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Research University of Chadli Bendjedid

EL Tarf

Faculty of Letters and Languages
Department of English



**The Role of the Audio-visual Aids in EFL Teaching and Learning the
Speaking Skill**

Case Study: Third Year Students

English Department

At Chadli Bendjedid -El Tarf- University

**Dissertation Submitted in Partial Fulfillment of the Requirement for the Master Degree in English
Didactics**

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Declaration

We, hereby, certify that this research work, which we now submit for assessment of the programme of study leading to the award of **Master in *Didactique d'Anglais*** is entirely the result of our own work and has not been taken from the works of other researchers. Further, we have acknowledged all sources used and have cited these in the bibliography section.

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Dedication

In the Name of Allah, Most Gracious, Most Merciful, All the Praise is due to Allah alone, the Sustainer of the world.

First and foremost, we thank Allah who gave us the strength to finish this work.

We dedicate this work to:

- The soul of our fathers;
- The candles of our lives, the most wonderful mothers who ever encouraged us in every step;
- Our sisters and brothers, and all members of our families;
- All our relatives and friends.

Acknowledgment

We express our gratefulness from the bottom of our hearts to almighty Allah, whose mercy has enabled us to complete this research. We are heartily grateful to our supervisors Mrs. Berzane Asia and Mr. Sebti Ali who have provided us guidance with their effective feedback and inspiration throughout the work.

Finally, we would like to thank all the participants who have helped us to collect data for this research and contributed directly or indirectly in any respect during the completion of this research.

Abstract

In this research work our hypotheses state that if the teacher uses audio-visual aids (A.V.A) in class, student's speaking skill will improve. In order to test these hypotheses and for the purpose of introducing audio-visual aids as an effective strategy to enhance speaking and to provide a full illustration for the correct use of A.V.A, we submitted a teachers' questionnaire which helped us to know the teachers' points of view about the use of audio-visual aids in teaching the speaking skill. Meanwhile, we submitted a questionnaire for third year students of English at Chadli Ben Djedid University for more accurate data. The obtained results confirm our hypotheses which stated that student's speaking skill will be improved if we use audio-visual materials. At the end of this study we suggested some recommendations and tips for teachers as well as students that would improve students' speaking

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LIST OF ABBREVIATIONS

A.V.A	Audio-Visual Aids
EFL	English as a Foreign Language
OHP	Overhead Projector
CD	Compact Disc
DVD	Digital Versatile Disc
VHS	Video Home System

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INTRODUCTION

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GENERAL INTRODUCTION

Teaching English as a foreign language is not an easy task for many teachers because they always need to find ways and means to improve their teaching methodologies. With the change in time; teachers are required to employ newer methods and strategies in teaching. Nowadays, technology plays an important role in teaching and learning within the classroom as well as working with fully online environment. That's why teachers need to understand the ways in which these new tools can make a significant difference in the teaching process.

In education, it is the duty of the teacher to use the appropriate methods that help students achieve better and reach the required level in speaking, for that and as future teachers we thought about a method to enhance speaking capacities of foreign language learners. We find it crucial to spot the light on the use of audio-visual aids as an effective method to enhance teaching and learning speaking English in this research work. We think that the use of audio-visual aids by the teacher and the students inside and outside the classroom will improve the student's speaking skill.

1. Statement of the problem

As students we noticed that we have a lot of difficulties in speaking English accurately and fluently and even after five years of study at the university we don't speak English as it should be. We have reached higher levels but still there is no progression or improvement. A question that came to our minds why there is no improvement in our speaking skill. It is a fact that speaking presents a real problem for EFL learners because it's the most difficult skill comparing to the other skills.

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But it is not impossible to be good English speaker if one makes efforts and follow certain effective strategies.

2. Purposes of the study

This research work aims to demonstrate the significant role of audio-visual aids in teaching English as a foreign language and more precisely in teaching speaking skill.

The second objective is to reveal the importance of technological assistance during the learning of a foreign language especially speaking and to show its impact on learners' performance in that language.

3. Research questions

To achieve the main goal, the present study raised the following research questions to be investigated.

1- What effects do audio-visual aids have on improving the speaking skill of EFL learner?

2- To what extent the use of audio-visual aids helps improving both the teaching and the learning process?

3- Is the focus on audio-visual aids a good strategy to help students overcome the difficulties in speaking skill?

4. Research hypotheses

The present research is related to the role of using audio-visual materials in classroom in order to enhance student's speaking skill. Thus, this study is based on two hypotheses that shall be tested and verified through.

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1- There is a positive effect on students' speaking performance when using the audio-visual aids.

2- The use of audio-visual aids helps improving both the teaching and the learning process to the extent that students enjoy the learning experience. In other words, when they are engaged in the process, they become more productive.

3- The focus on audio-visual aids is a good strategy to help students overcome the difficulties in speaking skill.

5. Significance of the study

According to our experience and all the difficulties that we have faced, as EFL learners we noticed that most teachers neglect the use of audio-visual aids while presenting their lectures. However, we believe that our work is of great importance for teachers, it may be used as a guide for raising teachers' awareness towards using audio-visual aids. This research is also beneficent for other researchers who are interested in this topic.

7. Methodology

In this particular EFL environment, we chose to apply the descriptive method which offers the opportunity to analyze the data collected from the questionnaires.

In order to test the above mentioned hypotheses and to obtain the information required for our subject, we used one main tool the questionnaire. We proposed two formal questionnaires one for students and another for teachers, both were designed to show whether the use of audiovisual aids can improve student's speaking skill.

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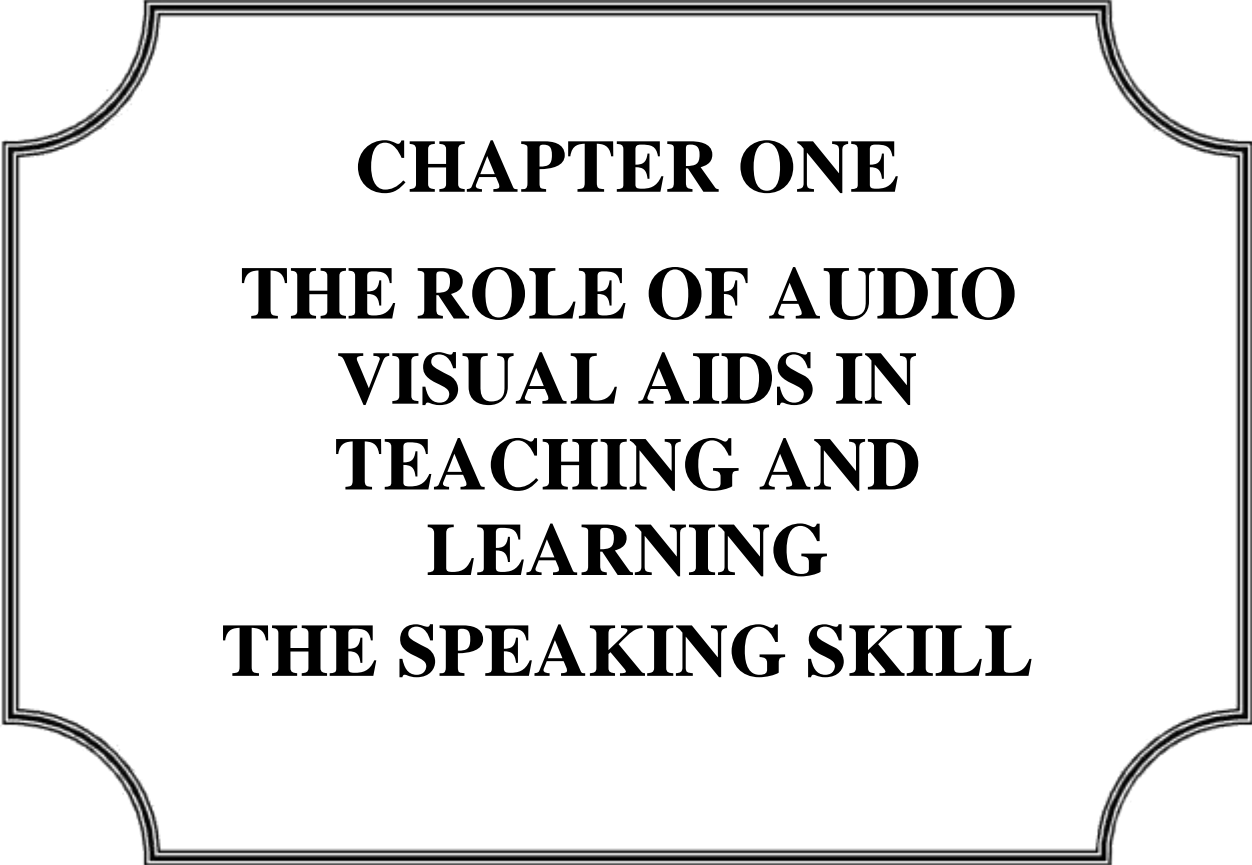
The teachers' questionnaire was designed for two teachers of oral expression of English at the University of Chadli Bendjedid.

The student's questionnaire was designed for 22 EFL students of the third year of English at Chadli Bendjedid University.

The questionnaires results are of a vital importance for our research. The analysis of both, teachers' and students' questionnaires will show us to which extent their responses correlate either positively or negatively with our hypotheses.

6. Structure of the Study

The dissertation is divided into three chapters. The first chapter is devoted to the literature review of the subject area. The second and the third chapter are devoted to the field work. The first chapter outlines the history, the definition, types, importance, advantages and disadvantages of the Audio-visual aids. In the second chapter, we dealt with the methodology used including the population and the research tool (the questionnaire). The last chapter presents the investigation of the obtained results. We described the questionnaires design, answered the research questions and checked the results as to the truthfulness of the hypotheses, and then at the end, we put forward some practical suggestions.



CHAPTER ONE
THE ROLE OF AUDIO
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CHAPTER ONE: THE ROLE OF AUDIO-VISUAL AIDS IN EFL TEACHING

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Introduction

This chapter will deal chiefly with audio-visual aids in connection with learning and teaching, as the goal of using such tools can be used simultaneously with the two processes (learning and teaching). This chapter will deal with the history of the audio-visual aids, and then the definition of audio-visual aids, types of audio-visual aids with the definition of some materials, the importance of audio-visual aids, advantage of the Audio-visual aids, and finally the disadvantages of the audio-visual aids

1.1. The History of Audio-Visual Aids

In the past decades, there was a movement in the field of technology. Many technological tools have been developed. This development spreads overtime and reaches the field of foreign language teaching/learning. During the middle age, Pierre Abelard presented a new method of choosing and introducing educational materials. Then, John Comenius (1592-1670) wrote his book “Orbis Sensualium Pictus” (the world of sense objects) which contains approximately 150 educational pictures; moreover, he emphasized the usefulness of textbooks for children’s education. In the beginning of 19th century, textbooks, photographs, blackboards have been invented for the first time, and this movement was called “Visual Instruction”. By 1920, visual aids were widely evolved and spread, then, audio-visual media were produced. Few years later, in 1926, educational films as well as instructional television programmes were used as teaching media. Eric Ashby marked all these changes and summarizes them under four main revolutions in education: 1) Education from home to school, 2) Written word as a tool of education, 3) Invention of printing and use of books, and 4) Use of electronic media i.e. Radio, T.V, tape recorder and computer (ated in. in

Sampath, Panneerselvam & Santhanam 30). Rather has also studied the development of teaching aids, she has put them into two major categories: traditional teaching aids, and technological teaching aids (53). At the first category, traditional aids were consisted of simple, easy-managed, non-expensive and non-complicated materials. The teacher receives no training to work with these aids. Pictures, photographs, printed documents, books, magazines are among these materials. Most of them were considered as visuals and did not closely touch the other senses. At the second category, many technological aids were emerged and were integrated in the educational field. Instructors should receive special training in order to work with these aids. These materials are called "Multi-Sensory Aids" since they serve all the five senses. At the very first beginning, the aids were consisted of slides, radio, television, tape recorder ...etc. Years later, starting from the twentieth century till today, more developed technologies were invented. This period is called "The Digital Age" in which the use of computers, overhead Projectors, OHP videos, and internet has been strongly marked. This technological progress will continue, by time, to produce such useful materials which may help both instructors and learners have better circumstances in teaching/learning a foreign language.

1.2. The Definition of Audio-visual Aids

Audio-visual aids are defined a any device used to aid in the communication of an idea. From this definition, virtually anything can be used as an aid, providing it successfully communicates the idea or information for which is designed. In this chapter, we not only use the term "Audiovisual Aids" but " Instructional Aids, " " Teaching Aids," "Audio Aids," and "Visual Aids" as well. An audiovisual products any audiovisual (A V)

item such as still photography, motion picture, audio or videotape, slide or filmstrip, that is prepared singly or in combination to communicate information or to elicit a desired audience response. Even though early aids, such as maps and drawings, are still in use, advances in the audiovisual field have opened up new methods of presenting these aids, such as videotapes and multimedia equipment which allow more professional and entertaining presentations to be presented. Audio visual aids are sensitive tools used in teaching and as avenues for learning. These are planned educational materials that appeal to the senses of the people and quicken learning facilities for clear understanding.

Definitions of some scholars:

According to Kinder S. James: Audio-visual aids are any device which can be used to make the learning experience more concrete, more realistic and more dynamic.

According to Burton: audio visual aids are those sensory objects or images which initiate or stimulate and reinforce learning.

According to Carter .v. Good: Audio-visual aids are those aids which help in completing the triangular process of learning that is motivation, classification and stimulation.

According to Edger Dale: Audio-visual aids 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.

According to McKean and Roberts: Audio-visual aids are supplementary devices by which the teacher, through the utilization of more than one sensory channel is able to clarify, establish and correlate concepts, interpretations and appreciations

1.3. Types of Audio-visual Aids

There are many aids available these days. We may classify these aids as follows:

1.3.1. Visual Aid

The aids which use sense of vision are called Visual aids. For example :-actual objects, models, pictures, charts, maps, flash cards, flannel board, bulletin board, chalkboard, overhead projector, slides etc. Out of these black board and chalk are the commonest ones.

1.3.2. Audio Aids

The aids that involve the sense of hearing are called Audio aids. For example: radio, tape recorder, gramophone etc.

1.3.3. Audio - Visual Aid

The aids which involve the sense of vision as well as hearing are called Audio-visual aids. For example: - television, film projector, film strips etc.

1.4. Audio - Visual Materials

1.4.1. PowerPoint (or equivalent)

Microsoft PowerPoint is probably now the most commonly used form of visual aid. Used well, it can really help you in your presentation; used badly, however, it can have the opposite effect.

1.4.2. Overhead projector slides/transparencies

Overhead projector slides/transparencies are displayed on the overhead projector (OHP) - a very useful tool found in most lecture and seminar rooms. The

OHP projects and enlarges your slides onto a screen or wall without requiring the lights to be dimmed. You can produce your slides in three ways:

1.4.3. Pre-prepared slides: these can be words or images either hand written/drawn or produced on a computer.

1.4.4. Spontaneously produced slides: these can be written as you speak to illustrate your points or to record comments from the audience.

1.4.5. A mixture of each: try adding to pre-prepared slides when making your presentation to show movement, highlight change or signal detailed interrelationships. Make sure that the text on your slides is large enough to be read from the back of the room. A useful rule of thumb is to use 18 point text if you are producing slides with text on a computer. This should also help reduce the amount of information on each slide. Avoid giving your audience too much text or overly complicated diagrams to read as this limits their ability to listen. Try to avoid lists of abstract words as these can be misleading or uninformative.

1.4.6. Paper handouts

Handouts are incredibly useful. Use a handout if your information is too detailed to fit on a slide or if you want your audience to have a full record of your findings. Consider the merits of passing round your handouts at the beginning, middle and end of a presentation. Given too early and they may prove a distraction. Given too late and your audience may have taken too many unnecessary notes. Giving out in the middle and your audience will inevitably read rather than listen. One powerful way of avoiding these pitfalls is to give out incomplete handouts at key stages during your

presentation. You can then highlight the missing details vocally, encouraging your audience to fill in the gaps.

1.4.7. Flip chart

A flip chart is a large pad of paper on a stand. It is a very useful and flexible way of recording information during your presentation - you can even use pre-prepared sheets for key points. Record information as you go along, keeping one main idea to each sheet. Flip back through the pad to help you recap your main points. Use the turning of a page to show progression from point to point. Remember to make your writing clear and readable and your diagrams as simple as possible.

1.4.8. Video (DVD or VHS)

Video gives you a chance to show stimulating visual information. Use video to bring movement, pictures and sound into your presentation. Always make sure that the clip is directly relevant to your content. Tell your audience what to look for. Avoid showing any more film than you need.

1.4.9. Language Laboratory in Teaching Language

In the modern era of language teaching, different initiatives are taken to provide best possible language input to the learners. In every language institute, language laboratory is an essential part. It provides the learners with maximum language exposure outside the classroom. Learners can practice all the language skills using the resources of the language lab for developing their language proficiency. Modern language laboratories are decorated with all the necessary equipment including computers, headphones, microphones, tape deck and a lot of listening materials. Learners can individually practice listening and can work in pairs for interactive

learning. Learners can listen to a track and then speak the same text and record their own voice so that they can listen to their own pronunciation. It helps the learners to provide self-feedback. Moreover, students can read a text and listen to the audio version of the text at the same time to learn the correct pronunciation. There can be practice of all the four language skills through different drills practices individually and in pair. It ensures better language input and exposure to the learners than the classroom settings. “The language laboratory helps to train some students to rally listen to what they say and how they say it. When they compare their pronunciation with the correct version on the tape, they begin to notice the differences, and this awareness, over a period, helps them to hear and pronounce English better” (Harmer, 2001, pp.142-43).

1.5. The Importance of the Audio-Visual Aids

Audio-visual aids are teaching tools that educators use to complement their academic lessons. Examples of audio-visual aids include videos, music clips, flip charts, slideshow presentations and overhead transparencies. Audio-visual aids should not be used as the only teaching method, but should be incorporated periodically throughout lessons to provide extra information for students.

1.5.1. Demonstration

Audio-visual aids allow teachers to demonstrate things to students that, otherwise, may not be clearly conveyed. When you lecture to students on a new subject -- like ringtail lemurs' mating habits -- you are limited to verbal descriptions. However, when you can demonstrate something through sight and sound, students pick up more information through the audiovisual experience. For instance, a film clip on ringtail lemurs' mating

habits gives students an academic experience they could not obtain from a lecture or a textbook.

1.5.2. Specific Learners

Students have different learning methods. Howard Gardner of Harvard University who advanced the multiple intelligences theory, which suggests individuals learn things differently -- identified seven learning styles: visual-spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, linguistic and logical. While some students may learn more effectively through hands-on activities, others may learn through musical or visual responses. As such, classroom audiovisual tools allow musical and visual learners to learn information in a way that stimulates their intelligence style.

1.5.3. Diversity

Audiovisual aids in the classroom add diversity to an instructor's teaching method. Whether you teach a group of preschoolers or college students, incorporating audiovisual aids into your lessons helps you keep student's attention. On the contrary, too much of one type of teaching method -- whether it's lecturing or discussion -- can grow dull and cause students to lose interest in the material. Retention of information typically is greater when audiovisual aids complement or present information, according to the Occupational Safety and Health Administration.

1.5.4. Communication

By using audio-visual tools in the classroom, teachers show students how to communicate through various media. Students are introduced to the concept of

conveying information creatively which comes in handy when they must give presentations in class or later in their careers. Exposure to audiovisual aids in school teaches kids how to communicate through sight and sound, and to tie the things they see and hear together to understand an important message.

1.6. The Advantages of the Audio-Visual Aids

Seeing images of what's being taught is a powerful way to build student engagement and boost retention. Not only do they provide supplementary information to students, but the visual aids show images that allow them to connect a topic to what it looks like. Further, visual aids can promote deeper thinking and build overall critical thinking skills. In fact, bringing a visual aid into your classroom opens up a whole new realm of educational opportunities.

1.6.1. Improve Classroom Success

Showing students images can boost their understanding of a topic. For example, it can be tough for students to understand the concept of where a place is located just by hearing their teacher describe it. Showing students on a map will improve their success. The visual aids can help English-language learners build their vocabulary and speaking skill. Showing students visual aids inspires creativity and deeper thinking, as well.

1.6.2 Build Student Interest and Engagement

Showing students visual images, such as maps, charts, graphs, photographs and pictures of people can help students get excited about a particular topic. When students are able to see a photograph of a famous explorer, for example, they're more likely to be engaged in finding out more about his contributions to history.

1.6.3. Expand the Scope of What Can Be Learned

There are so much information a teacher can give students orally. Using visual aids greatly expands what kinds of information a teacher can pass on to her students. For example, hearing stories about the Oregon Trail can teach students some information, but seeing colorful maps showing the route they took or playing the popular computer game by the same name allows them to interact with the information and learn so much more. Showing students objects is another powerful way to teach, and can bring a subject alive. Showing students objects that are spheres or cylinders is more effective than telling the children what they look like and holding rocks in their hands expands how much can be learned about different types of rock formations.

1.6.4. Integrate Technology

In an ever-increasing technological world, schools must be prepared to help students learn how to use technology. Visual aids can help accomplish that goal. Many classrooms are installing interactive whiteboards, which show images, charts and graphs, but also allow students to move things around and touch items to learn more. PowerPoint presentations are a computer-generated visual aid that allows teachers to show photographs and other images to enhance a topic. Students can also use PowerPoint technology to prepare reports and presentations to share in class. Teachers can also bring in the Internet by showing video clips and pictures to enhance classroom instruction.

1.7. The Disadvantages of Audiovisual Aids in Teaching

Audio-visual aids can be a great tool to use in classrooms. Often they can spice up otherwise dull topics, keep students more engaged in their lesson and enliven their

imaginations. Video presentations, slide shows, PowerPoint and other media have revolutionized the way teachers reach their students. But these aids are not without their disadvantages. It is important to weigh both the pros and the cons when considering how you will use audiovisual aids in your classroom.

1.7.1. Technical Problems

Regardless of your equipment, there are many things that could go wrong that may derail your presentation. A bulb might burn out on your projector or it might be blurry or hard to focus. When using a PowerPoint presentation, font and colors may show up differently on screen or the music and sound might not play. CDs can skip. DVDs may be scratched or not compatible with your player.

1.7.2. Student's Distractions

Visual aids are more of a distraction if used throughout the entire presentation versus during key points. Special effects and light from the projector can draw attention away from the speaker. Too much information can also be distracting, because the students will be trying to read and/or take notes while the speaker has moved on to the next subject. There also may be too many slides for the students to interpret or the audio and visual may not match up. An entertaining video can take the focus off the speaker and the presentation, while a dry video and low lighting can put students to sleep.

1.7.3. Expenses

Professionally put together audio-visual aids can be expensive. Slides, videos, and films can cost money unless borrowed from a library, and the necessary equipment can be cost-prohibitive. Due to budget constraints, some schools may not have enough audiovisual equipment for every classroom, and availability could be limited.



1.7.4. Time

Audio-visual presentations can take a considerable amount of time to prepare. It takes time to produce your own video or slides. Films may be difficult to obtain, or it can take time to get permission to use them. Posters and transparencies may require extensive preparation. Creating a PowerPoint presentation can also be time consuming. Time spent in preparing these materials could take away from the time it takes to prepare a clear, well-organized lesson plan.

1.7.5. Space

If you choose to use an audio-visual aid, the size of the room should be taken into consideration. It is critical that all students are able to see or hear your presentation. If the room is too large for everyone to see the visual aid, or if part of your audience is forced to view the presentation at odd angles, some students will struggle to keep up with your lesson.

1.7.6. Convenience

Certain audio-visual aids such as VCRs for older video recordings can be bulky and difficult to transport.

Conclusion

To sum up, we say that the significance of audio-visual aids is determined by the learners themselves, as it was mentioned above. By using them, the learner is allowing to be progressed rapidly through the different types of materials provided by audio-visual aids. Besides, the teacher is also recommended to encourage the students learning with audio-visual aids to help them get a closer

look at the culture of the target language so they can be always interested and motivated in learning.

In this chapter we have discussed the history and the definition of EFL teaching, also the meaning and the importance of audio-visual aids. We have also shed light on different learning styles because we believe strongly that it has a relation with the use of audio-visual materials. We have discussed the types of the audio-visual aids which are visual and audio and audio-visual aids. We have also talked about the advantages and disadvantages of the audio-visual aids.



CHAPTER TWO

METHODOLOGY

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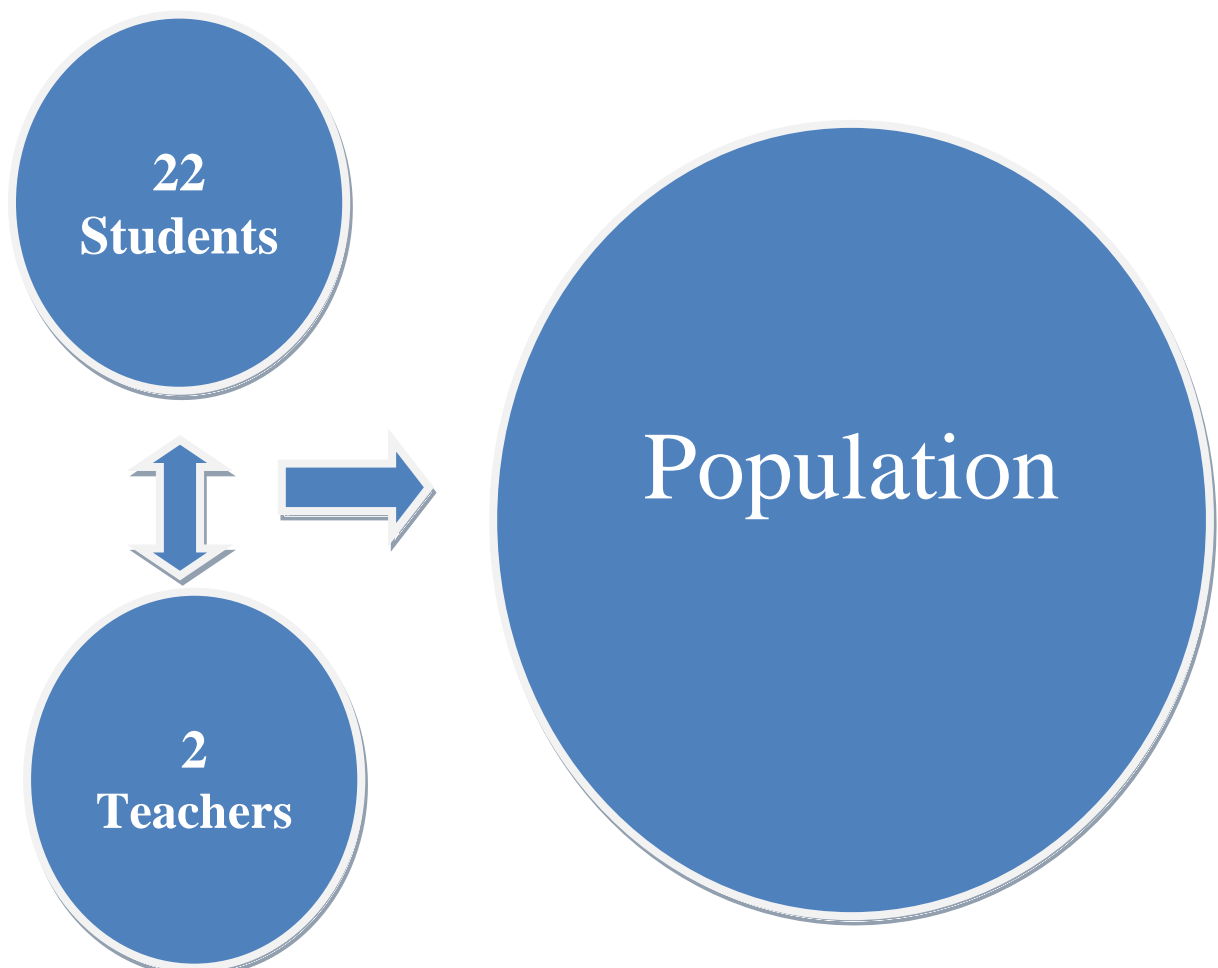
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Introduction

For the purpose of investigating the role of audio-visual aids on EFL teaching, we conduct questionnaires to both teachers and third year EFL students of English at Chadli Bendjedid University. This chapter presents the practical study which implies the method and process used for the research in order to help us to confirm or disconfirm our hypotheses about the importance of using audio-visual aids in teaching speaking in foreign language classes.

2.1. Population



2.1.1. Students

Third year students of English as a foreign language (EFL) at the department of English at Chadli Ben Djedid University during the academic year 2016-2017 forms the population of our study; we dealt with a sample of 22 participants.

The reason behind the choice of these students is that they have already studied at least two years at the university level, thus they would have probably experienced working with audio-visual aids in class during lessons. Therefore, we expect them to have different views and attitudes toward these pedagogical aids.

2.1.2. Teachers

Teachers of English at Chadli Ben Djedid University make up the whole population. We dealt with the sample of two (2) teachers of oral expression. All the participants in this study have taught or are still teaching oral expression. The reason behind this choice was to explore their vision about the importance and need of the audio-visual aids in teaching and improving the student's speaking skill.

2.2. The Research Tools

This study aims at indicating the crucial role of audio-visual aids in EFL teaching according to both teachers and learners. Thus we have chosen the descriptive method to confirm or disconfirm our hypotheses.

2.3. Students' Questionnaires

2.3.1. Aim of student's questionnaire

This questionnaire aims to research the utilization of audio-visual aids in learning

English as a foreign language and the degree to which they are helpful in improving the speaking skill among EFL learners.

2.3.2. Description of the student's questionnaire

The student's questionnaire was submitted to twenty two (22) students and it is composed of (13) questions. The type of questions varies from “yes” or “no” questions to open questions.

At the beginning we gave them some instructions about how to answer and the purpose of designing those questionnaires. We inform them that it is better to answer the questions individually and that their participation is of great importance in our study, these instructions were followed by the questions. All the questions are concerned with the process of teaching the Oral Expression course. For example, in question one students are asked about how they consider their level in speaking English, the question two is stated to ask students if their teacher encourage them to speak or not. In question number nine learners are asked if the use of audio-visual aids influence successful speaking or not and why...etc.

2.4. Teachers' questionnaire

2.4.1. Aim of the Teachers' Questionnaire

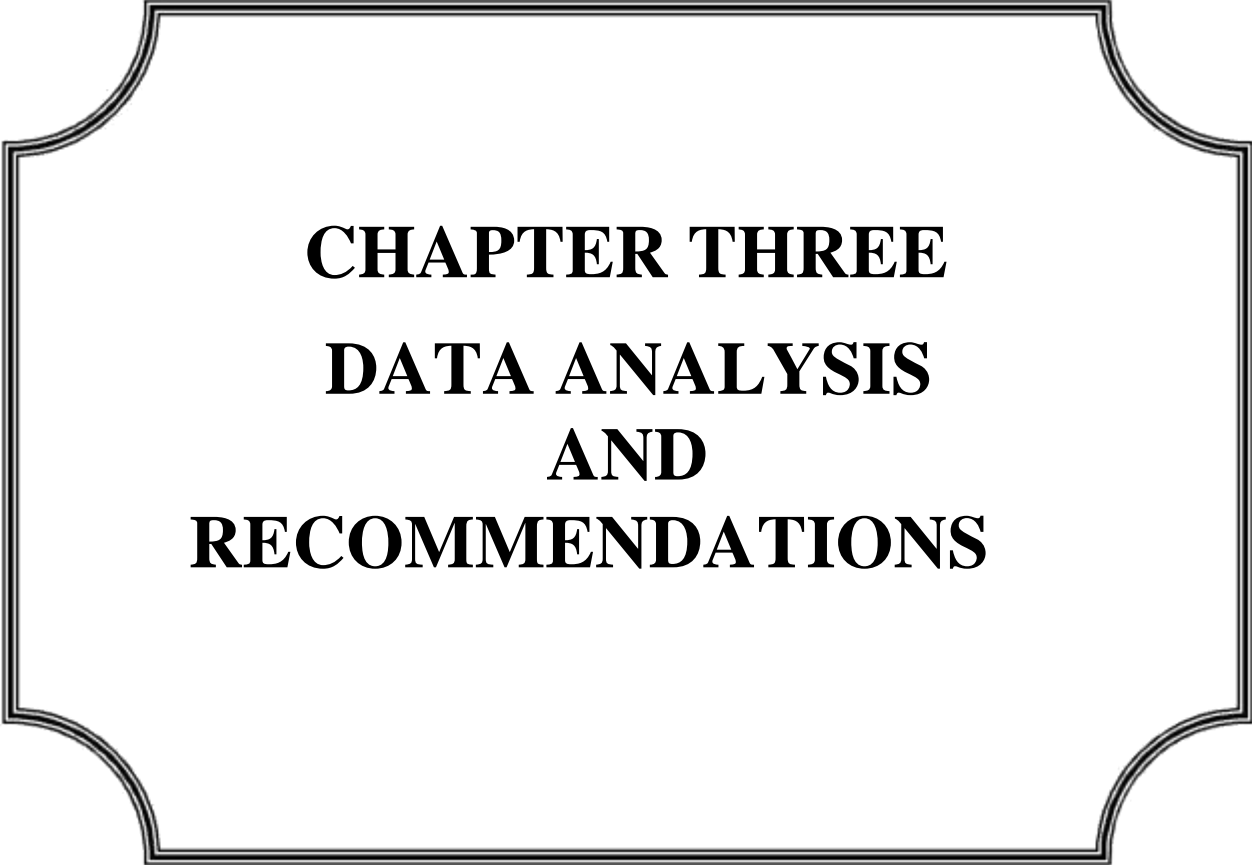
This questionnaire aims to investigate the role of audio-visual materials in the teaching process and to which extent it is beneficial especially for teachers to present a successful lesson and to give a clear and meaningful information; this study is to know whether the use of audio-visual aids helps the teachers in their task or not.

2.3.4. Description of the Teachers' questionnaire

This questionnaire was handed out to only two teachers, which all of them are concerned with the process of teaching the course of Oral Expression in the university of Chadli Bendjedid; The reason behind such a choice was to examine the degree to which teachers' are aware of the importance of using audiovisual aids in teaching and improving students' speaking skill. The questionnaire consists (13) of questions. All of them go around the role of the pedagogical materials in teaching the communicative skills. Thus, teachers are asked to provide with the different aids that they use in the classroom and their impact toward the learners achievements.

Conclusion

This chapter was devoted to field work by driving questionnaires as a tool of data collection on both the teachers and students. These questionnaires contain a lot of questions that may help us to collect the needed information that will confirm or disconfirm our hypotheses. The Next chapter will give more explanation and will deal with the data analysis and interpretation of the previous questionnaires.



CHAPTER THREE
DATA ANALYSIS
AND
RECOMMENDATIONS

**CHAPTER THREE: DATA ANALYSIS
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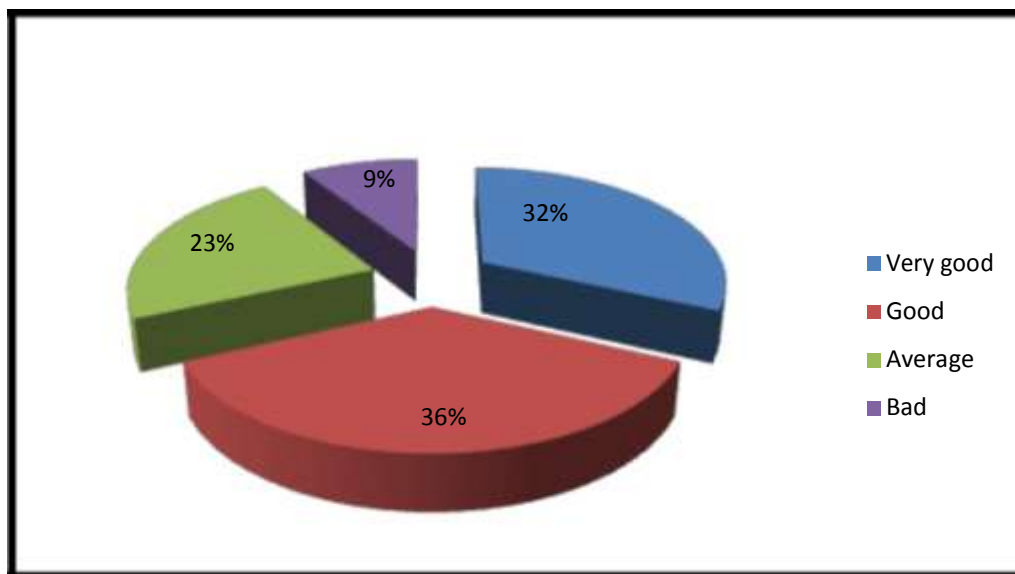
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Introduction

This chapter represents the empirical part of this research work. It applies what have been indicated in the antecedent chapter. It is about the analysis and interpretation of results obtained from the questionnaires of both teachers and students. Then, this chapter ends up with a research findings and a conclusion to confirm or disconfirm the research hypotheses and recommendations will be put forward at the end of the conclusion.

Students' questionnaire results

Q1: How do you consider your level in speaking English?

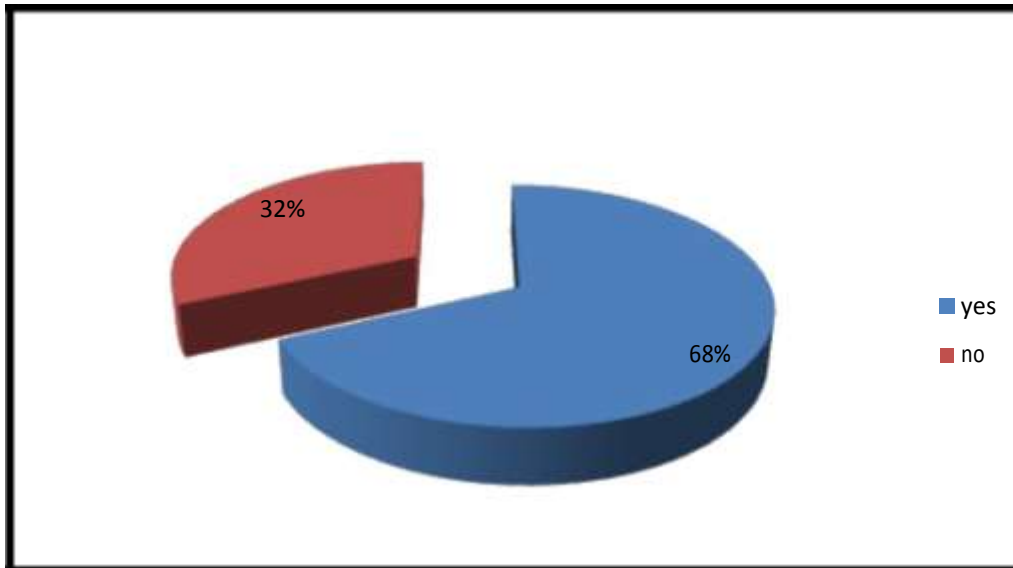


Graph3.1. Students' level in speaking skill.

Graph one shows that participants who consider their level in speaking skill as good constitute the majority with 36% of the population, while 32% evaluate their level in speaking skill as very good, 23% evaluate their level in speaking skill as average, and nine percent (9%) evaluate their level as bad. The purpose of this question is to explore participants' outlook about their own feeling about their level in

speaking with honesty because they were free to choose the answer that represents their real level of speaking English. We provide them with answers designed from best to worst where they feel free to choose whatever suits the learners.

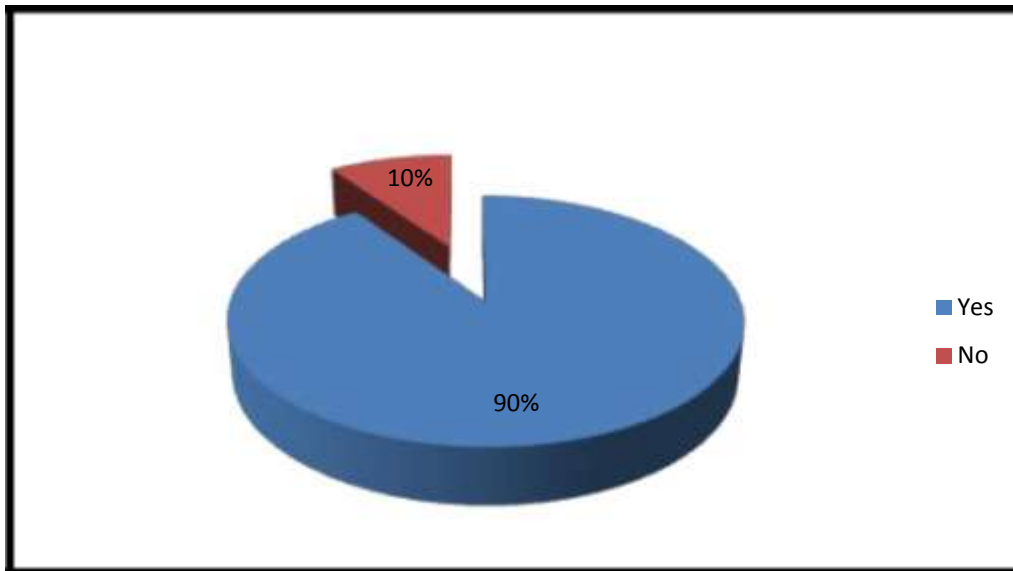
Q2: Does your teacher encourage you to speak?



Graph3.2. Whether teachers encourage their students to speak.

The aim of this question is to know whether teachers encourage their students as much as possible to speak. 68% of participants from the whole go for "yes". We assume that teachers motivate them by creating a pleasant atmosphere, choosing the subjects that participants are interested in. In the other hand, 32% of participants go for “no”, means that teachers who have the active role in the classroom, they do not perform their duties properly, ignoring their roles as organizers and guides and they do not provide participants with appropriate and suitable speaking activities like role play, free discussions, debates, conversations, which provide participants with great opportunity to practice and use the language inside the classroom.

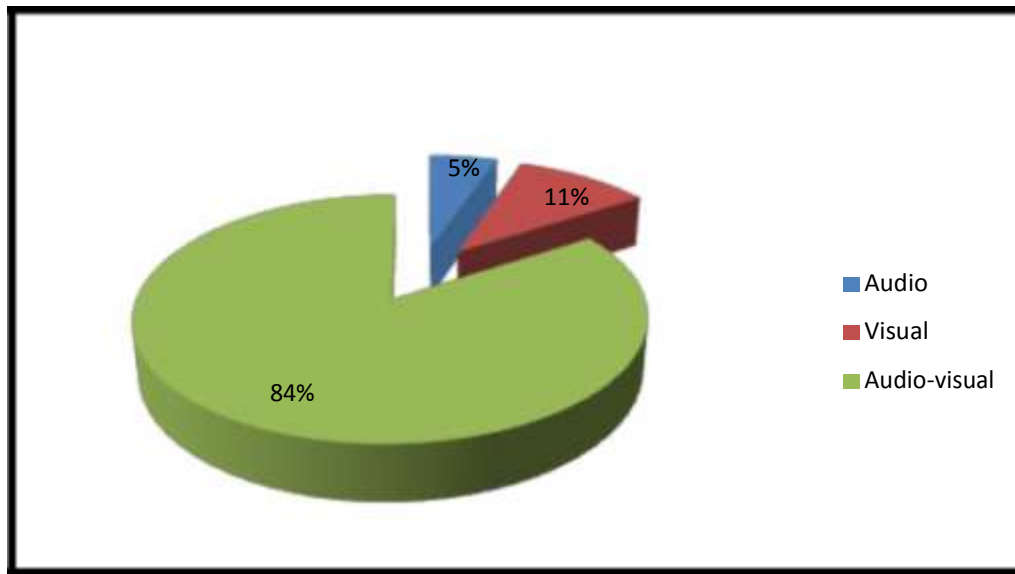
Q3: Do you consider yourself an audiovisual learner?



Graph3.3 The students' consideration if they are audio-visual learners.

The collected data shows that the majority of participants with the percentage 90% consider themselves audio-visual learners probably they are following the developments that occur in the learning process in which technology have integrate the learning process, however participants with percentage 10% who they don't consider themselves audio-visual learners it's because they are stock in the traditional method.

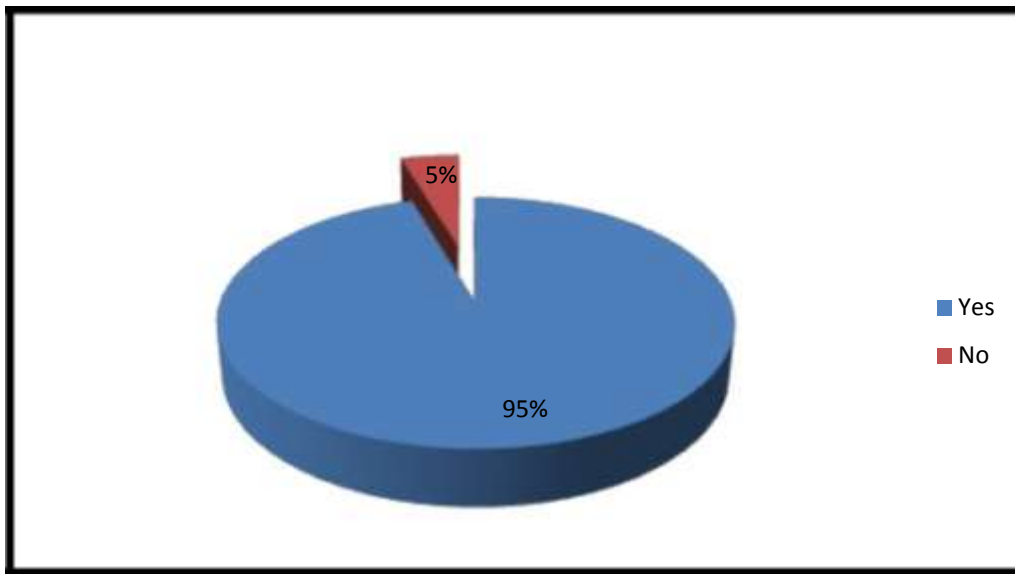
If yes, what kind of aids you prefer to learn with:



Graph3.4 Students' preferable aids.

The obtained data shows that 84% of participants prefer audio-visual aids basically because the use of audio-visual attract their attention and motivates them, however 11% of participants prefer visual aids which means that they prefer to learn with their visual sense because it is said that the picture is worth a thousand words, means that they allow them to learn more rapidly and remember the facts, thus learned, for longer time and they increase their critical thinking skills and for participants with the percentage five percent (5%) in which they prefer to acquire knowledge through their auditory sense because it stirs their imagination, reduces their exhaustion and thus the native speaker's voice and accent through the audio tape make them enthusiastic and excited.

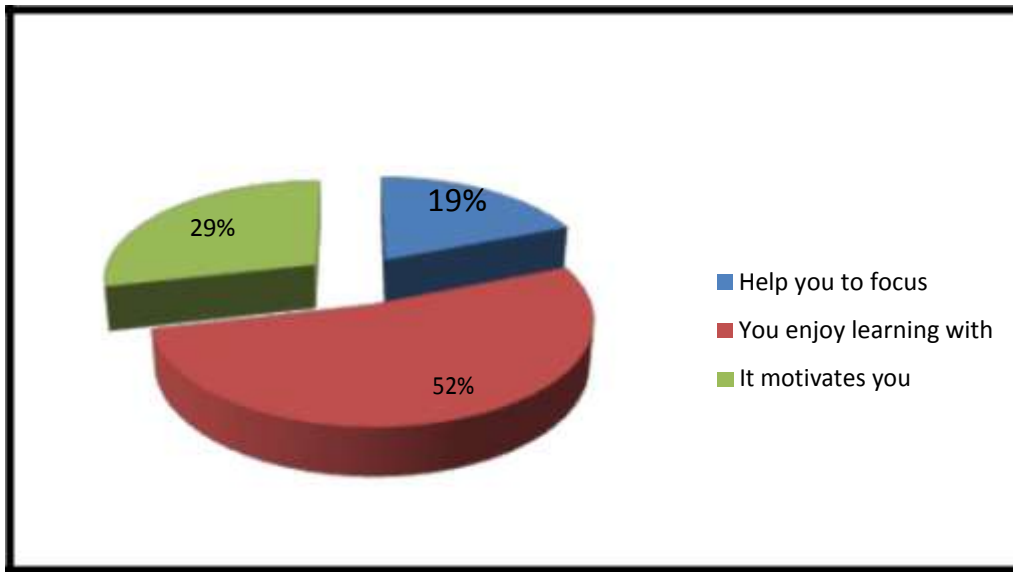
Q4: Do you think that the audio visual aids are a good way to present a lecture?



Graph3.5.Students views about if audiovisual aids are good way to present lectures.

The represented data in the graph five shows that 95% of participants think that audiovisual aids constitute a good way to present a lecture because the use of color and sound provide different stimuli for obtaining interest and they make the lesson vivid and realistic. However five percent (5%) of participants think the opposite probably because they are distractors for them and they are too confusing.

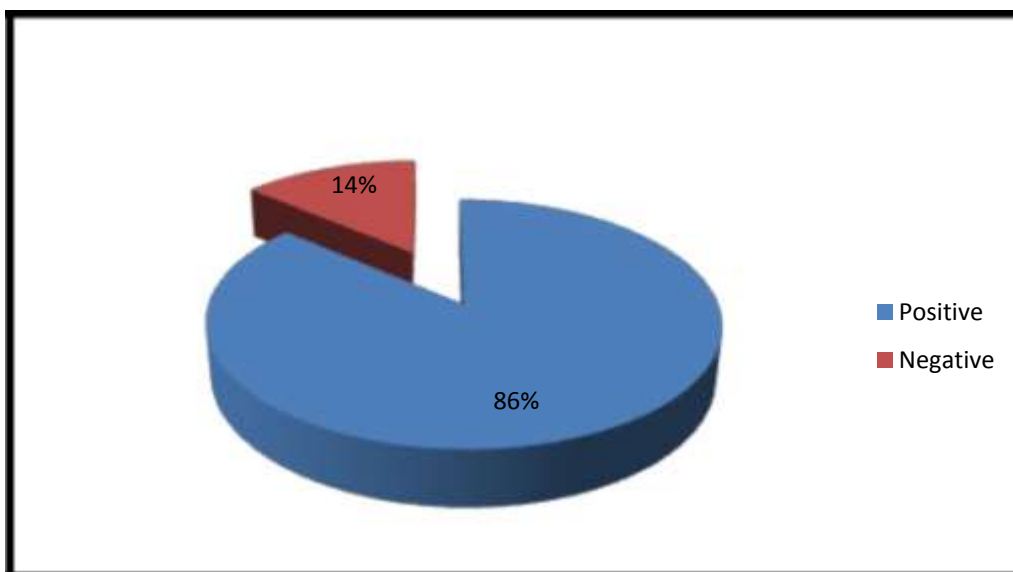
If yes is it's because:



Graph3.6.Students explication about if audiovisual aids are a good way to present lectures.

The graph six shows that 52% of participants answer because they enjoy learning with audio-visual aids, 29% of participants answer because it motivates them and 19% of participants answer because it help them focus.

Q5: What is your attitude toward using authentic materials and audiovisual aids in enhancing the speaking skill?

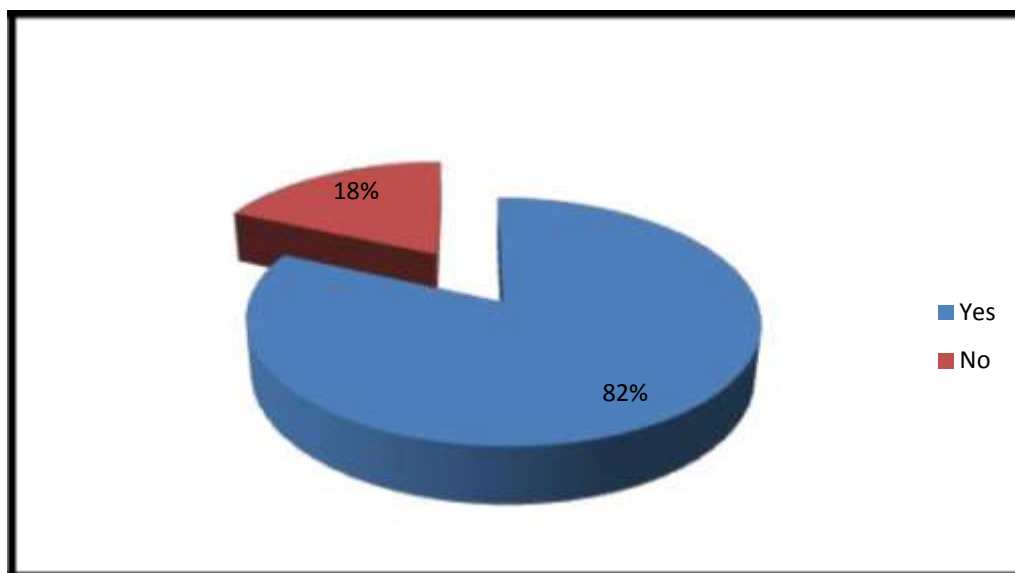


Graph3.7. Student's attitude toward using authentic materials

CHAPTER THREE DATA ANALYSIS AND RECOMMENDATIONS

This question seeks to know participants attitude towards using audio visual aids in EFL classroom. Hence, the graph seven indicates that the majority of participants with the percentage 86% have positive attitude, it may owing to their awareness of the usefulness and significance of these tools in facilitating teaching and learning language through hearing and watching whereas participants with percentage 14% have negative attitude due to the difficulties they encounter in dealing with these materials.

Q6: Do you think that audiovisual aids can facilitate oral expression course and make it more enjoyable?



Graph3.8. Student's view about if audiovisual aids facilitate oral expression courses and make it more enjoyable.

The graph eight shows that the majority of participants with percentage 82% opted for "yes". We presuppose that the use of audio-visual aids made the classroom atmosphere more enjoyable, led participants to speak English, become more confident to perform in front of the class, and so interested in joining the activities, however

CHAPTER THREE DATA ANALYSIS AND RECOMMENDATIONS

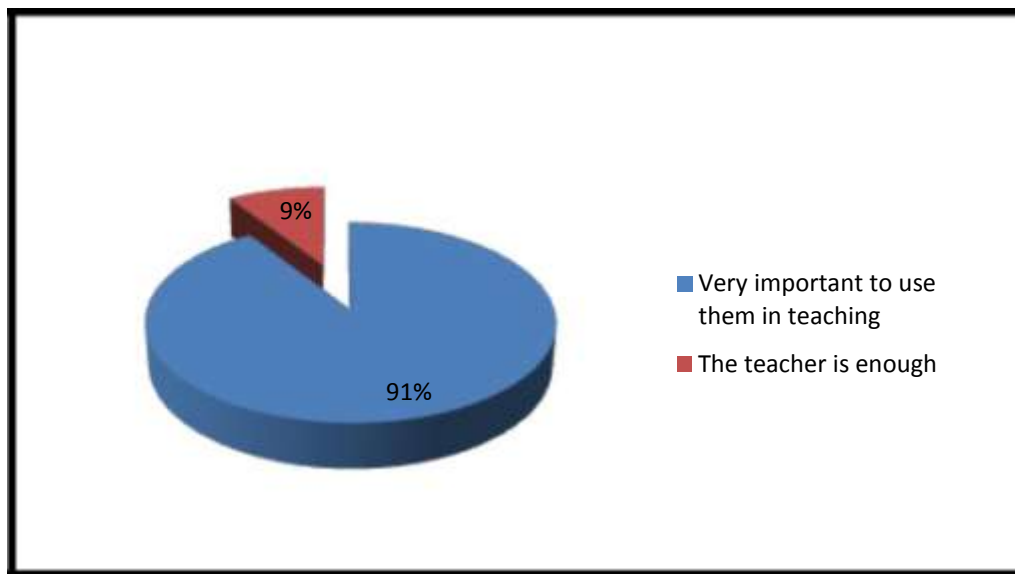
participants with the percentage 18% who opted for "no" because for them the use of audio-visual aids made the classroom atmosphere dull and tedious.

If yes, why?

Just 11 of participants answered as the following:

- I think it facilitates oral expression course because it makes you remember more the correct pronunciation since it comes from a professional or a native speaker.
- It makes the learning process more vivid, active and fun .Besides it motivates the students and make it easier to imitate and copy.
- Because it influences our listening and speaking skills.
- The audio-visual aids enhance the listening and speaking skills ... It can motivate students to study the oral expression and make them interested in it.
- We will be able to hear the correct spelling of the words of the target language with funny way.
- Because audiovisual aids can facilitate oral expression course and make it more enjoyable.
- The course moves more swiftly, if students watch a video about a certain topic then they discuss it with each other.
- I think that audiovisual aids put the students in a collaborative fun atmosphere which enhance learning and raises concentration.
- Audio visual aids provide indirect interaction between EFL students and the native speakers of the language which will motivate students and increase their level of fluency.
- It motivates students and makes it easy to learn pronunciation.
- It make it more fun.

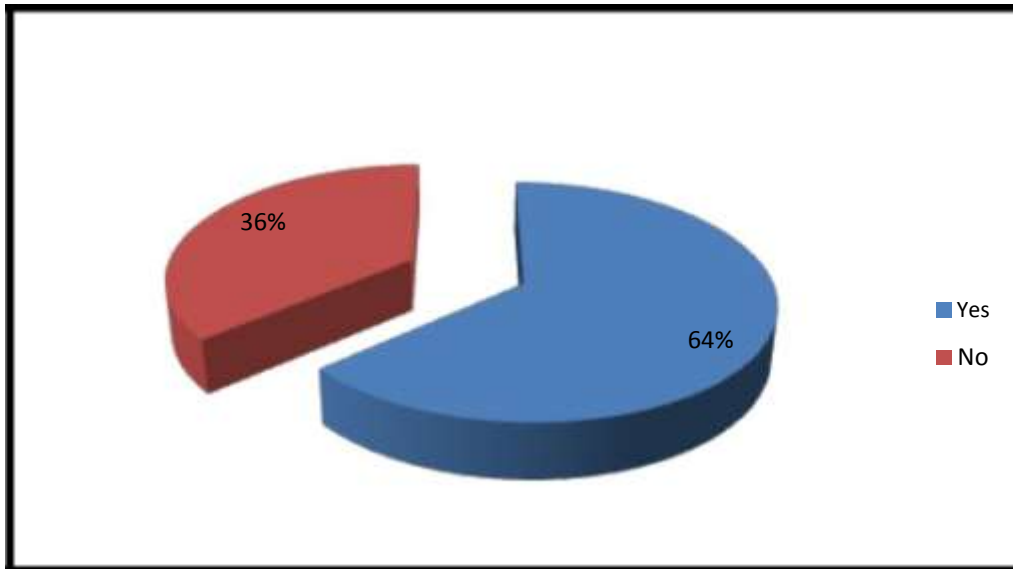
Q7: What do you think about using audiovisual aids in teaching English as a foreign language?



Graph3.9. Students' opinion about using audiovisual aids in teaching English as a foreign language.

This question seeks to know participants opinion about using audiovisual aids in teaching English as a foreign language. Hence, the graph nine indicates that the majority of participants with the percentage 91% think that the use of audio-visual aids in teaching English as a foreign language is very important basically because they make the lecture less bored and they create a strong engagement between participants and the lesson presented by teachers and they allow participants to have full concentration on the lesson by increasing their attention and they help participants to visualize clearly the lesson. Whereas participants with the percentage nine percent (9%) who the teacher is enough for them, they see their teachers as a competent teachers who are armed with enough skills, appropriate attitude and universal values to teach students.

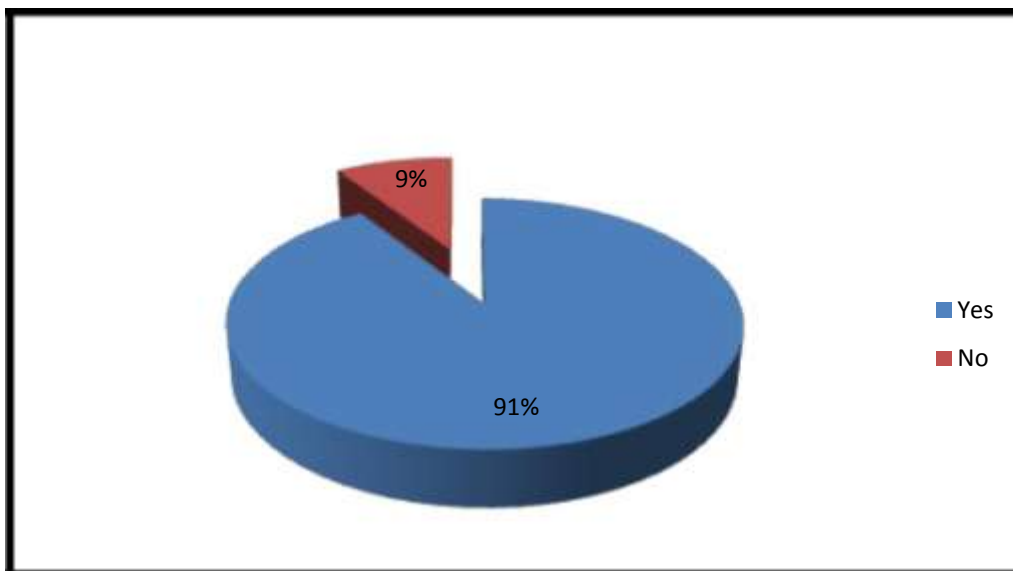
Q8: Do you use any type of audiovisual aids at home to improve your speaking?



Graph3.10. The use of audio-visual aids at home

The graph 10 shows that only 64% of participants use audio-visual aids at home in purpose to improve speaking. The rest of students who makes 36% of the sample do not use any kind of audio-visual aids outside the classroom.

Q9: Do you think that the use of audio-visual aids influence successful speaking?



Graph3.11 Students' views about if the use of audio-visual aids influence successful speaking.

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The goal of this question is to know participants view about the use of audio-visual aids influence successful speaking, hence the graph 11 indicates that the majority of participants with the percentage 91% opted for "yes". We presume that the use of audio-visual aids gave participants an appropriate speaking model to help them in learning speaking in which they build participants pronunciation by watching and listening to some expressions used by the speaker clearly, therefore, they could focus on learning speaking interestingly. However participants with the percentage nine percent (9%) opted for "no", without mentioning any reason behind their no.

How?

This question is related to the previous one and just nine (9) participants answered the how as the following:

-When you hear how words are pronounced and in addition to that you see the item that we speak about or the face of the person speaking about it we are simply more sure that we are going to remember it in its correct form.

- By imitating a certain model way of speaking and practice.

- Using pictures of objects so we can have a full knowledge about that object and to have a correct pronunciation and a good vocabulary.

- Since the student is able to see what he hears, he can memories better, so he will enrich his/ her vocabulary. The audio-visual aids improve students' pronunciation, his listening and speaking skills.

- Because it makes the speaking skill very good.

- For instance, when you are used to watch and listen to videos you get used to the native speakers' pronunciation.

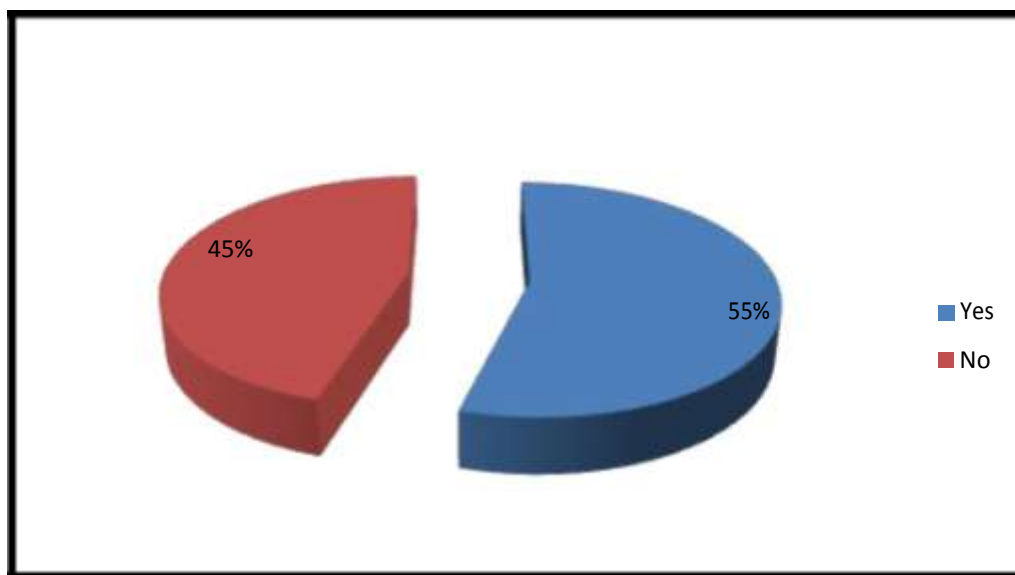
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- Yes, I think it does, audiovisual aids enables the student to hear to words of the foreign language spoken by a native speaker in various subject this experience develops the students cognition and shapes his accent and help in learning more words and vocabularies.

- The students learn more about the native use of language. Also students get to improve their speaking skill by trying to make their pronunciation similar to the natives' language.

- Practice.

Q10: Does your teacher use any kind of audio-visual aids during speaking lesson?

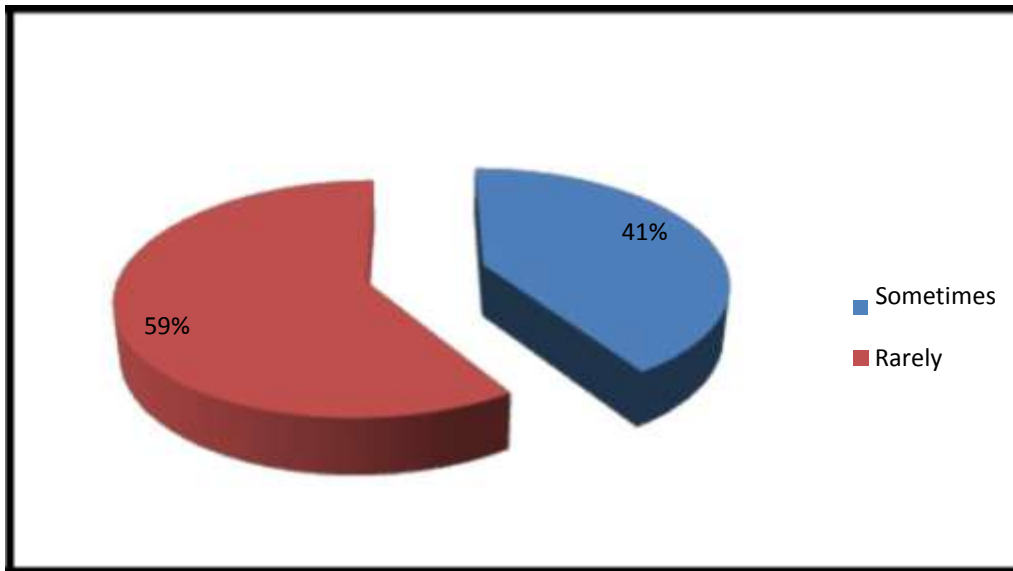


Graph3.12. Students' views about teachers' use of audio-visual aids during speaking lesson

Graph 12 shows that the majority of participants with percentage 55% reports that their teachers use audio visual aids in Oral classroom; however, participants with percentage 45% claimed that their teachers do not use teaching aids in classes. Consequently, it seems that the majority of the teachers are interested in using alternative methods and strategies to enhance students' English level as well

accomplish effective teaching process whereas teachers do not use this tool, because of their teaching ability or lack of training.

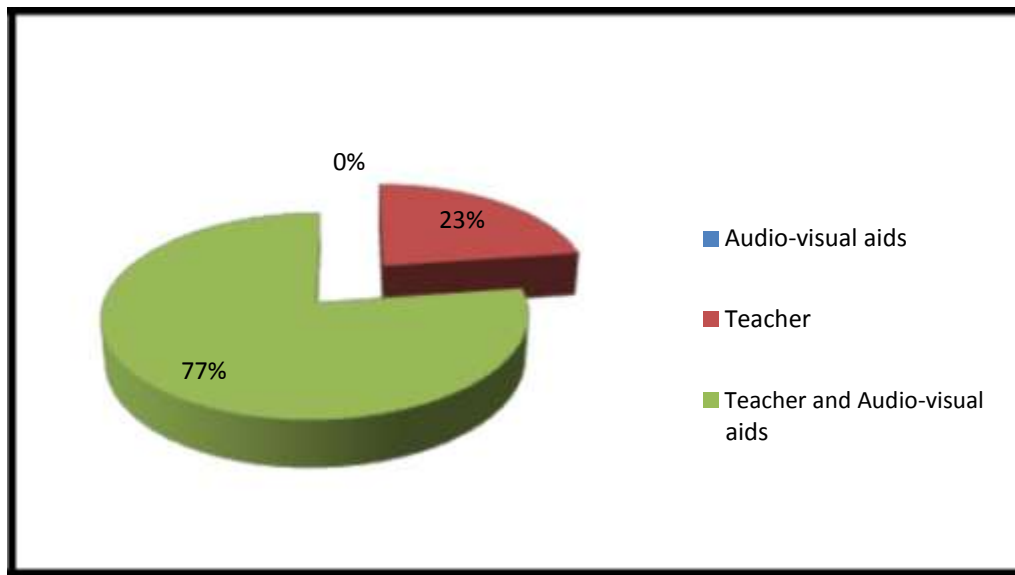
Q11: if yes, How often?



Graph3.13. Students' views about teachers' frequency of using audio-visual aids

This question is related to the previous one, from graph 13, it observed that the majority of participants with percentage 59% reported that their teachers sometimes use audio visual aids in teaching oral expression and participants with percentage 41% reported that these tools are used rarely. As a result, the percentage of 59% indicates that some teachers use audio visual aids sometimes means that they are quietly aware of the usefulness of these devices in EFL context, and they are rarely used when teachers found it necessary according to the subject.

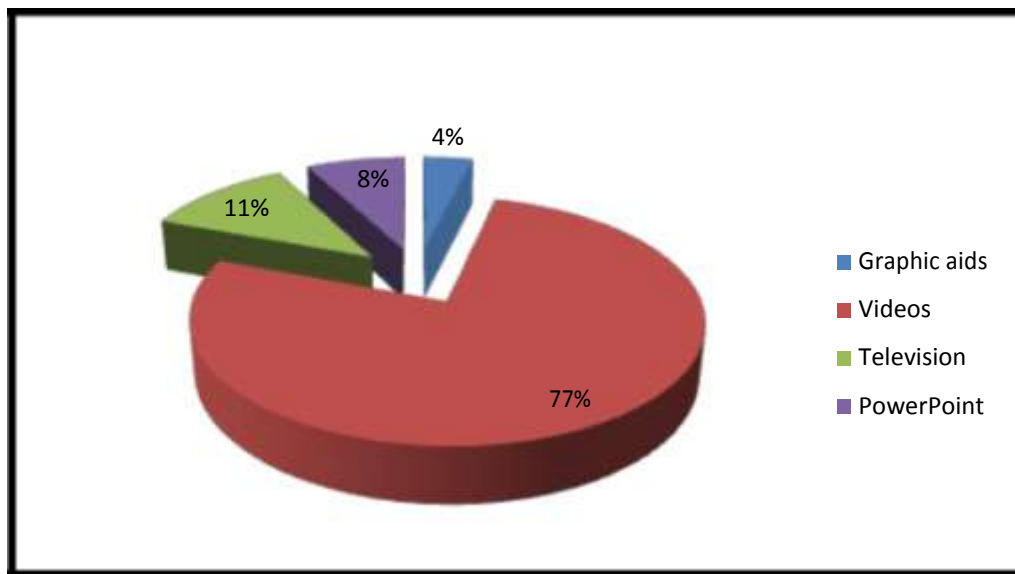
Q12: Do you prefer to understand the lesson by:



Graph3.14. Student’s preferable method of teaching

This question seeks to know participants preference to understand the lesson. Hence, 77% of participants prefer to understand the lesson by teachers and audio-visual aids basically because the professional attitude and interest of teachers towards teaching as a profession and the proper use of audio- visual aids make participants understand the lesson and brings a maximum knowledge for them. However 23% of participants prefer to understand the lesson just by teachers which means that the professional attitude and interest of teachers towards teaching as a profession is enough for them.

Q13: Which type of the following audio-visual aids is preferable for you?

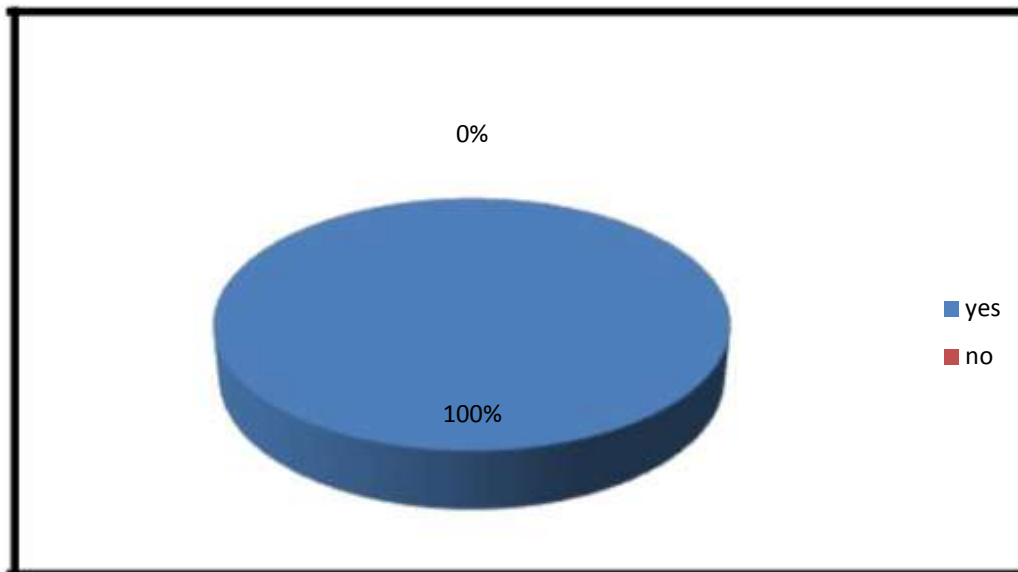


Graph3.15. The preferable audio-visual aids for students

The graph 15 shows the preferable audio-visual aids for each participant and as we can notice that some participants decided to choose more than one option, so 70% of participants prefer videos, 11% prefer using television, four percent (4%) prefer learning with graphic aids (pictures, flashcards), while eight percent (8%) prefer PowerPoint. As a result, the percentage 70% for videos indicates that participants prefer videos as aids due to their nature and characteristics of combining both the audio and the visual parts and targeting participants needs by providing subjects and videos which suit them. However the percentage 11% for television indicates that participants consider television as a part of their daily life. Moreover, the percentage four percent (4%) for graphic aids (pictures, flashcards) and eight percent (8%) for PowerPoint indicates that participants prefer graphic aids (pictures, flashcards) and PowerPoint because it's new way of teaching and a colorful attractive designs and a great tool to be motivated by.

3.2. Teachers' questionnaire results

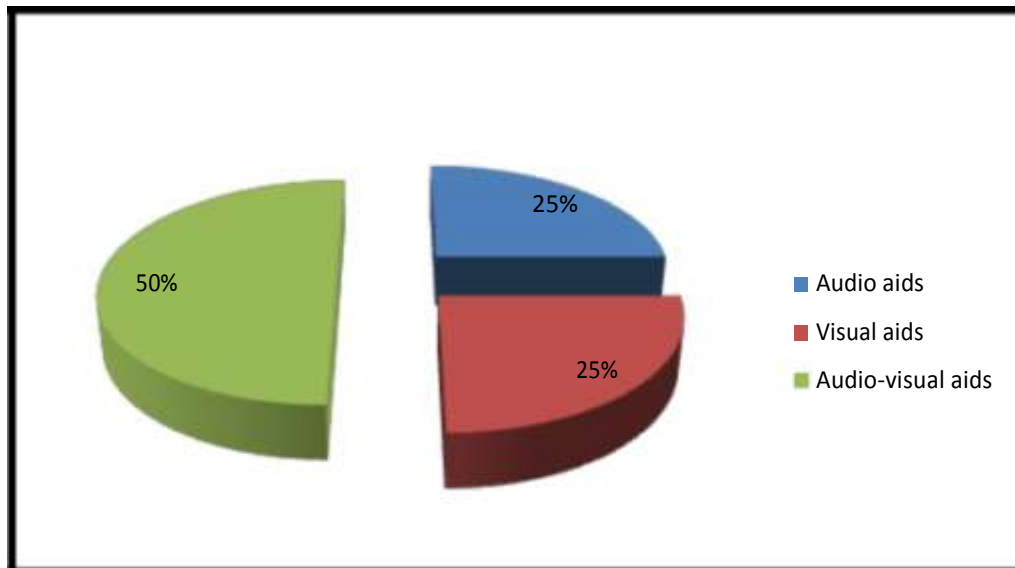
Q1: Do you use audio-visual aids in the classroom?



Graph3.16. Teachers' use of audio visual aids in the classroom

The graph one shows that all participants which represent 100% use audio visual aids in the classroom. This indicate that participants are interested with technologies and they are aware of the importance of using different strategies such as integrating audio-visual aids into oral classrooms in order to enhance students' English skills and facilitate teaching foreign language.

Q2: If “Yes”, which type do you use frequently?



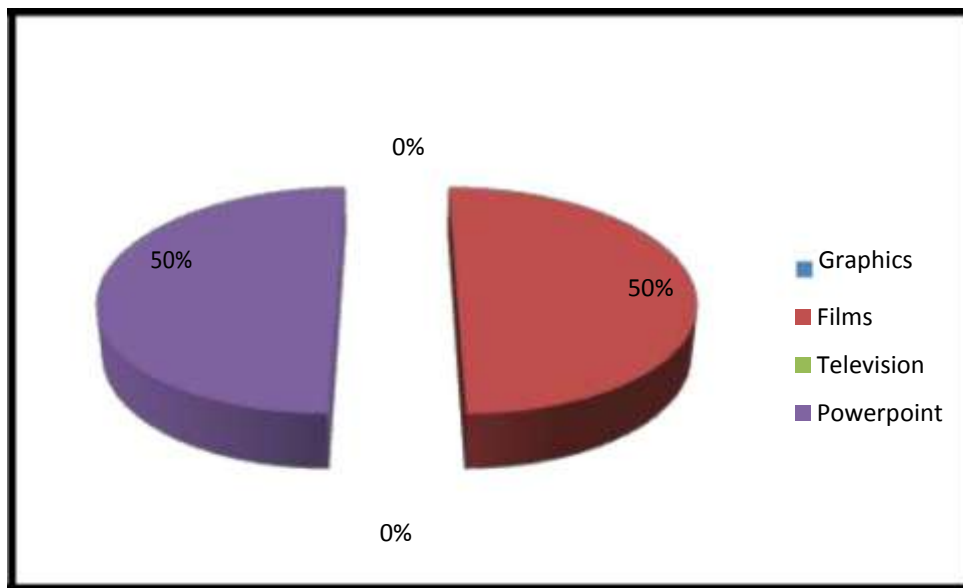
Graph3.17. Type of audio-visual aids used by teachers frequently

The graph two represents the type of audio-visual aids used by participants frequently, as we can notice that participants decided to choose more than one option, so 50% of participants use audio-visual aids because they make teaching process effective, they save time and energy and reduces the passiveness of the classroom interaction and makes it lively and interesting. However 25% of participants use visual aids basically because they allow them to reach students of different learning styles and captures students' attention as today's students seem to be more visual than other generations, and 25% of participants use audio aids because they help them to communicate more dearly and quickly so that the learner can understand the content clearly and easily reinforce the main ideas of the lesson, they add a touch of realism and save both class time and expenses.

Q3: If no, why?

(No comments since no one opted this choice).

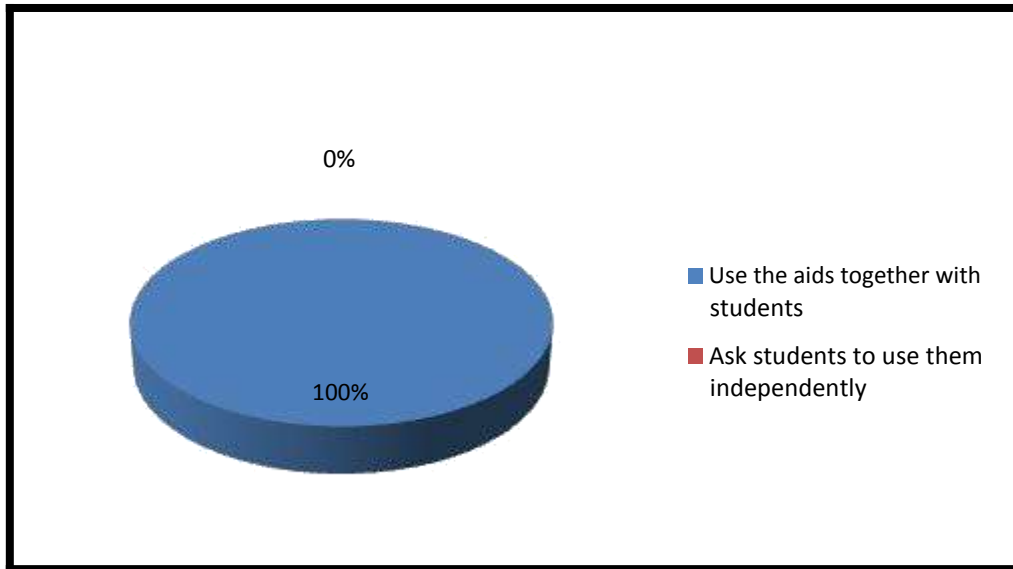
Q4: What type of audio-visual aids do you prefer to use?



Graph3.18. the most preferable type of audio-visual aids

The obtained data from graph three shows the most preferable type of audio-visual for the participants, as we can notice that participants decided to choose more than one option, so 50% of participants prefer PowerPoint, 50% prefer using films, while none of participants prefer graphics and television. As a result, the percentage 50% for PowerPoint indicates that participants prefer PowerPoint as aid because is an easy program to use, more organized and structured tool, maximizes class time and is one form of technology that costs nothing and more legible than writing on a board, and the percentage 50% of films indicates that participants prefer films as they bring variety, reality, authenticity and flexibility into the EFL classroom. They can often convey a message better than printed or spoken words and they add an extra dimension to course design and insure a rich variety of language and cultural experiences.

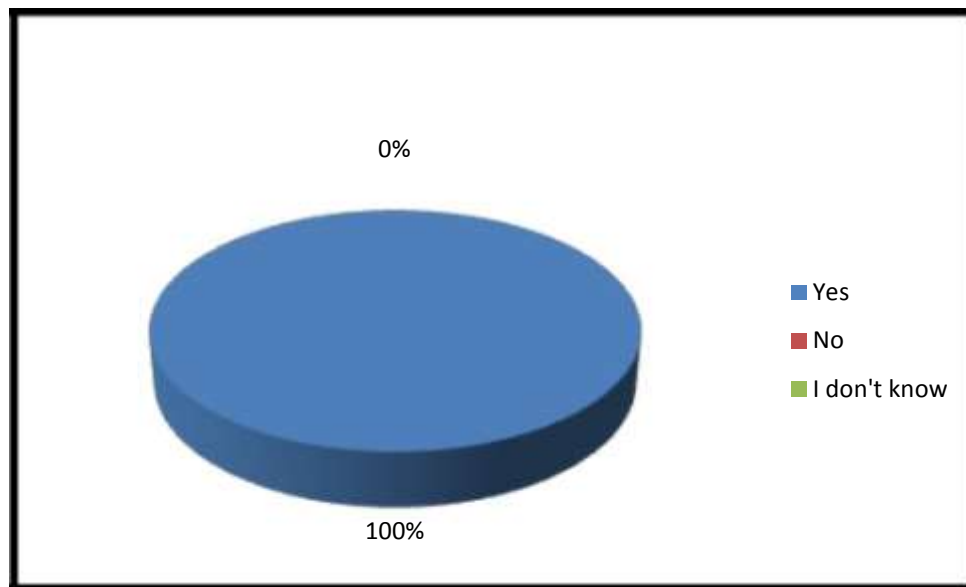
Q5: How do you use the audio-visual aids in the class?



Graph3.19. The way of using audio-visual aids in class

Graph four indicates that all the participants of this study, 100%, use the audio-visual aids together with the students, as the students encounter many unclear points and new words unknown to them, so here comes the role of the teacher in surveillance and guidance and students should be involved in the process of learning through practice and knowing how to use audio-visual aids is of greater importance.

Q6: Do you think that the use of AVA will improve students' speaking skill?



Graph.3.20. Teachers' perspectives about the use of audio-visual aids in improving students' speaking skill.

From graph five we deduce that all the teachers 100% agree that the use of audio-visual aids improve students' speaking skills.

Q7: If yes, how?

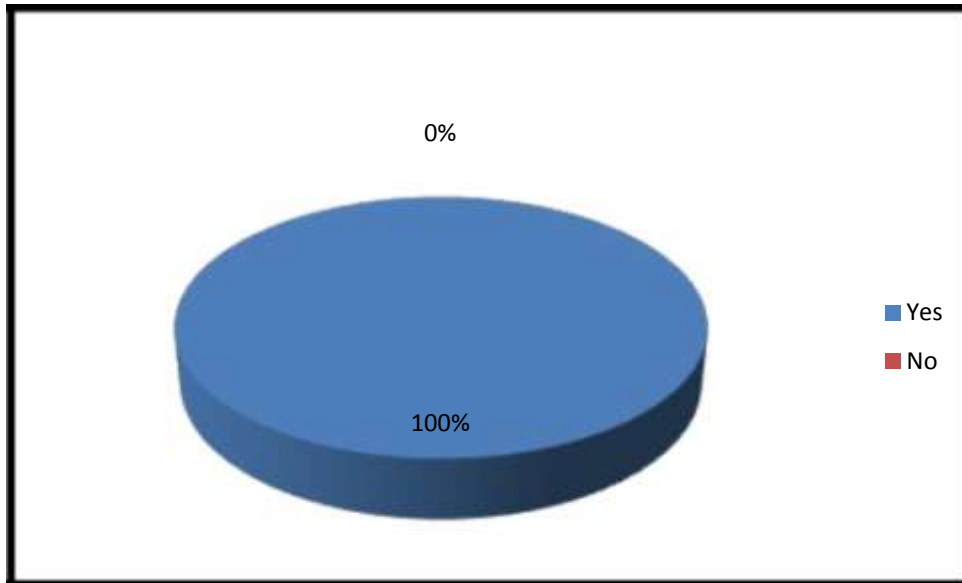
This question is related to the previous one, all teachers justify their answers by saying that students will:

- Learn how to pronounce.
- Organize their ideas and thoughts.
- Get rid of stress and anxiety.
- Get the habit of speaking on front of audiences.

Q8: If no, why?

(No comments since no one opted this choice).

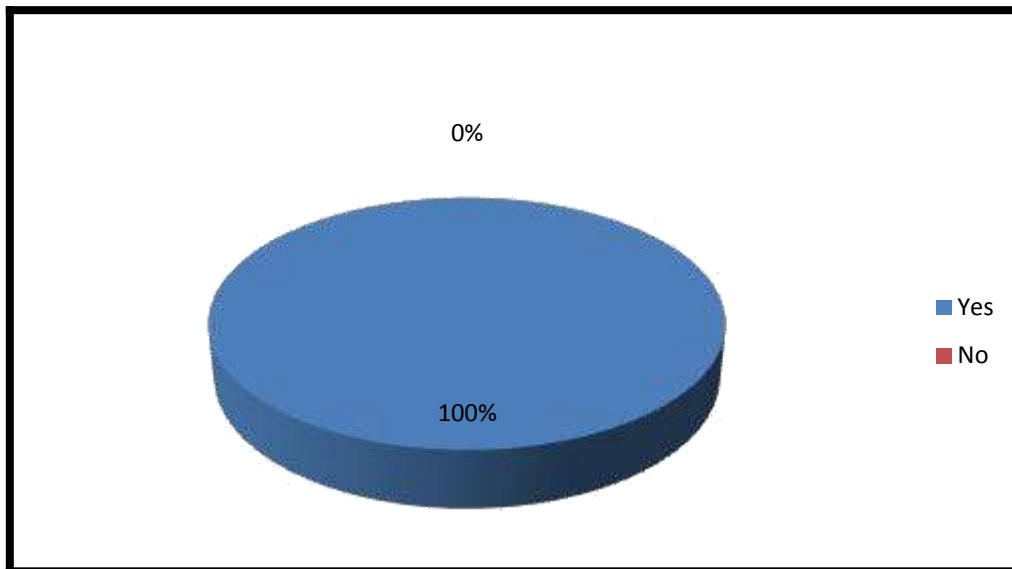
Q9: Do audio-visual aids help your students developing their ability to master some aspect of language like; recognizing accent, stress, intonation...



Graph3.21. Audio-visual aids help the students in developing their ability to master some aspects of language

Graph six shows that 100% of participants consider using audio-visual aids helps students in developing their ability to master some aspects of language like recognizing accent, stress, and intonations, and they justify their answers by saying that audio-visual aids help students figuring out the different accents and vocabularies and enlarging their thoughts and ideas.

Q10: Does it make you gain time?



Graph3.22.The role of audio-visual aids in gaining time

Graph seven demonstrates that 100% of participants regard audio-visual aids of great help when it comes to gaining time, since the use of them induces students to grasp information easily without having the premonition of losing that information, so it facilitates the process of shifting from one subject to another one and by this gaining time and effort.

Q11: Would you list below some difficulties you face while using AVA in teaching vocabulary?

(No comments since no one opted this choice).

This means that participants are not facing any kind of difficulties when they are using audio visual aids. This may indicate that participants are well trained, skilled and interested with technologies.

Q12: In your opinion, what is the educational value of AVA?

All participants highlight the importance of audio-visuals aids in language teaching. They all put forward that these materials meet major senses and learning styles. In addition, they provide and motivate and they develop their speaking skill. Real life situations in classroom drive students to be interested

Q13: Would you please add (below) any other comments you consider important for this issue.

Except one of participants states some important facts about the use of audiovisuals in classrooms. He strongly advice teachers of oral expression to teach speaking skill through using different audio-visual aids.

3.3. Research findings

An important finding of this study was that the use of audio visuals aids is highly supported by both teachers and students. Remarkably, teachers and students' attitude towards integrating audio visual aids are encouraging. Teachers and students questionnaires have provided an evident view of how audio visual aids have positive and satisfactory effect on learners who are excited, interested with implementing technological aids into oral sessions. Hence, teachers should take this into account in their teaching style, strategies, and materials; especially, audio visual aids which is preferred by all the students because they see that it helps them to concentrate more, to learning new active vocabulary, it creates an enjoyable learning context, and it facilitates teaching and learning process. Concerning the frequency of using audiovisual aids in the classroom, most students, on the one hand, say they rarely use

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audiovisual aids; and the majority of teachers, on the other hand, inform that they often use audiovisual aids. This diversity can be explained by the fact that students sometimes use audiovisual aids during a short period of time but they do not think that they are an integrated part of their studies. In addition, students inform that they prefer to learn with both teacher and audiovisual aids; they see that the teacher plays an important role in the presentation of the lecture. Unfortunately, students and teachers deplore the lack of audiovisual aids in the University of Chadli Bendjedid which are really needed to improve on the oral expression course, so it will be better if the department bring some new devices to reinforce the quality of teaching, and to provide the teachers as well as the learners with better chances to improve their achievements especially in the oral expression module.

As far as the benefits that can be gained from audiovisual aids are concerned, students' opinions emphasize their effectiveness; in addition, all the teachers value the role of these aids in enhancing students' motivation and participation.

Conclusion and Recommendations

This final chapter was devoted to field work by driving a questionnaire as a tool of data collection on both students and teachers. After the distribution of the questionnaire, a data analysis was provided and at the end it was clear that the need of using audio-visual aids was clear and expressed by both students and teachers. It is obvious now that the statistics and the results of this questionnaire are relevant with the hypothesis presented before; that audio-visual aids are effective in improving the speaking skill of EFL learners, by taking the students and the teachers of English third year LMD at the University of Chadli Ben Djedid as the population of this research.

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

- An official attention to audio-visual aids is required by the educational facilities in learning and teaching.
- The use of audio-visual aids need to be employed by both the teacher and the learner.
- Teachers should introduce and adapt audio-visual aids into the classroom and later these aids be adopted in the learning process by the learners.
- The proper choice of the type of audio-visuals aids is appropriate to the designed task of achieving competency in the speaking skill.
- There must be a variation in the use of audio-visual aids, not to be focused on just one aid from the others, so its use can be helpful.



GENERAL

CONCLUSION

General Conclusion

The present study dealt with the connection between the use of audio-visual aids in teaching and speaking skills improvement. Its main concern is to investigate whether or not the use of audio-visual aids can improve third year students' of English at Chadli Bendjedid University speaking skill. All the teachers all over the world agreed upon the idea that the use of audio-visual aids is very helpful in improving speaking skill among foreign language students. This is confirmed after the analysis of teachers' questionnaire as well as student's questionnaire which shows that student's skill will improve if they frequently exposed to language through audio-visual aids. This work also explain that even if teachers use audio-visual aids students can react negatively not because of the ineffectiveness of the aids but because of the method used by the teacher and the frequency of using these materials.

Finally, we hope this work has helped to shed some light on the importance of the use of audio-visual aids in teaching speaking for students of foreign languages we hope also that teachers as well as students are going to find some useful and practical basics about learning to speak a foreign language. Obviously, problems in enhancing the level of learners' speaking skills will continue to exist, so that research and investigation will continue to be undertaken by other researchers.



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APPENDICES

APPENDIX "A": Students' questionnaire

APPENDIX "B": Teachers' questionnaire

APPENDIX "C": Résumé

APPENDIX "D": الملخص

Appendix "A"

Students' Questionnaire

DEAR Students,

You are kindly requested to fill in this questionnaire which is an attempt to gathering information needed for the accomplishment of a master dissertation. We direct this questionnaire to investigate the importance and the role of teaching of audio-visual aids in the classroom during speaking lessons. Therefore, we found it necessary to involve our third-year English students at Chadli BENDJIDID El-Tarf University in this study in order to include their opinions concerning the subject under investigation.

We would be so grateful if you could sincerely answer the following questions, so please, give as precise answers as you can. Tick (✓) your answer (s) in the corresponding box (es), and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

Thank you for your time and for your collaboration

SECTION ONE: The Role of Audio-Visual Aids in Class

Q1: How do you consider your level in speaking English?

- | | |
|--------------|--------------------------|
| a. Very good | <input type="checkbox"/> |
| b. Good | <input type="checkbox"/> |
| c. Average | <input type="checkbox"/> |
| d. Bad | <input type="checkbox"/> |
| e. Very bad | <input type="checkbox"/> |

Q2: Does your teacher encourage you to speak?

- | | | | |
|--------|--------------------------|-------|--------------------------|
| a. Yes | <input type="checkbox"/> | b. No | <input type="checkbox"/> |
|--------|--------------------------|-------|--------------------------|

Q3: Do you consider yourself an audio visual learner?

- | | | | |
|--------|--------------------------|-------|--------------------------|
| a. Yes | <input type="checkbox"/> | b. No | <input type="checkbox"/> |
|--------|--------------------------|-------|--------------------------|

If yes, what kind of aids you prefer to learn with:

- a. Audio
- b. Visual
- c. Audio visual

Q4: Do you think that the audio visual aids are a good way to present a lecture?

- a. Yes
- b. No

If yes is it's because:

- a. Help you to focus
- b. You enjoy learning with
- c. It motivates you

Q5: What is your attitude toward using authentic materials and audiovisual aids In enhancing the speaking skill?

- a. Positive
- b. Negative

Q6: Do you think that audiovisual aids can facilitate oral expression course and make it more enjoyable?

- a. Yes
- b. No

If yes, why?

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

Q7: What do you think about using audiovisual aids in teaching English as a foreign language?

- a. Very important to use them in teaching
- b. The teacher is enough

Q8: Do you use any type of audiovisual aids at home to improve your speaking?

- a. Yes
- b. No

Q9: Do you think that the use of audio-visual aids influence successful speaking?

- a. Yes
- b. No

How?.....
.....

Q10: Does your teacher use any kind of audio-visual aids during speaking lesson?

- a. Yes
- b. No

Q11: if yes, How often?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely

Q12: Do you prefer to understand the lesson by:

- a. Audio-Visual aids
- b. Teacher
- c. Teacher an Audio-Visual aids

Q13: Which type of the following audio-visual aids is preferable for you?

- a. Graphic aids (pictures, flashcards)
- b. Videos
- c. Television
- d. PowerPoint

THANK YOU

Appendix "B"

Teachers' Questionnaire

Dear Teachers;

You are kindly requested to fill in this questionnaire which is an attempt to gathering information needed for the accomplishment of a master dissertation. We direct this questionnaire to investigate the importance and the role of audio-visual aids in EFL teaching and learning the speaking skill. Therefore, we found it necessary to involve our third-year English students at Chadli BENDJIDID El-Tarf University in this study in order to include their opinions concerning the subject under investigation.

We would be so grateful if you could sincerely answer the following questions, so please, give as precise answers as you can. Tick (✓) your answer (s) in the corresponding box (es), and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

Thank you for your time and for your collaboration

Q1: Do you use audio-visual aids in the classroom?

a. Yes

b. No

Q2: If "Yes", which type do you use frequently?

a. Audio aids

b. Visual aids

c. Audio-Visual aids

Q3: If "No", why?

a. I don't have access to AVA

b. I don't think AVA would teach my students more effectively

c. I feel comfortable using AVA

d. I would first want to see the results from other teachers using AVA

e. I don't have enough time

Q4: What type of audio-visual aids do you prefer to use?

a. Graphic aids

b. Films

c. Television

d. TV PowerPoint

Why?

Q5: How do you use the audio-visual aids in the class?

a. Use the aids together with the students

b. Ask the students to use them independently

Why?

Q6: Do you think that the use of AVA will improve students' speaking skill?

a. Yes

b. No

c. I don't know

Q7: If yes, how?

Q8: If no, why?

Q9: Do audio-visual aids help your students developing their ability to master some aspect of language like; recognizing accent, stress, intonation...

a. Yes

b. No

Justify:

Q10: Does it make you gain time?

a. yes

b. No

Why?.....
.....
.....

Q11: Would you list below some difficulties you face while using AVA in teaching vocabulary?

Q12: In your opinion, what is the educational value of AVA?

Q13: Would you please add (below) any other comments you consider important for this issue.

THANK YOU

APPENDIX "C"

Résumé

Dans cette recherche, nos hypothèses indiquent que si l'enseignant utilise des matériaux audio-visuels dans la classe, la prononciation des étudiants sera améliorée. Afin de tester nos hypothèses et dans le but d'introduire des matériaux audio-visuels comme une stratégie efficace pour améliorer la prononciation et de fournir une illustration complète pour l'utilisation correcte de l'AVA, nous avons présenté un questionnaire qui nous a permis de connaître les points de vue des enseignants sur l'utilisation des matériaux audio-visuels dans l'enseignement de l'orale. Pendant ce temps, nous avons aussi soumis un questionnaire pour les étudiants de 3^{ème} année d'anglais à l'université de Chadli Bendjedid pour des données plus précises. Les résultats obtenus pourraient affirmer nos hypothèses qui ont déclaré que la prononciation des étudiants sera améliorée si nous utilisons des matériaux audio-visuels. À la fin de cette étude, on a proposé des recommandations et des conseils pour les enseignants ainsi que les étudiants qui peuvent servir pour améliorer l'expression orale.

APPENDIX "D"

الملخص

توجد في هذا البحث فرضيات تشير إلى انه إذا استعمل الأستاذ الوسائل السمعية والبصرية في القسم فان مهارة التحدث تتحسن لدى الطلاب. من اجل اختبار الفرضيات و لغرض إدخال الوسائل السمعية و البصرية باعتبارها إستراتيجية فعالة لتحسين مهارة التحدث و تقديم التوضيح الكامل للاستخدام الصحيح للوسائل السمعية و البصرية، قدمنا استبياناً للأساتذة و الذي ساعدنا في معرفة رأيهم حول استعمال الوسائل السمعية و البصرية في مهارة التحدث. و في الوقت نفسه ، قدمنا استبيان لطلاب السنة الثالثة في اللغة الإنجليزية في جامعة الشاذلي بن جديد لبيانات أكثر دقة. النتائج التي تم الحصول عليها تؤكد لفرضياتنا والتي ذكرت أن مهارة التحدث عند الطلبة ستتحسن إذا استخدمنا وسائل سمعية وبصرية. في نهاية البحث اقترحنا بعض التوصيات والنصائح للأساتذة وكذلك الطلاب التي تعمل على تحسين مهارة التحدث.