teachers' activities sufficient in the improvement of students' speaking abilities?

Yes

No

**Q7:** If not sufficient, how can you help them?

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

**Section two: AVA in teaching**

**Q8:** Do you use any type of audio-visual aids in your classroom?

a- Yes

b- No

**Q9:** If yes, would you specify how.....

.....  
**Q10:** Do you find any difficulties when using audio-visual aids in teaching?

a- Yes

b- No

If yes, say how, please

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

**Q11:** Do you think that your students' responses towards the use of audio-visual aids in teaching is?

a- Positive

b- Negative

**Section three: using AVA to improve the speaking skill**

**Q12:** Do you believe that the use of audio-visual aids is suitable to enhance the speaking skill?

a- Yes

b-No

**Q13:** If these materials are available in your university, please indicate which of the aids listed below you would like to be offered in EFL classes to develop students' oral competence?

a- Videos

b- Tape records

c- Pictures

d- Slide shows

e- Graphic aids

Would you justify your choice.

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

**Q14:** How can you select the appropriate aids for teaching speaking?

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

**Q15:** Do you think that the use of audio-visual aids in EFL classroom will give students positive attitudes to practice speaking?

a- Yes

b-No

**Q16:** It is proved that the use of AVAs has made it possible for teachers and students to collaborate with each other in diverse way. How can this occur?

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

**Appendix B:**

**Students' Questionnaire**

Dear students,

We would be grateful if you answer the following questions that aim to collect data about developing students' speaking abilities through using audiovisual aids.

Please put a tick (√) in the appropriate box.

Thank you in advance for your cooperation.

**Section One: Background Information**

**Q 1:** Number of years spent in learning English?

..... years.

**Q2:** Is English your .....choice?

a- Personal

b- Adviced

c- Imposed

-Please justify

.....  
.....

**Q3:** How do you evaluate your level in English?

a- Very Good

b- Good

c- Average

d- Bad

e- Very bad

## Section Two: The Speaking Skill

**Q4:** In your opinion, what is the most important skill you want to be good in?

a- Writing

b- Listening

c- Speaking

d- Reading

**Q5:** How do you evaluate your speaking skill?

a- Very good

b- Good

c- Average

d- Poor

**Q6:** How often do you speak in the classroom?

a- Always

b- Often

c- Rarely

d- Never

**Q7:** Does your teacher encourage you to speak in the classroom?

a- Yes                       b- No

**Q8:** When you speak do you find difficulties in:

a- Pronunciation

b- Vocabulary

c- Grammar

d- All of them

e- Others.....

**Q9:** These difficulties are because of:

a- Shyness

b- Lack of self confidence

c- The use of mother tongue

d- Fear of making mistakes

e- Others.....

**Section three: The Use of Audiovisual Aids**

**Q10:** What do you use as a tool to enhance your speaking skill?

a- Audio tools (by listening)

b- Audiovisual aids (Watching English movies ... )

c- Others.....

**Q11:** Does your teacher use audiovisual aids during the speaking activities?

a-Yes

b- No

**Q12:** Do you think that using audiovisual aids (videos,computer,...) is good to improve your speaking skill?

a- Yes

b- No

Please justify.....

.....

**Q13:** Do you use audiovisual aids at home to develop your speaking skill?

a-Yes

b-No

**Q14:** To what degree is listening to native speakers effective in developing your speaking skill?

a- Very much

b- Somehow

c- Not at all

**Q15:** The use of audiovisual aids develop your:

a-Vocabulary

b- Pronunciation

c- Grammar

d- All of them

d- Others.....

**Q16:** Please put any remark or suggestions.....

.....

.....

## Appendix C :

### ملخص

شهد النظام التعليمي بالجامعة الجزائرية في الآونة الأخيرة تكاملاً مكثفاً لتكنولوجيا المعلومات والاتصالات ،حيث أن أجهزة الكمبيوتر وعروض الشرائح ومقاطع الفيديو ،وغيرها من الوسائل. قد تم استخدامها بشكل واسع لتهديب و لتقييم انجازات الطلاب .لذا تهدف هذه الدراسة الى التحقيق من مواقف انطباع الطلاب تجاه تنفيذ الوسائل السمعية والبصرية في التدريس لتعزيز مهارة التحدث باللغة الإنجليزية. كما اعتمد هذا البحث على المنهج الوصفي بناءً على استخدام استبيانين مختلفين تم توزيعهما على كل من :ستين طالبا في السنة الثانية وكذا ستة اساتذة التعبير الشفوي بقسم اللغة الانجليزية بجامعة خنشلة .الهدف من استخدام الاستبيانين هو معرفة وجهات نظر كل من الطلاب والمدرسين حول استخدام هذه الوسائل السمعية والبصرية في مراحل التدريس والتعلم لزيادة قدرات الطلاب في التحدث باللغة الإنجليزية شفويا. حيث أشارت البيانات والنتائج التي تم جمعها من الاستبيانين إلى أن الاساتذة والطلاب كانوا مرحين باستخدام الوسائل السمعية البصرية في بيئة التعليم والتعلم ،واكدوا بشدة حول أهمية هذه الوسائل التعليمية لتطوير مهارة التحدث .