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The Implementation of Audiovisual Equipments to Foster EFL Student's Oral Production and Teacher/Student Attitudes towards their Effectual Use.

Case Study: Second year Students of English at Chadli Bendjedid University EL Taref.

A Dissertation Submitted to the Faculty of Letters and Languages, Department of English, in Partial Fulfillment of the Requirements for the Degree of Master in Didactics.

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STATEMENT OF ORIGINAL AUTHORSHIP

We declare that our research study entitled “The Implementation of Audiovisual Equipments to Foster EFL Learners’ Oral Production and Teacher/Student Attitudes towards Their Effectual Use” has been carried out by us and supervised by Mrs. Nouri Imen in the academic year (2020/2021), and submitted to the Department of English at Chadli Bendjedid University, El-Taref. No part of this dissertation was previously presented for another degree.

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Dedication

“In the name of ALLAH, the most gracious, the most merciful”

I dedicate this work to:

My delightful mother for her help, support, and prayers. I can never forget anything she did for me.

To my lovely father , you were, you are always the source of my power, and the one who is always motivating and encouraging me to go further to achieve all my dreams.

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LIST OF ABBREVIATION AND ACRONYMS

- AV: Audiovisual
- AVMs: Audiovisual equipments
- EFL: English as a Foreign Language
- % Percentage

ABSTRACT

In the present dissertation, we highlight the importance and vitality of the effective use of audiovisual equipments by the teachers inside and why not outside English language classrooms it aims to investigate students' attitudes and teachers' perceptions about using audiovisual equipments and their implementation in order to foster EFL learners' oral production. This study was conducted through a descriptive method so as to confirm the research hypotheses. Two different questionnaires were administered to twenty second year students and five EFL teachers at Chadli Bendjedid University for more accurate data. The analyses of questionnaires show that teachers and students consider those equipments as important materials in enhancing students' speaking skill. The current study concludes by providing recommendations to both teachers and learners of English to make them tremendously improve their teaching and learning skills.

Key words: Audiovisual Equipments, English Teachers, Speaking skill, EFL Learners.

ملخص

في هذه الرسالة نسلط الضوء على أهمية وحيوية الاستخدام الفعال للمعدات السمعية والبصرية من قبل المعلمين داخل فصول اللغة الإنجليزية ولماذا لا تهدف إلى التحقيق في مواقف الطلاب وتصورات المعلمين حول استخدام المعدات السمعية والبصرية وتنفيذها من أجل تعزيز الإنتاج الشفوي لمتعلمي اللغة الإنجليزية كلغة أجنبية. أجريت هذه الدراسة بالمنهج الوصفي لتأكيد فرضيات البحث. تم إجراء استبيانين مختلفين على طلاب السنة الثانية والعشرين وخمسة معلمي اللغة الإنجليزية كلغة أجنبية في جامعة الشاذلي بن جديد للحصول على بيانات أكثر دقة. تُظهر تحليلات الاستبيانات أن المعلمين والطلاب يعتبرون هذه المعدات كمواد مهمة في تعزيز مهارة التحدث لدى الطلاب. تختتم الدراسة الحالية بتقديم توصيات لكل من معلمي و متعلمي اللغة الإنجليزية لجعلهم يحسنون بشكل كبير مهاراتهم في التدريس والتعلم.

الكلمات الرئيسية: المعدات السمعية والبصرية، مدرسو اللغة الإنجليزية مهارات التحدث ، متعلمي اللغة الإنجليزية كلغة أجنبية.

RESUME

Dans la présente thèse, nous soulignons l'importance et la vitalité de l'utilisation efficace des équipements audiovisuels par les enseignants à l'intérieur et pourquoi pas à l'extérieur des salles de classe de langue anglaise, et elle vise à répondre aux questions soulevées : quelles sont les attitudes des étudiants et les perceptions des enseignants sur l'utilisation équipements audiovisuels ? Et dans quelle mesure mettre en œuvre des équipements audiovisuels pour favoriser la production orale des apprenants EFL. Cette étude a été menée selon une méthode descriptive afin de vérifier les hypothèses. Deux questionnaires différents ont été administrés à 20 étudiants de deuxième année et cinq professeurs d'anglais à l'Université Chadli Bendjedid. Les analyses des questionnaires montrent que les enseignants et les étudiants considèrent ces équipements comme des matériaux importants pour améliorer les compétences orales. Enfin, l'étude se termine en fournissant des recommandations aux enseignants et aux apprenants d'anglais pour leur permettre d'améliorer considérablement leurs compétences d'enseignement et d'apprentissage.

Mots-clés : équipements audiovisuels, professeurs d'anglais, compétence orale, apprenants EFL.

Chapter One

Introductory Chapter to the Research

Problem

Chapter One

Introductory Chapter to the Research Problem

Introduction

One of the most important skills to be investigated in English teaching for foreign speakers is speaking skills. According to Ur (1996,P.120), "of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important".

The Educational system witnesses a great development, teachers try to get rid from the traditional methods of teaching towards the modern methods which help to foster EFL students' oral production. In other words the ordinary traditional methods seems to be remarkably changed into the usage of the audiovisual aids such as Videos, broadcasts and PowerPoint presentations used in classroom specially during the listening and speaking sessions.

This chapter exposes the statement of the problem, the aims of the study, research questions and the hypotheses. Also it shows the research design and finally the structure of the dissertations.

Statement of the Problem

In the EFL classrooms, most of students have problems with the speaking proficiency .they are unable to communicate and cannot express their ideas clearly. Speaking is not given enough importance due to many reasons such as the methodology used by the majority of the teachers, the availability of the necessary teaching materials, along with the learner's limited exposure to English language.

Such difficulties can be overcome by using audiovisual equipments for achieving effective communication between teacher and students also they may contribute in improving student's speaking skills.

The Aims of the Study

This research work aims to:

- To investigate the use of audiovisual Equipments to enhance students speaking skill.
- To get EFL students attention about the role of being exposed to different audiovisual Equipments.

Research Questions

This research attempts to answer the following questions:

1. What are students' attitude and teachers' perceptions about using audiovisual equipments?
2. To what extent implementing audiovisual equipments may affect the speaking skill?

The research Hypotheses

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

- Students' attitude and teachers' perceptions about using audiovisual equipments is positive.
- Students and teachers are familiar with the use of audiovisual tools in the classroom.
- The implementation of mixture AV equipments and their effectual use in order to improve the speaking skill and developing a range of language skills and strategies including vocabulary, grammar, listening, speaking and critical thinking skills.

The Significance of the study

This research is significant because it contributes to:

1. Help the students to enhance their speaking skill.
2. Help the teacher to make the session easier and more beneficial.
3. To provide diversity in the method of teaching and increase the forcefulness of the subject being learned or taught.
4. To increase the meaningfulness of abstract concepts.

Research Method

Research Design:

In this study, we adopt a descriptive research methodology in order to test our hypotheses. The descriptive method was adapted because it fits the nature of our research. We described the effect of using audio visual aids that can help learners to improve their oral production. We designed two questionnaires for both teachers and students to show whether the use of AV equipments can improve students' speaking skill. We selected randomly 5 teachers of oral expression and 20 students of second year of English as a sample for the study. The data which we collected counted in numbers and graphs to clarify more to the reader.

Participants:

In this research the participants were randomly assigned among second year students from the EFL Department of El Taref University and five English teachers of oral.

Data Gathering Tool:

In the first stage we distributed the questionnaire to twenty (20) students among second year from the Department of English, we selected randomly and in which the participants were asked to tick choices in the corresponding boxes or providing information whenever necessary. A questionnaire has been distributed to five (5) teachers of EFL about their experience, the formation if it is the old one or LMD. They were asked to tick choice or providing information whenever necessary concerning the presented study.

The Structure of the dissertation

This dissertation comprises of five chapters . The first chapter is an introductory chapter to the research which highlights the research questions and the research hypotheses, the aims of the study, and the method used along with the research design. The second chapter is a theoretical one or the review of literature related to the main elements of the topic which are about speaking /listening skills and Audiovisual Equipments

The third chapter will cover the descriptive methodology which applied throughout the research process starting from the method, approach, the research design, and the instruments that are used for collecting data. This chapter gives the reader a caption about the practical framework. Moreover, the fourth chapter is about analyzing data and results or findings of the present dissertation. Five chapter is about discussions and recommendations.

Conclusion

This Chapter provides a reflection of the problem statement and identifies how the study will be accomplished. Therefore, it gives a good impression in order to motivate the reader to read the rest of

the dissertation. In the next chapter we will be dealing with theoretical part which discusses speaking, listening and audiovisual equipments and their effectiveness in enhancing speaking.

Chapter two

Literature Review

Speaking /listening skills and the audiovisual equipments

Chapter two

Literature Review about Audiovisual Equipments to foster

EFL Students' oral production

Introduction

This chapter consists of two sections; the first part is devoted to discuss different aspects starting with the importance of speaking, Features of proficiency in this skill, the difficulties, the role of the teacher during oral lecture and the relationship between speaking and listening skills. Additionally, it highlights the definition of listening skill, importance and the processes involved in listening skill.

The second section is designed to present an overview about audiovisual equipments role in enhancing EFL students' oral production, ending with the advantages and disadvantages of those materials.

Section one: Teaching Speaking /listening skills

Importance of Speaking Skill

Knowing a language is not the same as having the ability to use it, language is heard when practiced and used to express one's opinion, feeling and attitudes orally and meaningfully. According to Frost (1988) who is a book writer, one must talk before writing in order to understand, «I teach in order to learn. "He said. So, it is obvious that speech reflects a clear thinking and a better understanding of ideas especially when used recursively and in an infinite variety of situations. Language laboratory researchers believe that speaking the language effectively to communicate, helps students to master and acquire it.

According to Ellis listening to one's own language and to the listener's reaction (feedback) helps the speaker notice whether what he is saying or what they are hearing is grammatically correct or not. The feedback provides the learner with a capacity to formulate and an opportunity to test his hypothesis.

Speakers usually apply the rules while communicating to check whether their spoken language is meaningful and according to the grammatical and structural rules or not (negative feedback). So, we agree speaking interaction using target language to communicate helps to learn the language and to enhance their oral skill.

Features of proficiency in speaking skill

Fluency

The good English speaker should use it fluently and unconsciously. H, Douglas stated, “fluent speakers can participate in any conversation with a high degree of Fluency.”(P.407). He also added that their speech should be accepted and well understood by native speakers (P.407). Those who do not hesitate to express themselves whatever mistakes they do and whatever words and whatever mixture of English grammar and their native language grammar, these learners have a high fluency but low accuracy.

Accuracy

A good English speaker tries to avoid mistakes. He tries to speak according to the grammar rules and structures.

Vocabulary selection

Harmer describes it as the appropriate use of words according to the nature of the topic, the audience (participants), and the setting in which the discourse takes place (P.71). Good speakers are capable enough to select the right words to the right setting and with the right persons (register). Their speech is clear and unambiguous which reflects their competency when using the language.

Flexibility

Good English speakers can adopt new topics or changes of direction easily. They are able to introduce a topic, discuss it or change it without any problem. This means that they are good turn takers. They can

direct and control spoken discourse and recognize the different context, where control may be practiced.

What Makes Speaking Difficult

Brown (P.13) identified eight problems that may face the speaker in the learning process that teacherstake into account.

Clustering

Due to limitation of memory or stress, students tend to divide oral production into words or phrases instead of producing fluent speech

Reduced Forms

The form may be phonological, morphological, syntactic, or pragmatic. Such reductions may be hard for students who have been studying the full forms of the language. Second language learners are subject to hesitation, poses, false starts and correction. Teacher help their students think in parallel using fillersp (um, him, okay, well ...etc.).

Rate of Delivery

It is hard for second language learners to exchange their speech and ideas rapidly and fluently. Here also lays the role of the teacher to help them overcome this problem.

Interaction

Through interaction when negotiating meaning (giving feedback, asking for explanation). The EFL students learn new words or new structures.

The Role of the Teacher to Motivate Students to Speak

The motivation of the teacher is very significant to encourage learners to speak. Thus, love and care are the most significant characteristics to motivate students to speak and overcome fear to make mistakes.

Vasquez (1988, p.284) simplifies, “students perceptions of whether teacher cares for them have meaningful effects on their performance and behavior. “.

Some researchers give attention to humor and high expectations of students Hunsaker (1988) stated, “the main value of humor in the classroom lies in its use to stimulate, illustrate, motivate, and ease tensions. “ (P.285) (Weaver and Cotrell, 1987, p.170) created ten systematic steps to feel easy using humor in the classroom.

1. Smiling/Being joyful.
2. Being spontaneous: Resting control over students/Breaking the routine.
3. Avoiding taking everything seriously and personally.
4. Encouraging an informal climate.
5. Using personal stories and experiences that are related to subject matter.
6. Relating things to the life of students by reading their newspaper or listening to their music.
7. Encouraging student's turn-taking climate between teacher and students and learning their names.

Listening and Speaking Relationship

Both of listening and speaking happen together. When teachers focus their attention on speaking, listening is always there. The relationship is so clear in almost all the activities used to teach speaking: They both back up one another. In other words, we can say the main object of listening they both make students ready for real-life communication (qtd in Brown, p.110). According to L.ynch (qtd in Brown, p.110) there are a three main reasons for connecting listening to speaking.

- 1- Listeners make better speaker: researchers show that students perform more not because of previous practice in speaking but because of previous experience as listener.
- 2- Listeners affect what a speaker say: when we try to imitate what we have listened to accurately.

3- Conversation involves listening and speaking.

The teacher should help students to practice listening and speaking inside and outside classroom for better achievement in foreign language acquisition.

Listening Skill

Definition of Listening

Listening is the ability to precisely receive and decode messages in the communication process. It is the key to every effective speech exchange. Without the ability to listen accurately and effectively, messages cannot be received. The act of listening involves complex affective, cognitive and behavioral process. It is a vital key to communication and has a very important role in language acquisition process. The development of listening is one of the most important goals of language teachers. Computer software applications are now able to include Multimedia that deliver video and audio in combination with text. Rost (2002) says, "Listening is the process involving a continuum of active process which are under the control of the listener, and passive processes. " (p.07). In addition to that, listening as quoted in J Wallace (1998), " Listening is a fundamental language skill that typically develops faster than speaking and that often influences the development of reading and writing ability in the language.

The importance of Listening

- Good listening permits us to show that we're paying attention to the thoughts, feelings and behaviors of the other person. It is vital to maintaining productive relationships and establishing communication. Without listening, no organization can operate effectively, nor ultimately survive.
- Effective listening provides the information required to enable organizations to adapt to meet the changing needs of customers and keep up with market trends.

- Good listening and skilful questioning give a powerful message to those with whom you interact. They hugely increase your capacity to influence, motivate, develop or serve people effectively.
- Listening and questioning are an inherent part of most life skills, fundamental to human interaction, and a major factor in the success of a good communicator.
- Good listening allows us to demonstrate that we are paying attention to the thoughts, feelings and behaviors of the other person (seeing the world through their eyes). This is crucial to maintaining productive relationships, and sometimes the only way to establish communication.

To sum-up we can say that listening is not only the reception of sounds and utterances, but listening also includes comprehension of meaning, phrases, sentences, and the connected discourse of the flow of speech during communication. To receive, understand, evaluate, and respond in teaching, we need to go through three main stages: Pre-listening, during listening, and Post listening.

Processes Involved in Listening

Hearing vs. Listening:

Our auditory system is constantly being harassed by different sounds. However, we neglect all what is unimportant and listen only to what we feel interested in.

Bottom-up Processing:

It refers to using incoming input as the basis for understanding the message. Comprehension begins with received data, organized sounds, words, clauses, texts until meaning is ferried. It is a process of decoding the listener's lexical and grammatical competencies and provide the basis for bottom up processing. The input is scanned for familiar words and grammatical knowledge to find the relationship between the elements of sentences.

Top-down Processing:

Bottom-up processing goes from Language to meaning, whereas top-down Processing goes from meaning to language. The background knowledge used in understanding meaning of the message may be previously acquired knowledge of discourse, situational or contextual knowledge or script plans about the overall structure of events and relationship between them.

Factors Making Listening a Difficult Learning Foreign Language

Researches and studies in second language learning have noticed many factors which make listening difficult for English foreign language students. They have noticed that learners complain in the learning process skill from the following difficulties: pronunciation and accent of the speaker, rate of delivery, the effect of tape recorder, lack of vocabulary, lack of proficiency, lack of concentration, lack of practice and situational factors. The audiovisual equipments are very effective to help students understand the listening comprehension. In addition, the use of those materials is able to increase the focus and concentration of students during listening activities.

Section Two: Audiovisual Equipments

The History of Audiovisual equipments

The concept of audiovisual equipments is not new and can be traced back to seventeenth century when John Amos Comenius (1592–1670), a Bohemian educator, introduced pictures as teaching aids in his book *Orbis Sensualium Pictus* ("picture of the Sensual World") that was illustrated with 150 drawings of everyday life. Similarly, Jean Rousseau (1712–1778) and JH Pestalozzi (1746–1827) advocated the use of visual and play materials in teaching. More recently, audiovisual equipments were also widely used during and after World War II by the armed service. The successful use of picture and other visual materials in U.S armed forces during World War II proved the effectiveness of instructional tools. There

are various types of audiovisual materials ranging from filmstrips, microforms, slides, projected opaque materials, tape recording and flashcards. In the current digital world, audiovisual aids have grown exponentially with several multimedia such as educational DVDs, PowerPoint, television educational series, YouTube, and other online materials. The goal of audiovisual equipments is to enhance teacher's ability to present the lesson in simple, effective and easy to understand for the students. Audiovisual materials make learning more permanent since students use more than one sense. It is important to create awareness for the state and federal ministry of education as policy makers in secondary schools of the need to inculcate audiovisual resource as main teaching pedagogy in curricula. The outcome is to promote the audiovisual material in secondary schools because they lack the resource to produce them. The visual instruction makes abstract ideas more concrete to the learners. This is to provide a basis for schools to understand the important roles in encouraging and supporting the use of audiovisual resource. In addition, studies have shown that there is significant difference between the use and non-use of AVMs in teaching and learning.

Types of Audiovisual Equipment

According to The Librarian Glossary (1987) "AVMs as non-book materials like tapes, slides, films which are renewed and recent to rather than read as books."

Broadly, audiovisual equipment are three types which published by LISBDNETWORK (2013):

Audio Equipments:

Auditory means relating to the hearing. This includes

- Recording
- Tele-lecture
- Radio

- Sound Films
- Telephone, etc.

Visual Equipment:

- Data Projectors. These are used to project an image from: classroom computer, document camera, laptop and any other VGA compatible device.
- Wireless Microphones. These are used for presenters who will be presenting to an audience in larger lecture hall or event space
- Powered Speakers
- Microphone Mixers
- Podiums

Audiovisual Equipments:

Audiovisual equipments are the combination of Auditory and Visual Materials. These may include:

- filmstrip
- microforms
- slides
- projected materials,
- Tape recording and flashcards.
- Video tapes
- Printed materials with recorded sounds

Teachers' Role when Using Audiovisual equipments in classroom

The purpose of audiovisual equipments is to enhance teacher's ability to present the lesson in simple, effective and easy to understand for the students. Despite the fact that audiovisual equipments have a great role and importance in the teaching, but the teachers' role in using AVMs in the classroom remain very crucial. The role of a teacher is to some extent changing to that of a facilitator and manager of learning, explaining difficult words, clarify the abbreviation of expressions, thus audiovisual materials help teachers but it cannot replace him/her. It was argued by Venkataiah (2008) that:

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

Audiovisual Equipments in Speaking and Listening to English:

According to Sanderson (1990) audiovisual materials are significant for learning listening and speaking. He also thinks that they have an intrinsic educational value .It has also been proved by many linguists like Thanajaro (2000), kilikaya (2004) , and Otte (2006) that language materials should be adopted by English foreign language teachers to support their language learning process. On the other hand, Tomo (1998) also added that such materials provide exposure to real native language. Thus, learners are exposed to real discourse, as in videos of interview with famous people where intermediate students listen for the gist. As we have already said that authentic materials have a positive effect on English language learners' motivation since they improve their listening and speaking skills.

As long as learners watch and listen to films, songs, political interviews and speeches they develop both their listening and speaking abilities. On the other hand, books and printed materials always remain of great importance as long as they spare us from incidental, improper and inadequate English. Such

written materials can be used more than once depending on the difference of the circumstance and the difference of the tasks.

Listening:

(Martinez, 2002) clarified that activities designed to be done through the use of audiovisual materials always tend to ameliorate the listening and speaking aspects of learning. He said, “Basic students listen to news reports and are asked to identify the names of countries, famous people, etc...” So, teachers encourages and test learner’s ability to detect key words. As a result, if a student is given the opportunity to speak about a topic which has been presented by authentic materials, he will certainly perform well orally.

According to the results of a survey concerning this issue , (Chavez , 1998) said that learners interact with native language and native speakers using the appropriate authentic audiovisual materials because they enjoy listening through such aids to enhance their speaking ability as long as their topics are interesting. Many linguists like Guarantor, Partridge & Morley (2001) as well as Gilson (2000) insisted on the usefulness and strong necessity of audiovisual equipments to scaffold and support language acquisition and learning.

Speaking:

A good number of linguists and language educators emphasized on the importance of oral texts very early in language practice, (Bacon & Finneman, 1990, Wing, 1986) asserted that authentic materials can be used from the very first week of the first semester. And must be related to learners’ life experience and contains appreciative features that enhance comprehension at this level. According to Rogers and Medley (1988), if students are supposed to develop a functional proficiency in the spoken language and to use it communicatively in real world situations, then they have to begin encountering the language of that world in the classroom through audiovisual means. They need opportunities to see and hear language

used communicatively among the native speakers. They also need opportunities to practice using English to cope with everyday situations they might face outside the classroom.

So, the teacher must afford a lot of different audiovisual materials into the classroom, and make them accessible to his students. (Rogers & Medley, 1988, Schmidt Rinehart, 1994) believe that despite the necessity of the use of authentic text, it does not mean that the teacher should abandon the use of materials created for instructional purposes such as books, poly copies and the chalkboard.

The Aims of Audiovisual Equipments

Researchers like Diquette and Dinette, 1989 reported that children using authentic teaching improved linguistically, however (Russell- Welty, 1986) found no significant difference in the language of a learner using those materials compared with that in a more traditional classroom context. But such audiovisual Equipment have proved to provide learners with effective experience and help them see real language. These materials raise learners' consciousness of the existence of a community of language learners who use language outside the classroom; who promote language learning and who help learners acquire the targeted language culture. Widdowson (1990) believed that exposing learners to audiovisual equipment is indispensable because of the rich language input they provide. For many specialists such materials are very important because they prepare learners for real life situations in terms of using the target language.

On the other hand, the lesser we use audiovisual materials with our learners, the lesser will be their real world. (Davies, 1978) clarified that the goal from the use of audiovisual equipment is to get closer to English speakers so as to understand them better and take part in their daily life.

Audiovisual equipments increase the learners' motivation and positively reflect their learning process Baniabdelrahma (2006) has proved that using audiovisual equipments as a foreign language is more effective than non- audiovisual equipments. For him students with intrinsic materials tend to resist at difficult problems and learn from their mistakes. They have a more inherent satisfaction in doing their

activities with audiovisual materials rather than in doing them without the use of such materials. He also thinks that extrinsic motivation makes learners engage in tasks in expectation of reward or punishment has not sufficient effective result.

(Guarantor & Morley, 2001) explained that the goal behind the use of the audiovisual equipment is to make learners feel they are learning the “real Language”. Providing students with audiovisual equipments keeps their interest in foreign culture alive. Moreover; its goal is to make the learning process even more enjoyable, active, interesting, and stimulating.

The Advantages of using audiovisual equipments in the Classroom

Projector

Many teachers find chalkboards to be almost a thing of the past with the advent of projectors in the classroom. Rather than writing notes across a board, teachers can make use of PowerPoint presentations, images and even film as teaching tools through the use of projectors. Consequently, teachers and students alike find projectors to be useful classroom devices. According to Christina Whitaker (2018), the projector has various advantages which are:

Easier Note Taking Projectors enable teachers to create bulleted PowerPoint presentations or other highly organized notes for the class. With the use of projectors in the classroom, students can take better notes with the ability to discern what information the teacher displays is most useful to them. **Greater Teaching Versatility** Projectors release teachers from being bound to chalk and dry-erase boards to present information to their students. With the use of projectors, teachers can now use films, slides, and images to teach students about the world and places they have never seen and can't imagine. Students can listen to lectures given by worldwide experts.

Better Use of Class Time Prior to the use of projectors in the classroom, teachers had to spend time writing notes on the board, as well as erasing information due to limited space. Projectors facilitate the planning

process so teachers can decide on lecture content and important points ahead of time instead of making decisions spontaneously.



Figure2.1: Projector. From (Projectorcentral.com)

Better Student Presentations

Students will appreciate the use of projectors as they prepare class projects that they can now create in PowerPoint or other electronic mediums. Consequently, students will find that presentation creation will go faster with each person using their own computer to create their section of the presentation. Presentations on a projector.

Videos

Motion pictures are currently the most popular means of spreading information. Students have long been fascinated by the use of films both in online and offline classrooms. There are many types of videos that an online teacher can use to present the lesson: movies, documentaries, animations, interviews, webinars, etc. Videos create a more engaging sensory experience than using print materials alone. Learners actually get to see and hear the concept being taught, and they can process it in the same way they process their everyday interactions.

Videos also can be more motivating than other forms of audiovisual material. Christopher and Ho (1996, pp. 86) provide another reason why this is so; it can be entertaining. Music and setting elements can make for an enjoyable experience by learners. Video movies provide topics and ideas for learners to discuss.

Computers

This device is very crucial in learning and teaching foreign language, using this tool will enable 12 students to research information quickly and to be creative and interested in improving their speaking abilities. Instructor faces while presenting information, provide both audio and visual records also it is inexpensive. In other hand, computers require a small number of students and its preparation takes time.

So computers are considered as a major facilitator in improving and enhancing the students' speaking skill in and out the classroom.



Figure 2.2: Computer Lab at University. From (Fedoramagazine.org)

Disadvantages of Using Audiovisual Equipments

Anurag Aggarwal (2000) said that after using such aids we can assume that learners are effectively being exposed to real language. This is what makes us excited and willing to use authentic materials in our classrooms, despite the problems we may face during this usage it is inevitable that we face pedagogical problems.

AVMs have got its own shortcomings or disadvantages which may include: clearly lack in grammatical accuracy, acquisition order or durability of learning (Mishan, 2005); do not fit into the systematized language syllabus (Mishan, 2005, Richards, 2001)

- Audiovisual equipments are may be too culturally biased, so unnecessarily difficult to be understood outside the language community.
- The vocabulary might not be relevant to the student's immediate needs.
- Too many structures are mixed so lower levels have a hard time decoding the texts.
- Special preparation is necessary which can be time consuming.
- Too many different accents can be heard which can cause some confusion.
- The material can become outdated easily, e.g. news.
- There are many headlines, adverts, signs, and so on that can require good knowledge of the cultural background.

Conclusion

This chapters shows the importance of speaking and listening skills as a challenging modules in teaching and learning process for students as well for teachers.in addition review of literature reveals the audiovisual equipments as a vital tool in facilitating and improving speaking skill

Chapter Three:

Research Design and Methodology

Chapter Three

Method

Introduction

The current chapter will present the steps and methods which were used throughout our work. We will start first by the research design of the adopted method. Then, we will discuss the choice of methodology used and strategy chosen to describe the research, the next point is about the population of our study with the sampling strategy that we have adopted. Additionally, we will shed the light on the research instruments with which we have collected our data and the reasons behind our choice and procedures.

Method

In this study, we adopt a descriptive method. This study aims to shed more light on anecdotal evidence concerning audiovisual equipments in developing students speaking skill in EFL classes. Due to limited resources and the sensitivity of the issues being discussed, the study is primarily qualitative in nature, which includes quantitative data relying on information gained from two questionnaires given to EFL teachers and students from the Department of English at Chadli Bendejdid University. In order to accomplish our present work. Ary, Jacobs, Sorensen, and Razavieh (2010) said that “survey research...uses instruments such as questionnaires and interviews to gather information from groups of individuals. Surveys permit the researcher to summarize the characteristics of different groups or to measure their attitudes and opinions toward some issues” (p.28). The purpose of this study is to obtain information from the teachers and learners as much as . Therefore, as means of data collection we selected questionnaires that we were distributed randomly to second year students of EFL teachers from the same department. The reason behind the choice of this method is the nature of the topic which requires a clarified description.

Participants

The sample of this study are twenty second-year EFL students at the department of English, Chadli Bendejedid University El-Taref in Algeria, during the academic year 2020/ 2021, because they have already experienced for about two years the way teachers are teaching EFL in their classrooms and can answer the questions clearly. Fifteen of them are females and the rest are males. The majority of students are aged between 18 to 20 and others more than 20 years. The sample has been chosen randomly from the total number of 50 students. In addition, it consists of five (5) full time EFL teachers, in the field of Oral module.

Population we selected have different degrees (Master's, Magister, and Doctorate) and they are teaching assistants and permanent teachers. within the same department, as they have practiced teaching using several types of audiovisual equipments and can give appropriate answers depending on their experience.

All the participants in this study at least have taught or are still teaching oral expression. The reason behind such a choice was to examine the degree to which teachers are aware of the importance of using audiovisual equipments in teaching and improving students' speaking skill.

Research Instruments

In order to gather the data needed to answer the research questions and to verify to hypotheses presented in the theoretical part of the research paper .We used questionnaire as a research instrument for both learners and teachers due to the fact it does no longer take long time, and it was designed to be simple and easy to be understood by any one. The questionnaire was addressed to twenty students which contain of seventeen questions, very clear and they did not find any difficulties when they answer, our questions give to them the chance to express their ideas and their attitudes towards the effectual use of audiovisual equipments. In order to gather valid data our research paper also based on teachers questionnaire that

contain eighteen questions which are addressed only to teacher of oral module at the department from English at Chadli Ben Djdid University in El-Taref.

Research Procedures

This research was conducted with second year EFL students in the second semester of the academic years 2020/2021 and asked them to be a part of this study. At the beginning of the study, we distributed the questionnaire to twenty (20) students among second year English students at university of Chadli Ben Djdid El-Taref. Those participants has been selected randomly from two groups and they were asked to tick choices in the corresponding boxes or provide information whenever necessary in order to add their own point of view or his/her attitude towards effectual use of audiovisual equipments. There was no time limitation and the students were allowed to think carefully and then rank the choices. The process took two days to gather data from the participants. In the next stage, we administered questionnaire to five (05) teachers of Oral at the same Department, they were asked the same questions about speaking skill and how they deal with audiovisual equipments in classrooms. They were asked to tick choices in the corresponding boxes or provide information whenever necessary concerning. The present study which is investigating EFL teachers who know how to use audiovisual equipments which can help their learners better develop their speaking skill at classrooms.

Description of Students' Questionnaire

Questionnaire is the most important tool in gathering valid information. Thus, the information is gathered directly from the respondents who are active participants in this case. The response quality depends on the trust the respondents feel for the research, the topic, and the manner in which the questions are worded and arranged Laws (2003). In this questionnaire the researcher worked with second year English students. It consisted of seventeen various questions divided into four sections. Section one. Those sections consist of some close ended questions such as yes/no, "WH" questions and multiple choices, in addition to open ended question to elicit their personal opinions, preferences or just to justify their answer.

Section One: General Information

Section one consists of two questions about general information of the participants including the gender and the age of the second year students'. The purpose of this section is gathering general information about our sample.

Section two: Speaking Skill

The purpose of section two is to investigate the importance of oral expression due to the students' attitudes toward speaking skill. We provide five questions. Four questions are multiple choice and the other one need to provide their opinion about their difficulties that they face in classroom.

Section Three: listening Skill

This section consists of four multiple choice questions. Students asking to tick choice in corresponding box no need to provide their opinions. It aims to pick out the difficulties that students face and the reason behind these problem. Additionally, they asked to illustrate which is the best way to learn and acquire the listening skill.

Section Four: Audiovisual Equipments

This section includes six questions about the use and the effectiveness of audiovisual equipments in classroom and how it affect students' level in oral production .Some of those questions are multiple choice and the rest asked students to provide their own ideas. Also, questions are about which equipments motivate students more in classroom and the benefits of audiovisual equipments, as well as revealing whether its use actually improves their speaking abilities in English as a foreign language. More importantly, we believe that the participants' responses to the questionnaire help us to provide a constructive feedback to achieve the study goals of the research under investigation.

Description of Teachers' Questionnaire

We designed a questionnaire for the teachers as well, because they were the main participant. They were five teachers were questioned to help gathering data to achieve the research goals. These a

questionnaire consists of sixteen (16) questions divided into three sections. Those sections consist of some close ended questions such as yes/no, “WH” questions and multiple choices, in addition to open ended question to elicit their personal opinions, experience or their role in class room.

Section one: General Information

This section includes three questions about general information of teachers qualification if their formation Master, Magister or Doctorate PHD. Additionally we asked about their experience in teaching oral expression.

Section two: Teaching Speaking

The purpose of this section is to get clear idea about how teacher they monitor the level of their students in speaking skill during the oral expression and to precise the reason behind their low level. Also, we asked some questions to know the role of teacher in motivating and enhancing their oral production.

Section Three: The use of audiovisual equipments in classroom

The last section investigates teachers' attitudes and opinion about the use of audiovisual equipments in the classroom during speaking lessons. Teachers during answering the question they confirm that audiovisual equipments are important tools which help to facilitate learning and they suggested to use those equipments for better results in oral expression or in all modules.

Conclusion

In this chapter we dealt with the adopted method for conducting this study. Providing clear and detailed description of the participants as well as the instruments for collecting the valid information that we needed to support our work. This includes the questionnaires for both teachers and students at English Department. The results that we founded we will discussed in the next chapter.

Chapter Four
Analysis of Data (Results)

Analysis of data (Results)

Introduction

This chapter is devoted to show the results of our methodology applied which investigates the effectiveness of using audiovisual equipments to foster EFL oral production. It deals with the investigation in the form of data analysis. So, this sheds light on the obtained results which collected by questionnaires.

Students' Results

Students' Questionnaire Analysis:

This questionnaire was in a printed form, distributed hand to hand to second year EFL learners belonging to Chadli Ben Djdid University at El Taref. Twenty questionnaires was a sufficient number to take as a sample for our investigation. Accordingly, the participants confirmed that it was well formed with precise, concise and understandable questions. They are fifteen females (75%) and the rest are five males (25%).

Section one: Background information

Question 2: Age:

The results showed that (65%) of students their age range between 18 and 20 years old and (35%) their age more than 20.

Section Two:

Question 3: Do you like oral expression course?

The first question was addressed to the students, aims to know if they like to attend the oral expression course, and in another words if speaking skill is important for them. The majority of the participants (85%) prefer oral expression course and their ability of speaking and listening is good enough. Whereas (15%) they do not prefer attending oral expression maybe due to the lack of vocabulary or being afraid of making errors during the lecture.

Question 4: Does your teacher encourage you to speak?

The results showed that (100%) of students said that their teacher of oral encourage them to speak during the lecture. It means their teacher help them to enhance their speaking skill maybe by providing different activities like Discussions, role play and jigsaw activities and give them the opportunity to speak whenever they want.

Question 5: how often do you participate orally?

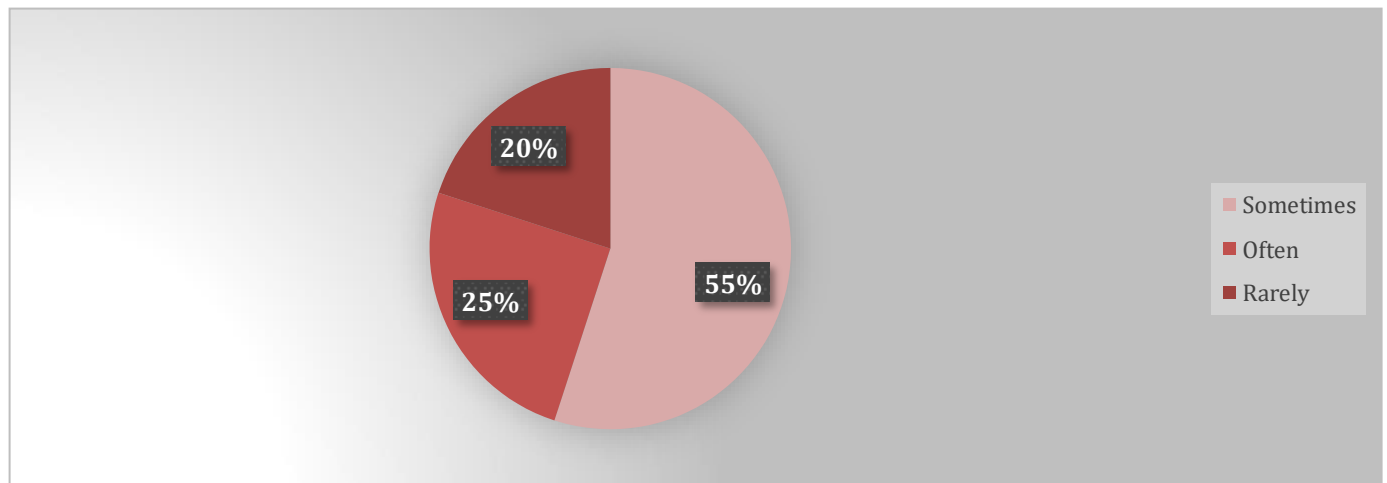


Figure 4.1: Students' participation in oral expression lecture.

In this item the students had different viewpoints about the oral participation in English. The figure above showed that (55%) of students have the ability to face the audience, about (25%) of them said that they are always active with their teacher maybe because they are fluent or they feel at ease when they

talk in front of their mates, however, only (20%) of students declared that they suffer from shyness when they speak.

Question 4: what type of difficulties you face in speaking?

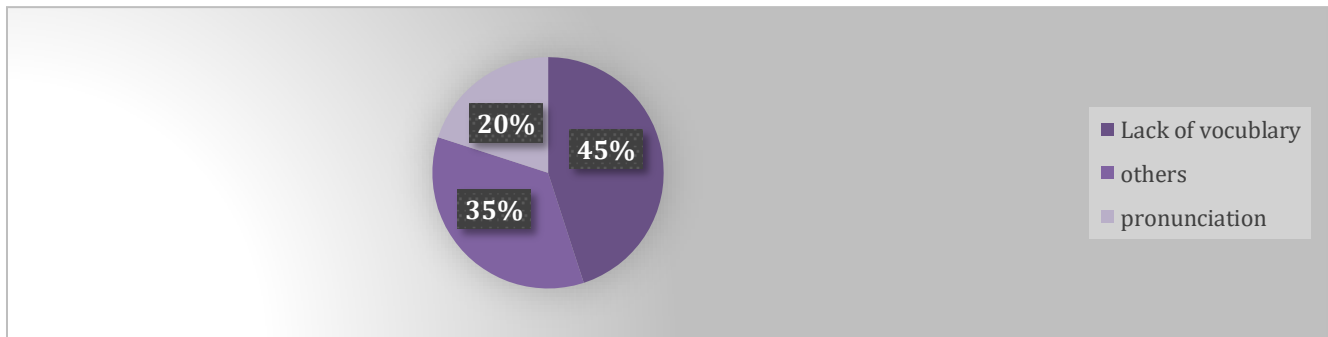


Figure 4.2: Speaking Difficulties

Most of students who present (45%) declared that that they are poor at the level of vocabulary, which means they have difficulties in finding the appropriate word to express their ideas, however (35%) of them declared that they suffer from shyness, stress and audience anxiety. The rest (20%) said that they have problem in pronunciation, they did not master the language well.

Question7: how do you consider your level in speaking?

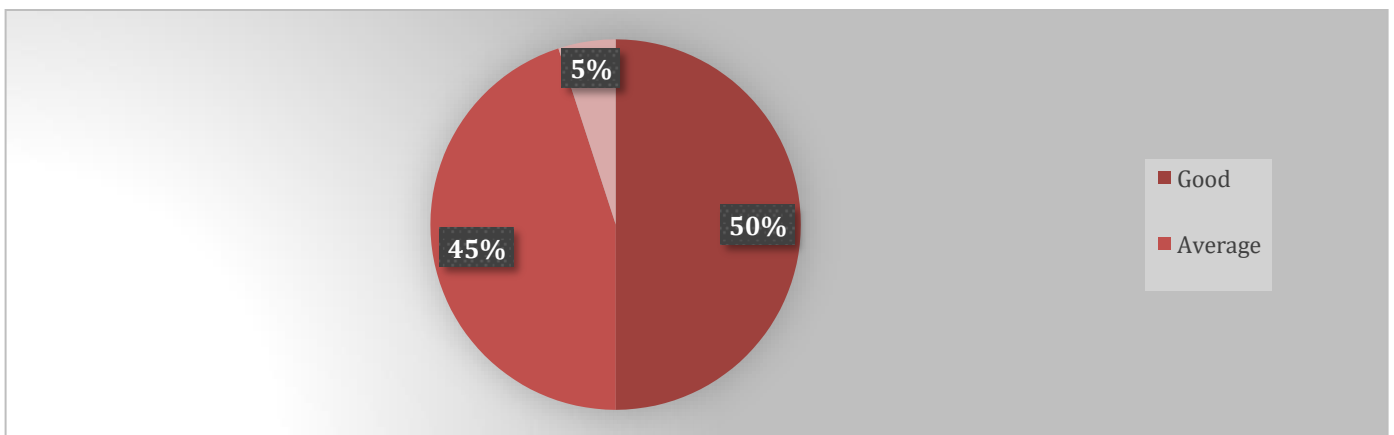


Figure 4.3: students' level in speaking

The results above showed that (50%) of students speak well. While (45%) said that their level is average according to different reasons like lack of vocabulary and only (5%) of students they speak fluently.

Section three: listening skill

Question 8: how do you consider your listening ability?

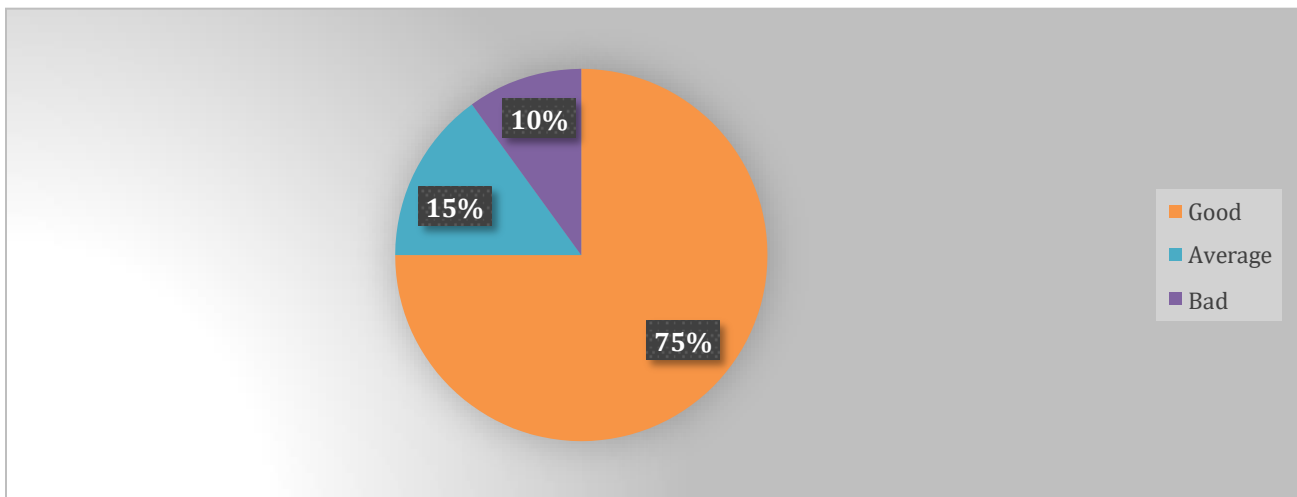


Figure 4.4: Students listening ability

The majority of the students (75%) said that they receive and interpret messages quickly in the same time, however (15%) claim they take time to analyze what they listen and only (10%) they suffer from the quickly forgetting what is heard.

Question 9: Do you encounter any difficulties in listening:

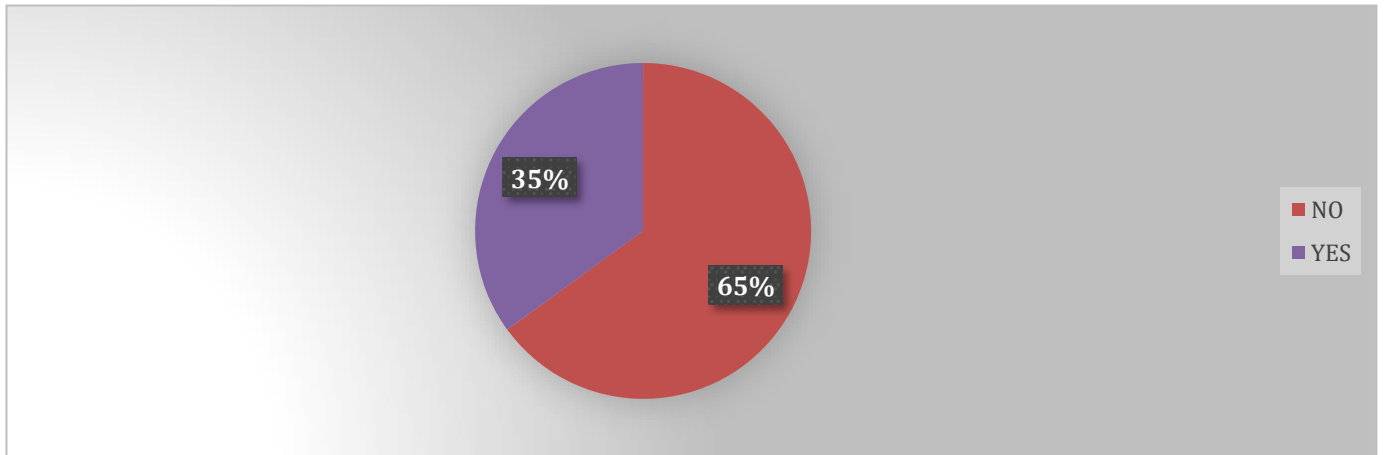


Figure 4.5: Difficulties Encountered.

We found that most of the students (65%) said that they can control the speed of speech, however, (35%) of them claimed that they usually find difficulties during listening because of their poor grammar and misinterpretations about listening tasks.

Question 10: if yes, what are they?

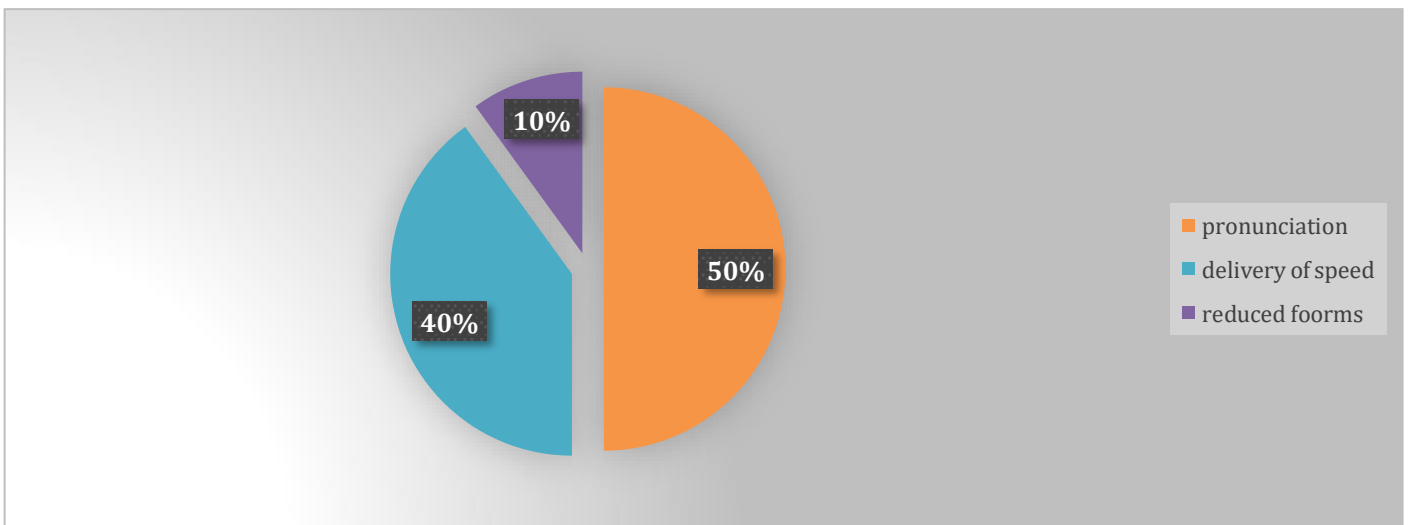


Figure 4.6: Types of listening difficulties.

The results showed that (50%) of the students find difficulties in listening, because of the teacher pronunciation, but (40%) said that they find difficulties because of delivery of speed. Only (10%) claim that due to reduced forms.

Question11: In your opinion what is the best way to learn and acquire the listening skill?

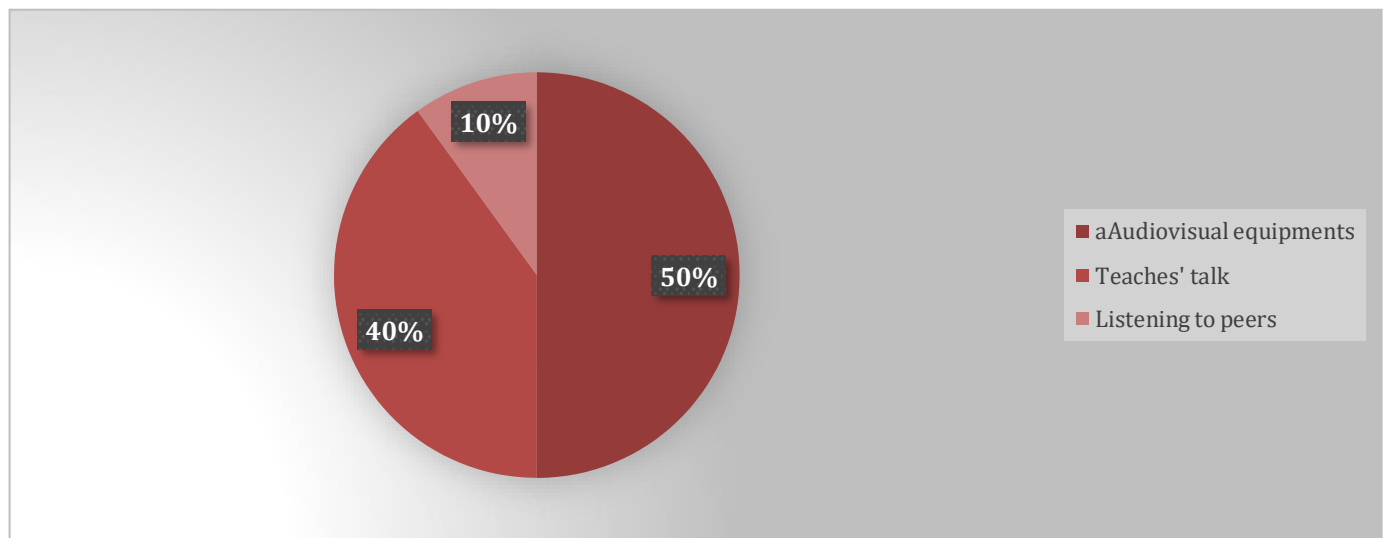


Figure 4.7: The best way to acquire listening skill.

This question was asked to find out the best way to acquire listening. So, (50%) of students said that listening to audiovisual equipments is the appropriate materials to enhance their oral production and (40%) said that listening to teacher's talk help them, but only (10%) chosen listening to peers this revealed that the use of audiovisual equipments dominate teaching and learning process, maybe students find them easier to use.

Section Four: Audiovisual equipments

Question 12: Do you know what audiovisual equipments are?

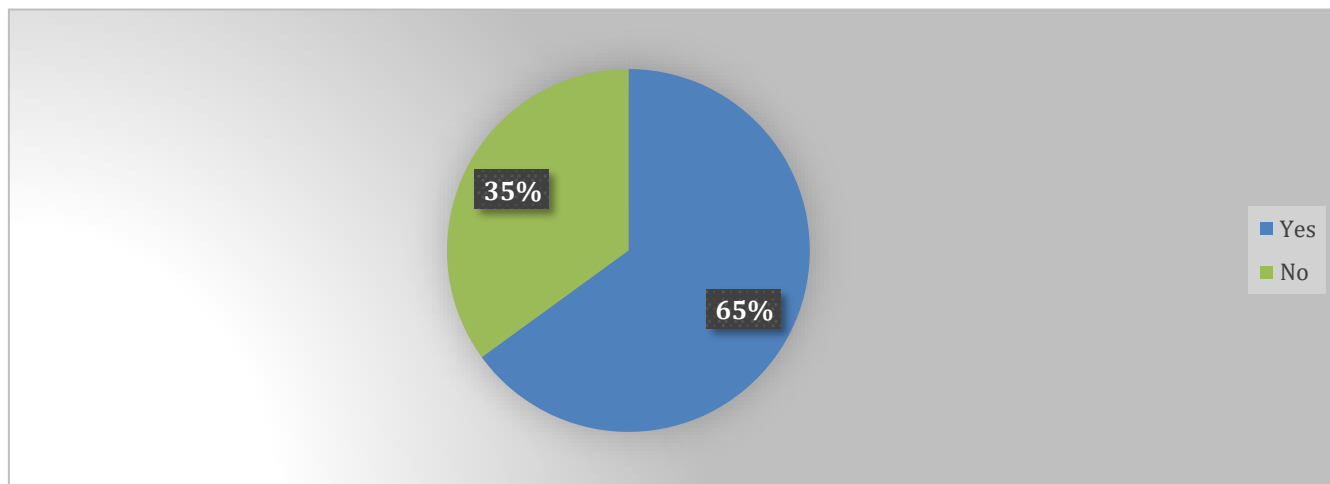


Figure 4.8: Audiovisual equipments.

The majority of students (65%) said that they know what audiovisual equipments because their teacher used in oral expression, but the others (35%) said that they don't know those materials maybe they are not familiar with the appellation though they use them in reality.

Question 13: if yes, what types of audiovisual equipments does your teacher use more?

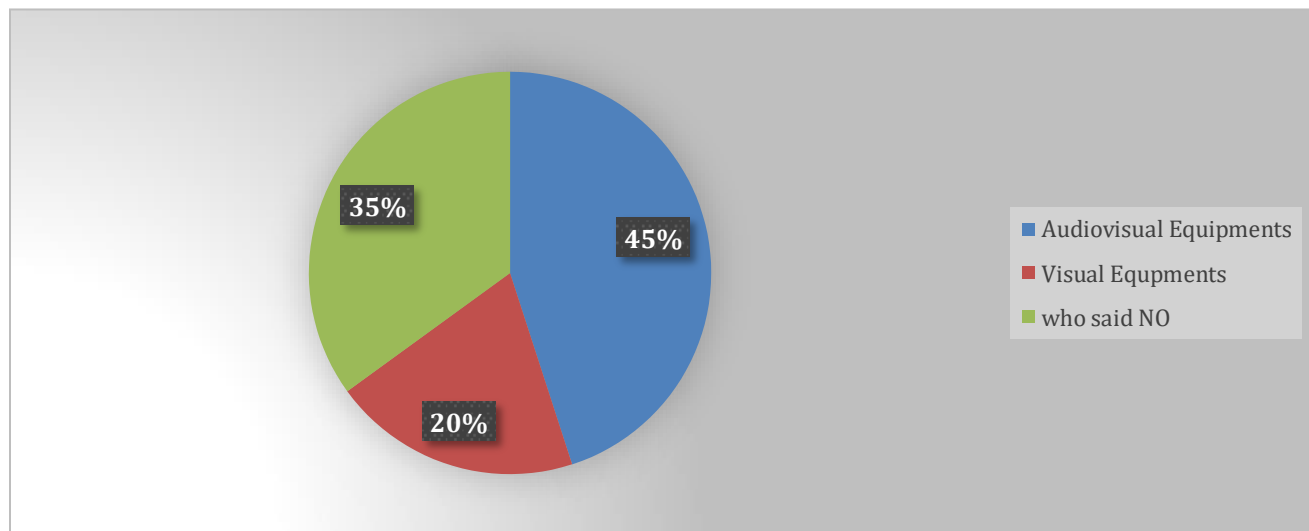


Figure 4.9: The Audiovisual equipments used inside the classroom

According to The Audio Visual Aids used inside the classrooms the graph, (45%) of students said that their teacher use videos, pictures, data-show. However, (20%) of them said that their teachers use only pictures, (35%) said that they do not know what are audiovisual equipments.

Question: How often teacher use audiovisual equipments during lecture?

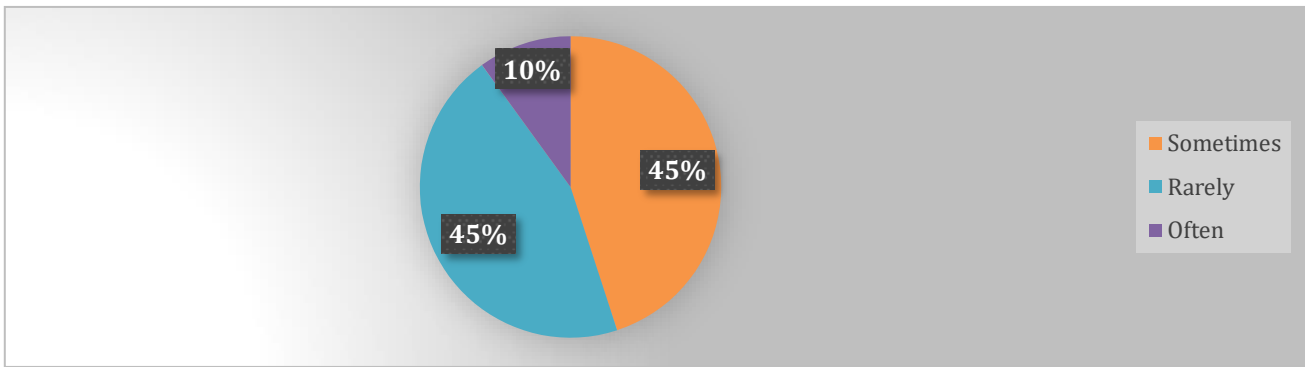


Figure 4.10: The frequency of using AV Equipments in oral expression.

The graph above shows that (45%) of students said that their teacher considered the audiovisual equipments as important tools sometimes in presenting the lesson and almost the same percentage (45%) of students revealed that their teachers method based on their background information and handouts. However, only (10%) declared that their teacher support using those equipments.

Question 15: Do you think that the use of different activities and strategies of audiovisual equipments would improve your oral production?

Remarkably (100%) of the participants said that the use of different activities of audiovisual equipments improve their oral production means that audiovisuals tools play an important role in boosting students' learning speaking skills.

If yes or no, how?

In this question, the results we have come up with that all students confirm the effectiveness of audiovisual equipments in enhancing speaking skill.

Question 16: Which of the following equipments do you think will motivate you more in class?

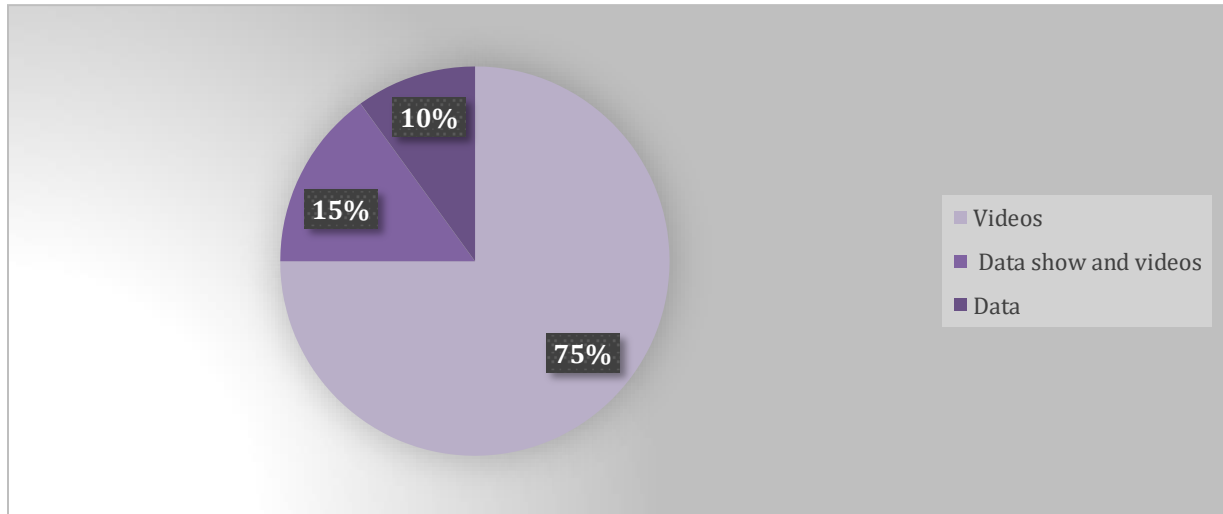


Figure 4.11: Types of audiovisual equipments.

The majority of the students (75%) believe that videos which contain interviews is the appropriate materials in motivating them more in class. The other (15%) they reported that both data show and videos motivate them more. whereas, only (10%) support data show as motivating equipments.

Question 17: In your opinion what is the reason behind using audiovisual equipments in class?

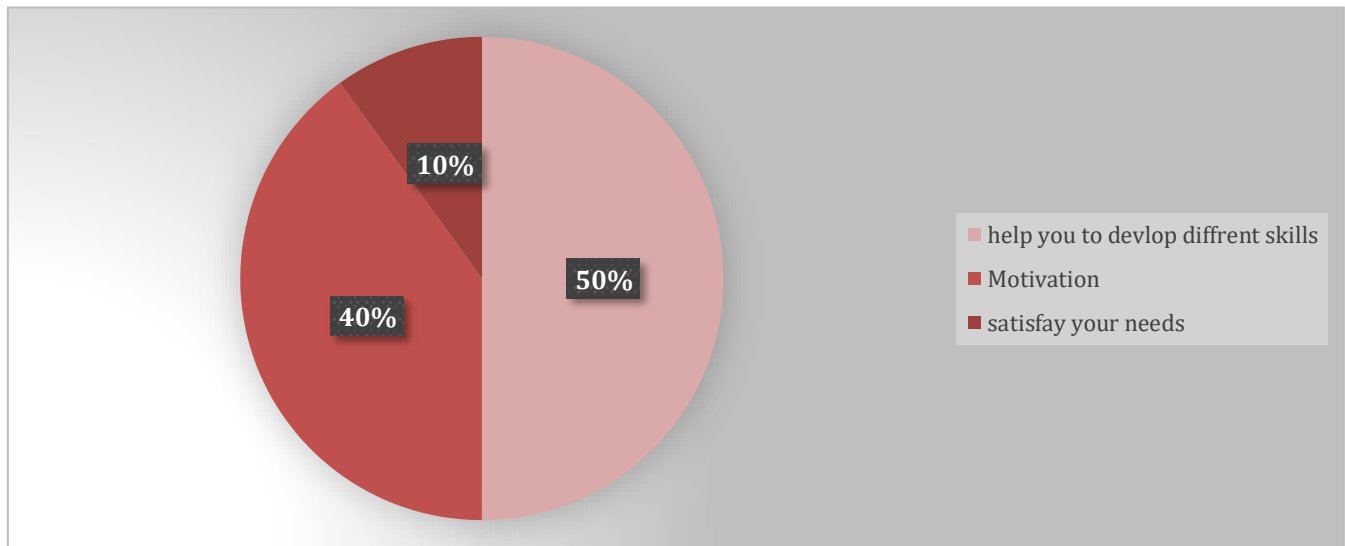


Figure 4.12: students' opinion about using audiovisual equipments.

As appeared in pie chart, this question aims to know students' opinion about the reason behind using audiovisual equipments. According to the results, (50%) of participants reported that audiovisual equipments help them to develop their speaking and listening skills, others (40%) said that those materials are tools of motivation, and the rest (10%) said that audiovisual equipments satisfy their needs.

Teachers' Results

Teachers' Questionnaire Analysis:

We designed this questionnaire and we distributed hand to hand to five English teachers of oral expression. The teachers' contribution was necessary to carry out the investigation which seek to explore the implementation of audiovisual equipments to foster EFL learners' speaking skill, since most of those teachers have a remarkable experience in the teaching oral expression, their answers help us to collect valid information.

Question 01: Teacher's qualification

We designed this question in order to know about teachers' formation, we found (40%) of them have Doctorate (PHD), and (40%) of them have magister, However, the remaining (20%) they have Master degree.

Question 02: how long have you been teaching oral expression?

The results showed that (60%) of the participants experienced teaching for few years from one year to 5 years and (40%) of them experienced teaching at university more than 10 years.

Question 03: Do you enjoy teaching oral expression?

Remarkably (100%) of the teachers claimed that they enjoy teaching oral expression because they are motivated students and they make more efforts to make the lesson successful by taking students' needs into consideration when they choose the appropriate equipment.

Section two: Teaching speaking

Question 04: How do you evaluate your students' level in speaking English?

The results showed that (100%) of teachers declared that the level of their students is average maybe the reason behind their level is the lack of vocabulary, shyness, and they suffer from anxiety.

Question 05: Do you think that students' have low level in speaking skill because of:

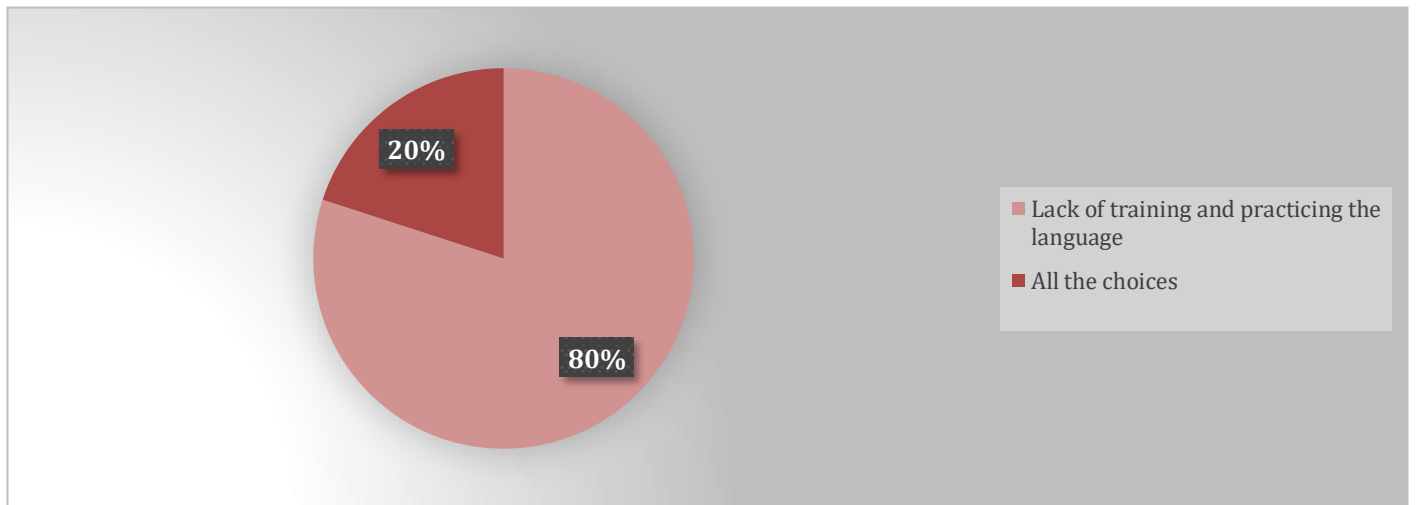


Figure 4.13: Causes behind Students Low Level in Speaking Skill.

The graph above showed that (80%) of teachers said that the low level of students in speaking because of the lack of training and practicing the language. On the other hand (20%) of them declared that the reasons behind students' poor performance are: they are not exposed to the language, they are not aware that language is communication, the lack of linguistic competence and poor grammar.

Question06: How do help them to improve their speaking skill?

The results showed that:

Participant 01: said that in order to improve students' speaking skill by practicing the language inside the classroom, varying activities and help them by encouraging and motivating them to get rid from shyness.

Participants 02: declared that to improve students' speaking skill, we should motivate them to speak and ask a lot of questions.

Participant 03: declared that in order to foster students' speaking skill by motivate them to speak and participate by raising debates and discussions.

Participants 04: said that helping students to improve speaking skill by encouraging them to speak without shyness, giving them the opportunity to participate and express their ideas.

Participants 05: To improve students' speaking skill by encouraging them to go to the stage to face them-selves first and to decrease the anxiety in front of their classmates.

Question 07: What types of activities do choose in teaching speaking?

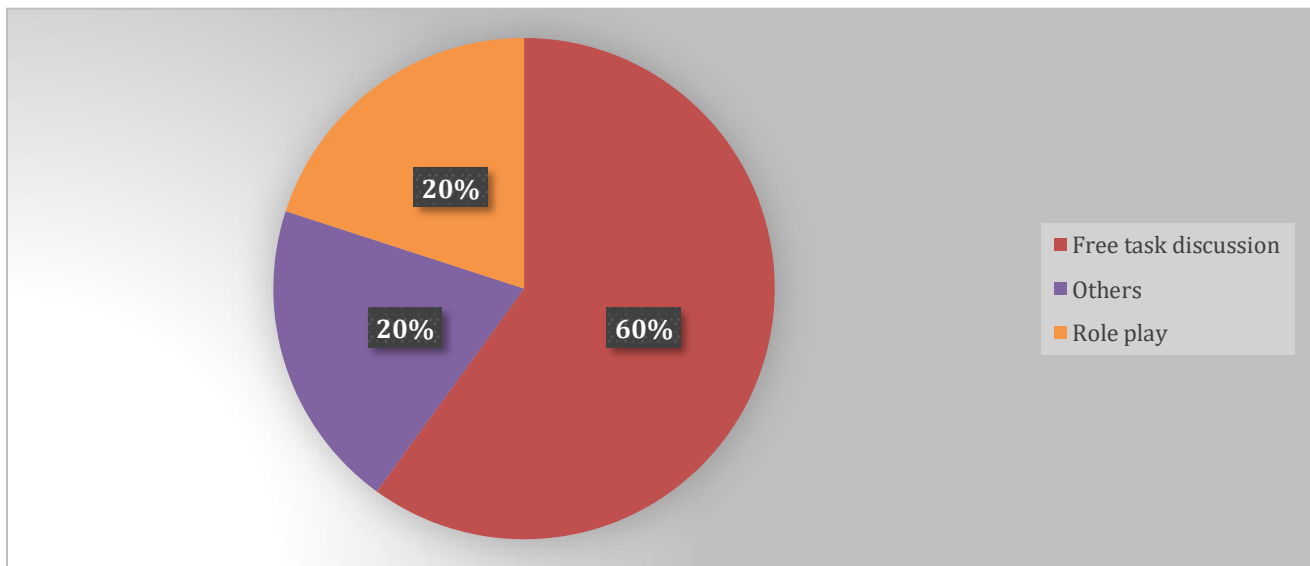


Figure 4.14: Activities Used by Teachers in Teaching Speaking.

The majority of teachers who presents (60%) said that they prefer using free discussion to exchange information about topic which is chosen by students because they have background enough to discuss. However, (20%) of them prefer role play as an opportunity to students to perform and express their ideas and reduce the anxiety and (20%) of teachers chosen other activities like presentation about topics and encourage them by providing feed back

Question 8: During the speaking lecture do you stress more in:

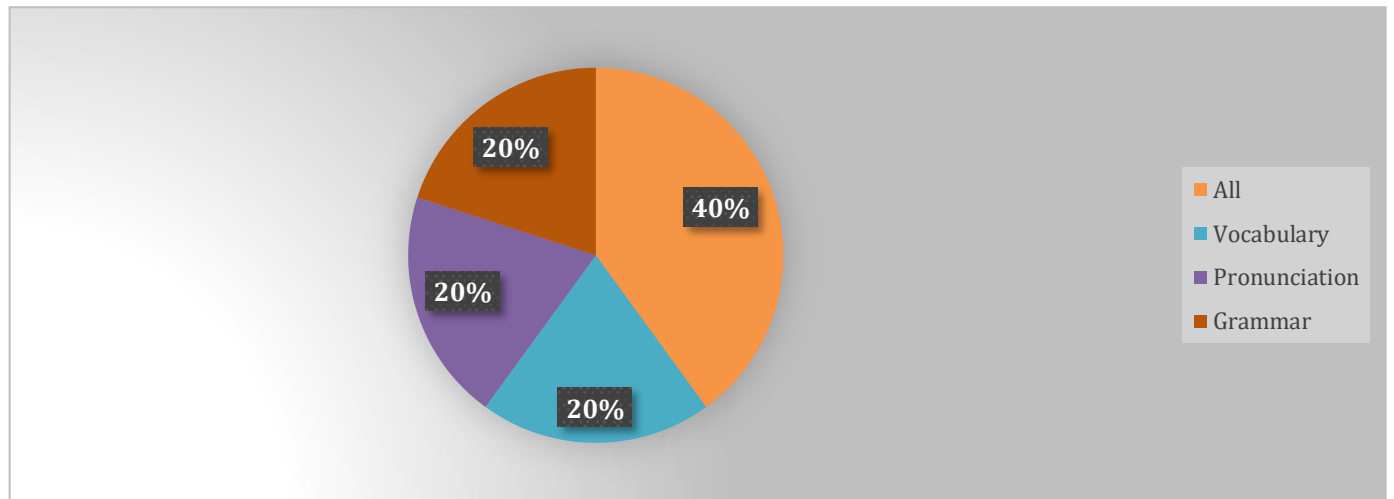


Figure 4.15: Teachers' priorities during oral expression course.

The results showed that (40%) affirmed that they stress on all the aspects of language when teaching speaking, and (20%) of them said that they stress more in vocabulary. However, (20%) of teachers said that they stress in pronunciation and the remaining (20%) stress more in linguistics competence.

Section Three: The use of audiovisual equipments in the classroom:

Question 09: Are audiovisual equipments available in your university?

Remarkably (100%) of teachers said that audiovisual equipments available in their university like data-show to present videos, interviews also there are computers in the lab.

Question10: if yes which type do you use?

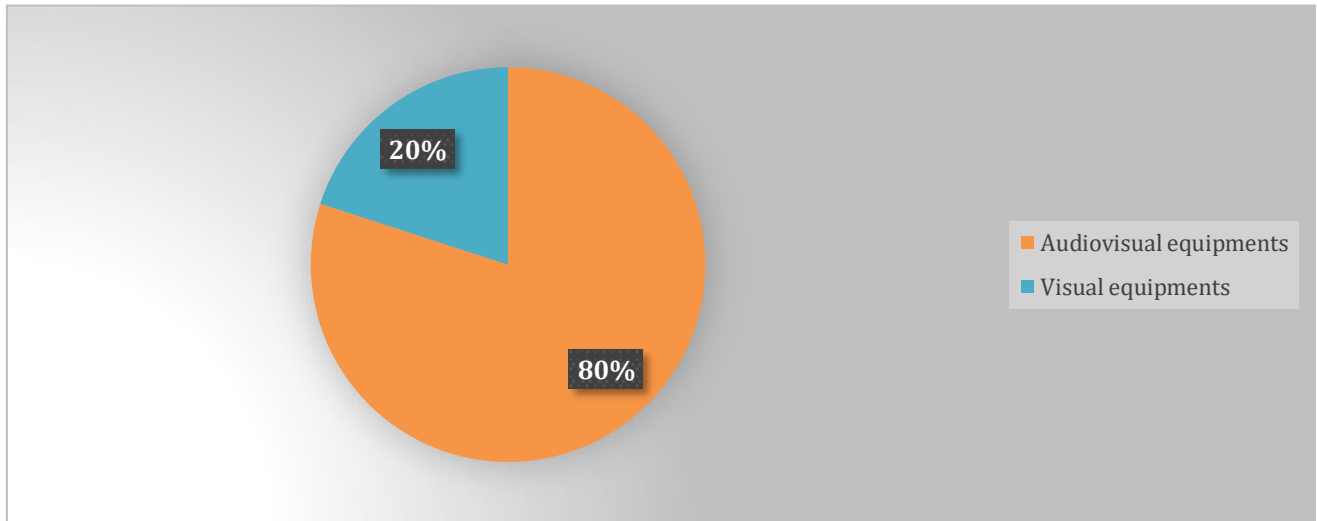


Figure 4.16: Types of audiovisual equipments used by teachers

Figure four above showed that (80%) of teachers use data projectors during oral lecture and only (20%) use different pictures to explain the lesson.

Question 11: if no why?

In this question no one answered because all teachers use audiovisual equipments during oral lecture.

Question 12: What criterion do you rely on to choose the appropriate equipments?

In this question all the teachers (100%) said that they rely on students' needs and interests to choose the appropriate equipment considering that the analysis of student's lacks is as an important factor to determine the course design and the appropriate technology tool to use during the session of oral expression

Question 13: Do you consider teaching speaking with the use of audiovisual equipments in class?

Remarkably (100%) of teachers they consider teaching speaking as audiovisual equipments as an educational and entertainment strategy because it help to raise students'

Question 14: What is the reason behind your use of audiovisual equipments in class?

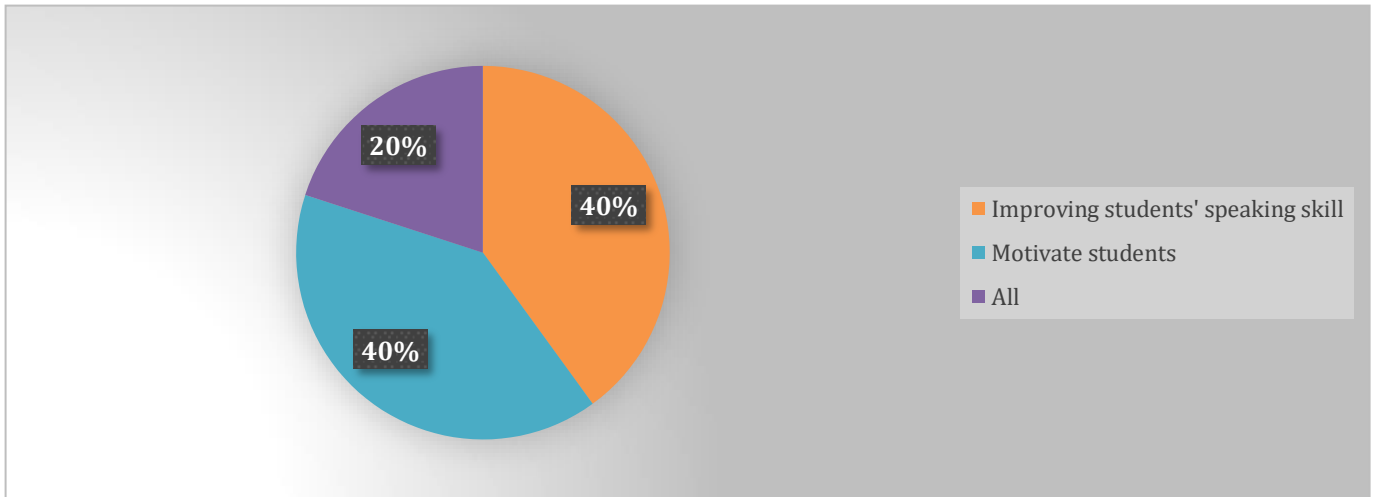


Figure 4.17: Teachers' reasons of using audiovisual equipments.

From the graph we found that (40%) of teachers said that they use audiovisual equipments in classroom in order to improve students' speaking skill because they can see and hear words and make them pronounce correctly as already hear the correct pronunciation. On the other hand (40%) of them they said that those equipments motivate students to participate, but (20%) they choose all the choices.

Question 15: Do you consider that the use of audiovisual equipments would improve student's skill?

All the teachers (100%) agree that the use of audiovisual equipments is effective in improving students' speaking skills.

If yes or no, how?

Participant 01: They motivate learners and facilitate learning for them.

Participants 02: Audiovisual equipments provide students with more input.

Participants 03: Audiovisual equipments help students to improve oral skill, also to stress on vocabulary acquisition and learn pronunciation.

Participant 04: Audiovisual equipments help students to improve their speaking and listening skill because they will be more exposure to the language.

Participants 05: Help students for better understanding in listening comprehension.

Question 16: Do you have any suggestions about the use of audiovisual equipments:

Participants 01: teachers should stress on using those equipments for better results.

Participants 02: teachers should incorporate them in all modules.

Participants 03: University should provide the students and teachers with audiovisual materials in order to facilitate teaching/ learning speaking skills.

Participant 04: The administration should deeply support the use of audiovisual equipments in classroom to facilitate teaching and learning.

Participant 05: Teachers should use them in all sessions in order to provide students with constructive feedback and help them in developing their speaking skill.

Conclusion

This chapter represented the findings of the gathered data from different stages of the research. The results from the analysis of students' and teachers' questionnaires revealed that the use of audiovisual aids improve the students' speaking skill, additionally the majority of our sample agreed on its effectiveness and on developing learners' speaking abilities.

Chapter five

Discussion

Chapter Five

Discussion

Introduction

This final chapter discusses the results of the study from the analyzed data to confirm or deny the posed hypotheses. This section ends with some suggestions and recommendations for future dissertation in order to know about the effectiveness of using audiovisual equipments in improving EFL learners' oral production.

Discussion of the Research Findings

After the analysis of the data obtained from questionnaires we found that the analysis of students' questionnaire confirm our hypotheses and reveals that students are aware of the fact that proper and regular use of audiovisual equipments is the way to better achievement in speaking skill. At the first all questions asked about students' background information have significance to the study which include the gender, the age and Students perceptions towards oral expression .Thus according to the importance of speaking skill for them.

In section two the majority of the participants agree about the importance of oral expression in enhancing their speaking skill and all of them ensure that their teachers encourage and motivate them to speak in order to develop their oral production. Also, they believe that speaking itself is difficult, this prevents them to perform their speaking skill and decreases it during oral lecture. (45%) of them think that they have difficulty according to the lack of vocabulary and they can't express the ideas well, also the complexity of teacher's pronunciation lead them to the misunderstanding and this also consider as a problem that may students have when they listen. The analysis of students' questionnaires also shows

that the use of different activities and strategies of audiovisual equipments satisfy their needs and motivate them to improve their oral production.

Along the data analysis, we have found out that teachers evaluate the students' level as average according to their experience with them, this includes the lack of training and practicing language and the lack of exposure to the language. In the second section the analyses show that all teachers do motivate their students to speak the language in order to master it. The analysis also shows that teachers of second year of English at Chadli BenDjedid University make efforts to improve student' speaking skills through choosing and varying speaking activities. Whereas, in speaking lecture teachers showed that they stress more in vocabulary and pronunciation. We conclude that both teachers and students affirm the effectiveness of using audio-visual aids to improve speaking

Discussion of Hypotheses

EFL students face some difficulties in mastering their speaking skill, thus their teachers use audiovisual equipments in oral expression in order to master their oral production. Teachers consider those materials as educational and entertainment strategy.

The findings confirm that Students' attitude and teachers' perceptions about using audiovisual equipments is that teaching and learning will be flexible, entertaining and productive to achieve effective communication between both of teacher and learner. Therefore, the research findings confirm the first hypothesis.

Moreover, the implementation of audiovisual equipments help student to develop their speaking skill by mastering their pronunciation, increase the level of vocabulary because they will be more exposure to the language. Also, teachers could help them by motivating them to participate during using those materials. So, the results confirm the second hypothesis.

Limitations of the study

In our research work we encountered certain limitation. The first limitation is the time, short period provided for our thesis make it difficult to adopt appropriate method other than descriptive. The second limitation of our study is the participants, only five teachers of oral answered our questionnaire which caused the delay in the process of completing the practical part of our thesis and we were running out of time to finish and present final production on time.

Suggestions and Recommendations

Audiovisual equipment are considered as an important feature in language teaching in general and as factor to boost learner's speaking production in specific. On the basis of the obtained results we suggest the following recommendations:

To Teachers:

-The teachers must consider students' needs and interests before choosing speaking equipment. The speaking, teaching and learning processes are very important. So, for each activity teachers have to select the appropriate equipments according to students' needs.

-The teachers is advised to use audiovisual equipment in teaching listening comprehension to students because it can help them acquire better understanding in listening comprehension.

-The teachers should prepare the equipment and preplan the lesson before the course time.

-The teachers should motivate his/her students to use audiovisual equipment outside the classroom like watching shows of native speakers and use internet for education for example, downloading videos.

-The teachers should motivate students to practice listening because it is the way that leads to speaking.

-The teachers should promote their learners' language skills enormously by adopting the audiovisual equipment that create interest among the learners.

-The teachers should make use of the available equipments to involve the actively in the tasks that are given to them.

-The teacher should give more independence to the teachers and participate in group or pair activities by doing them collaboratively.

To Students:

Students as the subject matter of the teaching and learning process must actively participate in activities during class. They need to continue practicing if they want to speak.

-Students should daily expose themselves to English language using these equipments.

-Students should use the internet to broaden their knowledge and to look for the information they need orally and visually.

-Students must use screenshots to document their work or research

-Students must select their appreciate equipment that meets their learning needs.

-Students must select the appropriate equipment for the appropriate activity, data show, mobile phone, internet, social media, YouTube.

-Students must record their speaking and rehearse it.

-Students should respect stress, rhythm and intonation while chatting and recording.

-Students must adhere in chatting groups.

-Students must join learning groups and try to be active through their interference, participation, correction, addition, critics, and points of view.

Conclusion

The five chapters discusses the implementation of audiovisual equipments in teaching to foster EFL learners' oral production. Students face various speaking difficulties during oral expression sessions. Although the use of audiovisual materials inside the classroom used as entertainment and educational strategy and encourage them to participate without being afraid of making mistakes, this can only confirm the hypotheses we set at the beginning and proves the positive impact of implementing the audiovisual materials to improve students' oral production.

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Appendix A

People's Democratic Republic of Algeria

Chadli Bendjedid University of El Taref

Students' Questionnaire

Dear students,

This questionnaire is designed to gather data as part of a research work carried out in the framework of a Master degree. It aims at investigating The Implementation of Audiovisual Equipments to Foster EFL Students Oral Production and Teacher/ Students Attitudes towards Their Effectual Use. We would be very grateful if you take a part in this questionnaire. Please answer each statement by ticking (✓) in the corresponding box and make a full statement whenever necessary.

Thank you in advance for your collaboration.

Audiovisual Equipments:

Are materials used by the teacher in order to facilitate teaching and learning process? (Computers – Data show – videos – Pictures – Audio taps...).

Section One: General information

Q1: Gender:

A- Male

B- Female

Q2: Age:

A- 18_20

B- Morethan20

Section Two: Speaking skill

Q3: Do you like oral expression course?

A- Yes

B- No

Q4: Does your teacher encourage you to speak?

A- Yes

B- No

Q5: How often do you participate orally?

A- Often

B- Sometimes

C- Rarely

Q6: what type of difficulties you face in speaking:

A- Lack of vocabulary

B- Pronunciation

C- Others

.....

.....

.....

Q7: How do you consider your level in speaking English?

A- Very good

B- Good

C- Average

Section Three: Listening Skill

Q8: How do you consider your listening ability?

A- Good

B- Average

C- Bad

Q9: Do you encounter any difficulties in listening?

A- Yes

B- No

Q10: If yes, what are they?

A- Delivery of speed

B- Pronunciation

C- Reduced forms

Q11: In your opinion what is the best way to learn and acquire the listening skill?

A- Listening to audiovisual equipments

B- Listening to teacher's talk

C- Listening to peers

Section four: Audiovisual Equipments

Q12: Do you know what audiovisual Equipments are?

A- Yes

B- No

Q13: If yes, what type of audiovisual equipments does your teacher use more?

A- Audio Equipments

B- Visual Equipments

C- Audiovisual Equipment

Q14: How often your teacher use audiovisual equipments during lecture?

A- Always

B- Often

C- Sometimes

D- Rarely

Q15: Do you think that the use of different activities and strategies of audiovisual equipments would improve your oral production?

A- Yes

B- No

If yes or no, how?

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.....
.....

Q16: Which of the following equipments do you think will motivate you more in class?

A- Videos

B- Audiotapes

C- Pictures

D- Data show

Q17: In your opinion what is the reason behind using audiovisual equipments in class?

A- Motivation

B- Satisfy your needs

C- Help you to develop different skills

Appendix B

People's Democratic Republic of Algeria

Chadli Bendjedid University of El Taref

Department of English

Teachers' Questionnaire

Dear Teachers,

This questionnaire is designed to gather data as part of a research work carried out in the framework of a Master degree. It aims at investigating The Implementation of Audiovisual Equipments to Foster EFL Students Oral Production and Teacher/ Students Attitudes towards Their Effectual Use. We would be very grateful if you take a part in this questionnaire. Please answer each statement by ticking (✓) in the corresponding box and make a full statement whenever necessary.

Thank you in advance for your collaboration.

Section one: General Information

Q1: Teacher's qualification?

A- Master

B- Magister

C- Doctorate (PHD)

Q2: How long have you been teaching oral expression?

- A- 1-5 years
- B- 5-10years
- C- More than 10 years

Q3: Do you enjoy teaching oral expression?

- A- Yes
- B- No

Section Two: Teaching speaking

Q4: How do you evaluate your students' level in speaking English?

- A- Good
- B- Average
- C- Bad

Q5: Do you think that students' have low level in speaking skill because:

- A- They are not exposed to language
- B- They are not aware that language is communication
- C- Lack of linguistic competency
- D- Lack of training and practicing the language

Q6: How do you help them to improve their speaking skill?

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Q7: What type of Activities do you choose in teaching speaking?

- A- Role play
- B- Information gap Activity
- C- Free discussion task
- D- Story telling task

Other suggestions

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Q8: During the speaking lecture do you stress more in:

- A- Pronunciation
- B- Grammar
- C- Vocabulary
- D- All

Section Three: The use of audiovisual equipments in the classroom

Q9: Are audiovisual equipments available in your university?

A- Yes

B- No

Q10: if yes which type do you use frequently?

A- Audio equipments

B- Visual equipments

C- Audiovisual equipments

Q11: if no, why?

.....

.....

.....

Q12: what criterion do you rely on to choose the appropriate equipment?

A- Language level

B- Students' needs and interests

Q13: Do you consider teaching speaking with the use of audiovisual equipments as:

A- An educational strategy

B- Entertainment strategy

C- Both

Q14: What is the reason behind your use of audiovisual equipments in class?

- A- Exposure students to real language
- B- Motivate students
- C- Improving students' speaking skill

Q15: Do you consider that the use of audiovisual equipments would improve student's skill?

A- Yes

B- No

If yes or no, how?

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Q16: Do you have any suggestions about the use of audio-visual equipments?

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