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Investigating Teachers' and Students' Attitudes towards the Role of
Audio-Visual Aids in Enhancing EFL learners' Speaking Skills
Case Study: Third Year Students at the University 8 Mai 1945-Guelma

A Dissertation Submitted to the Department of Letters and English Language in
Partial Fulfilment of the Requirements of the Degree of Master in Language and
Culture.

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Dedication I

To the memory of the purest heart, my father "**Abdel Aziz**"

Though you are gone, You will always be alive in my heart. you inspire me every day, with

your wisdom, strength, nobility, compassion, selflessness, generosity, and the man you are.

May Allah rest his soul in peace and grant him Aljannah.

To my strongest warrior, my mother "**Fouzia**"

Thank you for your unwavering support, for your boundless love, for believing in me

May blessings and health surround you evermore.

To my little siblings "Midou, Zicou, Hadia"

Your innocence and joy bring me to the light of hope.

To my solid rock "**Oumaima**"

The one who has been with me through thick and thin,

To the best detail freak I know "**Chams**"

Thank you for saving us, your friendship has been a breath of fresh air.

To family and friends

To the ones who supported me through this journey

My deepest love and gratitude

Lina

Dedication II

To the one who wiped my tears when my eyes flooded, to my beloved mother "**Arniya Hannech**"

To the one who caught me when I stumbled, to the one and only, my dear father "**Kamel**"

Your support and boundless love have been my pillars of my strength and inspiration, am

blessed to have you as my parents

To my precious, gorgeous sisters "**Majda, Safa, Roumaissa, Ikhlas**" thank you for being by

my side.

I would like to express my love, gratefulness, and profound feelings towards them

To my unexpected soulmate "**Jihen**" who handled my complains, tears, anxiety during this

Journey

To my dearest "**Dziri Miloud**" for his continuous support and care

God bless you

In loving memory of my dear "**Auntie Soumaya**" Though you may rest in peace, your
kindness and spirit will always be cherished and remembered.

To my beautiful girl who has the best smile ever "**Rania**" and to the one who has the prettiest

eyes, my k-partner "**Safa**", To my sunshine "**Issou**", To our Snowwhite "**Amira**", To the

cutest girl "**Oulfa**"

Last but not least, the strongest girl I've ever known "**Linou**" words cannot express my love,

gratitude for you. You brought joy and warmth to my university memories, making them

unforgettable.

To my lovely calm husband and my precious twins. I love you

Chams

Acknowledgments

Abstract

The present study attempts to investigate EFL teachers' and learners' attitudes towards the role of audio-visual aids in enhancing EFL learners' speaking skills. Generally speaking, most students of English face difficulties in learning English as a foreign language and particularly they are unable to speak appropriately. Accordingly, to answer the research main question and delve into the perspectives of both teachers and students regarding the incorporation of audio-visual aids to improve speaking skills, two questionnaires were administered to both teachers of oral expression and third-year students. Thus, eighty third-year students and eight teachers from the Department of English at the University of 8 Mai 1945-Guelma were randomly selected for the academic year 2023-2024. The collected data were analyzed using a descriptive-quantitative method. The obtained results demonstrated that both teachers and students have a positive attitude towards the use of Audio-visual aids as a significant instructional tool for enhancing speaking skills. Consequently, integrating audio-visual aids in EFL classrooms is a good opportunity for learners to develop their speaking skills and for teachers to facilitate the teaching process. Finally, this study suggested some pedagogical implications for both teachers and learners.

Key words: EFL teachers and learners' attitudes; Audio-visual aids; Speaking Skills; Teachers of Oral Expression; EFL learners; Third year; University 8 Mai 1945-Guelma.

List of Abbreviations

AVAs: Audio-Visual Aids

CLT: Cognitive Load Theory

DCT: Dual Coding Theory

EFL: English Foreign Language

ESL: English Second Language

SLT: Social Learning Theory

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General Introduction

Nowadays, English has become the international language worldwide. Therefore, to master any language, one needs proficiency in the four main skills: writing, reading, listening, and speaking. Among these skills, speaking is considered the most crucial and efficient for communication. However, speaking is a difficult skill to master, students struggle with this skill both outside and inside the classroom due to the lack of practice on this skill. In light of this, numerous studies have demonstrated that integrating audio-visual aids in EFL classrooms has the potential to enhance EFL learners' speaking skills. On one hand, effective communication relies on speaking skills, and integrating audio-visual aids can enhance this skill. On the other hand, these aids enhance the overall learning experience by captivating students' attention, offering real-life contexts, and aiding in the improvement of pronunciation and intonation through exposure to native speakers. Therefore, teachers should select the appropriate audio-visual materials to develop speaking skills. Otherwise, it would be ineffective.

1. Statement of the problem

It is noticeable that students of English as a foreign language (EFL) encounter challenges in developing their speaking skills. In the Algerian educational context, English language instruction commences at the age of 11 during middle school. Despite this early exposure, University students particularly, University of 8 Mai 1945, Guelma, at the English Department commonly struggle with speaking proficiency both inside and outside classrooms. Notably, the majority of them master reading and listening skills. This challenge can be attributed to a teacher's focus on receptive skills, namely reading and listening. Regrettably, this emphasis has come at the expense of essential productive skills, namely writing and speaking. To address this imbalance, teachers must diversify their instructional methods and incorporate various teaching aids aimed at enhancing students' speaking skills. Utilizing

materials such as audio-visual aids, can significantly facilitate the teaching-learning process. These aids can contribute to the development of students' speaking skills, and offer a dynamic means for students to acquire all the aspects of a foreign language. Furthermore, the implementation of these sensory objects not only contribute to the development of students' speaking skills, but also add a rich experience in language education.

2. **Research Questions**

The central focus of this study is how integrating audio-visual aids can develop EFL students' speaking skills. Therefore, the findings of this research would mostly answer the following questions:

- What are the perceptions of both teachers and students on the effectiveness of using audio-visual aids in improving speaking skills?

- To what extent do teachers and students believe that the integration of audio-visual aids enhances EFL learners' speaking skills?

3. Aims of the Study

This study aims at exploring views about the role of audio-visual aids in enhancing EFL learners' speaking skills. Thus, the aims of this study are three-fold:

1. Raising teachers' and students' awareness about the importance of developing speaking skills.
2. Stressing the importance of using AVAs in EFL classrooms.
3. Investigating teachers' and students' attitudes towards the role of AVAs in developing EFL learners speaking skills

4. Research Methodology and Design

4.1. Research Method

This study adopts a quantitative descriptive method to gather rich and detailed data that reflect participants' attitudes and views on the topic being discussed. Specifically, this study aims to detect the views of both teachers and learners towards the role of audio-visual aids in enhancing EFL learners' speaking skills. Providing a comprehensive understanding of how audio-visual aids can impact the development of students' speaking skills. It is chosen to gather reliable data and to answer the research questions. This methodology allows deep exploration of the attitudes of both teachers and students.

4.2. Research Population and Sampling

The current study includes both oral teachers and third-year students at the Department of Letters and English Language University 8 Mai 1945, during the academic year 2023-2024. The study consists of (8) oral teachers, and (80) third-year students. Which were chosen randomly. This population was selected based on the assumption that at this stage, students are supposed to have experienced three years of using audio-visual aids during their presentations. Additionally, the main reason behind selecting oral teachers is related to the fact that they may have a considerable wealth of experience and knowledge. Hence, this population will help collect data that are more reliable.

4.3. Data Gathering Tools

In order to conduct this research, two questionnaires are employed. One designed for third-year students and one for oral expression teachers. These questionnaires aim to know the participants' perspectives about the use of audio-visual aids to enhance EFL learners' speaking skills. The answers collected from both teachers' and students' questionnaires will provide a

more comprehensive understanding of the dynamics involved in developing speaking skills through the use of audio-visual aids.

5. Structure of the dissertation

The dissertation is divided into two main parts in addition to the general introduction and general conclusion. The first part is theoretical while the second is practical. The theoretical part consists of two chapters. The first chapter is entitled "Speaking Skills", it provides a general overview, definitions, and importance of speaking skills. It also explores other important elements related to speaking skills, like students' speaking challenges, and classroom speaking activities. In the end, it provides students with speaking strategies.

The second chapter entitled "Audio-visual Aids" discusses the definitions, and theories related to the use of audio-visual aids. In addition, the importance, theories related to the use of audio-visual aids and types of audio-visual aids are presented. It explores the challenges of using these aids and provides strategies to overcome these challenges. Moreover, the chapter highlights the importance of the appropriate selection of audio-visual aids. Finally, a review of related studies is presented.

The second part of the dissertation contains chapter three, which is entitled "Data Analysis and Interpretation". This Chapter entirely deals with data analysis and the discussion of the results. It has two parts, the first part is devoted to the analysis and interpretation of teachers' questionnaire, and the second one deals with students' questionnaire. Finally, this chapter provides some pedagogical implications, a range of limitations encountered by the researchers, and some recommendations for further studies.

Chapter One: Overview of Speaking Skills

Chapter One: Overview of Speaking Skills

Introduction

Speaking skills are essential for language learning, they enable clear and effective communication of thoughts, ideas, and feelings. Many students struggle to develop these skills, which require more than just grammatical accuracy. Moreover, clarity, fluency, and context-appropriate language use are also crucial. Thus, teachers play a vital role in mentoring students and providing guidance through effective practice and feedback. In this respect, this chapter consists of a brief overview on speaking skills and includes commonly shared definitions, their importance, types, and key elements. Additionally, it explores the main factors that influence students' speaking skills and examines the relationship between speaking and listening skills. Subsequently, it delves into the role of teachers and several classroom speaking activities, as well as speaking strategies.

1.1. Definition of Speaking

Speaking is the art of expressing thoughts verbally; it serves as a gateway to meaningful interaction. It is considered to be the most important skill in learning a foreign or second language (Rao, 2019, p.1). Therefore, it is possible to argue that speaking is the fundamental and most needed skill to be acquired by language learners. Various researchers have contributed to the understanding of speaking skills. In this regard, Widdowson (2003) reported that speaking is the physical manifestation of ideas, concepts, and assumptions inherent in the human schema. Also, he pointed out that it translates abstract concepts into sounds and utterances that provide meaning. Additionally, Thornbury& Slade (2006) described speaking as a multisensory process because it includes paralinguistic traits like eye contact, facial expressions, body movements, pauses, fillers, tone, and pitch variations that can influence the conversation (p. 9). More so, Chaney and Burke (1998) claimed that speaking is the process of

producing and sharing information through language or non-verbal cues, in various situations. Speaking skills are learned by repetition; it is a process related more to the muscle memory than to the intellect. As it requires communication abilities (p.13). Defining speaking as a skill, Recha et al. (2015) argued that speaking is a skill of exchanging meaning orally between two people or more, where both speaker and listener talk about a content according to their needs, situation, and goals. This process involves retaining information in the memory while simultaneously providing feedback (p.1). Expanding on this viewpoint, Torky (2006) described speaking as the learners' ability to express themselves orally with coherence, fluency, and appropriateness in a given context using correct grammar, vocabulary, pronunciation, and mastery of language competencies and skills (p.30). Moreover, El-Koumy (2002) defined speaking in terms of skill building; encompasses various micro-skills such as; vocabulary, grammar, and pronunciation. While from the whole language perspective, speaking is characterized as the oral construction and expression of meaning (p.85).

In conclusion, speaking emerges as the cornerstone of language acquisition, serving as a vital medium for meaningful communication and expression of thoughts. Each scholar's perspective does not stand alone but interlinks with others, providing a cohesive description that confirms the complexity and importance of speaking in converting abstract ideas into spoken language and stresses its dynamic nature in real-time language applications.

1.2. Importance of Speaking

The act of speaking helps individuals express thoughts, feelings, and opinions. Also promotes positive relationships through effective communication skills. This enables people to attain satisfaction through self-expression while promoting mutual understanding. Besides, proficient speaking skills open doors for job opportunities, and for effective oral communication in human interaction (Rao, 2019, p. 8). Moreover, Brown and Yule (1983)

stated that speaking is the most important skill that students are evaluated on in real-world practical situations. For most English Foreign Language (EFL) learners, mastering speaking is an essential yet impressive skill. It is crucial for basic social interactions, such as finding directions or giving orders, and also, for more complex purposes, such as building relationships, leaving impressions, and defending opinions (Gammidge, 2004, p. 8). Similar to Richard (2008) who claimed that gaining proficiency in speaking English is a top priority for many second or foreign language learners. Because learners frequently evaluate both their success in language learning progress and the quality of their English courses based on their perceived improvement in spoken language proficiency (p. 16). Other researchers have also contributed to underscoring the importance of speaking, such as Baker and Westrup (2003) who suggested that learners who speak English proficiently have greater chances of education and career advancement. They supported the idea that speaking plays a crucial role in language learning as it enhances vocabulary, grammar, and writing skills. Furthermore, Richards and Renandya (2002) indicated that learners study English to develop their speaking skills (p. 201).

Speaking skills are considered the foundation for language learning. Not only does speaking build effective communication, but also fosters positive relationships. Scholars shed light on the role of speaking skills in various contexts, from social interactions to language learning and professional advancement thus, the devotion to developing speaking skills remains a top priority for language learners.

1.3. Types of Speaking

Brown (2004, p.141) explained the types of speaking that are mainly used in language assessment tasks. These types are necessary due to their ability in measuring linguistic accuracy, fluency, coherence, and effective communication skills. The following are the types stated in his book:

- **Imitative Speaking**

It is simply the ability to mimic (imitate) a word, phrase, or sentence without necessarily understanding the meaning. However, aspects like grammar and vocabulary might still be part of the assessment. What is important in this process is the pronunciation, not comprehension nor the ability of the speaker to interact. Listening here is used to remember the short sentence long enough to imitate it.

- **Intensive Speaking**

This type of speaking is used mostly in assessment tasks, it requires the speaker to produce short sentences that focus on simple aspects of language such as grammar, vocabulary, and phonological relationships. The speaker must understand the meaning because intensive tasks involve interaction, examples include directed response tasks, reading aloud, and completing sentences or dialogues.

- **Responsive Speaking**

Responsive assessment tasks involve interaction and understanding of the task through brief and simple conversations such as greetings, small conversations, requests, and comments. The prompts are usually spoken to maintain authenticity.

- **Interactive Speaking**

Interactive speaking differs from responsive speaking in terms of the duration and complexity of the interaction, which may involve multiple participants and exchanges. This interaction can either be transactional which aims at exchanging particular information, or interpersonal communication which aims to maintain relationships. The latter may involve complex language with the need to speak using register, colloquialism, slang, and other sociolinguistic conventions.

- **Extensive Speaking**

Extensive oral tasks involve activities like speeches, presentations, and storytelling. During the performance of these tasks, there is usually no opportunity for interaction with the listener, on the other hand, it requires the speaker to plan and have a formal language style, unless he casually shares experiences or stories.

In short, assessing speaking requires different types of speaking. Each type serves a different purpose in evaluating learners' language-speaking proficiency. Imitative speaking focuses on pronunciation and recall, while intensive speaking emphasizes on simple grammar rules, vocabulary, and phonological relationships. Responsive speaking tasks require brief conversations to test communication abilities. However, interactive speaking tasks extend this interaction, assessing the ability to engage in both transactional and interpersonal communication. Finally, extensive speaking demands formal language and planning to execute coherent discourse without interaction such as speeches and presentations.

1.4. Elements of speaking

There are some components in speaking skills based on the qualities of oral language. Those elements are usually used to test the students' speaking skills proficiency (Wulandari et al., 2016, p.2). Mastering these elements enables individuals to communicate more effectively and confidently in different contexts. The following are the elements of speaking skills:

- **Pronunciation**

Pronunciation is an essential speaking sub-skill and by far the beginning of any oral intercourse since the success of any conversation is linked to the mastery of the sound system (Sakale, 2012, p. 5). Likewise, Harmer (2007) emphasized that teaching pronunciation not only raises students' awareness of different sounds and their features, but also improves their speaking skills. Teachers achieve this by focusing on sounds, illustrating their articulation, and guiding students to recognize word stress patterns.

- **Grammar**

Grammar serves as a foundation of the language, it provides structure and rules for learners to acquire the language. Also, it enables the speaker to use language accurately on all levels. Brown (2001) defined grammar as a set of rules that govern the conventional order of words within a sentence. Besides, it encompasses the rules of a language governing its sounds, words, sentences, and other elements, as well as their combination and interpretation.

- **Vocabulary**

Diamond and Gultohn (2006) defined vocabulary as the tough task of comprehending the meaning of the word. That is the process of choosing the right concepts to express the desired meaning. Furthermore, building a rich vocabulary is necessary for effective speaking, as it serves to enhance clarity, comprehension, and fluency.

- **Fluency**

Fluency can be defined as the ability to speak fluently and accurately. Baily (2005) defined fluency as the ability to speak at a speed that aligns with the norms of the relevant native speech group. Additionally, good speakers should know how to speak a language fluently without difficulties. Also, Brown (2004) proclaimed that fluent speakers can be part of any high-degree conversation.

- **Comprehension**

Comprehension might be the core of speaking skills since it is required to respond or initiate oral communication. Schmitt (2010) described comprehension as the process of successfully communicating meaning by paraphrasing, repeating, clarifying, and ensuring that the listener understands the information offered (p. 273). Based on this, comprehension is a complicated cognitive process that involves the ability to recognize and grasp several

components such as vocabulary, grammatical rules, and content to avoid misunderstandings between the speaker and the listener.

- **Accuracy**

Accuracy refers to the correctness and precision of language use. Ellis (2003) defined accuracy as the degree to which the language generated while performing a task matches the target language standards. Speaking accuracy lies in the correct use of grammar, pronunciation, and appropriate word choice (Firman, 2012, p.13).

Instructors must address all of the mentioned elements, in order to facilitate the assimilation of language and enable EFL learners to use it appropriately. Otherwise, the spoken speech will be ambiguous, cause confusion, and affect the transmitted meaning. Furthermore, creating unambiguous utterances simplifies the task of evaluating pupils' speaking performance.

1.5. Factors Affecting Students' Speaking Skills

In today's globalized world, effective communication is essential, and speaking skills are critical to both career and personal success. However, overcoming obstacles is a necessary part of the process of becoming an expert speaker. In this investigation, several factors impact speaking skills, each aspect has a major impact on how a certain person expresses thoughts and ideas, from external considerations like language background and vocabulary development to internal obstacles like fear and challenges with self-confidence. However, developing strategies for improving speaking skills requires an understanding of these factors.

1.5.1. Anxiety

Anxiety is one of the worst mental battles that keeps a person trapped in a vicious cycle of fear, worry, and a complete lack of preparation for anything that may come up. The person imagines events in his mind while living with this condition, which will eventually start to erode

his mental health. The majority of foreign language learners experienced some degree of anxiety. In this regard, Spielberger (1983) defined anxiety as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system". When someone feels anxious, these sensations occur together, contributing to an unpleasant emotional state.

In keeping with that viewpoint, Gregerson and Horowitz (2002) asserted that those who experienced anxiety when learning a foreign language, frequently pursue perfection more than those who do not. Furthermore, nervous students concentrate more on their performance than communicating with others, which will make their studies less enjoyable and harm their performance. This point of view spotlights the significant impact that anxiety has on language learners, since low self–esteem can hinder their ability to speak and communicate effectively and mask their true language-speaking proficiency.

1.5.2. Motivation

Both researchers and teachers agree that motivation is crucial for successful language learning, and delving into its impacts on learners' language performance reveals a multifaceted phenomenon. In this respect, Lightbown and Spade (2006) shed light on this complexity of motivation in second language learning, identifying two main factors: learners' practical need for communication and their positive perceptions of the language community. They suggest that students' affinity toward the language speakers enhances their desire for interaction, thus enhancing their enjoyment of engaging in English-speaking practice (p.63).

Moreover, the importance of motivation in language learning cannot be overstated, due to its influence on the learner's proficiency in the target language. In this context, Ushioda (1994), Dornyei and Csizér (1998) stated that motivation is the primary force for initiating the language learning process. Without sufficient motivation, even individuals with remarkable

abilities may struggle to achieve long-term language learning goals. Furthermore, this idea is supported by Huang (2007) who noted that highly motivated English learners approach their studies with determination, adopting a positive mindset and devoting themselves to mastering the language with a clear goal and desire. As a result, they achieve higher grades compared to their less motivated peers, who often believe that English learning is a boring process.

In conclusion, a lack of motivation might hinder students' willingness to develop their speaking abilities. Researchers pointed out the pivotal role of motivation in creating and sustaining language learning environments and the correlation between high motivation and academic success. Therefore, educators must play an essential role in raising students' motivation to facilitate the learning process and make it more enjoyable such as integrating speaking activities that are more desirable to learners.

1.5.3. Confidence

The ability to speak depends largely on the individual's self-confidence, which is an effective factor in improving communication skills. Individuals with high self-confidence are often able to communicate more effectively, leading to a positive attitude, perceived competence, and better speaking performance. Additionally, the mastery of spoken English has two primary aspects: linguistic aspects such as vocabulary and syntax, and non-verbal aspects such as confidence and motivation (Utama et al., 2013).

Other researchers have studied the influence of confidence on students' speaking. For instance, Clément et al. (1994) explained that self-confidence plays a crucial role in influencing a learner's willingness to participate in communication in a second language (p. 422). This means that learners with low self-confidence may struggle or feel hesitant to communicate. Also, many students may be scared of being judged in front of the whole class due to their performance, which will decrease their level of confidence, leading them to remain silent.

Furthermore, there is a strong relationship between anxiety and self-confidence. As Hedge (2000) believed that to develop students' speaking skills teachers should reduce anxiety to promote confidence for better performance.

1.5.4. Lack of Vocabulary

A limited vocabulary can significantly hinder speaking ability and reduce language fluency and effective communication, particularly for EFL students. In this regard, Khan et al. (2018) emphasized the crucial role of vocabulary in promoting communication and information exchange among people. Without a mastery of vocabulary, individuals may struggle to communicate intelligibly, affecting their capacity to engage in meaningful conversations and express ideas clearly (Khan et al., 2018, pp. 407-408). Similarly, Suryadi (2018) identified a lack of vocabulary as a barrier to learning a foreign language, hindering both comprehension and communication. He also asserted that a limited vocabulary can significantly impact speaking proficiency. Consequently, students require a rich vocabulary to express themselves fluently and feel confident in their communication. Otherwise, they may struggle to express themselves clearly, impeding their language development and overall proficiency. Thus, addressing vocabulary deficiencies is crucial for enhancing speaking skills and improving communication effectiveness (Suryadi, 2018, pp. 194-195).

1.5.5. Pronunciation Problems

Poor pronunciation can have a negative influence on speaking abilities, gradually reducing learners' self-confidence and making it more difficult for them to communicate in English. In this respect, Harmer (2001) confirmed that pronunciation is the first thing that native speakers notice most in conversation, spotting its significance over grammar and vocabulary, since words lose their value if not pronounced accurately. Other researchers tackled the issue of pronunciation, such as Atli and Su Bergilb (2012) who emphasized the importance of

pronunciation training in developing speaking abilities and increasing learners' confidence in using the language (p.19). Moreover, correcting pronunciation problems is crucial for overall language competency, since it has a direct impact on English speaking skills. However, many English international language programs overlook pronunciation due to professors' insufficient attention and experience with effective teaching strategies in this area (Atli & Su Bergilb, 2012, p.20). Thus, addressing pronunciation problems through effective instruction is crucial for enhancing speaking skills and fostering better communication abilities in English learners.

1.6. Speaking and Listening Relationship

Communication is based on the fundamental link between speaking and listening. Brown (2004) assumed that " Listening and speaking are almost always closely interrelated" (p.140). While speaking helps with expression, listening helps with comprehension. Notably, in language learning, listening precedes speaking, shaping, and structuring speech (Anderson & Lynch, 1988, p. 15). Furthermore, scholars recognized hearing as a cognitive process that stimulates speaking, emphasizing the close relationship between the two abilities. Based on research conducted by Demir (2017), auditory feedback is essential for promoting speaking skills, highlighting the significance of listening in the formation of successful communication. In the same vein, effective listening not only nurtures language acquisition but also enhances speaking proficiency. Additionally, promoting self-efficacy and a positive self-perception is also crucial for improving student engagement and language learning outcomes, especially when it comes to speaking and listening comprehension (p.17). This confirms how these two essential language skills reinforce one another. Teachers should therefore assist students in improving their listening skills to help them become more proficient speakers, as speaking and listening are necessary for efficient communication.

1.7. Teaching Speaking Within a Communicative Framework

Real-world communication and meaningful interaction are emphasized in speaking instruction when it is delivered within a communicative framework. This method focuses on providing students chances to participate in real-world speaking exercises like debates, role-plays, conversations, and simulations. Teachers frequently lead communicative exercises that enhance speaking confidence, accuracy, and fluency. They also encourage students to convey their thoughts, opinions, and feelings clearly through the innovative and flexible use of language. Assessing the use of a communicative framework frequently places more emphasis on meaningful communication skills than grammatical correctness.

1.7.1. Teacher's Role

Teachers play a pivotal role in shaping the learning experience of students within the classroom. Harmer (2007) outlined various roles that teachers fulfill to support student learning effectively and create a dynamic, welcoming environment, helping students become confident and competent learners.

- **Resource**

In classroom activities like group writing or presentations, teachers should avoid taking controlling roles, and serve as a resource for students. Teachers not only help students with language queries, but also encourage independent learning, this happens when teachers may not have all answers, so they stimulate them to seek information autonomously and provide them with sources, this will help students bring out questions effectively and engage in meaningful conversations. In that case, it improves speaking skills, increasing learners' autonomy, and confidence in students, and promotes a profound grasp of language usage through interactive learning.

- **Prompting**

Teachers are faced with a decision when students hesitate or are lost for words during activities, they can either let students solve the issue on their own or offer suitable guidance, known as prompting. It involves gently pushing them forward without taking over the task by suggesting words or phrases and directing the path of the conversation. When prompting is performed effectively, it can help students become more proficient speakers by encouraging them while allowing them to take an active part in the work.

- **Participant**

After providing guidance, the teacher has the opportunity to engage in various student activities, such as discussions or role-playing exercises. This involvement enables them to introduce new concepts, heighten student engagement, and promote a dynamic classroom environment. However, to avoid taking over the discourse and ignoring the students, the teacher must interact appropriately.

- **Feedback Provider**

Providing feedback is crucial for developing students' speaking skills. When students make errors while speaking, it is the teacher's responsibility to correct them to guide them out of misunderstandings and hesitations. Another crucial point that teachers should know is; that once their students have started speaking, it is best for them to monitor without excessively interfering, because excessive correcting can have negative responses that make a student shy and less confident. Hence, teachers should be careful when giving feedback (Gammidge, 2004, p.8).

1.7.2. Classroom Speaking Activities

Classroom speaking activities are a crucial part of language learning programs because they help students become more proficient oral communicators and develop their capacity for efficient spoken language expression. Students can practice and improve their speaking skills in an engaging and supportive setting with their activities. Speaking activities help students acquire fluency, vocabulary, and confidence in using the target language by involving them in meaningful linguistic interactions, ranging from controlled discussions to casual talks.

Baker and Westrup (2003, p. 5) proposed incorporating speaking activities in lessons for several reasons:

- Speaking activities support the learning of new grammar, vocabulary, or functional language.

- Provide students with opportunities to apply the newly learned language.

- Speaking activities allow advanced students to use language they already know in a variety of settings and subjects.

Commencing the investigation of engaging in speaking activities in the classroom, it is intriguing to observe the conclusions reached by scholars. Incorporating engaging activities like debates, role-play, and communicative games into language learning sessions, besides other activities like storytelling, and picture descriptions, adds levels of originality and creativity to the language learning experience.

1.7.2.1 Debates

Debate is the process in which two opposed parties argue their positions, it engages students both verbally and cognitively, which makes an excellent activity for language development (Krieger, 2005). Likewise, Hasibuan and Batubara (2012) claimed that debate

serves as a technique for language learning, utilized to ameliorate both speaking and critical skills (p. 11). In the same line of thought, Dobson (1986) approved that engaging in debates can enhance students' fluency in sharing their thoughts and feelings on various issues. Furthermore, classroom debates are a very useful tool for improving students' speaking skills, they facilitate the development of critical thinking, reasoning, and communication skills, by promoting a student-centered approach to education. In addition, classroom debates help students develop their leadership abilities, teamwork, and oral presenting skills, immersing them in contemporary topics. It has been acknowledged that debates offer a disciplined framework that enhances and supports learning development (Dobson, 1986).

1.7.2.2. Simulation and Role-Play

According to Harmer (2009), simulation and role-playing are effective tools for augmenting the learning process since they provide students with the opportunity to participate in real-life situations and improve their speech fluency. Clear guidance and background information are crucial for successful simulations, more complex scenarios like business meetings require careful planning for a realistic and effective learning environment (pp. 352-353). Furthermore, Ken Jones (1982) indicated that in simulations, students should (as cited in Mizreb, 2015, p. 30):

- Reality of function: Students should actively participate as if they are in real situations.

- A simulated environment: Students should imagine the classroom environment as if
  it was the actual setting, like a bus station.

- Structure: Students, receive clear instructions from the teacher about how the activity is
  structured.

The usefulness of role-playing in language teaching for improving speaking abilities was highlighted by Brown (2001), he stated that Role-playing encourages linguistic creativity,

reduces anxiety, and offers opportunities for real-world oral assessment, enabling students to demonstrate their oral ability. In the same vein, role-playing exercises help learners develop the practical speaking abilities that are crucial for effective communication by guiding them toward more complicated and pragmatic communication. Furthermore, the development of suitable scoring methodologies guarantees precise evaluation of students' speaking skills (Brown, 2001, p. 174).

1.7.2.3. Communicative Games

The goal of games that revolve around the idea of "information gap" is to encourage student interaction in learning environments. These activities require two students to work together to solve puzzles, make paintings, arrange objects in a certain order, or spot differences and similarities in pictures. Scrivener (2005) stated that the objective of classroom communication is to encourage learners to utilize the language they are studying for genuine and purposeful interactions, often through sharing information or expressing opinions.

1.7.2.4. Story-Telling

Storytelling is the natural way humans share their experiences. It is considered as an effective strategy to encourage students to speak. As Harmer (2007) claimed that storytelling is an effective method for teaching speaking skills. Students can either summarize stories they have heard or create their own to share with classmates (p. 89). Moreover, Ellis and Brewster (2014) outlined several objectives for incorporating storytelling in the classroom, including introducing or revising vocabulary and sentence structures, sharing social experiences, and developing a positive attitude toward language learning. Besides that, Safdaian (2013) insisted on the importance of incorporating stories as educational tools in the language classroom, along with the primary instructional content rather than using them just for fun (p. 206). Furthermore, Harmer (2001) stated that storytelling possesses the potential to boost students' motivation for

language learning, foster creativity, and cultivate a pleasant classroom environment where learners approach language tasks without fear and enjoy their learning journey.

1.7.2.5. Picture Describing

Another strategy to encourage students' participation is through the use of visual aids such as pictures. Solahudin (2009) emphasized the usefulness of this strategy for training students" imagination and retelling stories in English speaking. This activity can be done either in pairs or individually, teachers will provide students with some pictures and they must describe them. Also, Harmer (2007) stressed the significance of choosing appropriate pictures that align with students' proficiency levels.

Through these tasks, students were able to relate and organize their ideas, make suggestions, share opinions, and enrich their vocabulary. Furthermore, it is important that teachers implement particular strategies and techniques, and create tasks that are appropriate for the students. Besides, providing students with clear instructions on how each work is to be completed, teachers need to encourage their students to participate fully in all tasks that are assigned.

1.8. Speaking Strategies

Harmer (2009, p. 249) mentioned that speakers use different strategies when they do not know or cannot remember the desired word. These strategies can help them address this issue and the communication process remains effective. It also, allows them to convey their intended message without any disruption. These strategies can be summarized as follows:

- **Improvisation**

Improvisation is the process by which a speaker tries to replace a word with the first thing that comes to mind in the hopes that it would express the desired meaning, even though it might not always be accurate.

- **Discarding**

The act of abandoning a thought or idea because the right words cannot be found to express it. Often referred to as "linguistic surrender" or "verbal resignation". This strategy can hinder effective dialogue especially if it is overused by the speaker.

- **Foreignisation**

Foreignisation is the process by which speakers of a foreign language pronounce a word from their native language and pronounce it as it belongs to a foreign language, in the hopes that it will convey their intended meaning.

- **Paraphrasing**

This strategy involves expressing an idea or concept using different words or phrases, often employed when the exact term is unknown or forgotten to convey a similar meaning, enabling clearer expression and enhancing the coherence of conversation.

In conclusion, overcoming language barriers requires a variety of strategies, each with unique advantages and disadvantages. Although improvisation and paraphrasing can be useful strategies for breaking down communication obstacles, foreignising words or discarding thoughts altogether may hinder effective understanding. Practicing improvisation and paraphrasing helps students become more flexible and resourceful with language, which improves their communication skills.

Conclusion

Speaking skills were often undervalued worldwide, where memorization tasks took more attention than real-world applications. Teachers tended to prefer rote learning over fostering speaking abilities. However, due to scholars' growing recognition of the crucial role that speaking plays in several real-world contexts, there is a marked shift toward incorporating speaking activities into the educational system. This chapter has provided an overview of

speaking skills, and diverse elements involved in teaching speaking, followed by its importance and effective strategies. Overall, the emphasis on developing speaking skills can significantly improve learners' language proficiency.

Chapter Two: Audio-Visual Aids

Chapter Two: Audio-Visual Aids

Introduction

Teaching speaking within a communicative framework is prevalent in modern EFL classrooms. Fluency in speaking can only be achieved when learners are fluent, and it is certainly the product of communication. Within the rapid growth of technology and the innovations it has brought to education in general, and language teaching in particular, communication has become considerably easier in foreign language teaching. Moreover, old teaching methods are no longer compatible with learners because it has been proven that disconnecting them from technology or their devices may increase their anxiety and decrease motivation. In such cases, teachers use audio-visual aids to make classroom activities interesting and interactive, exposing the learners to the target language with the most effective tools such as videos, record players, and projection screens. Audio-visual aids can combine text, image, and sound to make the learning experience more realistic and dynamic and crucially to meet all learning styles (visual, auditory, and kinesthetic learning).

The current chapter covers the significance of audio-visual aids in education. It provides diverse definitions of audio-visual aids by different researchers. Next, the importance of these aids in developing the learning process. Also, theories related to the use of thse aids. It explores their various classifications followed by learners' styles. It encompasses effective forms of audio-visual aids and their roles in the teaching process. Additionally, it shows the pivotal role of teachers in selecting appropriate aids and obstacles in their application. Lastly, it provides strategies to improve the use of audio-visual aids and overview on related studies. Notably, the chapter investigates how audio-visual aids serve as powerful tools for improving speaking skills.

2.1. Overview of Related Studies

The implementation of audio-visual aids and authentic materials in EFL classrooms, particularly to enhance speaking skills is noteworthy. Moreover, it is observed that students' inclination towards using technology poses a challenge in keeping them motivated and participative in the classroom. Nonetheless, the use of AVAs can increase their interest and participation by exposing them to audio materials, including native speakers' conversations and speeches. This exposure allows students to acclimate to diverse accents. Additionally, AVAs can also promote oral fluency as learners engage in discussions and role plays, fostering confidence and proficiency in spoken language.

Several researchers investigate the role of audio-visual aids in enhancing EFL learners' speaking skills, in this respect, Supiyati (2011) suggested that employing virtual audio-visual aids is an effective strategy for developing students' speaking skills. She added that students show more interest when audio-visual aids are used in their daily classroom lessons, leading to a more enjoyable learning experience for both students and teachers. Additionally, lessons that incorporate audio-visual aids provide students with numerous opportunities to engage in speaking activities facilitated by the teacher, thereby enhancing their language proficiency.

Mathew and Alidmat (2013) conducted a study on the usefulness of audio-visual aids in EFL classrooms at Al-JOUF University, Saudi Arabia, The study explores the EFL students' perception of the use of audio-visual aids in the classroom, and EFL students' approach to audio-visual resources in the classroom. The study was conducted with 15 undergraduates, All students were native Arabs and their major at the undergraduate level is English language and literature, their courses are integrated with AVAs. Since the study focuses on the use of AVAs in EFL classrooms, the tools used in the study are observation and a questionnaire that included a combination of quantitative and qualitative methods to explore research questions. The

findings of the study suggest that the implementation of AVAs as a teaching method stimulates, thinking and improves the learning environment in the classroom and the effective use of AVAs helps break The monotony in the learning setting also, it is found that students experience successfully and pleasant learning in EFL classrooms and find audio-visual sessions useful when it is relevant to the course content.

Furthermore, Irmawati (2020) conducted a classroom action research titled "Utilizing Audio Visual Aids to Improve Speaking English Skill for the Eight Grade Students of SMP NEGERI 3 BANAWA." The research aimed to enhance students' speaking skills through the use of audio-visual aids. The research method involved a self-reflective spiral, encompassing planning, action, observation, and reflection, focusing on the eighth-grade students of SMP NEGERI 3 BANAWA. Some techniques were used to collect the needed data like, questionnaires, observation, interviews, documentation, and tests. The criteria for success included students' increased interest in learning through audio-visual aids. Moreover, results indicated that the utilization of audio-visual aids significantly improved students' speaking abilities in terms of comprehension and fluency. The research shed light on the effectiveness of incorporating multimedia tools to enhance English-speaking skills in the classroom.

In another study, Mahdi (2022) examined the correlation between students' speaking competency and their interaction with multimedia devices in the EFL classroom. The main goal was to inspire teachers to use multimedia-based programs for an interactive English learning experience. The study investigated the significance of an interactive multimedia environment in improving speaking skills, using a mixed methods approach, combining qualitative and quantitative methods to gather and analyze data, the research involved a five-week experiment comparing an experimental group exposed to authentic materials with a control group using traditional materials. Activities focused on speaking fluency, were assessed through pre-tests

and post-tests using a survey adapted from prior research. Results showed varying proficiency levels in oral fluency, with the experimental group experiencing a positive increase, confirming the impact of authentic materials. The control group had mixed outcomes, some showing decreased brochures, leaflets, movies, and photographs. Authentic aids were noted to enhance spontaneous participation, boost confidence, and decrease the use of the mother tongue in class.

2.2. Definition of Audio-Visual Aids

Audio-visual aids (AVAs) serve as great tools in both real-life communication and classroom instruction. They offer a multisensory learning experience by integrating visual imagery and auditory elements. Visual materials, such as images, maps, slides, and charts, allow learners to directly grasp the content they depict. On the other hand, audio materials including records, radio, and podcasts transform text into audible information. The combination of visual and auditory elements in AVAs facilitates the understanding of the subject matter.

According to Singh (2005), AVAs are "any device which by sight and sound increases the individual's experience beyond that acquired through reading is described as an audio-visual aid". AVAs are materials that augment comprehension by engaging multiple senses simultaneously. Anazaku (2011) defined the term audio-visual materials as those instructional devices that can be utilized to transmit meaning without total reliance on language use, aligning with the famous proverb "One seeing is worth a hundred words". Put differently, knowledge can be received better through senses without the need for language use. More to the point, Rosepetra et al. (2021) said that audio-visual aids refer to the blend of multiple media types including text, images, audio, and video within a multisensory platform to transmit a message or information (p. 44). He further added that smart use of audio-visual aids has the potential to offer the most effective form of teaching-learning due to their capacity to render certain crucial aspects of teaching that appear abstract, obscure, insignificant to concrete, and meaningful

(Rosepetra et al.,2021, p.48). Owing to the advantages they offer to the fields of teaching and learning, AVAs have been defined unlimitedly in this context by several researchers. Likewise, Singh (2021) described audio-visual aids as teaching methods that enhance communication through sound and visual mediums, promoting the effectiveness of teaching, engaging students' interests, and assisting teachers in conveying concepts more easily. These sensory objects are also proven to be a great tool for enhancing speaking skills. Also, Bhatti (2019) stated that teachers should use AVAs to improve the speaking skills of learners as the activities done through these materials provide free use of language. Similarly, Madhuri (2013) who reported that AVAs are the most used materials in the classroom that improve students' speaking skills (p. 1).

In conclusion, AVAs assist educators and learners in many ways, providing a dynamic approach to teaching and a concrete learning experience that nurtures engagement and comprehension. By channeling the power of both sight and sound AVAs enrich the learning experience and contribute to the development of essential skills, such as speaking proficiency.

2.3. Importance of Audio-Visual Aids

In the realm of education, audio-visual aids have grown as an integral part of EFL classrooms. Their significance is depicted in many dimensions, from regulating excessive verbalization to boosting comprehension through visual and auditory means, capturing students' attention, and making the learning process more interactive and memorable by creating a natural English environment. According to Ossai-Ugbah et al., (2012) the importance of AVAs lies in assisting students to learn at their own pace, making the learning process meaningful, stimulating, and stress-free (p. 6).

Audio-visual aids establish an active and captivating learning environment that nourishes all learning styles and personal preferences. Daniel (2013) clarified their role in

regulating excessive verbalization in teaching while simultaneously raising learners' interest in learning. Presenting clear ideas through visual and auditory means, ensuring that concepts are not only comprehended, but also retained in the learners' memory (p. 1). He added that AVAs can create a natural English environment (Daniel, 2013, p. 4). This natural English environment is exemplified through the use of videos. For that, Katchen (2002) emphasized that the use of videos offers authentic language input as they are created for native speakers. Real spoken language features, such as mumbling, hesitations, pauses, colloquialisms, are present in videos, providing valuable exposure to learners. Also, variations in speech from different regions, groups, and social classes can be observed. Hence, a natural English environment is a perfect method to learn or teach English because authentic language exposure helps students master the four language skills and extend their thinking through the cultural element and videos serve as a remarkable audio-visual aid in creating this environment.

Furthermore, the positive impact of audio-visual aids extends beyond engagement and language proficiency enhancement. Studies such as the one conducted by Halwani (2017) on English second language (ESL) high school students, demonstrated that the integration of multimedia and visual aids correlates with increased student engagement, self-confidence, and proficiency in various language skills. Students appeared to be remarkably less shy, they became active speakers instead of passive listeners (pp. 3-4). Similarly, research from institutions like the South Eastern University of Sri Lanka exhibited the significant improvement in students' speaking proficiency through the implementation of AVAs, students' talk time increased from 35% to 80% with the use of audio-visual aids (Halwani, 2007, p. 8). Moreover, Rahmah (2016) claimed that audio-visual aids provide students with clear speaking models and catch their attention by providing an enjoyable classroom atmosphere that encourages students to be involved, ultimately improving their speaking skills effectively.

Other researchers, such as Ismail et al. (2017) explained the significance of audio-visual aids in education. He claimed that these tools facilitate complex concepts in a manner that is both accessible and cooperative, particularly for students with lower proficiency levels. The use of AVAs not only assists teachers in delivering lessons more effectively but also improves students' comprehension (p. 20). Besides, he acknowledged that such aids contribute to creating an educational setting distinct from traditional text-based learning, promoting the development of critical thinking (Ismail et al., 2017, p. 23).

In addition to all what has been stated, AVAs contribute to creating an exceptional learning environment characterized by captured attention and heightened interest of learners. According to Ashaver and Igyuve (2013) during the learning process, the instructor must create a learning environment that will elicit the learner's natural reaction, which is accomplished through the use of instructional aids. The attention of the learner is captured and he is eager to learn (p. 2). Explicitly, compelling videos or visuals provoke the curiosity of learners and bring out their innate responses. AVAs create a low-anxiety environment in which learners develop their language skills naturally.

To conclude, the significance of AVAs in education, particularly in EFL classrooms cannot be denied. These aids not only sharpen comprehension and proficiency but also contribute to creating concrete learning environments that serve the different needs of students. As educators strive to improve their students' speaking skills, the integration of audio-visual aids might shorten the process of doing so.

2.4. Theories Related to the Use of Audio-Visual Aids

Multimedia entails the utilization of various presentation tools and methods for delivering information. The auditory and visual presentation technologies offer an effective set of instruments for educators and instructional designers to engage with learners. Several

theories, models, and many other research studies informed the evolution of multimedia learning theory. However, the main contributions come from Paivio's dual coding theory Bandura's social learning theory, and Sweller's cognitive load theory (Ramlatchan, 2023, p. 69).

2.4.1. Dual Coding Theory (DCT)

Clark and Paivio (1991) asserted that dual coding theory (DCT) is a theory of mind that seeks to know how psychological phenomena occur through the collective action of two separate mental systems. One that processes visual imagery also referred to as non-verbal information, and another that processes verbal information (p. 150). Simply put, this theory suggests that the human mind has two separate channels for processing information in memory. In alignment with this idea, Najjar (1995) hypothesized that information that uses texts and relevant illustrations (verbal and pictorial channels) is likely to be learned better than information that uses text only, audio only, or pictures. He supported his idea with one of Paivio's studies when he presented concrete items that included repeated pictures, repeated words, and repeated word-picture combinations. Interestingly, the majority of participants remembered picture-word items more than repeated pictures or repeated words (Najjar,1995, p. 5). This means that people learn better when the data are presented simultaneously via verbal and non-verbal media. This approach makes the material accessible to a wide range of students with different learning styles. Moreover, the use of audio-visual aids (AVAs) aligns closely with DCT since they combine visual elements with auditory elements. This combination will activate the two separate channels of the mind that DCT addressed. As was shown in Najjar's study, combining visual and verbal information (e.g., picture-word combination) enhances memory retention compared to using either a picture or word alone. AVAs influence this by presenting information through both channels and addressing different students' learning styles.

In summary, DCT offered strong theoretical support for the integration of AVAs into the educational system. By engaging both the visual and verbal systems, AVAs can enrich memory retention, attract a wide range of students with different learning styles, and improve understanding. Consequently, this leads to more effective learning outcomes.

2.4.2. Social Learning Theory (SLT)

Social learning theory was developed by social learning theorist Albert Bandura in 1999, to know how people learn by imitating other's behaviour. SLT states that people learn new information through observation. As Rosepetra et al. (2021) proclaimed that the observer engages in the act of observation, and carefully selects the relevant aspect of the model's behaviour. Thus, various media serve as a source for the transmission of information. For instance, newspapers, magazines, books, radio, television, computers, and video film. As a result, students encounter these mediums and copy one form of behavior. They can hear what is said and acquire new linguistic expressions (Rosepetra et al., 2021, p. 52). It can be noticed that audio-visual aids can facilitate the process of observation by providing models for learners to observe and imitate.

2.4.3. Cognitive Load Theory (CLT)

Cognitive load theory (CLT) is a psychological theory that originated in the field of cognitive science. CLT emerged from the work of an Australian cognitive-educational psychologist, John Sweller, in 1988. CLT focuses on how the load on the cognitive system impacts the learning process, insisting on the idea of limited cognitive capacity in the working memory, which means that if a learning task or objective demands too much of this memory, it will hinder the learning process, leading to what is called cognitive load (Sweller, 1988). Also, CLT focuses on the relationship between long-term memory (LTM) and working memory (WM). Furthermore, CLT stated that effective teaching materials facilitate the learning process

by reducing students' destruction. However, when students combine different sources of related information, such as separate text and diagrams, this is considered poor instruction. This "split-source" information increases cognitive load, making it harder for students to learn because materials must be mentally integrated before learning can commence (Chandler & Sweller, 1991, p. 293).
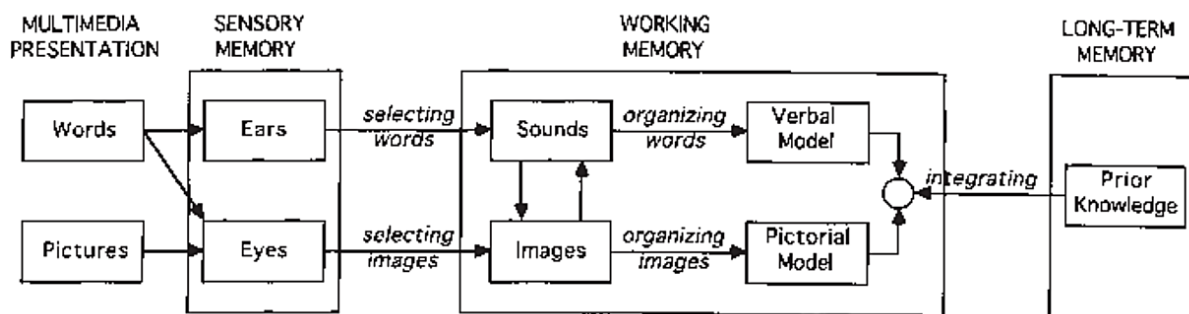
Figure 2. 1: Cognitive Theory of Multimedia Learning (Adopted from Mayer &Moreno, 2003, p. 44)

As it can be seen in Figure 2.1, it shows the relationship between multimedia presentations and types of memory. It reveals the journey of information, beginning with sensory memory, where it is initially processed through the eyes and ears (sensory memory). Then, the information moves to working memory, where it is organized and integrated with prior knowledge. If the presentation effectively combines visual and audio elements without overloading the working memory. Hence, this information will be stored in long-term memory for future use. Furthermore, the relationship between CLT and AVAs can be summarized as follows; CLT deals with the mental effort required to learn new information. AVAs can help reduce cognitive load by presenting information in a way that is easier to process. For example, a complex concept can be divided into a visual diagram accompanied by a verbal explanation, making it more understandable.

2.5. Classification of Audio-Visual Aids

Audio-visual Aids could be classified into three main categories: the audio material, the visual aids, and the audio-visual aids. Each one of these materials has its unique impact on the development of language. These aids provide varied and immersive learning experiences. for different types of learners.

2.5.1. The Audio Materials

Audio materials are those that can be listened. It provides the opportunity for people to listen to authentic language use, which helps improve listening comprehension and pronunciation skills by allowing learners to imitate the spoken language and become familiar with how the words are pronounced. Some examples of these materials are:

2.5.1.1. Podcasts

A podcast is an audio recording that is published online and used as a learning resource. The podcast is recognized as a ground breaking development for improving students' speaking and listening abilities. The content of a podcast might be in the form of audio, video, or visual media (Darti & Asmawati, 2017, p. 20). Podcasts seamlessly integrate E-Learning with text, video, and audio files. They can instantly replace language labs, CDs, DVDs, and radio cassettes, all of which are commonly used in traditional language classrooms. Also, it makes it easier for students to become motivated to acquire the language. Furthermore, podcasts allow students to explore a range of language inputs and improve their fluency in the language since they introduce real-world English experiences into the classroom (Laiya et al., 2022, p. 5).

2.5.1.2. Radio

Radio waves transfer information from the source to the receiver/audience, although it is a one-time, one-way medium, it has a high level of immediacy, realism, and emotional effect. Besides that, radio is a low-cost medium of information, education, and communication (Kapur, 2017, p. 6).

2.5.2. The Visual Aids

Visual aids are tools that are helpful to visualize things. They include Slides, Filmstrips, Overhead Projectors, chalkboards, Pictures, Power point (PPT).Which are very helpful for visual learners. They benefit more from these tools as they provide concrete representations of ideas, making learning more engaging and understandable.

2.5.2.1. Chalk Boards

Blackboard represents the traditional and most commonly used teaching aid. It can be used to show visual materials during classroom instruction even if it is not a visual aid in itself, in language teaching it can be used for introducing a new material or word or dialogues composed collaboratively by the entire class (Kundu, 2017, p. 248). A class cannot function without a blackboard, even though it is regarded as the oldest teaching aid due to its unlimited usefulness in teaching and learning.

2.5.2.2. Pictures

It has been said over the ages that a picture is worth a thousand words. Young learners are very fond of looking at pictures and this leads them to absorb language items easily and effectively (Hussain &khan, 2022, p. 339). Images may transmit a large amount of information, making it easier for young learners to understand linguistic ideas. A picture is a description that is vivid or graphic enough to evoke a mental image or provide an accurate representation of something. The use of images in language acquisition has several benefits, such as enhancing vocabulary recognition, knowledge of grammar and structure, and identification of words with real-life items. Visual cues, when used correctly, can significantly improve second language learning and acquisition (Wilson, 1999, p. 9).

2.5.2.3. PowerPoint (PPT)

Huff (2008) defined PowerPoint as a presenting program that is commonly used to assist learners. This tool is unique in that it might consist of a series of slides with moving visuals and

text that is projected onto a screen or wall. Ozaslan and Maden (2013) discovered in their study that students learn better when contents are given using visual tools. Teachers also think that PowerPoint enhances the content's attractiveness, making it easier for pupils to pay attention (p. 42).

2.5.3. The Audio-Visual Aids

Audio-visual aids are useful teaching aids that can be heard and seen such as Videos, Computers, and TV. Most people were exposed to these tools at a very young age. These tools are widely acknowledged for their significance in developing language skills and fostering interactive learning experiences. Also, these aids promote a deeper understanding of the subject matter and facilitate communication skills.

2.5.3.1. Videos

Harmer (2001) stated that a video is just an enhanced version of an audio tape and the use of video in class is just listening "with pictures" (p. 282). Additionally, Videos are an effective tool for helping English language learners improve their language skills. They supply the learner with content, context, and language (Burt, 1999, p. 9)

2.5.3.2. Television (TV)

The television is frequently utilized as a classroom replacement. Because it is both visual and oral, it has a bigger impact on students and may capture their whole attention. different oral and visual aids can be deployed by the instructor on television, allowing the efficacy of many different aids to be merged into one medium (Kundo, 2017, p .249).

2.6. Learning Styles

Learning styles refer to a person's preferred method of learning, which is different from one person to another. Several learner-style models exist, such as the visual, auditory, and

kinaesthetic models. According to Wilfrid Laurier University (2008), these three models can be described as follows:

- **Visual Learners**

Visual learners absorb information through observation. Therefore, utilizing tools like pictures, diagrams, flowcharts, and symbols is crucial to help them understand unfamiliar concepts. The teachers may use these tools to satisfy the needs of visual learners and attract their attention, making learning environment more suitable for them. Visual aids not only enhance understanding but also aid in memory retention by providing tangible images that learners can mentally reference.

- **Auditory Learners**

Auditory learners absorb information best through listening, making it crucial for them to participate in lectures. They understand the information when focusing on the tone, pitch, and intonation of the speaker. They often benefit from opportunities to engage in active listening exercises, such as summarizing key points, asking clarifying questions, or participating in debates, which further reinforce their understanding and retention of the information.

- **Kinaesthetic Learners**

Kinaesthetic learners are those who learn best through hands-on activities. They face several difficulties in the university environment where the opportunity for these activities is limited during lectures. Furthermore, labs and tutorials are essential for meeting their learner's needs. Teachers may require them to design cartoons, posters or comic strips to present a given subject. Kinesthetic learners can also perform topics, for instance, a story and record it in a form of video instead of presenting it orally without action.

2.7. Effective Audio-Visual Aids for Developing Speaking Skills

The effectiveness of AVAs such as; video, television, and computer technology has been widely recognized by educational researchers like Stempleski (1987), Brown (2001), and Harmer (2004). These multimedia aids serve as a powerful tool not only for developing speaking skills but also for enriching the overall language learning experience.

2.7.1. Video

Video is a multimedia tool that combines auditory and visual elements displayed on a screen. In EFL classrooms, it can be used to facilitate the teaching-learning processes, it permits learners to simultaneously hear spoken language while observing visual representations, like pictures, text, or actions. Moreover, Stempleski (1987) underlined the advantages of using video material as an audio-visual aid, combining visual and audible features. Thus, video offers a complete picture of communication, capturing not just spoken words but also genuine visual representations such as body language and gestures. This inclusive method of information presentation can improve students' learning and make the meaning clearer compared to using audio-only tools such as audio cassettes. Furthermore, features such as speaker clothes and background music might help with understanding, making video a useful teaching and learning method (p. 6). Also, Harmer (2001) outlined various techniques suitable for integrating into video-based teaching sessions (p. 309).

- **Fast Forward:** The instructor presses the play button, then speeds the DVD or video so that the sequence passes softly and quickly, it lasts only a few seconds. When it is finished, the teacher can ask the students what the extract is about and whether they can predict what the characters are saying.

- **Silent Watching (for language):** The teacher shows the film clip at normal speed without sound. Students must guess what the characters are saying. When they have finished, the teacher plays it with sound so they can see if their answers are accurate.

- **Silent Viewing (with music):** Teachers play a silent sequence and ask students to say the type of music they would use and why. Students can assess whether the music they choose reflects the same mood as that chosen by a film director.

- **Freeze Frame:** Teachers will pause the clip at any moment. This will provide students with the opportunity to predict what will happen next or make assumptions about what characters will say.

- **Partial Viewing:** Another interesting way to attract students' attention and curiosity is by giving them a limited view of the image on the screen. This can be accomplished by covering most of the screen with cardboard so that just some parts are visible.

Besides the techniques mentioned, Çekir (2006, p. 70) added other techniques for video implementation in the classroom:

- **Active Viewing:** To engage students during video representation and boost their understanding, educators must push them toward active participation. This can be achieved by posing key questions before starting the video, prompting students to answer them while watching and providing cue sheets to focus on specific details.

- **Pre-production Activity:** This involves students adjusting either spoken content, describing events, or summarizing what occurred after viewing a section. This exercise encourages students to participate. An important note about this exercise is that it will have many errors. However, it is beneficial for students. This activity has a challenging nature, so students may need guidance, assistance, and encouragement to actively and effectively participate.

- **Follow-up Class Activity:** One of the most essential steps in creating a video presentation is the follow-up activity. This gives students a chance to use their speaking abilities. Such processes give the students enough time to use language skills in

conversations. This activity encourages not only to communicate with the students, which in turn allows the students to improve their ability to share and cooperate but also to demonstrate their ability to listen to their peers**.**

- **The dubbing Activity:** This can be used when students have a better level of proficiency. Students can be instructed to fill in the blanks about the dialogues. They can be given a video clip in which the sound is muted. There is no sound affiliated to the video, so the students are to tell the dialogue. It is not always that the student has to speak that sound. It is also a way of letting the students have fun in the learning process.

These methods engage learners with video content and discussions, promoting spontaneous enhanced speaking skills. Each method encourages verbal expression and speculation, fostering fluency and confidence in speaking English and opportunities for students to practice their speaking skills while fully enjoying the process.

2.7.2. Television

Television is a device that displays moving images and sound, allowing people to watch programs and shows. Vijayakumar et al. (2020) proposed that watching English language television is highly beneficial for developing both listening and speaking skills. They added that these programs offer real-world examples of how native speakers interact verbally, in which they help viewers gradually develop an understanding of language (p. 1). In the same line of thought, Miščin and Miščin (2018) stated that TV shows provide students with the opportunity to explore the content they enjoyed in class at home. Exposing them to other languages helps them to learn outside the classroom, this exposure happens without the stress of grades or evaluation, potentially decreasing language learning anxiety (p. 108). However, despite the educational benefits, the majority of students usually watch television for entertainment. Therefore, teachers should encourage students to recognize its value as an

educational tool, guiding them to develop critical watching habits outside the classroom. Moreover, teachers need to shed light on elements like the speaker's tone, body language, and facial expressions, increasing the improvement of language skills. As a result, students can watch TV for entertainment and learning simultaneously (Stemplesk, 1987).

To conclude, the implementation of television in English language learning develops the speaking abilities of the viewers. Particularly, with the proper selection of programs that portray real-world interactions of native speakers, this exposure to authentic language contexts, offers an extensive obtainment of speaking skills

2.7.3. Computer

In contemporary language teaching and learning, computers serve as vital instruments, providing a multitude of materials and interactive platforms to help students improve their proficiency and engagement. In this regard, Harmer (2001) affirmed that the utilization of computers and the Internet has increased remarkably in English language teaching. According to Harmer (1986), key functions of computers in English language teaching include:

- Providing learners and teachers with helpful resources such as CDs and audio materials swiftly and with a wide storage capacity for tasks.

- Computers are considered expansive references, housing encyclopedias on CDs, dictionaries, and language corpora to generate materials.

- The internet's accessibility on computers allows learners to communicate with others via email, promoting relationships with native speakers, which is highly beneficial for language learning.

This notion is further supported by Richards and Renandya (2000), who precised that computers excel at storing, manipulating, and retrieving vast quantities of information, rendering them useful in the realm of "data-driven learning." Coined by Tim Johns, this

approach involves providing students with comprehensive language data and the necessary instruments for analysis. As a result, students can develop their understanding of language mechanics. By uncovering linguistic rules autonomously, students are more inclined to remember and apply them effectively (p. 361). Moreover, computers help students in enhancing their speaking skills by providing language-learning software with pronunciation feedback, speech recognition tools for practice, and virtual conversation partners like AI chat-bots or language exchange communities for interactive speaking practice and feedback.

2.8. Teacher's Role

It is universally acknowledged that teachers play an important role in the learning process, as emphasized by Harmer (2001). He referred to the role of teachers as teaching aids, utilizing mime, gesture, and facial expressions to effectively communicate meaning. Additionally, they demonstrate language usage, present comprehensible information, and encourage student interaction. Thereby promoting language learning and comprehension. Nonetheless, teachers need to balance their own speaking time with providing opportunities for students to practice (pp. 64–65). Furthermore, Warschauer and Healey (1998) shed light on the evolving role of teachers in language education. In the contemporary globalized world, teachers are seen as facilitators of learning rather than the sole sources of language information. Their multifaceted roles encompass finding, selecting, and presenting information in diverse ways to meet the diverse needs of their students. As facilitators, teachers are expected to demonstrate a comprehensive understanding of available materials for developing language skills and must be adept at teaching learners how to use these materials effectively. Moreover, Richards and Renandya (2000) stated that the role of the teacher involves choosing appropriate sequences and guiding students in getting prepared for viewing sessions. They need to focus on the content materials, control the video player, select the viewer tasks, and lead to the post-viewing activities (p. 362). In short, teachers' multiple roles call for flexibility and expertise in

accommodating the variations in student abilities, reinforcing their significant contribution to language education.

2.9. The importance of Appropriate Selection of Audio-Visual Aids

Teachers must carefully select appropriate media that aligns with the teaching context. This selection is critical for the success of the learning process. Moreover, properly chosen media not only facilitate learning objectives but also lift student enjoyment. Conversely, selecting inappropriate media can obscure the material and hinder students' understanding. In this respect, Mathew & Alidmat (2013) noted that EFL teachers should have extensive knowledge in selecting and utilizing these resources. They are responsible for ensuring the quality and authenticity of such resources. Furthermore, effective use of these tools can not only save time in learning but also improve students' sharp observation and interest during classroom sessions. However, overuse of these audio-visual aids and resources during teaching sessions may result in monotony and boredom. Therefore, teachers should comprehend the benefits of each aid and their combinations (p. 91).

Another study conducted by Awachi (2014), signaled the importance of appropriate selection of Audio-Visual aids. Awachi outlined several key aspects for teachers to consider before incorporating these aids into their teaching practices:

- Audio-visual aids should align with the needs and levels of students.
- Students should possess the ability to relate the aids with the subject matter being taught.
- The aids need to be sufficiently large to ensure visibility for all students.
- Aids should be designed in a way that captivates students by activating all their senses and fostering observation and discussion.

- To foster relevance and comprehension, aids must reflect real-life and natural settings.

- Timing plays an important role, and aids should be employed appropriately during teaching classes.

- Teachers should offer students a preview of problems and potential discussion points before introducing aids, ensuring their focus and participation.

In conclusion, considering these aspects is crucial for effectively utilizing audio-visual aids in EFL classrooms to maximize their impact on student learning and participation, and also, to maintain a balance between the effectiveness of these materials and the misuse that can hinder students' engagement and enjoyment.

2.10. Obstacles to Using Audio-Visual Aids

Integrating audio-visual tools into English as a Foreign Language (EFL) classes undoubtedly improves learning experiences, but it also has its own set of obstacles. Dias (1999) asserted that technology becomes integrated when it is used seamlessly to expand and strengthen curricular objectives while encouraging significant student participation in educational activities (p. 2). Simply put, technology or AVA must only be implemented when they enhance not hinder the learning experience.

Maniruzzaman & Rahmah (2008) proposed that students can feel dissatisfied and uninterested in the audio aids implemented, considering it strange, difficult, boring, unattractive, and so on. Furthermore, the instructor's chosen materials may not be in line with the needs, preferences, skill level, or natural abilities of the student (p. 1). He further stated that learners find audio aids very useful in learning EFL but suffer from the deficiency of trained teachers, limitations of administration support, and lack of resources, these factors might hinder the use of audio aids (p. 13). If there is one commonly stated obstacle among several

researchers, it would be the lack of trained teachers, regarding the important role of teachers in the classroom, Dias (1999) declared that one of the main concerns about using technology in classrooms is teacher training (p. 2). Moreover, Jadal (2011) confirmed in his study that schools do not have sufficient facilities and there are no separate rooms for keeping instructional aids. Besides, teachers are not fully aware of the various aids to be used in the classroom, instead, they prefer traditional methods lastly, there are no specific arrangements in the timetable for radio and TV (p. 3).

Some challenges that can limit the effectiveness of audio-visual aids stated by Nwakile (2018):

- Time allotment: Preparing a successful lesson to have an interactive classroom can be time-consuming for teachers, as well as getting to know how to use audio-visual equipment. Usually, the time allotted for a subject may not be sufficient for teachers to present the lesson along with the appropriate audio-visual aids, it takes time to create videos, and slides, or even time to get permission to use them.

- Classroom size: Selecting audio-visual materials must align with the size of the classroom, if the room is too big or there is a high number of students, not all of the audience can hear or see the presentation as a result, learners will struggle to keep up with the lesson

- Resistance to change: Some teachers simply refuse to shift from traditional methods of teaching to modern ones, the process of selecting the appropriate materials according to the curriculum and training to use them might be a long one for teachers, especially during the first phase when students need their help. So instead of going through this time-consuming process and changing their methodology, teachers prefer not to use technology

- Poor maintenance culture: Teaching materials can be easily damaged if they are poorly maintained by teachers. In most cases, teachers use audio-visual aids occasionally without suitable preservation after the use. Consequently, schools suffer from a lack of audiovisual materials.

- Teachers' knowledge and technical know-how: Audio-visual materials differ in terms of functionality. The idea of integrating these aids in classrooms is still a strange one, even teachers who have partial knowledge about the functions of AVAs find it difficult to apply them along with the curriculum because slight mistakes can create a wrong impression for students. Therefore, the materials will not create a positive impact on teaching and learning (Rosepetra et al., 2021, p. 49).

It is important to address these challenges through proper planning, training, and selection of appropriate resources to ensure that technology integration in EFL classes truly augments, rather than debilitates, the learning process.

2.11. Strategies to Improve the Use of AVAs

As it was mentioned above (section 8), the implication of audio-visual aids has some obstacles that hinder their effectiveness. To reduce these obstacles Rosepetra et al. (2021) introduced some strategies, which can be summarized as follows:

- In the field of educational technology, organizing seminars, workshops, and conferences is crucial for teachers to raise their awareness toward the management, installation, and repair of some of the AVAs.

- University authorities should provide the necessary materials inside classrooms.

- Qualified teachers should teach using AVAs in their classes, also, supervisors should guide other teachers in making sure that they use AVAs.

- Sufficient time should be allotted for all teachers to allow them to use the materials effectively.

- Teachers should select only the content that requires the support of audio-visual materials and they should be able to carry the main points effectively.

- The evaluation of audio-visual materials is necessary, particularly about their suitability for the training environment and the students. Because the materials are used along with oral presentations, the text on the materials should be made as brief as possible.

- Since materials are normally used in conjunction with a verbal presentation, words on the materials should be kept to a minimum, that is, the materials should not carry too many messages at a time.

- The rough draft should be carefully checked for technical accuracy, proper terminology, grammar, spelling, clarity, and simplicity.

- AVAs should also be reviewed to determine whether their use is feasible in the training environment and whether they are appropriate for students.

Conclusion

Proficient speaking skills contribute to learners' development, self-confidence, social integration, and professional success. The use of audio-visual aids in developing speaking skills is supported by various research, showing that visual stimuli motivate learners, creating a positive environment that reduces anxiety and facilitates language acquisition. Furthermore, by incorporating audio-visual materials, educators can enhance the learning experience, ultimately contributing to improved communication, cultural preservation, and overall human development. This chapter highlighted the importance of audio-visual aids in the teaching and learning process overall, with a particular focus on speaking skills. And for speaking skills particularly. This chapter unveiled the meaning and significance of audio-visual aids in EFL classrooms, with an emphasis on their impact on speaking skills.

Chapter Three: Field of Investigation

Chapter Three: Field of Investigation

Introduction

This chapter is devoted to the practical part of the study. It aims at investigating teachers'
and students' views about the role of audio-visual aids in enhancing EFL learners' speaking
skills. Therefore, two data-gathering tools have been used; a teachers' questionnaire, and a
students' questionnaire. This chapter presents the analysis and interpretations of the gathered
data to address the research questions. The first part of this chapter deals with the analysis of
teachers' questionnaires; while the second part deals with students' questionnaires. It ends with
some pedagogical implications and limitations of the study.

3.1. The Research Method

For the sake of fulfilling the aim of the research and answering the previously raised
questions, descriptive research design is adopted with quantitative and qualitative tools. It is
used because it fits the large sample size of the current study. Jonker and Penink (2010, p. 38)
described the quantitative approach as "purely scientific, justifiable, precise, and based on facts
often reflected in exact figures." Therefore, the main goal behind choosing this method is to
provide a comprehensive understanding of the topic under investigation. It is chosen to gather
reliable information about participants' views on the effectiveness of AVAs in enhancing
learners' speaking skills. To collect data, two questionnaires were administered to both teachers
and students.

3.2. The Questionnaire

Roopa and Rani (2012) stated that "A questionnaire is the main means of collecting
quantitative primary data. A questionnaire enables quantitative data to be collected in a
standardized way so that the data are internally consistent and coherent for analysis**."** For the
sake of offering a number of benefits, including the ability of providing a comprehensive

statistics, and an in-depth examination of the topic. The questionnaire serves as a main tool to permit an objective and reliable data interpretation.

3.2.1. Population and Sample of the Study

The target population involved all teachers who have been teaching oral expression during the academic year 2023-2024 and the previous years. In addition to third-year students. The sample consists of twelve teachers (12) teachers from the Department of English at the University 8 Mai 1945- Guelma, during the current academic year, and 100 third-year students chosen randomly. The reason behind selecting this sample is related to the fact that teachers of oral expression would provide accurate and relevant data; since the nature of oral expression course necessitates the use of audio-visual aids. While, third-year students were selected, because they have experienced study with AVAs, and they had three years of instruction in oral expression, which is related to speaking. The study aimed to cover the whole population, but some difficulties have appeared while collecting the data. Due to time deficiency of students and teachers, the sample became eighty (80) students out of 100. Also, only eight (8) teachers answered the questionnaire out of 12.

3.2.2. Description of the Teachers' Questionnaire

This questionnaire is essentially based on the elements discussed in the theoretical part. It is made up of nineteen (19) questions organized under three main sections, each section focuses on a particular element (Appendix A). It is a semi-structured questionnaire, mainly composed of multiple-choice questions in which participants are asked to choose the appropriate answer according to their opinion and to justify their answer when needed. The first section is entitled "General Information". It includes two questions about the respondents, like the number of years of their teaching experience at higher education and oral expression; the first two questions are open-ended (from Q1 to Q2).

The second section, entitled "Teaching Speaking" includes eight (08) open-ended questions (from Q3 to Q10). It seeks to extract the teachers' perceptions towards their students' speaking skills. First, teachers were asked whether or not they encourage their students to speak. Second, the preferred elements that they emphasize on, when teaching speaking. Also, teachers were asked about their opinion on the relationship between listening and speaking. In addition to the factors that they think it may hinder their students' speaking skills. Lastly, participants were asked whether they try to improve their students' speaking skills and the activities they find most effective in doing so.

The third section entitled "The Use of Audio-Visual Aids and Speaking Skills", consists of nine (09) questions (from Q11 to Q19). This section explored teachers' views on the use of audio-visual aids and their relation to speaking abilities. The first two questions explored the frequency of using audio-visual aids and the most frequently used types among participants. Then, they were questioned about the influence of AVAs on language skills. The next questions investigated the strategies that teachers employ to encourage their students to interact during audio-visual-based speaking activities. The obstacles they face with the use of AVAs in teaching speaking. Moreover, the methods they used to mitigate these obstacles. Last questions detected the relationship between speaking and audio-visual aids. Participants were asked about the impact of AVAs on students' oral expression and the overall development of their speaking skills followed by any further suggestions or recommendations.

3.2.3. Administration of Teachers' Questionnaire

This questionnaire was administered to teachers of oral expression following two manners; hand-to-hand, and online according to their preference. Questionnaires were distributed at the Department of Letters and English Language, 8 Mai 1945 University-Guelma, for one week, from April 20th till April 27th, 2024. During the distribution of the questionnaire,

many obstacles have been raised. Some teachers refused to answer the questionnaire, some of them did not reply immediately; due to work pressure.

3.2.4. Data Analysis and Interpretation

This section provides an analysis of the results obtained from teachers' Questionnaire.

Section One: General Information

Question One: How long have you been teaching English at the university?

Figure 3. 1: *Teachers' Teaching Experience*

	3Years	5Years	10Years	12Years	15Years	39Years
Number (N)	1	2	1	1	2	1
Percentage %	12,50%	12,50%	25%	12,50%	25%	12,50%
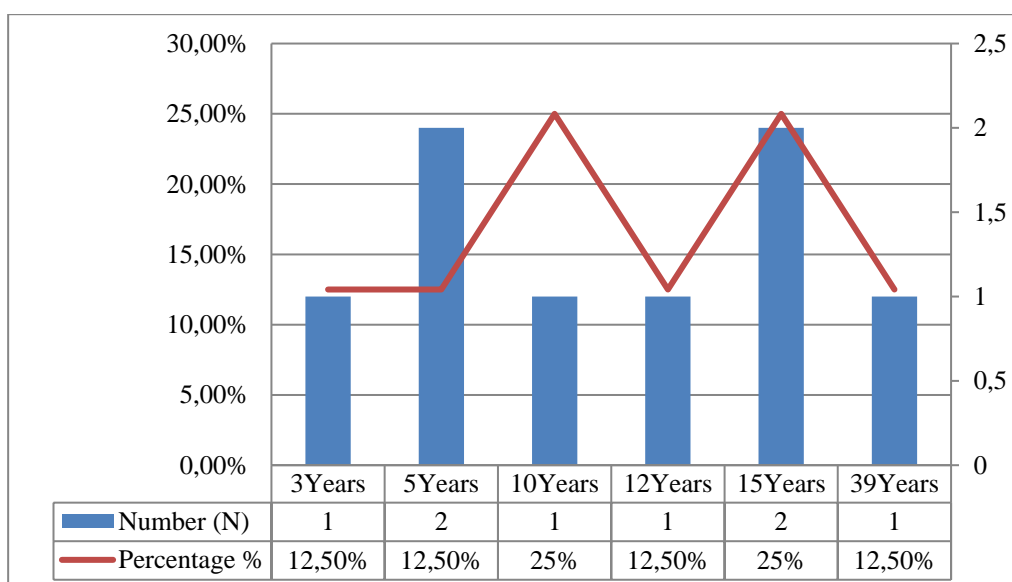
As indicated in Figure 3.1, the highest percentage (25%) of teachers have been teaching English at the university for 15 years. Further, a similar percentage (25%) of participants have been teachers at the higher education level for 5 years. Additionally (12%) have 39 years of experience in teaching English at university. Another (12,5%) taught for 12 years English at university. Furthermore, (12,5%) have 10 years of experience. Lastly, the remaining (12,5%) have been teaching English for 3 years. The obtained results show that the majority of teachers have considerable experience in teaching English at university.

Question Two: How long have you been teaching oral expression?

Figure 3. 2: *Teachers' Oral Expression Teaching Experience*

	3Years	4Years	5Years	7Years	28Years
Number (N)	3	1	2	1	1
Percentage %	37,50%	12,50%	25%	12,50%	13%
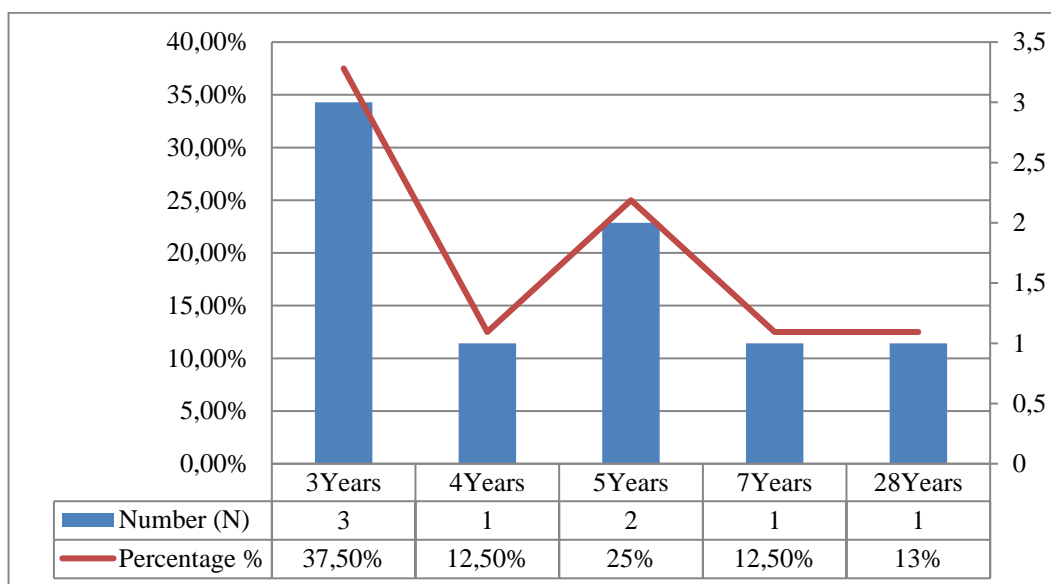
As shown in Figure 3.2, data reveal that (37%) of participants have been teaching oral expression for 3 years. While, (25%) of teachers have 5 years of experience in teaching oral expression. Moreover, (12,5%) of participants taught oral expression for 4 years. Besides, (12,5%) of teachers have 7 years of experience. Lastly, (12,5%) of them taught for 28 years oral expression at university. These results suggest that participants have enough experience in teaching oral expression.

Section Two: Speaking skills

Question Three: How do you consider your students' speaking abilities?

Figure 3. 3: *Frequency of Students' Speaking Abilities*

	Very good	Good	Average	Limited	Very limited
▬ Number (N)	0	3	5	0	0
― Percentage (%)	0%	37%	63%	0%	0%
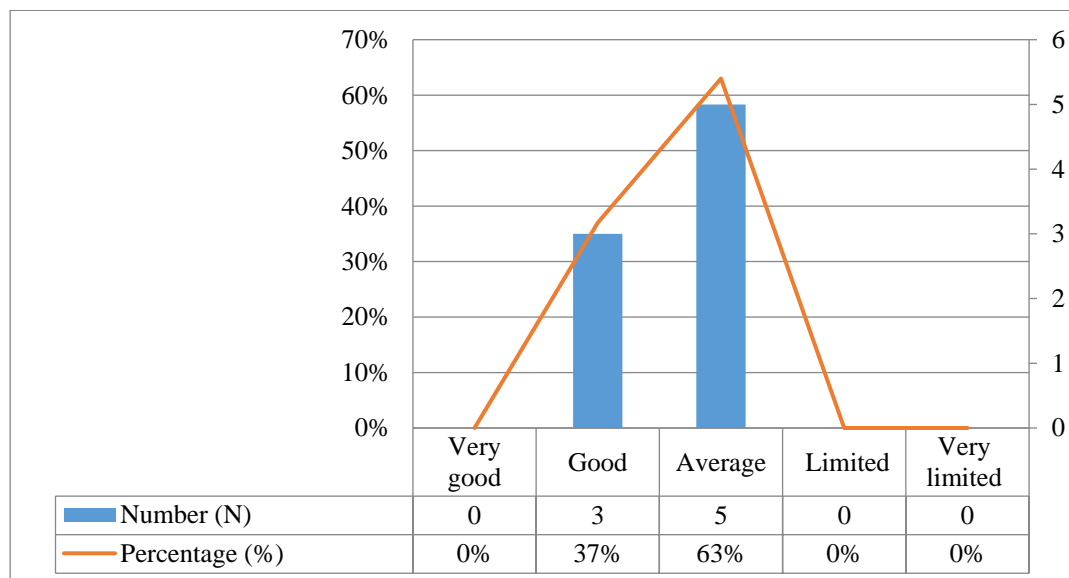
The extracted results presented in Figure 3.3, reveal that more than half of the teachers (63%) opted for average students' speaking abilities, while the rest of the participants (37%) rated the students' speaking abilities as good. However, none of the participants perceived the students' speaking skills as limited or very limited. This indicates that teachers perceive their students to have a good level of speaking proficiency. It can be explained that students' speaking abilities can be improved easily, they can benefit from different speaking activities and they are able to engage in meaningful conversations.

Question Four: Do you encourage your students to speak?

Table 3. 1

Teachers' Encouragement of Students' Speaking

Option	Number (N)	Percentage (%)
Yes	08	100%
No	00	0%
Total		**100%**

As shown in Table 3.1, all participants agreed upon option "yes". This implies that teachers create a positive atmosphere for students to speak. This means that teachers prioritize students' speaking skills and recognize the importance of encouragement to enhance them. This question requires specifications on the strategies to encourage students to speak, the following are the teachers' answers:

- "To provide students with valuable opportunities to practice and improve their speaking skills, to allow students to apply what they have learned in a practical context."

- "To provide students with more exposure to the language, which is essential for language acquisition because the more they practice speaking, the more they reinforce their vocabulary, grammar, and pronunciation skills."

- "To overcome their fear of making mistakes and boost their confidence in using the language. When students see their efforts to communicate are valued and supported, they become more willing to participate and take risks in speaking English."

- "I establish a classroom culture where making mistakes is seen as a natural part of learning, I begin each class with icebreakers or warm-up activities that get students

talking in a relaxed setting, I also try to incorporate plenty of pair and group activities where students can practice speaking in smaller, less intimidating settings."

- "I usually give students a larger space to speak, I design a group discussion about a topic that has been chosen beforehand."

- "I give them the liberty to choose topics, use games, and include technology as they are familiar with it."

- "Reading paragraphs, role play, making presentations, and asking questions."

It can be concluded from the stated justifications that teachers are committed to encouraging their students to speak in various ways like engaging them in speaking activities, also, they focus on establishing a supportive and less intimidating classroom environment to help learners overcome fear or shyness and gain confidence while speaking English. According to few participants, this can be achieved by giving students the liberty to choose topics, creating a culture where mistakes are normal and tolerated, starting the class with icebreakers, group or pair activities, and valuing the efforts of students. Overall, teachers recognize the importance of encouraging students to improve their speaking skills.

Question Five: When teaching speaking, on what element (s) do you emphasize?

Figure 3. 4: *Teachers' Emphasis on Language Elements*
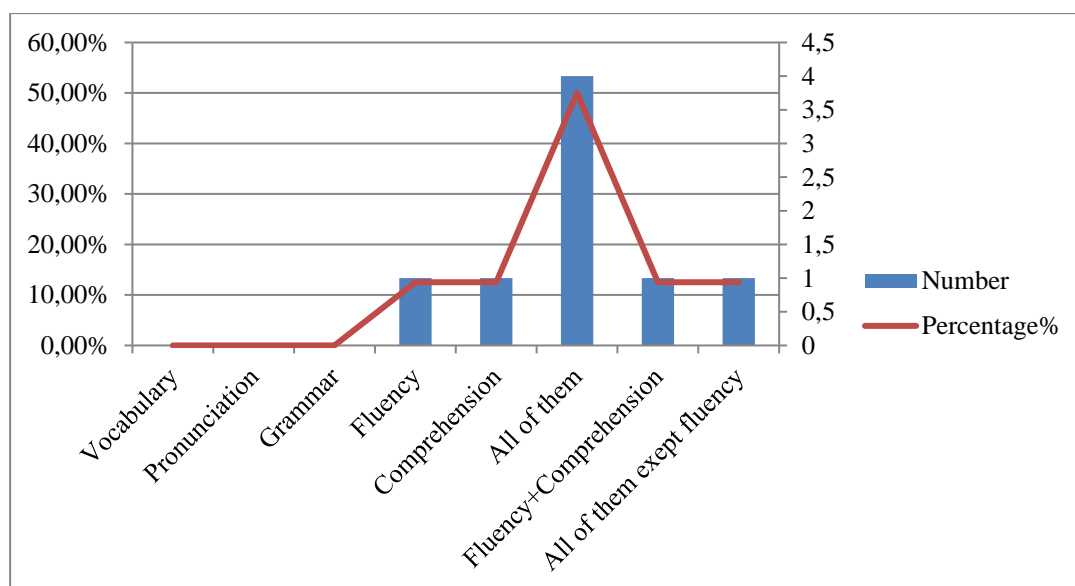
This question explores the elements that teachers emphasize on the most when teaching speaking. Findings represented in Figure 3.4, show that half of the participants (50%) focus on all of the elements. This indicates that this category of teachers prioritize all elements equally when teaching speaking. Suggesting that a significant portion of teachers perceive all elements as crucial components for students to develop their speaking skills. Whereas, (12,5%) of them claimed that vocabulary, pronunciation, grammar, and comprehension are the elements they stress on the most. Equally to another (12,5%) concentrate on fluency and comprehension. Also, one participant (12,5%) chose fluency, and another participant (12,5%) chose comprehension as the element they prioritize. Interestingly, the second portion of teachers seemed to agree on comprehension as the most important in teaching speaking. This mirrors that understanding a language highly contributes to establishing effective communication. Yet, this does not neglect the fact that they perceive all elements as important in enhancing speaking skills. Justifications of participants revolve around the following points:

- "The emphasis may vary depending on the specific needs and proficiency levels of students however, every single element is important. For instance, pronunciation ensures effective communication because it helps students convey their ideas and be

understood by others, and vocabulary enables learners to express themselves more precisely and effectively. In a nutshell, teachers should create an engaging classroom environment that allows students to practice and develop their speaking skills while acquiring, pronunciation, grammar, fluency, vocabulary, and comprehension in an integrated manner."

- "A fluent speaker is someone who has a wide vocabulary, good pronunciation, knowledge of grammar rules, fluent and comprehends what is being said."

These responses denote that teachers perceive good speakers as the ones who master all language elements. Another participant declared "I taught the module of oral expression to beginners; first-year and second-year LMD. During this level, they have to give attention to basics of grammar, vocabulary, and pronunciation." This signifies that this participant considers grammar, vocabulary, and pronunciation as the foundation of good speaking proficiency. Moreover, one participant stated; "because intelligibility of speech is more essential than accuracy." Correspondingly, another participant's claim was; "I focus on comprehension because understanding what is being said is fundamental to effective communication. When students can comprehend spoken language, they are better equipped to respond appropriately and engage in meaningful dialogue. Comprehension forms the foundation for speaking fluently and accurately." These perspectives suggest that participants measure speaking abilities with the degree of comprehension and understandability of the delivered speech. It may indicate that minor grammar and vocabulary errors are less important. Overall, these participants prioritize comprehension skills over linguistic perfection.

Lastly, a justification provided by a participant who chose Fluency as the element she emphasizes on; "Because the teaching method at the level of higher education or even at lower levels is a learner-centered one. It requires that learners should be integrated within a

problematic situation which they should solve using language, stressing fluency would put them at ease rather than stressing accuracy or any other above-mentioned elements." This may imply that emphasizing on fluency enables learners to focus on delivering their ideas freely rather than being overly concerned with making grammar or vocabulary mistakes.

Question Six: Do you think that there is a relationship between listening and speaking?

Table 3. 2

Teachers' View on the Relationship between Listening and Speaking

Option	Number (N)	Percentage (%)
Yes	08	100%
No	00	0%
Total		**100%**

From the results in Table 3.2, it can be observed that all participants representing (100%) of the sample agreed on option "yes". Suggesting that there is a strong agreement among participants regarding the interconnectedness of listening and speaking. This may imply that educators recognize the importance of integrating listening into speaking activities because one influences the development of the other. The following are the participants' justifications:

- "There is a correlation between listening skills and language proficiency, indicating that strong listening abilities can contribute to better speaking skills, listening and speaking skills have common points, and understanding this relationship can help in designing activities and creating a more systematic learning process."

- "Effective listening goes hand in hand with effective communication, as it allows students to understand and respond appropriately to what others are saying. Therefore,

developing good listening skills can positively impact speaking abilities and communication competence."

- "Listening and speaking are closely intertwined in language learning. Listening comprehension forms the basis for effective communication, providing learners with the ability to understand spoken language and engage in a meaningful dialogue."

- "Exposure to spoken language through listening helps learners acquire vocabulary, internalize language patterns, and improve pronunciation, contributing to fluency and natural–sounding speech."

- "Well, a receptive skill always comes before a speaking skill. Learners will not be able to speak the language if they are not exposed to listening scripts or to native speakers."

- "A good listener is a good speaker. Skills are always interconnected and cannot be separated."

- "Effective listeners are also effective speakers. If one wants to be a good speaker, he/she has to be a good listener first."

From all the above-mentioned justifications, it can be deduced that listening and speaking are interrelated in language education, especially in teaching and learning speaking. It was repeated among the justifications that listening as a receptive skill comes before speaking and a learner cannot be a good speaker unless he is a good listener. So teachers recognize the importance of integrating listening into speaking activities and the necessity of exposure to native speakers. More to the point, listening helps students master the language elements they need in speaking for instance understanding, pronunciation, fluency, and vocabulary.

Question Seven: What factor(s) do you believe hinder your students' speaking skills?

Figure 3. 5: *Teachers' View on the Obstacles hindering Students' Speaking Skills*
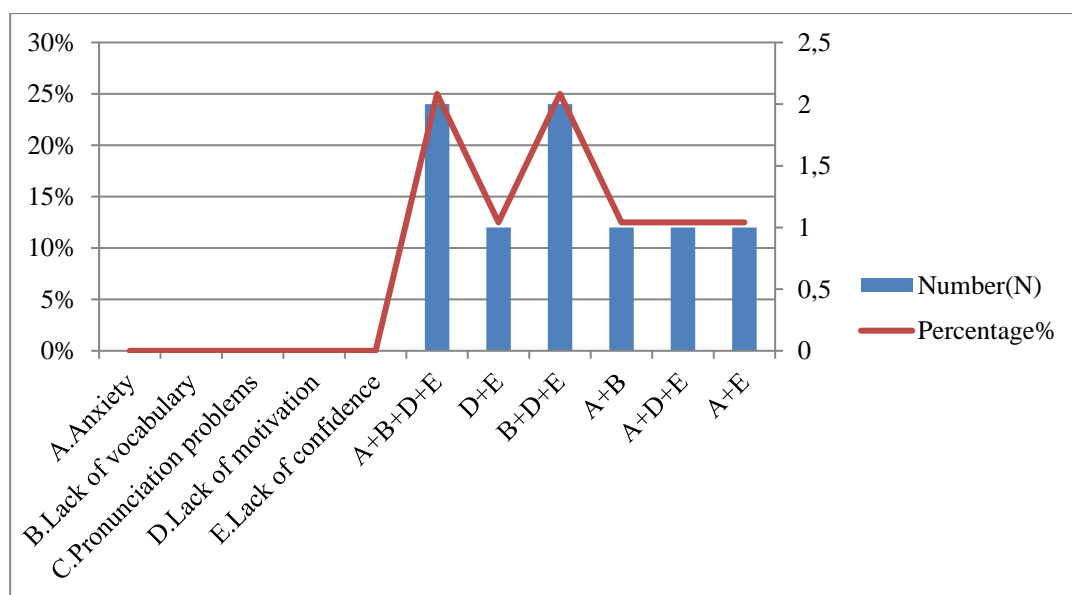
As can be seen in Figure 3.5, it shows that all participants selected more than one factor that can hinder students' speaking skills. (25%) of participants selected anxiety, lack of vocabulary, lack of confidence, and lack of motivation as the hindering factors of their students' speaking skills. Another (25%) of teachers with answers composed of a lack of vocabulary, lack of confidence, and motivation. Whereas, only (12,5%) of them declared that anxiety and lack of vocabulary are the responsible factors that act as barriers to speaking abilities. An equal percentage (12,5%) identified a lack of motivation and confidence, and another (12,5%) of participants affirmed that their students struggle with anxiety, lack of motivation, and lack of confidence. While the remaining (12,5%) opted for anxiety and lack of confidence. The data obtained suggest that the combination of anxiety, lack of confidence, lack of motivation, and vocabulary are repeatedly cited. For that, it can be concluded that teachers regard psychological factors as more hindering than linguistic factors for students' speaking skills. Other factors mentioned by teachers were: lack of interest. "students' interest are grades driven" in addition to time limitation.

Question Eight: Do you try to help your students improve their speaking abilities?

According to the findings exhibited in Table 3.3, all participants agreed upon the option "yes". Suggesting that teachers are committed to helping students to improve their speaking skills. Also, this reflects the importance of speaking abilities to educators.

Table 3. 3

Improving Students' Speaking Skills

Option	Number (N)	Percentage (%)
Yes	08	100%
No	00	0%
Total		**100%**

Participants were asked to state the strategies they employ to help their students augment their speaking abilities, answers are the following:

- "Integrating vocabulary-building activities into speaking tasks, providing feedback and error correction, integrating pronunciation practice, and using authentic materials."

- "Incorporating pair and group works, focusing on fluency, and connecting speaking activities with other language skills, such as reading and listening."

- "I design interactive activities such as role-plays, debates, discussions, and simulations to provide ample opportunities for students to practice speaking in different contexts. I model fluent and natural speech patterns, emphasizing intonation, stress, and pronunciation, to provide students with clear examples to emulate. I incorporate vocabulary-building exercises and focus on language structures relevant to spoken English, equipping students with the tools they need to express themselves effectively."

- "I make them listen to scripts and answer questions, I provide learners with the opportunity to discuss freely the topic they have been listening to."

- "Pair work and role play motivate them to talk. Freedom of choice also enhances speaking abilities."

- "Focus on weak aspects for example if they lack vocabulary, I introduce and use activities that allow them to learn more vocabulary."

- "by assigning tasks to let them talk."

- "warm-up activities, conversations."

To sum up, participants employ a variety of strategies to enhance students' speaking abilities, strategies mentioned include a focus on language elements like pronunciation, vocabulary, fluency, and comprehension. This validates the findings of question five that highlighted the emphasis placed by teachers on different language elements when teaching speaking. Moreover, other answers revolved around the use of speaking activities and providing opportunities for learners to speak in different contexts. Besides, integrating other language skills like listening and reading. This may be due to the necessity of exposure to receptive skills before productive skills. Also, teachers focus on the weaknesses of students like lack of vocabulary to design activities that can improve them. Additionally, teachers provide feedback and create a conducive atmosphere for learning speaking by providing freedom of choice in topics and discussions, working in pairs and small groups. This reveals the teachers' concerns about the students' psychological status which can hinder the learning process. By implementing these strategies, students may overcome anxiety, lack of confidence and be more motivated to speak.

Question Nine: What speaking activities do you find the most effective?

Figure 3. 6: *Teachers' Views on the Effectiveness of Speaking Activities*
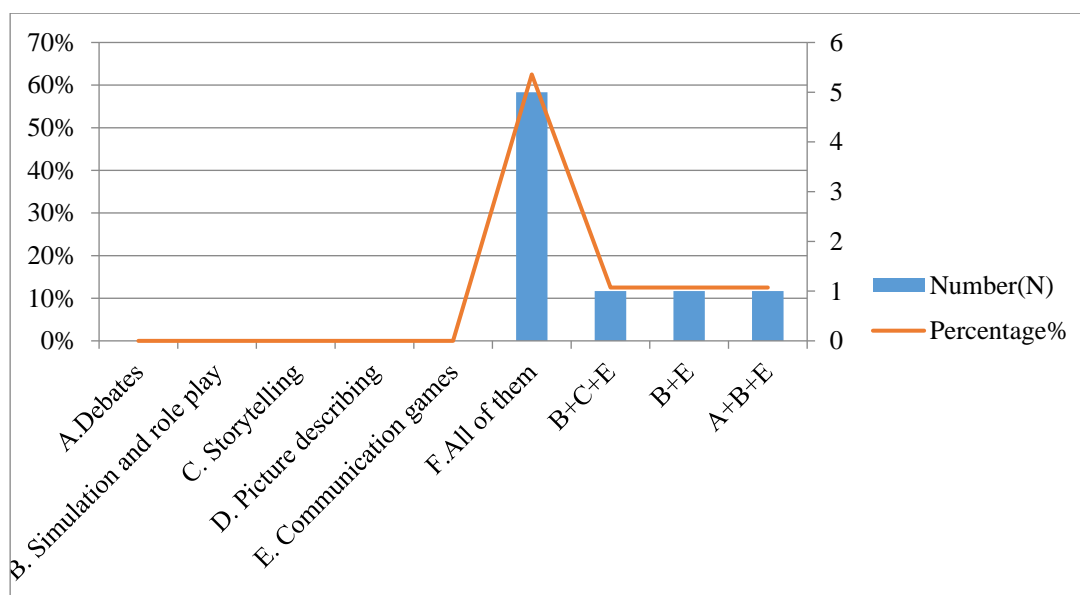
The results presented in Figure 3.6 reveal that the majority of participants (62,5%) affirmed that all speaking activities mentioned are effective for strengthening students' speaking abilities. Whereas (12,5%) asserted that simulation and role play, storytelling and communication games are the most efficient activities. Another (12,5%) chose simulation and role play, storytelling. The remaining (12,5%) opted for debates, simulation and role play, and communication games. This suggests that the larger portion of participants had a positive experience implementing these activities that are beneficial for students' speaking skills. However, some teachers appear to have preferences for particular types of activities like simulation and role-play. It may be because the latter provides students with the opportunity to participate in real-life situations, encourages creativity and stimulates their critical thinking, and reduces anxiety because it requires them to work in groups which may make them less shy or intimidated. Overall, teachers perceive speaking activities as highly effective in enhancing EFL learners' speaking skills despite some expressed preferences among these activities.

Question Ten: For what purpose do you choose this kind of activity?

This question requires participants to provide reasons for choosing speaking activities. One participant indicated that " these activities develop speaking skills, encourage communication and negotiation of meaning, shape listening skills, stimulate creativity and critical thinking, provide vocabulary practice, and create an enjoyable and engaging learning environment that helps students develop their language skills and build confidence in using English." Other mentioned reasons revolved around enriching the learners' vocabulary and fluency and maintaining students' interest, motivation, and engagement. From these answers, it can be concluded that teachers have a positive attitude toward all speaking activities with slight preferences for the benefits they offer for students speaking development.

Section Three: Audio-Visual Aids and Speaking Skills

Question Eleven: How often do you use audio-visual aids?

Figure 3. 7: *Frequency of Using AVAs*

	Rarely	Sometimes	Often	Very often	Always
Number(%)	0	2	0	5	1
Percentage(%)	0%	25%	0%	62,50%	12,50%
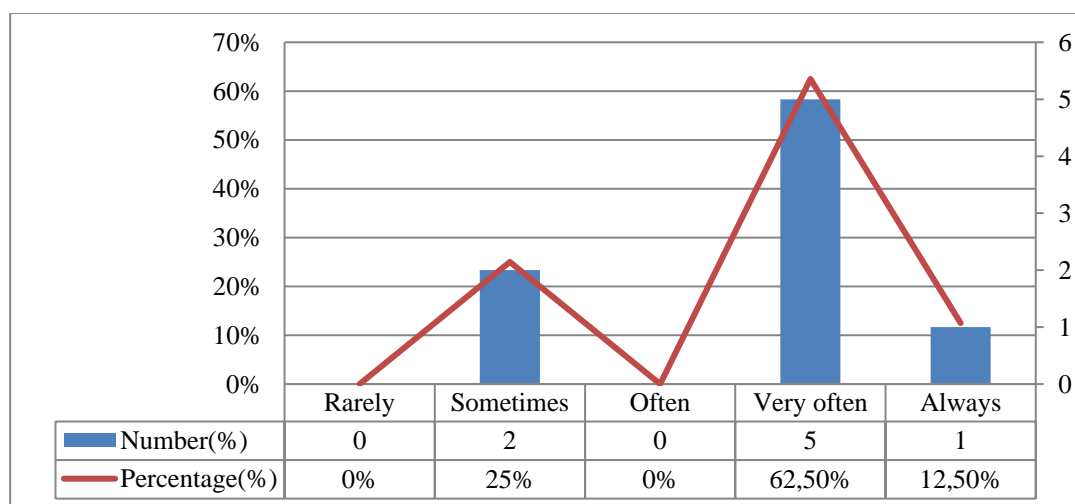
As shown in Figure 3.7, the participants were asked to provide their frequency of using audio-visual aids. As it is noticed, (62,5%) of the participants use audio-visual aids very often. This highly mirrors their reliance on these tools. Additionally, (25%) of them sometimes use audio-visual aids. The remaining (12,5%) indicated that they always use audio-visual aids,

suggesting that they find these aids crucial in their educational activities. This shows that all the teachers who took part in this study are aware of the significance of audio-visual aids.

Question Twelve: What type of audio-visual aids do you use frequently?

Figure 3. 8: *Types of Frequently Used AVAs*

	Videos	Computer	Data projectors	Audio taps	All of them	a+b+c
Number(N)	0	0	0	1	4	3
Percentage(%)	0%	0%	0%	12,50%	50%	37,50%
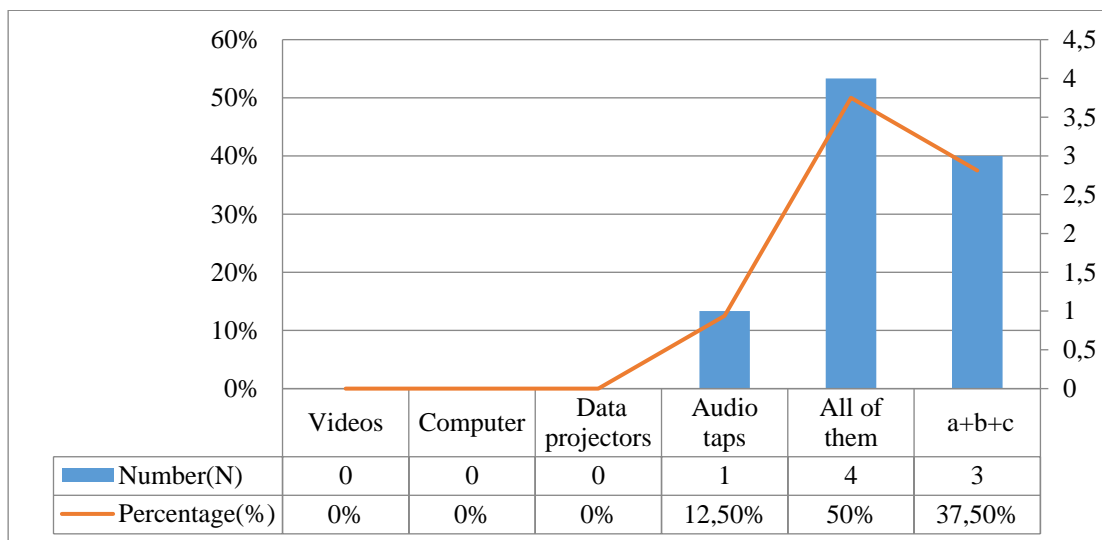
According to the results displayed in Figure 3.8, it reveals that half of the informants (50%) claimed that they use all the mentioned audio-visual aids. While (37,5%) of them affirmed that they use some of them including; videos, computers, and data projectors. The remaining (12,5%) of informants indicated that they use only audio tapes. Additionally, none of them selected other options alone. Thus, the data obtained imply that the majority of teachers use all the mentioned audio-visual aids. This question requires justifications. All teachers justified their answers by saying that:

- "They motivate the students and make them interested, also they help them increase their listening and speaking proficiency."

- "Because they help me as a teacher and learners as they motivate them and attract their attention."

- "It makes my job easier to involve my learners, and to diversify the activities."

- "Because they are available all the time, and they facilitate the work of the teaching process."

- "Because they suit my objectives in teaching speaking and listening."

- "Firstly, videos provide a visual and auditory medium that can engage students and make the learning experience more dynamic and interactive. They can present authentic language use, cultural contexts, and real-life situations, helping students develop listening comprehension skills and improve their pronunciation and intonation. Videos also offer visual cues that aid in understanding and retention of vocabulary and grammar structures. They can be used to spark discussions, promote critical thinking, and expose students to different accents and speech patterns."

- "Data projectors, on the other hand, allow teachers to display various materials, such as texts, images, and interactive activities, on a larger screen, making it easier for students to see and follow along. They enable teachers to present information in a clear and visually appealing manner."

- "The use of videos and data projectors enriches the learning experience, provides authentic language input, and facilitates the development of listening and speaking skills in students."

To summarize, all participants believe that audio-visual aids facilitate the learning and teaching process. They emphasize that these aids engage and motivate students, attract their attention, and improve their listening and speaking proficiency. Also, teachers find these tools helpful in involving students in diverse activities. Moreover, they claimed that the availability of these tools facilitates the teaching process and aligns with the objectives of teaching speaking and listening skills. Another participant believes that videos and data projectors enrich the learning process stating that videos provide authentic language, exposing students to different accents, and help in understanding vocabulary and grammar structure. He added that data

projectors provide large screens and allow them to display various materials. These justifications show that all teachers have a positive experience with the integration of audio-visual aids for effective teaching and learning processes.

Question Thirteen: Which of the four skills do audio-visual aids influence more?

Table 3. 4

Influence of AVAs on the Four Language Skills

Option	Number (N)	Percentage (%)
A.Speaking	00	0%
B.Listening	00	0%
C.Writing	00	0%
D.Reading	00	0%
A+B	05	62,5%
A+B+D	02	25%
All of them	01	12,5%
Total	**08**	**100%**

Findings from Table 3.4 show that the majority of participants (62,5%) asserted that audio-visual aids influence listening and speaking skills more. Additionally, (25%) of the participants believed that audio-visual aids influence speaking, reading, and listening skills. However, only (12,5%) indicated that audio-visual aids have an impact on the four skills. Suggesting that teachers perceive listening and speaking to be the most influenced by audio-visual aids more than the other language skills.

Teachers were asked to justify their answers, a participant who assumed listening and speaking skills to be the most influenced claimed that audio-visual aids primarily influence

speaking and listening skills more than reading and writing. Visual aids such as videos, images, and presentations provide contextual support and prompt discussions. He added that these aids not only stimulate speaking but also enhance comprehension as students decode what is presented in the visuals. Similarly, audio aids like recordings or podcasts expose students to authentic spoken language, improving listening skills as well as serving as models for pronunciation and intonation. While audio-visual aids can indirectly support reading and writing skills by providing language input, their immediate impact is more pronounced on speaking and listening due to their auditory and visual nature. Another participant with the same point of view asserted: "Reading and writing skills do not necessarily need audio-visual aids, just a book or a copy-book can be enough; whereas, listening and speaking skills need audio-visual aids to be taught". One more teacher declared: "listening to an audio tape is very important because it enhances speaking abilities. Visual aids have the impact of attracting students especially if pictures are interesting. They encourage and push students to talk." To summarize, participants ensure the significant impact of audio-visual aids directly as they provide contextual support for learners, stimulate them to talk and decode what is presented in the AVAs, in addition to exposing students to authentic language that fosters mastery of speaking and listening skills. However, this does not neglect the fact that audio-visual aids influence other language skills "reading and writing".

Furthermore, a participant proclaimed: "Audio-visual aids have a great impact on all four language skills. For speaking skills, they provide visual and auditory input, enrich discussions, and improve pronunciation and fluency. In terms of reading, audio-visual aids indirectly support comprehension by providing visual cues and context. For writing, they inspire creativity, offer models of written texts, and offer multimedia resources for research. Lastly, audio-visual aids play a major role in developing listening skills by increasing authentic language input, exposing students to different accents, and helping in comprehension through

visual cues." This perspective introduces different insights on how audio-visual aids may influence all language skills indirectly for instance providing new language input to learners that may be used in writing or explaining different concepts and cues that support their comprehension while reading.

Question Fourteen: How do you encourage students to actively interact during audio-visual-based speaking activities?

This question requires teachers to provide some strategies that they habitually use to engage students to actively interact during audio-visual-based speaking activities. Among the answers, one teacher stated that she provides them with specific time to speak about what they have understood. Another teacher, stated that he engages them in discussions around specific topics or questions related to the audio-visual material. Moreover, a respondent admitted that she employs strategies like; group discussions, role-play, and pre-prepared prompts. By engaging students in collaborative tasks and structured discussions, they interact with the material and each other, enhancing their comprehension and communication skills. These answers may imply that teachers are aware of how they can encourage students to speak during audio-visual-based speaking activities.

Question Fifteen: What are the obstacles you face with the use of audio-visual aids in teaching speaking?

Figure 3. 9: *Teachers' Views about Obstacles with the Use of AVAs*

	A. Aid ineffectiveness	B. Training needs	C. Time constraints	D. Lack of students' encouragement	E. All of them	F.A+C+D
Number(n)	0	0	2	0	1	5
Percentage%	0%	0%	25%	0%	12,50%	62,50%
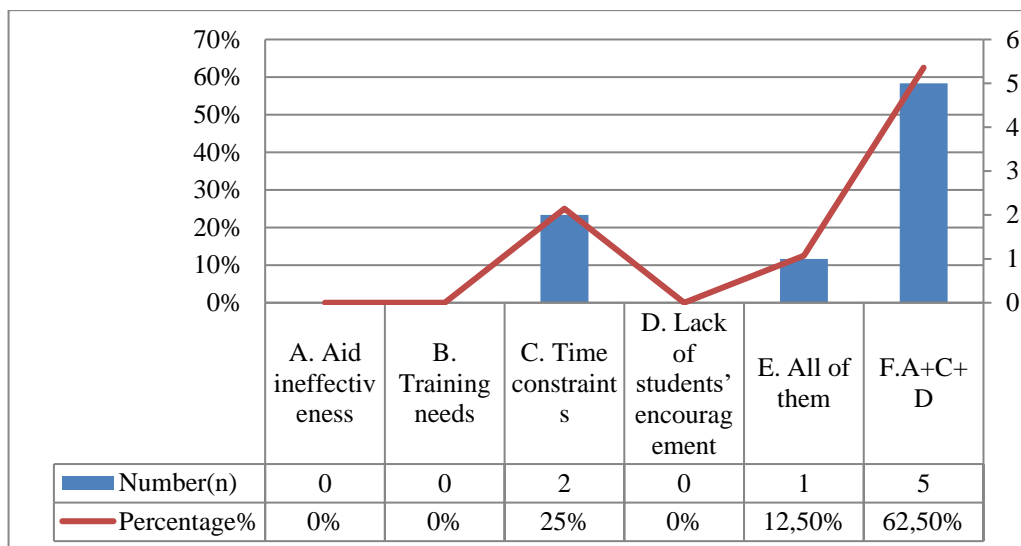
This question seeks to detect the obstacles that teachers face when using audio-visual aids in teaching speaking. Figure 3.9, clearly demonstrates that more than half of the informants (62,5%) claimed that they face more than one obstacle, they struggle with Aid ineffectiveness, Time constraints, and Lack of student encouragement. One participant added other obstacles that she struggles to bring her own laptop and sometimes speakers to use them in the classroom. However, (25%) of them indicated that Time constraints is the primary obstacle they face during the use of audio-visual aids. The remaining (12,5%) of them affirmed that they struggle with all the mentioned obstacles. The data obtained from this question show that while audio-visual aids are known for their benefits, they have some issues that may hinder their effective implementation in the classroom.

Question Sixteen: To mitigate these obstacles, What specific methods or techniques do you employ to overcome the challenges associated with using audio-visual aids?

This question requires teachers to provide the techniques or methods they employ to overcome the previously mentioned obstacles. One teacher indicated that "in order to overcome time constraints I divide time allotment between listening sessions and speaking sessions." Whereas, the other teacher, claimed that "To overcome students' lack of engagement, I employ various techniques such as selecting aids that go hand in hand with students' interests and

preferences, incorporating interactive elements, encouraging active participation, and providing opportunities for students to create their own audio-visual presentations." He also added that time constraints can be managed by strategically planning and allocating time for incorporating audio-visual aids into lessons with respect to the curriculum and promoter learning. Another teacher answered this question by saying that in order to mitigate the challenges of needing personal equipment and time constraints, she optimizes resources by utilizing available school equipment, plans lessons well in advance, and collaborates with IT support when needed. Also, she explores alternative methods such as mobile devices to minimize setup time and maximize classroom efficiency. These answers reflect teachers' efforts to effectively integrate audio-visual aids into their teaching classes from distributing the time effectively to selecting the materials carefully and exploring equipment alternatives. Indicating that teachers are willing to face all the obstacles and create solutions for the sake of effective implementation of AVAs.

Question Seventeen: Do you think audio-visual aids help students achieve better in oral expression?

Table 3. 5

Impact of AVAs on Students' Oral Expression

Option	Number (N)	Percentage (%)
Yes	08	100%
No	00	0%
Total		**100%**

As it is noticed in Table 3.5, all teachers (100%) think that audio-visual aids help students achieve better in oral expression. They claimed that "the more one listens to a foreign language produced by natives, the more he/she acquires accents, AVAs motivate their working memory. Also, they stimulate learners' engagement, model native pronunciation, and create a more dynamic environment for learning." Other participant proclaimed that audio-visual aids offer an opportunity for the learners to be exposed to the language spoken by native speakers, in addition, they raise learners' motivation to listen, imitate, and practice the language. Moreover, these aids provide visual and auditory stimuli that cater to diverse learning styles, making the learning experience more engaging and memorable. Another benefit mentioned by another teacher is that audio-visual aids play a crucial role in enhancing the development of students' speaking skills. By providing them with rich and varied language input. AVAs offer contextual cues and stimulate discussion, prompting students to articulate their thoughts and ideas more effectively. For that, these justifications highly mirror teachers' awareness of the importance of audio-visual aids in developing students' speaking skills.

Question Eighteen: How do audio-visual aids impact the development of students' speaking skills?

This question investigates teachers' perspectives on how audio-visual aids impact the development of students' speaking skills. To begin with, all the answers mirror the positive experience of teachers when implementing audio-visual aids to develop their students' speaking skills. The following are their literal responses:

- "Audio-visual aids have a positive impact on the development of students' speaking skills. These aids provide visual and auditory stimuli that engage students and make the learning process more interactive and dynamic. Through them students understand and remember concepts more effectively. They provide real-life examples, cultural contexts,

and authentic language use, which enhance students' comprehension and ability to express themselves orally. They minimize the reliance on verbal explanations by incorporating video lessons and demonstrations, allowing students to grasp topics more easily."

- "Audio-visual aids play a crucial role in enhancing the development of students' speaking skills by providing them with rich and varied language input. Visual aids offer contextual cues and stimulate discussion, prompting students to articulate their thoughts and ideas more effectively. For instance, videos or images can serve as prompts for role-plays or discussions, encouraging students to express themselves creatively."

- "Being exposed to language by native speakers enhances the learners' vocabulary, pronunciation, and self-confidence."

- "Audio-visual aids stimulate students' minds. Videos can clarify more and make information very close to students' minds."

From all the above-stated answers, it can be concluded that teachers validate the positive impact of audio-visual aids on the development of students' speaking skills. Emphasizing their benefits and the mechanism for developing speaking skills. According to the participants, AVAs engage students in speaking activities by acting as a stimulus, especially, well-selected sensory materials that attract students' attention and interest. Moreover, AVAs provide rich vocabulary, and articulate thoughts effectively. In essence, audio-visual aids directly contribute to speaking skills development.

Question Nineteen: If you have any suggestions on the subject under investigation, please feel free to share.

The answers to this question are not truly relevant to the topic under investigation. Some teachers showed interest in the topic, while others wished luck to the researcher. One participant

wrote that; in order to optimize the use of audio-visual aids in English teaching and learning speaking skills, teachers should be encouraged to apply a range of aids to accommodate diverse learning styles, rely on authentic materials for real-life language exposure, design interactive activities to actively motivate their students, encourage guided reflection to deepen understanding, and implement technology tools for seamless integration. These strategies among others certainly further the development of speaking skills and create a comfortable and attractive learning environment that stimulates student participation and eventually English language acquisition.

3.2.5. Summary of Findings from Teachers' Questionnaire

The opening section "general information" is devoted to enquiring about the participants' personal information which determined that the sample is composed of (8) teachers. The participants appear to have a considerable experience in teaching English at the university, ranging from 3 to 39 years. Moreover, they have a great experience in teaching Oral Expression, with a range from 3 to 28 years. This reveals the adequateness of choosing the study sample.

The findings of section two "Speaking Skills" cover a variety of questions about teachers' attitudes toward speaking skills". Generally, all participants encourage their students to speak by employing various strategies to create a supportive classroom environment. Also, participants were asked about the language elements they emphasize on more while teaching speaking. Half of the participants focus on all language elements while the other half was divided into small portions of teachers who prioritized different elements. However, they agreed on comprehension as the element they emphasize on when teaching speaking.

Additionally, participants agreed on the interconnectedness of listening and speaking skills, highlighting the importance of integrating listening into speaking activities. Concerning

obstacles to speaking skills, teachers identified psychological factors like anxiety, motivation, and lack of confidence as primary hindrances to speaking abilities, along with linguistic factors such as lack of vocabulary. All teachers ensured the commitment to helping students improve their speaking skills, employing various strategies that include: vocabulary-building activities, group work, and interactional activities like role plays and debates. The majority of teachers found all speaking activities mentioned to be effective in enhancing students' speaking skills, while simulation and role-play activities were particularly favored for their ability to provide real-life situations, encourage creativity, and reduce anxiety. Teachers chose these activities to develop speaking skills, stimulate critical thinking, provide vocabulary practice, create an enjoyable learning environment, and boost students' confidence in using English.

In section three, which is about "the use of audio-visual aids and speaking skills". First of all, the majority of participants claimed that they use AVAs very often, indicating their reliance on these tools for teaching speaking skills. Half of the participants claimed to use all mentioned audio-visual aids, emphasizing on videos and data projectors being the most frequently used due to their ability to attract students' attention and facilitate language teaching. Furthermore, all participants agreed that audio-visual aids help students achieve better in oral expression by the exposure to native speakers and stimulating engagement in addition to improving listening and speaking skills that the majority of teachers believe as the most influenced by audio-visual aids.

Participants were asked about the strategies they use to encourage students to interact during AVAs-based speaking activities, responses revolved around the same previous responses such as group discussion, role-play, and pre-prepared prompts. Concerning the obstacles faced by teachers in the use of audio-visual aids, they stated commonly: time constraints, aid ineffectiveness, and lack of student engagement. On the other hand, they

employ techniques to overcome these challenges, for example, strategic planning and optimizing available resources.

Consequently, teachers approved the positive impact of AVAs on the development of students' speaking skills by highlighting their countless benefits in developing language elements like pronunciation and comprehension, enhancing language skills directly and indirectly, creating a supportive and less intimidating classroom environment, and offering contextual and cultural cues and supporting many other linguistic and psychological aspects leading to the development of speaking abilities. As suggestions, teachers suggested incorporating a range of audio-visual aids to accommodate diverse learning styles, and design interactive activities to motivate students.

3.3. Students' Questionnaire

3.3.1. Description of the Students' Questionnaire

This questionnaire is essentially based on the elements discussed in the theoretical part. It is made up of 18 questions organized under three main sections, each section focuses on a particular element (Appendix B). It is a semi-structured questionnaire, mainly composed of multiple-choice questions in which participants are asked to choose the appropriate answer according to their perspectives and to justify their answer when needed. The first section is entitled "General Information". It includes three factual questions about the respondents, like the number of years of studying English, level of confidence. The first three questions are closed-ended (Q1 to Q3).

The second section, entitled "Speaking Skills" includes eight (8) questions (from Q4 to Q12). It seeks to extract the students' perceptions towards the difficulty of the four language skills, the extent of their agreement or disagreement concerning whether or not listening and speaking are interconnected. In the next question, students were asked to share their opinion about the importance of speaking skills, their frequency of practicing English outside the classroom. Then, students were required to indicate the elements of speaking they find most difficult. Also, students were asked to select the speaking activities that their teachers use in the classroom. Followed by the challenges they encounter while speaking, and the strategies they use to reduce some of these challenges.

The third section entitled "Using Audio-visual Aids," consists of seven (06) questions (from Q13 to Q18). In the multiple choices of this section, students were asked about their learning style. In the next question, they are required to share their opinion about the effectiveness of AVAs in enhancing speaking skills. In the other question, they need to state how often they their teachers use AVAs. Followed by which Audiovisual tool they find most effective for enhancing speaking skills. Next, the challenges they face the most when using audio-visual aids during their presentations. The last question, they were asked to provide their suggestions or recommendations about the topic.

3.3.2. Administration of Students' Questionnaire

This questionnaire was administered to Third-year students in two manners; hand-to-hand, and online. Questionnaires were distributed at the Department of Letters and English Language, 8 Mai 1945 University-Guelma, for two weeks, from April 28th till May 7th, 2024. During the distribution of the questionnaire, many obstacles have been raised. Some students refused to answer the questionnaire, while; others did not answer all the questions.

3.3.3. Data Analysis and Interpretation

The following section provides an analysis of the results obtained from students' Questionnaire.

Section One: General Information

Question Two: How long have you been studying English?

Figure 3. 10: *Students' Studying Experience*

	12 years	11 years	10 years
Number(N)	10	8	62
percentage%	12,50%	10%	77,50%
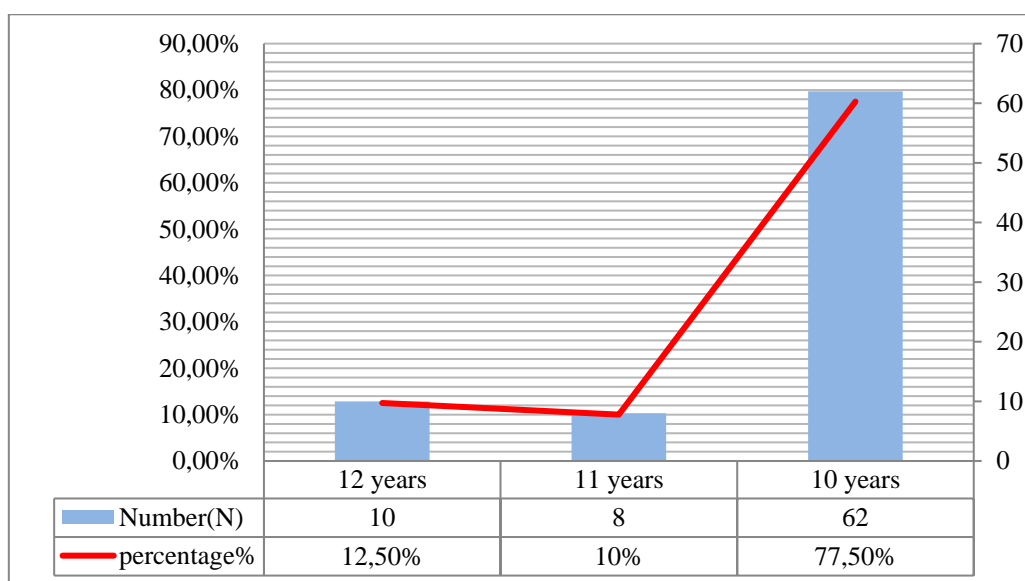
As indicated in Figure 3.10, the highest percentage (77,5%) of students in this study have been studying English for 10 years. Besides, (12,5%) of them studied English for 12 years. Further, another (10%) of them studied English for 11 years. For that, the obtained data shows that all students have been exposed to English for a considerable amount of time.

Question Two: What is your English level?

Figure 3. 11: *Students' English Level*

	Beginner	Intermediate	Advanced
Number	4	66	10
Percentage%	5%	82,50%	12,50%
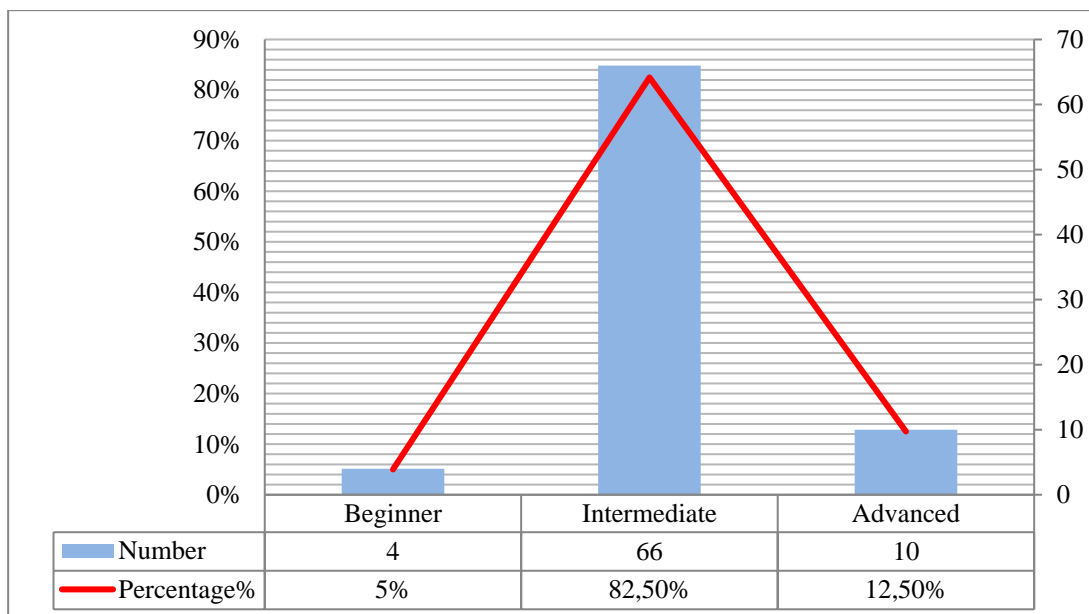
This question seeks to know students' English level. The results reported in Figure 3.11, reveal that more than half of the participants (82,5%) claimed that they are intermediate English learners, while (12,5%) of them are advanced English learners. The remaining (5%) admitted that they are still beginners. Consequently, the obtained results imply that the majority of the respondents have intermediate English level. All in all, participants who took part in this questionnaire have different levels in English.

Question Three: How confident do you feel when you speak English?

Figure 3. 12: *Students' Confidence Level while Speaking*

	Very confident	Somehow confident	Not very confident	Not confident at all
Number	15	22	26	17
Percentage%	18,75%	27,50%	32,50%	21,25%
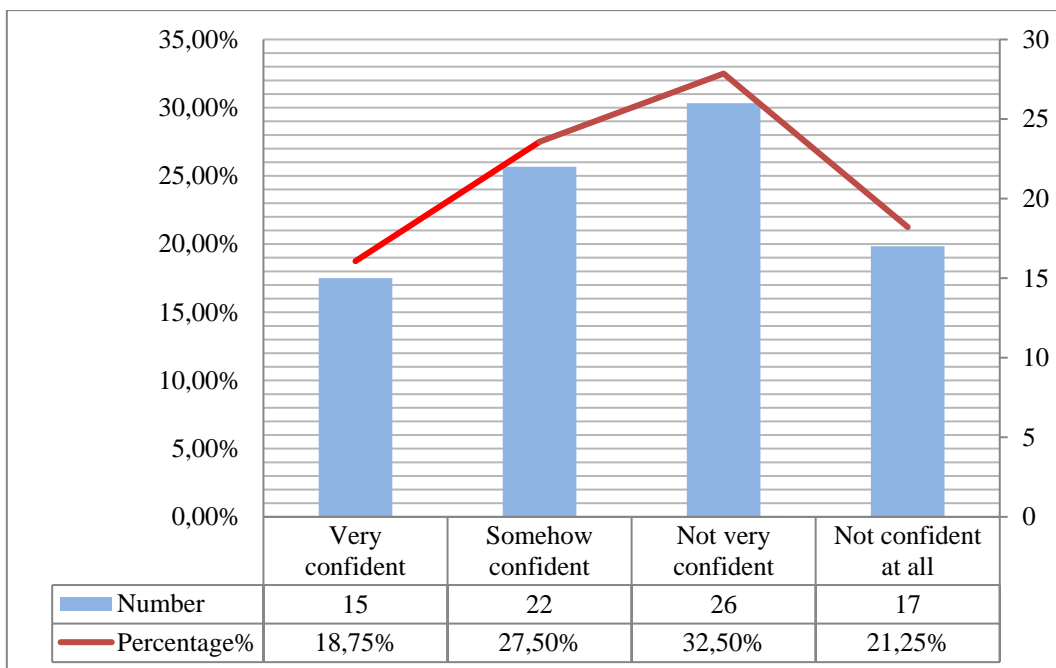
This question detects students' confidence level towards speaking English. As exhibited in Figure 3.12, (32,5%) of the informants claimed that they do not feel very confident when speaking English. While, (27,5%) of them feel somehow confident. Other (21,25%) of the informants pointed out that they do not feel confident at all when they speak English. However, the remaining (18,75%) revealed that they feel very confident when they speak English. This indicates that there is diversity in how students perceive their confidence in speaking English. This indicates that the majority of EFL students may lack confidence when speaking English or feel doubtful about their abilities. While, some of them may have a strong sense of confidence.

Section Two: Speaking Skills

Question Four: How could you rate the difficulty of each skill? (with 1 not very difficult and 5 very difficult)

Table 3. 6

Students' viewpoints about the difficulty of the four language skills

Option	1	2	3	4	5	Number(N) Percentage(%)
Speaking	0 (0%)	0 (0%)	5 (6,25%)	25(31,25%)	50(62,5%)	80 (100%)
Listening	17(21,25%)	0 (0%)	30(37,5%)	20 (25%)	13(16,25%)	80(100%)
Writing	10 (12,5%)	0 (0%)	18(22,5%)	35(43,75%)	17(21,25%)	80(100%)
Reading	0 (0%)	10(12,5%)	16 (20%)	40 (50%)	14 (17,5%)	80(100%)

As it is noticed in Table 3.6, each skill in question 8 is analyzed separately. In the respondents' response to the first skill namely speaking skills, a high percentage of participants (62,5%) claimed that speaking skill is a very difficult skill to master, while (31,25%) of them asserted they are slightly difficult. However (6,25%) perceived them as moderately difficult. Besides, (0%) goes for the other two options.

For listening skills, (37,5%) of participants indicated that listening skills are moderately difficult to master, while (25%) of them opted for slightly difficult. Additionally, (21,25%) stated they are not very difficult to master. However, the remaining (16,25%) claimed that listening skills are very difficult to master.

For writing skills, the majority of participants (43,75%) opted for 4 which means that they view writing skills as slightly difficult to master, while (22,5%)of them considered them

moderately difficult. Moreover, (21,25%) opted for very difficult, whereas the remaining (12,5%) declared that writing skills are not very difficult to master.

For reading skills, a high percentage of participants (50%) perceived reading skills as slightly difficult to master, while (17,5%) opted for very difficult to master. Additionally, (20%) claimed that reading skills are moderately difficult to master. The remaining (12,5%) asserted that reading skills are nearly difficult to master.

The data collected from this question revealed that speaking and writing appear to be the most difficult skills for the majority of students, possibly due to the active production of language and fear of being judged. While listening and reading stand as a challenging skill, it seems to be slightly difficult for other participants, possibly because they are more passive skills that require less pressure to master it.

Question Five: To what extent do you think speaking and listening skills are interconnected?

Figure 3. 13: *Students' Opinion about Relationship between Speaking and Listening*

	To a limited extent	To a moderate extent	To a good extent	To a very good extent
Number (N)	15	20	35	10
Percentage (%)	18,75%	25%	43,75%	12,50%
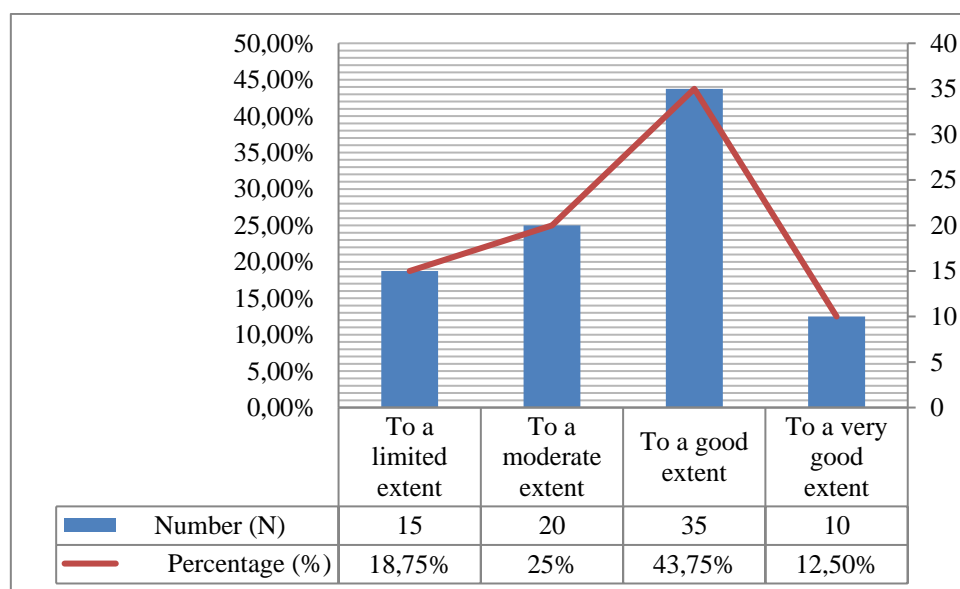
This question seeks to detect students' opinion about the relationship between speaking skills and listening skills. The results reported in Figure 3.15, have reveal that (43,75%) of

participants believe that the two skills are interconnected to a good extent, followed by (25%) who perceived them to be interconnected to a moderate extent. However, a smaller portion of participants (18,75%) claimed that to a limited extent connection between the two skills. While the remaining (12,5%) have opted for a very good extent. Consequently, the obtained results imply that the majority of the respondents believe that those two skills are interconnected. All in all, participants who took part in this questionnaire have different degrees of emphasis when it comes to the relationship between speaking and listening skills. This question requires some justification, only few students justified their answers by saying that:

- "I do not think speaking and listening skills are interconnected since there are a lot of people who can understand what people say but still not able to respond."

- "I think they are connected, because listening helps you get familiar with how some words are pronounced."

- "They are interconnected because listening skills accomplish speaking skills and help in effective communication."

- "You can't speak English if you don't listen to native pronunciation and tone."

- "If you cannot listen to others and understand what other people saying you can not answer them back."

- "When you listen a lot your mind becomes familiar with how the words are pronounced."

- "A good listener is a good speaker."

- "I do not think they relate to each other since listening is much easier than speaking, speaking needs more confidence and motivation."

Accordingly, the majority of students suggest that listening is foundational to speaking; it allows individuals to become familiar with pronunciation, intonation, and the rhythm of the words. This exposure is crucial for effective communication, as it enables learners to understand and respond appropriately in conversations. The idea that "a good listener is a good speaker" shows the belief that active listening can enhance one's speaking abilities. However, only one student suggests that listening and speaking are not related because speaking requires additional skills such as confidence and motivation. This suggestion acknowledges that while listening may be more passive and easier to practice, speaking is an active skill that demands a higher level of self-confidence and motivation. Moreover, the results conducted from this question reveal EFL students' awareness on the importance of listening as a crucial step in developing speaking skills. Thus, they also recognize that speaking involves complexities compared to listening.

Question Six: On a scale 1 to 5, how important do you think speaking skills are? (with 1 not important and 5 very important)

Table 3. 7

Students' views on the importance of speaking skills

Option	Number (N)	Percentage (%)
1	00	0%
2	00	0%
3	05	6,25%
4	10	12,5%
5	65	81,25%
Total	**80**	**100%**

According to the result displayed in Table 3.7, most participants (81,25%) claimed that speaking skills are very important. As a continuation of the question, participants were also asked to clarify their answers. Some informants reported that speaking skills allow people to actively engage with the language. Others claimed that speaking skills build confidence in using English in real-life situations such as discussions, presentations, or job interviews since English has become a global language. Finally, they find speaking skills important for meaningful conversations with others, and for succeeding in various personal and professional contexts. Whereas, (12,5%) pointed out that they find speaking skills slightly important. The remaining (6,25%) declared that speaking skills are moderately important. This result indicates that the majority of EFL students recognize the crucial role that speaking skills play.

Question Seven: How often do you practice speaking English outside the class?

Figure 3. 14: *Students' Frequency of Practicing English Speaking outside Classroom*

	Rarely	Sometimes	Often	Very often	Always
Number (N)	20	40	10	0	10
Percentage (%)	25%	50%	12,50%	0%	12,50%
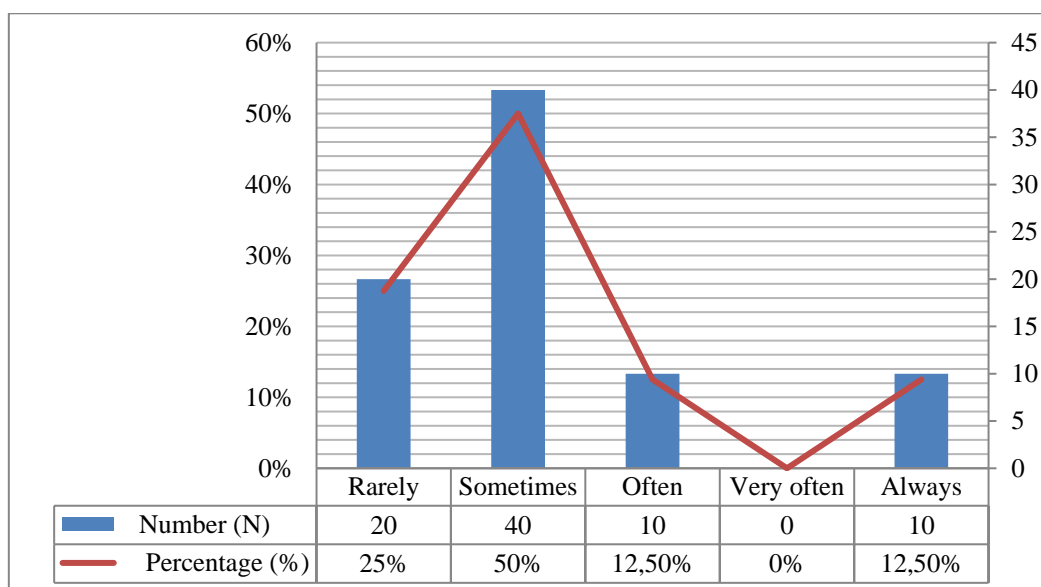
As shown in Figure 3.14, the participants were asked to provide their frequency of practicing speaking English outside the classroom. As it is noticed (50%) of respondents sometimes practice speaking English outside the classroom, this can mirror their interest towards speaking English. Another (25%) of participants rarely practice speaking English

outside the classroom. Yet, this does not neglect the fact that they at least practice speaking once they have the opportunity. By contrast to the previous answers (12,5%) of the participants, equally to another (12,5%) often and always practice speaking English outside the classroom, it can be with their friends or classmates. Overall, throughout this analysis, it is revealed that the majority of participants are interested in speaking English outside the classroom.

Question Eight: What elements of speaking English do you find most difficult?

Figure 3. 15: *Students Attitudes towards Elements of Speaking*

	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Accuracy	All of them
Number (N)	40	0	15	10	5	0	20
Percentage(%)	50%	0%	18,75%	12,50%	6,25%	0%	25%
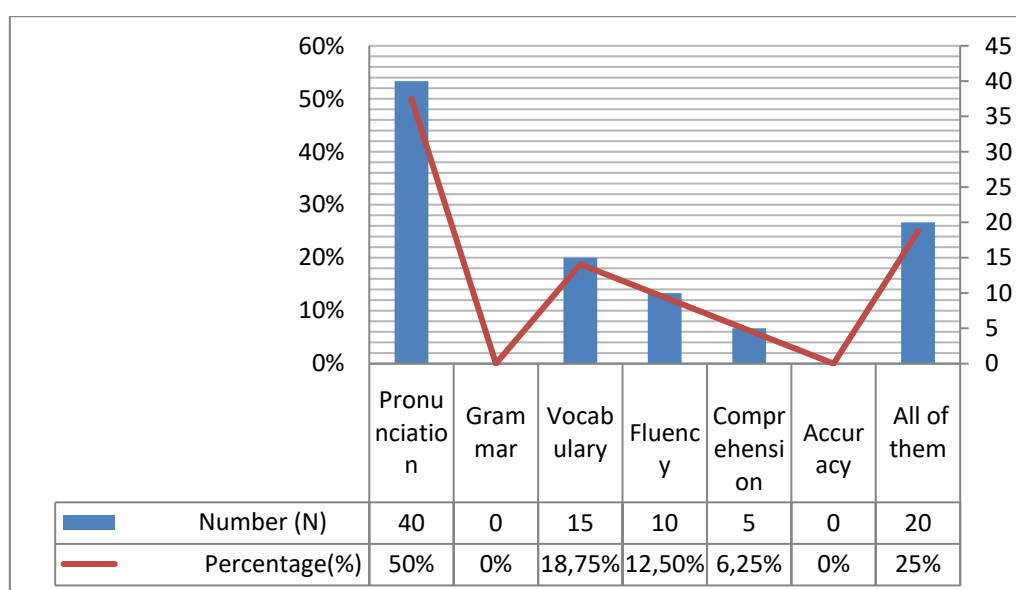
According to the findings represented in Figure 3.15, half of the participants (50%) chose pronunciation as the most difficult element of speaking English. While, (25%) of the respondents claimed that all the elements are difficult to master. besides (18,75%) of them revealed that vocabulary is the most difficult for them to master. However,(12,5%) pointed out that fluency seems to be the most challenging element, and only (6,25%) indicated that comprehension is the most difficult element. Interestingly, none of the participants chose grammar, possibly because it consists of rules they may find it easy to master. This result shows that the majority of students find the elements of speaking English a challenging task to master.

Question Nine: What are the main challenges you face the most when trying to speak English? (you can select more than one)

Table 3. 8

Students' Speaking Problems

Option	Number (N)	Percentage (%)
A	16	20%
b	0	0%
C	5	6,25%
D	0	0%
E	10	12,5%
F	0	0%
G	17	21,25%
A+c+d	12	15%
D+e+f	20	25%
Total		**100%**

This question sheds light on the challenges that students encounter when they try to speak, as shown in Table 3.8, the majority of participants (25%) appear to struggle with multiple challenges, including lack of vocabulary, lack of confidence, and fear of being judged, when they attempt to speak. Besides, (21,25%) of them reported struggling with all of the mentioned challenges. In contrast to the previous answers, (20%) of them pointed out anxiety as their primary obstacle. Moreover,(15%) of the participants revealed that anxiety, pronunciation problems, and lack of confidence are the main challenges they face when they try to speak. Other (12,5%) affirmed that they struggle with pronunciation problems. The remaining (6,25%)

selected lack of vocabulary. Interestingly, none of the participants selected option b and d alone. The results obtained from these questions reveal that the majority of students who took part in this questionnaire face some difficulties that hinder their speaking skills.

Question Ten: How often does your teacher encourage you to speak during class discussions?

Figure 3. 16*: Students Views towards the Frequency of Teachers' Encouragement*

	Rarely	Sometimes	Often	Very Often	Always
Number (N)	15	35	10	0	20
Percentage (%)	18,75%	43,75%	12,50%	0%	25%
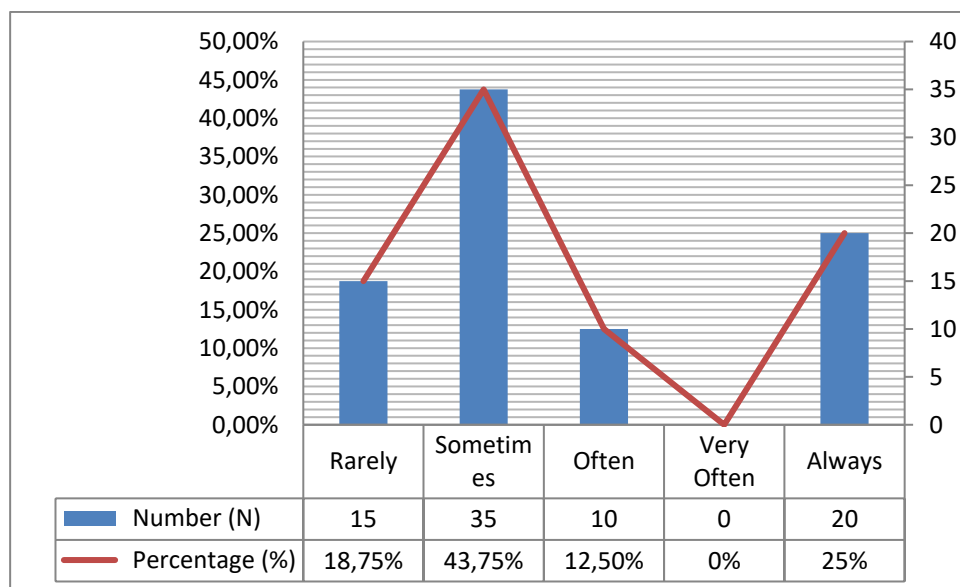
Figure 3.16, clearly demonstrates the frequency of teachers' encouragement for students during classroom discussions. It reveals that (43,75%) of participant reported that their teachers sometimes encourage them to speak during classroom discussions, particularly choosing those who do not participate or are too distracted to share their opinion on the topic being discussed. While (25%) of participants indicated that their teachers always foster an environment for active participation. Besides, (18,75%) of them feel that such encouragement is rare. The remaining (12,5%) of participants declared that their teachers often encourage them to speak during classroom discussions, This suggests that the majority of teachers promote student engagement during classroom discussions.

Question Eleven: Which one (s) of these activities does your teacher use to enhance your speaking skills? (you can select more than one)

Figure 3. 17: *Students View about Teachers' Speaking Strategies*
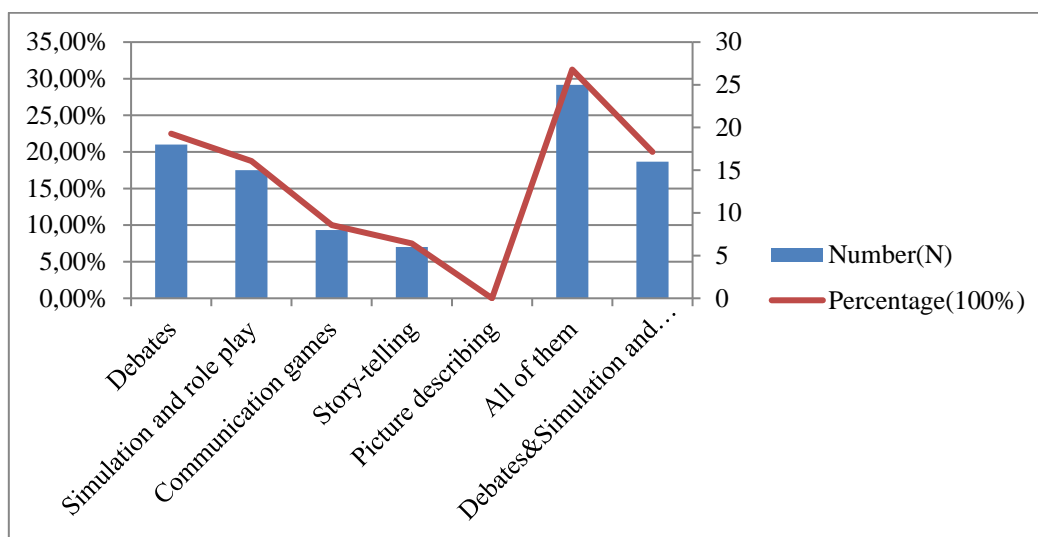
As indicated in Figure 3.17, (31,25%) of the participants affirmed that their teachers use all the mentioned activities to enhance their speaking skills, while (22,5%) of them claimed that their teachers engage in debates, (20%) of the participants indicated that their teachers use multiple strategies including; debates, simulation and role play. However, a smaller portion of them (18,75%) opted for simulation and role play. Additionally, (10%) of the participants claimed that their teachers use communication games. The remaining (7,5%) chose story-telling. the data collected from this question reveal that EFL teachers pay attention to the development of their students' speaking skills during the learning process since these activities are known for their effectiveness in encouraging students to speak.

Question Twelve: Which one of these strategies you use the most when you speak?

Figure 3. 18: *Students' Speaking Strategies*

	Improvisation	Discarding	Foreignisation	Paraphrasing	All of them
Number (N)	5	26	10	13	26
Percentage (%)	6,25%	32,50%	12,50%	16,25%	32,50%
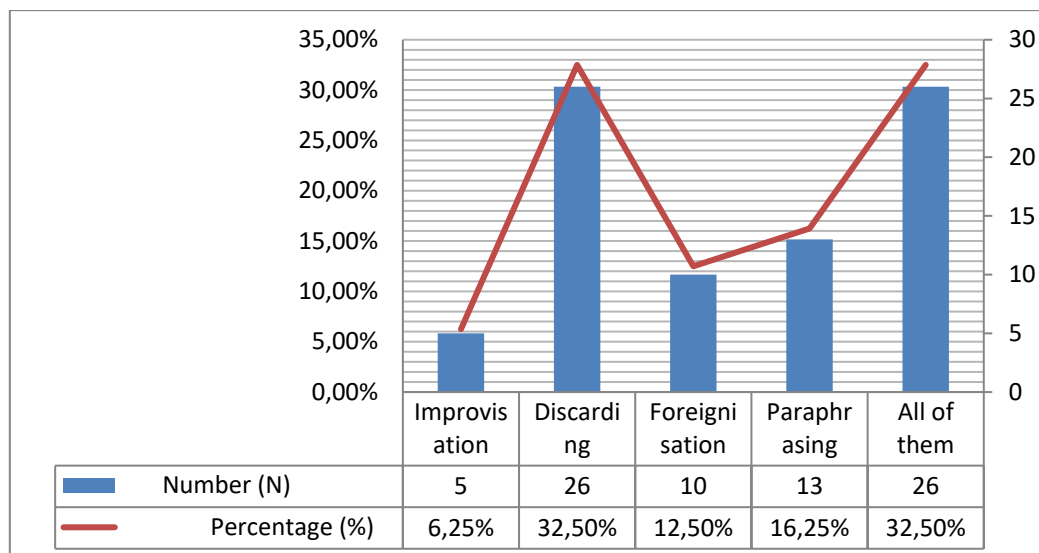
This question aims to know the students' strategies that they use when they speak. As shown in Figure 3.18, the highest percentage of students (32,5%) admitted that they apply the strategy of discarding when they speak, which means that they avoid sharing thoughts or ideas due to difficulty in finding the right words. Equally to participants who claimed that they used all the strategies. By contrast, (16,25%) of the respondents admit that they use paraphrasing, which means that they express their ideas using different words, while (12,5%) of them affirmed that they apply foreignization while they speak. They pronounce words from their native language as if they belong to a foreign language to convey meaning, and only (6,25%) of the participants affirmed that they use improvisation. Overall, the answers indicate that students are motivated to speak regardless of the challenge they encounter during their participation or conversations.

Section Three: Audio-visual Aids

Question Thirteen: What is your profile as a learner?

Figure 3. 19: *Students' learning Profile*

	Visual learner	Auditory learner	Kinaesthetic learner
Number (N)	39	31	10
Percentage(%)	48,75%	38,75%	12,50%
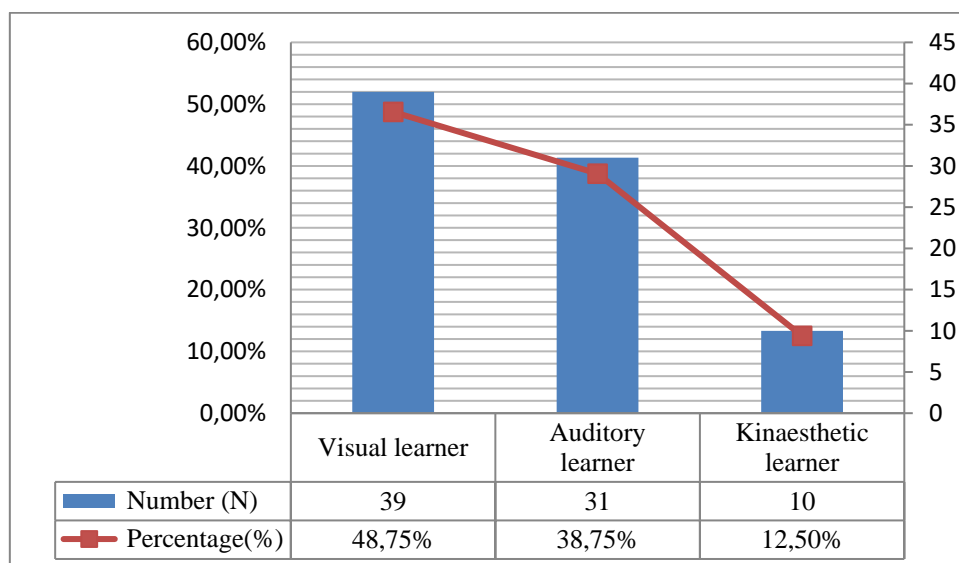
The results reported in Figure 3.19, reveal that the majority of students (48,75%) are visual learners, they pay more attention to visual representation. While (38,75%) declared that they are auditory learners, they prefer to listen to audio sounds. The remaining (12,5%) affirmed that they are kinaesthetic learners. The data collected from this question shows students' diversity of their preferred learning styles.

Question Fourteen: How often does your teacher use audio-visual aids in class?

Table 3. 9

Students Views about Teachers Frequency of Using AVAs

Option	Number (N)	Percentage(%)
Rarely	12	15%
Sometimes	37	46,25%
Often	00	0%
Very often	18	22,5%
Always	13	16,25%
Total		**100%**

The result displayed in Table 3.5, shows that the majority of participants (46,25%) affirmed that their teachers sometimes use audio-visual aids in the classroom, while (22,5%) of them claimed that their teachers use audio-visual aids very often. They claimed that their teachers use videos for each lecture to facilitate understanding. Besides (16,25%) of participants noted that their teacher always uses audio-visual aids. The remaining (15%) of them claimed that their teachers rarely use audio-visual aids. Overall, these findings indicate that there is a consistent use of audio-visual aids among teachers. This shows that teachers are aware of the importance of audio-visual aids in EFL classrooms.

Question Fifteen: Do you think audio-visual aids play a crucial role in developing speaking skills?

Table 3. 10

Students' Perception about Audio-visual Aids

Option	Number(N)	Percentage(%)
Yes	75	93,75%
No	05	6,25%
Total	**80**	**100%**

In an attempt to detect students' viewpoints about the crucial role that audio-visual aids play in developing speaking skills. Table 3.10, reveals that nearly all the informants (93,75%) think audio-visual aids play a crucial role in developing speaking skills. They claimed that "when we watch videos or listen to recordings, we get to hear how native people speak in different situations." Also, they stated that this helps to learn new words and phrases, and understand how to use them correctly. Other respondents admitted that seeing pictures or videos help them visualize the things being talked about. They also claimed that it takes less time and effort to understand language through using AVAs. Contradictory, (6,25%) of them do not think that audio-visual aids play a crucial role in developing speaking skills. The results indicate that the majority of EFL learners are aware of the effectiveness of audio-visual aids in developing speaking skills. Even though the participants who took this questionnaire have different learning styles, the majority of them agreed on the effectiveness of audio-visual aids. This confirms what has been discussed in section (2.3.1) that AVAs, by presenting information through both channels (visual-auditory) address different students' learning styles.

Question Sixteen: In your opinion which Audio visual tool (s) is most effective for enhancing speaking skills? (you can select more than one)

Table 3. 11

Students Preferable AVAs for Enhancing Speaking Skills

Option	Number(N)	Percentage(%)
A. Videos	00	0%
B. Computer	14	17,5%
C. Television	00	0%
D. Radio	10	12,5%
E. Podcast	16	20%
F. All of them	17	21,25%
G. A+C+E	23	28,75%
Total	**80**	**100%**

As pointed out in Table 3.11, the majority of students (28,75%) preferred a combination of video, television, and podcast as effective audio-visual aids that help them enhance their speaking skills. While (21,25%) of them admit that they find all of them effective for their speaking development. Another (20%) of the respondents think that podcasts are an effective tool for developing their speaking skills. Contradictory, (17,5%) of them admit that computer is more effective. Moreover, a smaller portion (12,5%) think that radio can help them in developing their speaking. The data collected from this question reveal that students agree on the effectiveness of audio-visual aids as a tool to improve their speaking skills, each student has his/her preferred audio-visual aids.

Question Seventeen: What are the challenges you face the most when using audio-visual aids during your presentations?

This question seeks to gather students' perspectives on the challenges they face the most when using audio-visual aids during their presentations. In the light of this, students were

given full freedom to state the challenges they faced instead of limiting them to a list of options. The major challenges that were mentioned by the majority of students are as follows:

- "Each time we have a presentation, we waste 15 minutes struggling to turn on the data projector, or find the remote, and sometimes we need to change the room and look for another room that has a working data projector. Also, the location of the projector makes it difficult to see the slides or videos clearly especially from back seats."

The data obtained from this question shows that the majority of students struggle with certain challenges that waste valuable presentation time and add unnecessary stress for them.

Question Eighteen: If you have any suggestions on the subject under investigation, please feel free to share.

The answers of this question are not truly relevant to the topic under investigation. The majority of participants wished luck for the researcher. While, some of them emphasized the importance of integrating audio-visual aids within the university context.

3.3.4. Summary of Results and Findings from Students' Questionnaire

This part of the study attempted to summarize the findings of the students' questionnaire after analysing them in the previous section. The first section of the questionnaire, "General Information," is devoted to enquiring about the participants' general information. Noticeably, most third-year students who took part in the questionnaire have been studying English for 10 to 12 years, and the majority of them have intermediate English levels.

The second section entitled "Speaking Skills" demonstrated that most participants declared that speaking and writing skills are more difficult to master compared to listening and reading skills. When asking students about the relationship between listening and speaking skills, the majority of them claimed that these two skills are interconnected to a good extent.

They justified their answers by saying that listening is the first step toward effective speaking. While others claimed that they are interconnected to a limited extent. This indicates that they are totally conscious about the importance of speaking English language since the first and last aim behind learning a language is to communicate appropriately. Hence, most students clearly understood that effective listening strategies can significantly enhance speaking skills.

Moreover, the majority of respondents agreed on the importance of speaking skills. Their justifications for this question confirm that speaking skills are the cornerstone of personal and professional development. Also, informants revealed that they sometimes practice speaking English outside of the classroom, while others claimed that they often practice speaking English outside of the classroom. However, informants reported that they struggle with many challenges when they try to speak, namely anxiety, lack of confidence, lack of vocabulary, and pronunciation problems.

For the frequency of teachers' encouragement of students during classroom discussion. The majority of students admitted that sometimes their teachers encourage them to speak during classroom discussions by selecting those who do not participate or are distracted. While others claimed that their teachers always encouraged them to speak. More interestingly, it was also reported by the majority of students that their teachers engage them in debates and role play. Moreover, most of the participants declared that they use all the speaking strategies equally to those who claimed that they use discarding most of the time when they speak.

In Section Three, which is about "Audio-Visual Aids and Speaking Skills," respondents had to provide their learning style. It was revealed that there is diversity in participants' learning styles. When asking them about their teachers' frequency of using AVAs, most of the respondents affirmed that their teachers sometimes use AVAs, while others reported always. Also, the majority of students claimed that audio-visual aids (AVAs) play a crucial role in

developing speaking skills. Their justification for this question confirms that AVAs facilitate the development of speaking skills; they claim that watching television or videos will help them get familiar with the correct pronunciation of words. This will make it easier for them to imitate native speakers.

Furthermore, the majority of participants viewed podcasts, videos, and television as effective AVAs for improving speaking skills. This denotes that students in the current study are conscious of the powerful role of AVAs. While talking about the challenges that students face when using AVAs during their presentations. It was revealed that students struggle with several challenges, including a lack of room and time, the inappropriate location of the data projector, and the fact that back-seat students are not able to see or hear the video during class.

Consequently, it is appropriate to conclude that audio-visual aids, according to the respondents, effectively enhance speaking skills. Simply put, this suggests that the students in the present research perceive audio-visual aids as a valuable tool for developing speaking abilities. Therefore, these results have positively answered the first part of the questions of the present research.

Pedagogical Implications

This study investigated the teachers and students' attitudes towards the role of AVAs in developing EFL learners' speaking skills. The obtained findings revealed that both teachers and students perceive AVAs as an effective teaching-learning tool that should be adopted into EFL classroom. Therefore, students' speaking skills, as an important skill in language learning, can be greatly improved through the incorporation of AVAs in classes. The study also presents a set of pedagogical implications that are detailed in the following lines. There are some implications for teachers, and some instructions for EFL learners.

For teachers:

- Teachers should create a comfortable and welcomed classroom environment for students to feel involved and motivated to learn.

- Teachers should engage students in different activities such as debates, communication games, role play, that aims at developing their speaking skills.

- Teachers should use AVAs during the learning process as crucial tools in the acquisition of the target language.

- Teachers should integrate AVAs inside the classroom to work on the development of students' speaking skills and authentic communication.

- Teachers should pay enough attention to students' needs before designing the materials.

- Teachers are expected to give a model to their students to help them recognize how the words are pronounced. It can reduce students' boredom and increase their engagement during this session.

For students:

- Students should rely on themselves and overcome the challenges they face while speaking by using AVAs such as television, podcasts, computers, and videos. These tools will provide them with the chance to observe and imitate native speakers. At the same time, they will help them increase their self-confidence since the majority of them claimed that pronunciation is the main factor that hinders their willingness to speak.

- Students should be organized and engage with teachers during AVAs sessions.

- Students should learn their suitable strategies to learn how to speak.

Limitations of the Study

Although the study was carefully prepared, it was hindered by many obstacles that the researchers were unable to control. First, the limited time, health issues, and psychological condition of the researchers created additional challenges during the conduction of this study. Second, concerning the distribution of the questionnaires for both teachers and students, some of them did not have the time to answer or bring it back, while others directly refused. Besides, a few of them did not reply immediately; due to work pressure. Finally, it was planned to collect data through classroom observation. However, due to time limitations, it was canceled.

Suggestions for Further Studies

Apart from that, as a result of accomplishing the specific objectives drawn in this study, the present researchers view other new perspectives of research. It is proposed that future researchers may opt for an experiment as a data collection tool to gather more concrete information about the role of audio-visual aids in enhancing students' speaking skills.

Conclusion

This practical chapter is based on the analysis of data from teachers and students' questionnaires. Which were used to gather the participants' opinions and attitudes towards the role of AVAs in enhancing EFL learners' speaking skills. Their responses to the questionnaire, have helped the researchers to answer the previously raised research questions and to reach the end of this study. Based on the obtained data, it was confirmed that both teachers and students have a positive attitude towards the use of AVAs inside classrooms. More interestingly, both of them agreed on the significant role that AVAs play in enhancing EFL learners' speaking skills.

General Conclusion

The present study has discussed the potential of developing students' speaking skills through the use of audio-visual aids. Therefore, the aim of this dissertation is to find an answer to the research questions in order to explore the perspectives of both teachers and students regarding the impact of AVAs on the EFL students' speaking skills, especially at the Department of English, University of 8 Mai 1945, Guelma. In this respect, the current study shows that both teachers and students have positive attitudes towards the use of audio-visual aids in developing speaking skills. Both of them are completely aware of the significance of audio-visual aids in helping students to become better speakers of the language. Besides, this study emphasized the need for classroom speaking activities, which enable the researcher to be aware of everyday practices for the sake of developing speaking skills. More to the point, to answer the research questions the researchers opted for the descriptive-qualitative method, which includes two questionnaires conducted at the English Department at the University of Guelma 8 Mai 1945; to gather the needed data.

Additionally, this dissertation is divided into two main parts, the first one is theoretical, while the second one is practical. For theoretical part, it consists of two chapters. The first chapter sheds light on the theoretical knowledge about speaking skills. It is devoted to provide a comprehensive overview that covers various aspects of speaking skills, challenges that students struggle with during their speaking and require teachers with several classroom speaking activities that aim at motivating students to speak. Lastly, students applied speaking strategies. Further, the second chapter is the theoretical knowledge about audio-visual aids. Including; definitions, importance, and theories that support the use of audio-visual aids, along with the importance of appropriate selection of these aids and their obstacles. Lastly, this chapter ends with an overview of related studies. The third chapter focuses on the practical part

of the study which tackles the analysis and interpretation of results. Besides, it contains two parts, the first portion is devoted to displaying results and analyzing data gathered from the teachers' questionnaire. While the second portion is for the analysis and interpretation of students' questionnaire.

To conclude, the deduced results from the analysis of both teachers' and students' questionnaires enabled the researcher to provide a number of conclusive interpretations in relation to the aforementioned research questions. Firstly, the obtained findings show that both teachers and learners have positive views towards the use of audio-visual aids in EFL classrooms. Secondly, EFL teachers and learners perceive audio-visual aids as a valuable tool in developing not only speaking skills but also promoting the teaching and learning process.

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APPENDICES

(Appendix A)

Teachers' Questionnaire

Investigating the Role of Audio-Visual Aids in Enhancing EFL Learners Speaking Skills

Dear Teachers,

This questionnaire is designed to collect useful information for the practical part of a master's dissertation at Guelma University, Department of Letters and English Language. It aims to investigate your perspectives on the role of audio-visual aids in enhancing EFL learners speaking skills. You are kindly asked to tick the choice that corresponds to your answer and specify your answer when needed. We assure you that your answers will be treated with great confidentiality and care.

Thank you for your cooperation.

Ms. Saidia Chams

Ms. Chadi Lina

Master II Students

Department of English

Faculty of Letters and Languages

2024

Section One: General Information

Q1. How long have you been teaching English at the University?

………………years

Q2. How long have you been teaching Oral Expression?

………………years

Section Two: Speaking Skills

Q3. How do you consider your students' speaking abilities?

a. Very good

b. Good

c. Average

d. Limited

e. Very limited

Q4. Do you encourage your students to speak ?

a. Yes   b. No

If yes, please specify

……...

……...

Q5. When teaching speaking, on what element (s) do you emphasize?

a. Vocabulary

b. Pronunciation ☐

c. Grammar ☐

d. Fluency ☐

e. Comprehension ☐

f. All of the above ☐

Why do you emphasize on such element? ....

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

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

Q6. Do you think that there is a relationship between listening and speaking?

a.   Yes ☐   b.No ☐

Justify please …………………………………………………………………………………………

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

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

Q7. What factor (s) do you believe hinder your student's speaking skills? (you can select more

than one option)

a. Anxiety ☐

b. Lack of vocabulary ☐

c. Pronunciation problems ☐

d. Lack of Motivation ☐

e. Lack of confidence ☐

Other (s) please specify ………………………………………………………………………………….

………

Q8. Do you try to help your students improve their speaking abilities?

    a. Yes   ☐   b. No   ☐

If yes what strategies do you employ to do so? ....

………

Q9.What speaking activities do you find the most effective?

    a. Debates   ☐

    b. Simulation and role play   ☐

    c. Storytelling   ☐

    d. Picture describing   ☐

    e. Communication games   ☐

If other (s) please specify

………...

Q10. For what purpose do you choose this kind of activities?

………

………

Section Three: Audio-visual Aids and Speaking Skills

Q11. How often do you use any audio-visual aids?

a. Rarely ☐

b. Sometimes ☐

c. Often ☐

d. Very often ☐

e. Always ☐

Q12. What type of Audio-visual aids do you use frequently?

a. Videos ☐

b. Computer ☐

c. Tv ☐

d. Data projectors ☐

e. Audio tapes ☐

If other (s) please specify

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

Why do you choose this material (s)?

……………………………………………………………………………………

……………………………………………………………………………………

Q13. Which of the four skills do audio-visual aids influence more?

a. speaking skills ☐   c. writing skills ☐

b. reading skills ☐   d. listening skills ☐

Justify please

…………………………………………………………………………………..

……

……

Q14. How do you encourage students to actively interact during audiovisual-based speaking activities?

……

……

……

Q15. What are the obstacles you face with the use of audio-visual aids in teaching speaking?

a. Aid ineffectiveness ☐

b. Financial restrictions ☐

c. Training needs ☐

d. Time constraints ☐

e. Lack of student engagement ☐

If other(s) specify please …………………………………………………………………………..

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

Q16. To mitigate these obstacles, What specific methods or techniques do you employ to overcome the challenges associated with using audio-visual aids?

……

……

……

……

Q17. Do you think audio-visual aids help students achieve better in oral expression classes?

a. Yes ☐   b. No ☐

justify, please

……

……

Q18. How do audio-visual aids impact the development of students' speaking skills?

……

……

Q19. If you have any suggestions on the subject under investigation, please feel free to share.

……

……

Thank you for your cooperation.

Students' Questionnaire

Investigating the Role of Audio-Visual Aids in Enhancing EFL Learners' Speaking Skills

Dear Students,

You are kindly asked to answer this questionnaire which is part of a Master's dissertation research. This questionnaire is designed to collect useful information for research work conducted at the Department of Letters and English Language at Guelma University. It aims at exploring your views about the role of audio-visual aids in enhancing EFL learners' speaking skills. We assure you that your answers will be treated with a great confidentiality and care and we will be grateful for your participation. Your collaboration will help us in gathering the needed information for the study. Guidelines: Please, place a check mark (✓) in the appropriate box (ex) and give full answer (s) whenever necessary.

Thank you for your cooperation.

Ms. Saidia Chams

Ms. Chadi Lina

Master II Students

Department of English

Faculty of Letters and Languages

2024

Section One: General Information

Q1. How long have you been studying English?

………………… Years

Q2. What is your English level?

a. Beginner ☐

b. Intermediate ☐

c. Advanced ☐

Q3. How confident do you feel when you speak English?

a. Very confident ☐

b. Somehow confident ☐

c. Not very confident ☐

d. Not confident at All ☐

Section Two: Speaking Skills

**Q4**. How could you rate the difficulty of each skill? (With 1 not very difficult and 5 very difficult)

a) Speaking skills

Not very difficult   1 ☐   2 ☐   3 ☐   4 ☐   5 ☐   Very difficult

b) Listening skills

Not very difficult   1 ☐   2 ☐   3 ☐   4 ☐   5 ☐   Very difficult

c) Reading skills

Not very difficult   1   2   **3**   4   5   Very difficult

☐   ☐   ☐   ☐   ☐

d) Writing skills

Not very difficult   1   2   3   4   5   Very difficult

☐   ☐   ☐   ☐   ☐

Q5. To what extent do you think speaking and listening skills are interconnected?

a.   To a limited extent   ☐

b.   To a moderate extent   ☐

c.   To a good extent   ☐

d.   To a very good extent   ☐

please justify……………………………………………………………………………………

……………………………………………………………………………………………..

Q6. On a scale 1 to 5, how important do you think speaking skills are? (with 1 not important

and 5 very important)

Not important   1   2   3   4   5   Very important

☐   ☐   ☐   ☐   ☐

Justify please……………………………………………………………………………………

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

……………………………………………………………………………………………..

Q7. How often do you practice speaking English outside the class ?

a. Rarely   ☐

b. Sometimes ☐

c. Often   ☐

d. Very often ☐

e. Always ☐

Q8. What elements of speaking English do you find most difficult?

    a. Pronunciation ☐

    b. Grammar ☐

    c. Vocabulary ☐

    d. Fluency ☐

    e. Comprehension ☐

    f. Accuracy ☐

    g. All of them ☐

Q9. What are the main challenges you face the most when trying to speak English?

    a. Anxiety ☐

    b. Lack of motivation ☐

    c. Lack of confidence ☐

    d. Lake of vocabulary ☐

    e. Pronunciation problems ☐

    f. Fear of being judged ☐

    g. All of the above ☐

If others, specify please:…………………………………………………………………

Q10. How often does your teacher encourage you to speak during class discussions?

    a. Rarely ☐

    b. Sometimes ☐

    c. Often ☐

d. Very often ☐

e. Always ☐

Justify, please…………………………………………………………………………………...

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Q11. Which one (s) of these activities does your teacher use to enhance your speaking skills?

a. Debates ☐

b. Stimulation and role play ☐

c. Communicative games ☐

d. story-telling ☐

e . Picture describing ☐

f. All of them ☐

If others, please specify……………………………………………………………………

Q12. Which one of these strategies you use the most when you speak?


Definition of Terms

Harmer (2001) proposed four strategies that most learners use when they speak.
Improvisation: Speakers replace words with the first thing that comes to their mind to convey meaning, even if it is not always correct.
Discarding: avoid sharing thoughts or ideas due to difficulty in finding the right words.
**Foreignisation:** Pronouncing a word from one's native language as if it belongs to a foreign language to convey meaning.
Paraphrasing: Expressing an idea using different words or phrases to convey a similar meaning, enhancing coherence in conversation.

---

a. Improvisation ☐

b. Discarding ☐

c. Foreignization ☐

d. Paraphrasing ☐

e. All of them ☐

Section Three: Audio- visual Aids and Speaking Skills

Q13. What is your profile as a learner?

a. Visual learner ☐

b. Auditory learner ☐

c. Kinaesthetic learner ☐

Q14. How often does your teacher use audio-visual aids in class?

a. Rarely ☐

b. Sometimes ☐

c. Often ☐

d. Very often ☐

e. Always ☐

If she/ he does, illustrate please…………………………………………………………………

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

Q15. Do you think that audio-visual aids play a crucial role in developing speaking skills?

a. Yes ☐ No ☐

Justify, please………………………………………………………………………………

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

Q16. In your opinion which Audio-visual tool (s) is most effective for enhancing speaking skills? (you can select more than one)

a. Videos ☐

b. Computer ☐

c. TV ☐

d. Radio ☐

e. podcast ☐

f. All of them ☐

Q17. What are the challenges you face the most when using audio-visual aids during your presentations?

………………………………………………………………………………………………

………………………………………………………………………………………………

Q18. If you have any suggestions on the subject under investigation, please feel free to share.

………………………………………………………………………………………………

……………………………………………………………………………………………….

Thank you for your cooperation

Résumé

La présente étude tente d'étudier les attitudes des enseignants et des apprenants d'EFL à l'égard du rôle des aides audiovisuelles dans l'amélioration des compétences orales des apprenants d'EFL. D'une manière générale, la plupart des étudiants en anglais rencontrent des difficultés dans l'apprentissage de l'anglais comme langue étrangère et sont notamment incapables de s'exprimer correctement. En conséquence, pour répondre à la question principale de la recherche et approfondir les perspectives des enseignants et des étudiants concernant l'incorporation d'aides audiovisuelles pour améliorer les compétences orales, deux questionnaires ont été administrés aux enseignants d'expression orale et aux étudiants de troisième année. Ainsi, quatre-vingts étudiants de troisième année et huit professeurs du Département d'anglais de l'Université du 8 mai 1945-Guelma ont été sélectionnés au hasard pour l'année universitaire 2023-2024. Les données collectées ont été analysées selon une méthode descriptive-quantitative. Les résultats obtenus ont démontré que les enseignants et les étudiants ont une attitude positive à l'égard de l'utilisation des aides audiovisuelles comme outil pédagogique important pour améliorer les compétences orales. Par conséquent, l'intégration d'aides audiovisuelles dans les classes d'EFL est une bonne opportunité pour les apprenants de développer leurs compétences orales et pour les enseignants de faciliter le processus d'enseignement. Enfin, cette étude suggère certaines implications pédagogiques tant pour les enseignants que pour les apprenants.

Mots clés : Expression orale, Aides audiovisuelles, Professeurs d'expression orale, Apprentis EFL, Troisième année, Université 8 Mai 1945-Guelma.

الملخص

تسعى الدراسة الحالية استكشاف اتجاهات معلمي ومتعلمي اللغة الإنجليزية كلغة أجنبية نحو دور الوسائل السمعية والبصرية في تعزيز مهارات التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية. بشكل عام، يواجه معظم طلاب اللغة الإنجليزية صعوبات في تعلم اللغة الإنجليزية كلغة أجنبية وخاصة أنهم غير قادرين على التحدث بشكل مناسب. وبناء على ذلك، وللإجابة على السؤال الرئيسي للبحث والتعمق في وجهات نظر كل من المعلمين والطلاب فيما يتعلق بدمج الوسائل السمعية والبصرية لتحسين مهارات التحدث، تم إجراء استبيانين لكل من معلمي التعبير الشفهي وطلاب السنة الثالثة. وهكذا تم اختيار ثمانين طالبا من طلاب السنة الثالثة وثمانية أساتذة من قسم اللغة الإنجليزية بجامعة 8 ماي 1945 ـ قالمة بشكل عشوائي للعام الدراسي 2023-2024. وقد تم تحليل البيانات التي تم جمعها باستخدام الطريقة الوصفية الكمية. أظهرت النتائج التي تم الحصول عليها أن كلا من المعلمين والطلاب لديهم اتجاه إيجابي نحو استخدام الوسائل السمعية والبصرية كأداة تعليمية هامة لتعزيز مهارات التحدث. وبالتالي، يعد دمج الوسائل السمعية والبصرية في فصول اللغة الإنجليزية كلغة أجنبية فرصة جيدة للمتعلمين لتطوير مهارات التحدث لديهم وللمعلمين لتسهيل عملية التدريس. وأخيرا، اقترحت هذه الدراسة بعض الآثار التربوية لكل من المعلمين والمتعلمين.

الكلمات المفتاحية: مهارات التحدث، الوسائل السمعية والبصرية، أساتذة التعبير الشفهي، متعلمي اللغة الإنجليزية كلغة أجنبية، السنة الثالثة، جامعة 8 ماي 1945 ـ قالمة.