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**EFL Learners' Perceptions about the Use of Audio-Visual Aids
in Teaching the Speaking Skill**

The Case of 2nd Year Students of English at MUC

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

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Dedication

*Above all, we thank Allah the Almighty for the strength and patience he has given us to
accomplish this work*

In the name of God, the Most Merciful, the Most compassionate

All the Praise is due to Allah, the Sustainer of all the worlds

This dissertation is dedicated to all of our dearest family and friends who have supported us
through times of need.

Thank you for always being our greatest cheerleader, parents. You have been there every step
of the way, giving direction, support, and unconditional love, from the moment we were born
until we indicated an interest in pursuing further education. Your continuous support has
given us the courage to follow our ambitions, and we will be eternally thankful for the
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Abstract

The primary aim for EFL learners is to be able to speak English which enables them to express themselves and communicate effectively because English is considered as the first spoken language. The technological revolution has touched every field of life without any exception including the educational field, which leads to exploit it in teaching. Therefore, this research is held for the purpose of investigating EFL learners' perceptions about the use of audiovisual aids in teaching speaking. In other words, it is conducted to answer the three research questions: (1) What are the obstacles that the learners face in using the AVA? (2) How do the audio-visual aids develop the learners' speaking skills? (3) Are the AVA useful for both auditory and visual learners? From this point, a questionnaire was addressed to forty second year EFL students at MUC to investigate how students perceive the use of AVA in learning the speaking skill. The study examines the impact of audiovisual aids on learners' speaking skills, including their preferences, challenges, and suggestions. The findings indicate that learners positively perceive the use of audiovisual aids in learning the speaking skill, which achieves the study's main objective.

Keywords: Teaching speaking; learners' perceptions; audiovisual aids.

List of Abbreviation

AVA	Audio-Visual Aids
CALL	Computer Assisted Language Learning
CBI	Content-Based Instruction
CLT	Communicative Language Teaching
ICT	Information and Communication Technology
MUC	Mila University Center
PPT	PowerPoint
TBLT	Task-Based Language Teaching

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General Introduction

1. Background to the Study

In the last decades, English has spread around the world and has become the first language because it is used by people from different countries to interact with each other. Many people are trying to learn English as a foreign language for many purposes. The main objective of speaking English is to communicate. To achieve his aim the person needs to have the ability to speak fluently.

According to Brown (2007), many language learners may encounter challenges in speaking a foreign language due to various factors, such as the interference of their mother tongue, insufficient practice time, limited vocabulary, and lack of confidence or anxiety.

Recently, teachers have started to apply technology in their methods and strategies to teach the learners and give them feedback. AVA (Audio-Visual Aids) has been introduced to improve the quality of teaching and learning. The purpose of using audio-visual materials is to make learners interested in the lesson, to gain time, and to simulate the students. Many types of these aids are available like TV, internet, applications, and computers.

2. Statement of the Problem

English is the most spoken language in the world today, it is an educational destination for many students recently. With the technological development in the world that has been exploited in various fields; including teaching languages, students have relied on AVA during their learning process in improving and developing skills, especially the speaking skill. On the other hand, there are some obstacles facing the learner when using AVA. Another question remains whether they are useful for both auditory and visual learners or not.

3. Aims of the Study

This study aims to investigate the students' perceptions about the use of audiovisual aids in improving learners' speaking skills. The study will identify the obstacles that learners face when using audiovisual aids and explore ways to overcome them. Additionally, the study will explore how audiovisual aids can enhance learners' speaking skills by providing models of correct pronunciation, intonation, and fluency, as well as by encouraging learners to practice speaking and listening in meaningful contexts. The dissertation will also investigate whether audiovisual aids are useful for both auditory and visual learners, and how educators can overcome any obstacles to optimize the benefits of audiovisual aids for all learners. Ultimately, this research aims to contribute to a deeper understanding of how audiovisual aids can be used to support the development of learners' speaking skills and to provide practical recommendations for educators.

4. Research Questions

This study seeks to answer the three main research questions that are listed as follows:

- 1) What are the obstacles that the learners face in using audiovisual aids?
- 2) How do the audiovisual aids develop the learners' speaking skills?
- 3) Are audiovisual aids useful for both auditory and visual learners?

5. Tools

In order to answer the questions of this study and achieve its objective, data needs to be collected. This study is both quantitative and qualitative in nature. It relies on two research tools: the questionnaire and the interview.

Since this dissertation is concerned with the EFL learners' perceptions, second-year bachelor students of English at MUC were selected (40) students sample. The chosen target population was selected because:

- Second-year students have more experience than first-year students (novice).

6. Structure of the Dissertation

This dissertation is divided into two main chapters in addition to the general introduction that includes the background to the study, a statement of the problem, along with the aims, and questions, ending with the tools used to conduct this research, and the structure of the dissertation. The first chapter is the theoretical part, it contains two sections that deal with two different variants: teaching speaking and audiovisual aids. And a Practical Part contains only one section which deals with the Field Work and data analysis.

The first section covers teaching speaking, starting with the definition of the speaking skill, its components, the relation between speaking and listening and its importance, and a brief overview of teaching speaking, it represents the approaches to teaching speaking, teachers' different roles in teaching speaking, evaluation, and assessment of speaking skill, in addition to the importance of technology in teaching speaking skill. The second section deals with the educational audiovisual aids which covers audiovisual aids Vs. information and communication technology, an overview, definition, characteristics ,criteria for selecting these materials, and types, as well as the objectives, advantages and the obstacles of using of audiovisual aids. While the second chapter is devoted to the fieldwork and data analysis, it is devoted to the interpretations and discussions of the students' questionnaires in addition to some suggestions and recommendations.

Chapter one: Theoretical Part

Section One: Teaching Speaking

Introduction

Humans are social by nature, they live within communities. In order to communicate with each other; they used different ways such as verbal and non-verbal expressions, and creating a language was the efficient way that enable them to communicate through. However, creating a language will enable them to communicate in different ways whether they speak that language or write it. While writing requires papers, pens, stones, or anything that help them to write according to the era, speaking doesn't require materials to produce it except their organs (mouth). As a consequence, they discovered that speaking is the greatest and simplest way to communicate with people in a language. With the curiosity of human beings that leads them to discover and learn new things, they thought in things that enable them to pass that knowledge to their next generation trough teaching, and teaching speaking is not an exception.

This section of chapter one covers the process of teaching speaking. Starting from the definition of speaking its components, importance, and relationship between speaking and listening. Moreover, it includes a brief overview of teaching speaking, its approaches, teacher's different roles, and assessment and evaluation of teaching speaking ending with the importance of technology in teaching speaking.

1.1. Definition of the Speaking Skill

Language is a tool of communication that enables human beings to express their thoughts, emotions, feelings, and ideas and share them with others. There are four macro skills in language learning which can be categorized into two main categories: productive skills which are speaking and writing, and receptive skills which are listening and reading. According to Bueno, Madrid, and McLaren (2006, as cited in Govindasamy, 2020) the

speaking skill is considered the major skill to be developed to learn a foreign language, it allows to communicate effectively.

Chaney (1998) defined speaking as the process of building and sharing meaning across a range of contexts by using both verbal and non-verbal symbols. In other words, Speaking is an essential component of teaching and learning a foreign language, despite its significance, teaching speaking has long been devalued by English language teachers, who have instead focused on having students repeat drills or memorize dialogues. The objective of teaching speaking should instead be to help students become better communicators since only through improving their communicative skills students will be able to express themselves and share their thoughts and ideas in a better way, and learn how to follow and respect the sociocultural norms that apply to each communicative situation.

In short, the speaking skill is a critical aspect of language learning that enables human beings to communicate and express themselves effectively. For most learners, speaking is the most important one to be learned and mastered because it allows them to produce language and interact with others.

1.2. Components of the Speaking Skill

According to Brown and Yule (1983), the components of speaking skill can be broadly categorized into four main areas:

1.2.1. Accuracy

It involves the correct use of pronunciation, vocabulary, and grammar in spoken language; these components are important because they allow the speaker to convey their message clearly and accurately.

1.2.1.1.Pronunciation. According to Celce-Murcia (1996) , accurate pronunciation involves the use of appropriate stress , rhythm, intonation ,and phrasing in speech. Pronunciation refers to the production of sounds and stress patterns that are easily understandable to others.

1.2.1.2.Vocabulary. According to Nation (2001), vocabulary refers to the knowledge of words and their meaning; the lack of vocabulary would prevent the learners from communicating and expressing themselves effectively.

1.2.1.3.Grammar. Chomsky (1957) defines grammar as a system of principles, conditions, and rules that are used by the human mind to generate and understand sentences in a language. As grammar plays a major role in learning a foreign language and developing the speaking skill, mastering grammar is essential for effective communication, as it enables speakers to convey their intended meaning clearly and accurately (Larson-Freeman & Aderson, 2011, As cited in Ida Puji Lestari et al., 2021).

1.2.2.Fluency

Fluency has been studied by a number of researchers, including Bygate (1987) and Skehan (2009). According to Bygate (1987) fluency is the ability to produce language effortlessly and easily with minimal hesitation or interruption. A fluent speaker can produce words easily during a discussion without pause that might lead to ineffective communication. Fluency is important for developing and establishing an effective communication through speaking.

1.2.3.Comprehensibility

According to Canale and Swain (1980), the ability of speakers to grasp what they hear or read is referred to as comprehension. Other researchers such as Gass and Varonis (1984) claim that comprehension involves both linguistic and non-linguistic cues, including body

language, intonation and context. A comprehensible speaker is able to understand the hidden meaning and adapt his language use based on the requirements and expectations of the listener.

1.2.4.Content

Content in general can refer to the topics and ideas that are encoded in the linguistic message (Richards & Schmidt, 2014). In the other hand, Nunan (1989) has written extensively about the importance of content in speaking skills. According to him, Content refers to the ability to produce a message which is relevant to situation and can achieve effective communication. A speaker with suitable content can successfully use language to get his point through and get the reaction he wants from the listener.

1.3. The Importance of the Speaking Skill

Humans are social by nature; they need to communicate with each other, expressing their feelings, ideas and thoughts. From the four macro skills (speaking, listening, reading and writing) speaking is considered as the major skill that enables individuals to communicate and express themselves effectively. (Bueno, Madrid, and McLaren, 2006, as cited in Govindasamy, 2020)

For most EFL learners, speaking is the most challenging skill to master in learning any foreign language. Brown and Yuel (1983) argue that speaking is a productive skill that involves not only production of sounds, but also the use of grammar and pragmatics. Moreover, speaking allows EFL learners to interact with others and negotiate meaning in real-life situations, which is a critical aspect of language learning. Some of EFL learners evaluate their success according to their spoken language proficiency because speaking proves their real level. Since speech is the most basic means of human communication, being able to speak a language is equivalent with understanding that language (Celces-Muricia, 2001). This

means that when someone speaks a language fluently, whatever grammatical or lexical mistakes made by him when speaking will be covered.

Celce-Muria (2001) describes speaking as the crucial part of human communication; it is essential for success in both personal and professional contexts. Therefore, EFL learners should master their speaking skill in order to achieve an effective communication and being able to genuinely enjoy using the language. Thus, learners must prioritize their speaking and listening skills to become proficient in their chosen language.

1.4. The Relationship between Speaking and Listening

Speaking and listening are two closely related communication skills that should be mastered in language learning to make an effective communication. The ability to speak fluently and accurately allows learners to express their doubts and communicate effectively, whereas listening is necessary to comprehend or to absorb what is being said and to respond accordingly. Successful communication in language learning requires both excellent listening and good speaking ability. Listening skills are necessary for comprehending spoken language, while speaking is necessary for producing language.

The relationship between speaking and listening is complementary, and they work together to ensure that effective communication takes place. Indeed Editorial Team (2021) said that speaking is an active process that involves encoding the message into words and delivering it to the listener. On the other hand, the listener is responsible for receiving and correctly interpreting the message. Therefore speaking and listening are inter interdependent, and effective communication cannot take place without both skills.

According to Brown (2004), speaking and listening skills are closely intertwined, and one cannot develop speaking skills without improving listening skills. A clear and meaningful conversation depends on effective listening, as the hearer must understand the message

conveyed by the speaker for the respondent to provide an accurate response. As Anderson and Lynch (1988) suggest, speaking is a process that follows listening, rather than occurring simultaneously. Therefore, listening skills play a crucial role in successful communication, as the listener must process the speaker's message effectively to respond meaningfully. Moreover, Holmes, n.d. (1872) summarized the relationship between speaking and listening stating that "it is the province of knowledge to speak and it is privilege of wisdom to listen" (427). In other word, developing the speaking skill requires working on listening skills; the two skills are interrelated, and they complete each other in a meaningful way.

1.5. Brief Overview of Teaching Speaking

The process of teaching involves the transfer of knowledge and skills from one individual to another, typically through active engagement or delivery of information. Teaching is often considered both an art and a science, as it involves both the creative and methodical aspects of facilitating learning. Brown (2014) offers a definition of teaching that highlights the systematic nature of the process: "a systematic process of creating an environment in which learners can acquire knowledge and skills, and learn to use them appropriately and effectively for communication in a particular language and culture" (p. 1). In the context of language learning, teaching speaking skills is essential for enabling learners to communicate effectively in a second language. Effective speaking involves the use of verbal and non-verbal symbols to create and share meaning in a variety of cultural and social contexts.

According to Kayi (2006), teaching speaking involves teaching foreign learners, especially EFL learners, to produce English speech sounds, words and sentences, and respecting stress, intonation patterns and rhythm. Additionally, learners must learn to choose the right words and sentences according to the social setting, audience, subject matter, and situation. They should also organize their thoughts coherently and use language to express

their values and opinions. Finally, they must use the language quickly and confidently with few pauses, which is referred to as fluency (Nunan, 2003).

Thus, teaching speaking skills is an essential element in the EFL learning process. It involves imparting learners with the skills to communicate effectively in the target language. Teachers play a critical role in developing learners' speaking skills by providing a conducive learning environment and adopting appropriate teaching strategies. Ultimately, learners who acquire effective speaking skills are better equipped to communicate in a globalized world.

In conclusion, teaching speaking is a crucial skill in language learning, and it involves imparting learners with the necessary skills to communicate effectively in the target language as it is known that effective communication is the goal of teaching speaking skills. Teachers must ensure that learners become able to express themselves fluently and accurately while considering the appropriate use of pronunciation, grammar, vocabulary, and cultural norms. By doing so, learners are better prepared to interact with others and thrive in a globalized world.

1.6. Approaches of Teaching Speaking

Teaching language involves various approaches, and these approaches depend on the specific skill that teachers are aiming to develop in their learners. According to Richards (2001), there are four main approaches to language teaching: the structural approach, the functional approach, the interactive approach, and the task-based approach. However, here the focus will be on the different approaches to teaching speaking which have gained prominence in recent years.

Task-Based Language Teaching (TBLT)

According to Willis and Willis (2007), TBLT is based on the idea that learners learn a language more effectively when they are involved in meaningful activities that require them to use the language to attain a specified objective. This method allows EFL learners to

practice their speaking abilities in a communicative setting, enhancing their ability to utilize the language in real-life circumstances. Finally, by making language learning a practical and interesting experience, TBLT provides an excellent technique to develop speaking skills.

Task-based language teaching (TBLT) is a novel method of teaching speaking that emphasizes the use of genuine activities to promote language learning. According to Willis and Willis (2007), TBLT is based on the idea that learners learn a language more effectively when they are involved in meaningful activities that require them to use the language to attain a specified objective. This method allows EFL learners to practice their speaking abilities in a communicative setting, enhancing their ability to utilize the language in real-life circumstances. Finally, by making language learning a practical and interesting experience, TBLT provides an excellent technique to develop speaking skills.

Communicative Language Teaching (CLT)

According to Richards and Rodgers (2014), language is taught via conversation, and the objective of language instruction should be to enable learners to communicate successfully in the target language. Communicative Language Teaching is an approach of teaching language including speaking in which the primary purpose of language acquisition is communication. CLT encourages learners to use language in a communicative setting, and instructors are viewed as facilitators who provide chances for learners to use language for communication. This method has been shown to be beneficial in boosting speaking abilities since it allows students to engage with others and utilize the language in real-life situations (Celce-Murcia, Brinton & Goodwin, 2014).

Communicative Competence Approach

Canale and Swain (1980) define communicative competence as the capacity to use language properly in a particular situation. The Communicative Competence Approach

stresses the significance of teaching students not only grammar and word standards, but also sociolinguistic and pragmatic elements of language use.

The Communicative Competence Approach has been shown to be successful in encouraging speaking skills because it provides learners with the information and skills necessary to use language properly in a variety of social settings (Richards & Schmidt, 2010). The Communicative Competence Approach is a method of teaching speech that emphasizes building the social skill of students. It entails giving learners chances to use language in real settings, such as role-plays and discussions, in order to improve their linguistic competence.

Content-Based Instruction

According to Snow and Brinton (2017), CBI is based on the premise that learners acquire language best when they are engaged in content that is of interest to them. This approach involves using subject matter content as a basis for language instruction, allowing learners to explore new ideas and concepts in the target language. CBI provides learners with opportunities to use language in a real-world context, and it has been found to be effective in promoting speaking skills (Grabe & Stoller, 2011).

Interactive Approach

According to Long (1996, as cited in Loewen, S., & Sato, M., 2018), interaction is essential to language learning, as it provides learners with opportunities to negotiate meaning and receive feedback on their language use. The interactive approach involves using a range of techniques, such as pair and group work, to create opportunities for learners to interact with each other in the target language. The interactive approach has been found to be effective in promoting speaking skills, as it provides learners with opportunities to use language in a supportive and interactive environment. As Richards and Rodgers (2014) suggest, the interactive approach places the learner at the center of the learning process and creates opportunities for learners to take an active role in their own learning.

Lexical Approach

According to Lewis (1993), lexical competence refers to the ability to use vocabulary and phrases in a natural and communicative way. The lexical approach emphasizes the importance of teaching learners vocabulary in chunks, rather than as isolated words, and of providing learners with opportunities to use these chunks in a communicative context. The lexical approach has been found to be effective in promoting speaking skills, as it provides learners with the vocabulary and phrases they need to communicate effectively in the target language. As Richards (2014) argues, the lexical approach is an effective way of promoting speaking skills because it focuses on the words and phrases that learners need to communicate effectively in real-world situations.

Teaching speaking is a complex process that involves a range of approaches. Each of these approaches has its strengths and weaknesses, and the choice of approach will depend on a range of factors, including the learners' needs, the learning context, and the teacher's goals. By understanding the different approaches to teaching speaking, teachers can make informed decisions about how best to promote speaking skills in their learners.

1.7. Teachers' Different Roles in Teaching Speaking

Speaking is one of the crucial skills that EFL learners need to master to succeed in their academic and professional life. As a result, the teacher plays an essential role in providing learners with the necessary support to develop their speaking skills. One of the primary responsibilities of teachers in teaching speaking is to decide what learners should learn. According to Nunan (2013), teachers need to select the appropriate speaking activities that match their learners' proficiency levels, interests, and learning objectives. For instance, teachers can use role-plays, discussions, debates, and presentations to help students develop their speaking skills.

Another essential role of teachers is to facilitate learners' learning by creating a learner-centered learning environment where the learner is supposed to be active. Teachers should encourage learners to speak more by providing opportunities for them to practice and interact with their peers. By doing so, students can improve their fluency, accuracy, and pronunciation. In this context, it is important for teachers to adopt a communicative approach that focuses on developing learners' communication skills rather than their grammatical accuracy (Richards & Rodgers, 2010).

Evaluating learners' speaking abilities is a vital responsibility of teachers in the language classroom. In this regard, teachers should develop suitable evaluation tasks that accurately measure learners' speaking proficiency. These tasks can involve various activities such as presentations, discussions, and interviews, to name a few. To further enhance the evaluation process, teachers can engage learners in self and peer assessments. Brown (2004) claims that regular feedback from teachers can help learners identify their areas of strength and weakness and enable them to take the necessary measures to improve their speaking skills.

Finally, teachers have a responsibility to look after the welfare of their learners. Teachers need to create a safe and supportive learning environment that encourages learners to express their opinions and ideas freely. By establishing an open and trusting relationship with their learners, teachers can motivate them to participate actively in speaking activities and develop their speaking skills (Freeman, 2016).

In conclusion, teachers have various roles in teaching speaking that go beyond providing learners with reliable information. These roles include deciding what students should learn, facilitating their learning, assessing their speaking abilities, and looking after their welfare. To be effective in these roles, teachers need to use appropriate strategies that promote learners' speaking abilities and create a supportive learning environment. By doing

so, teachers can help learners become confident and proficient speakers who can communicate effectively in different contexts.

1.8. Evaluation and Assessment of Speaking Skill

The evaluation and assessment of speaking skills is an essential aspect of language teaching and learning. Assessment can provide valuable information about learners' progress, inform instructional decisions, and motivate learners to improve their speaking abilities. Brown (2004) states that teachers should use a variety of assessment techniques, including formal and informal methods, to evaluate learners' speaking proficiency accurately. These methods can include presentations, role-plays, discussions, debates, and interviews, among others. Additionally, teachers can use self and peer assessments to involve learners actively in the evaluation process. Feedback from teachers and peers can help learners identify their strengths and weaknesses and take appropriate measures to improve their speaking skills. Nunan (2012) argues that assessment should be an integral part of the language learning process and should be ongoing rather than an isolated event. Overall, effective evaluation and assessment of speaking skills can contribute to learners' success in language learning and help them become proficient speakers who can communicate effectively in different contexts.

According to AEA (2014) "Evaluation is the systematic process to determine merit, worth, value, or significance" (P.15). In other words, evaluation is critical in teaching and assessing speaking skills since it provides vital information about a learner's success and opportunities for growth. Teachers can assess students' strengths and shortcomings in fluency, pronunciation, vocabulary, grammar, communication strategies, clarity of expression, appropriateness, and listening and responding through effective evaluation methods. To assess learners' speaking abilities, many evaluation strategies such as oral presentations, group discussions, and role-plays can be used. Furthermore, self- and peer-assessment can foster learner autonomy and active participation in the evaluation process.

Teachers can customize training to individual requirements and create a supportive learning environment that promotes effective communication by using a variety of evaluation tools.

1.9. The Importance of Technology in Teaching the Speaking Skill

Technology has revolutionized every field of life, and education is no exception. It has not only made the learning process more engaging and interactive but has also opened up new opportunities for acquiring knowledge. One of the most significant benefits of technology in education is that it helps students acquire language skills efficiently, especially speaking skills.

One of the most challenging aspects of teaching a language is teaching speaking since it requires not only the learning of vocabulary and accurate grammar but also the mastery of intonation, pronunciation, and fluency. With the help of technology, teachers can make the speaking activities more engaging and effective. Technology offers a wide range of tools and resources that can help teachers teach speaking skills effectively.

CALL is considered as the most promising area of technology that has gained increasing attention in recent years in the field of language learning. It refers to the aid of computer in the process of teaching and learning a language by providing various interactive and engaging learning experiences that may not be possible through traditional teaching speaking methods. Chiu et al. (2020) found that the use of CALL can improve learners' pronunciation accuracy and fluency, and it can enhance their motivation and engagement in the learning process. Moreover, Li et al. (2018) found that learners who used speech recognition software performed better in speaking tests than those who did not use the software. That means the use of speech recognition software is another area of CALL that can provide learners with instant feedback on their pronunciation accuracy, which can be a significant aid in improving their speaking skills.

Finally, technology plays a vital role in teaching speaking skills. The use of technology, particularly CALL, can provide learners with opportunities to practice speaking in a controlled and supportive environment, interact with native speakers of the target language, and receive instant feedback on their pronunciation, intonation, and grammar. Therefore, it is important for language teachers to integrate technology into their teaching practice to enhance the speaking skills of their students. Therefore, language teachers need to be creative and use technology effectively to make speaking activities more engaging and effective.

Section Two: Overview of the Educational Audiovisual Aids

Introduction

Development is a phrase that has permeated all aspects of the human experience. This word is synonymous with the technical term since it assists and facilitates human life. Technology has affected the educational profession, where teaching and learning processes are highly important at all levels, and if effectively planned and directed, they are the keys to an individual's success and advancement. The educational AVA refers to any material used inside the classroom to enhance the teaching and learning process. These aids are designed to facilitate the communication of information more effectively and engagingly, which helps learners to better understand and retain knowledge.

This directs us to assign this section chiefly to the educational audiovisual aids, starting with the relationship between audiovisual aids and information and communication technology, moving to an overview of audiovisual aids, then, the definition of audiovisual aids, characteristics, criteria for selecting audiovisual aids and their types. As well as, the objectives, and advantages of using them. Finally, obstacles to using audiovisual aids.

2.1. Audiovisual Aids Vs. Information and Communication Technology

Both audiovisual aids and information and communication technology (ICT) are instruments that can be utilized to improve communication and learning. Audiovisual aids are often tangible things or media that help impart information through sight and sound, such as whiteboards, projectors, or films. ICT refers to digital technology such as computers, the internet, and mobile devices that enable communication as well as information processing and exchange.

Audiovisual aids have grown to become more interactive, digital, and multifunctional since the introduction of ICT. Digital whiteboards and projectors, for example, can be used to display multimedia content and enhance collaboration, whereas videos can be simply

streamed online or saved for offline usage. To create more dynamic and engaging learning experiences, audiovisual aids can be combined with ICT tools such as presentation software or virtual meeting platforms.

Furthermore, ICT can be employed as an audiovisual aid in and of itself. Webinars, podcasts, and video conferences, for example, are all forms of audiovisual communication that use ICT to deliver information. Digital simulations and virtual reality tools can also be utilized as audiovisual aids to create immersive learning experiences that are difficult or impossible to duplicate using only physical media.

Overall, audiovisual aids and ICT have a symbiotic relationship, with both enabling and strengthening the other to better communication and learning.

2.2.An Overview of Audiovisual Aids

Recently, the use of technology has spread worldwide and has gained great importance in all domains. Particularly, in the educational field, technology has affected the materials that the teachers used in the classroom; it creates audiovisual aids. They refer to using visual and auditory materials, such as images, videos, audio recordings, and multimedia presentations, to enhance students' learning experience. These aids make learning more engaging and effective, as they help students understand complex concepts and retain information more easily. Neerja (2003) defined audiovisual aids as instructional devices in which the message can be heard and seen. He provided the meaning of audiovisual aids as being the sensory objects or images that initiate, stimulate, or reinforce learning; it helps the process of learning i.e. motivation, classification, and stimulation

Audiovisual aids can be used in various educational settings, including classrooms, workshops, training sessions, and seminars. They are useful in conveying information in a clear, concise, and memorable way, and can be used to reinforce learning objectives, illustrate key points, and provide real-world examples. Some examples of audiovisual aids include

videos, photographs, diagrams, charts, graphs, animations, and interactive multimedia presentations. These aids can be used to support different learning styles and can be customized to meet the specific needs of different learners. Overall, audiovisual aids are an effective way to enhance the learning experience, as they provide an engaging and interactive way for students to learn and retain information.

2.3. Definition of Audiovisual Aids

According to Sharma (2007, p.116), audio-visual aids are “those sensory objects or images which enhance learning through the use of sight, sound, touch, taste, or smell”, he added another definition Sharma that audio-visual aids are described as “the tools, techniques, and devices that facilitate and support teaching and learning, using a combination of visual and auditory media.” Krishnan (2005, p.122) stated that audiovisual aids are “visual, auditory, or tactile aids that can be used to enhance learning and make information more accessible to students”. Audiovisual aids are described by Lever-Duffy and McDonald (2019, p.3) as "any device that can be used to present information through the senses of sight and/or hearing". Sharma (2007) declared that audio-visual aids are described as “the tools, techniques, and devices that facilitate and support teaching and learning, using a combination of visual and auditory media.” As Aggarwal (2001, p.53) cited other scholars’ collected views about the expression of audiovisual aids:

- Carter V. Good: The three components of the learning process motivation, categorization, and stimulation are all completed by audiovisual assistance.
- Edgar Dale: Audiovisual equipment aid in the exchange of ideas between individuals and groups in a variety of teaching and training contexts. Multi-sensory materials are another name for them.

Moreover, the term audiovisual aids, or materials as most of them are known, are considered to help teachers clarify, establish, correlate, and coordinate precise concepts and interpretations. Also, they enable the teacher to make learning more concrete, effective, interesting and inspirational. However, when used properly as teaching tools, they can help students enjoy, understand, and communicate for better outcomes, particularly when learning a foreign language that aims to involve the communication of ideas through the senses, either orally through the medium of speech or visually through the use of written or printed material. (Sharma, 2007, p.33)

2.4.Characteristics of Audiovisual Aids

Audiovisual aids have some characteristics that enhance the learning and teaching processes. According to (Vatta, 2021, p.132) these characteristics include relevancy, accuracy, interest, comprehensibility, motivation and realism.

2.4.1. Relevency

For aid to be effective, it should be closely connected to the topic being presented. The degree to which the aid is directly linked to the subject matter is a crucial factor to consider. An example of an effective aid would be a visual representation that is both precise and engaging, while also being easily comprehensible.

2.4.2.Accuracy

The precision of audio-visual aids cannot be overstated, as they serve as indispensable tools for conveying information effectively. Ensuring that these aids are exact in form and proportions are crucial for optimal usage and success in facilitating learning.

2.4.3. Interest.

The versatility of audio-visual materials in teaching is unparalleled, as they have the ability to pique the interest of learners through an engaging combination of visual elements, written text, and imagery. By harnessing the power of audio-visual aids, even complex subject

matter can be presented in an enthralling and captivating way, making the learning experience all the more fascinating and enjoyable.

2.4.4. Comprehensibility

For audiovisual aids to be effective in facilitating learning, they should establish a connection between new experiences and previous ones, while also being easily understandable to the intended audience. This entails aligning the material with the learners' existing knowledge base, thereby enhancing the effectiveness of teaching and promoting a deeper understanding of the subject matter.

2.4.5. Motivation

Audiovisual aids should serve as catalysts for motivating learners, enabling them to overcome obstacles in the learning process and promoting optimal absorption of the material. By utilizing these aids effectively, educators can inspire students to achieve their full potential and attain maximum learning outcomes.

2.4.6. Realism

The authenticity of audiovisual aids is paramount, as they must accurately show real-world concepts and be applicable to everyday situations. By linking the material with real-life scenarios, these aids can enhance the learning experience and provide students with a deeper understanding of the subject matter.

Understanding these characteristics can help educators and instructional designers choose and use appropriate audiovisual aids to support and enhance learning outcomes.

2.5. Criteria for Selecting Audiovisual Aids

When incorporating audiovisual aids into a lesson, it's important for teachers to keep some key characteristics in mind. According to Sharma & Chandra (2003, pp296-297) teachers should consider the specific point in the lesson where the aid will be used, making sure to use time efficiently for both themselves and their students. It's also important to

choose aids that are appropriate for the student's age, intelligence, and experience, while not sacrificing educational value for flashy visuals.

To be effective, audiovisual aids should present the material accurately and authentically, conveying a whole idea in a concise but comprehensive manner. They should be prepared according to a plan, and teachers should ensure they are used properly in terms of timing, method, and content. It's important not to overuse audiovisual aids, and to constantly evaluate their effectiveness in achieving the intended educational goals. By keeping these criteria in mind, teachers can ensure that their use of audiovisual aids enhances students' learning experiences in meaningful ways.

Sharma and Sharma (2012, pp.298-299) emphasized that certain criteria must be met for audiovisual aids to effectively enhance the teaching-learning process. They identified ten characteristics that make an aid useful, including being meaningful and purposeful, motivating learners, accurate, simple and inexpensive, appropriately sized, up-to-date, easily portable, customized to educational materials, suitable to learners' mental level, and providing variety. These criteria are crucial for teachers to consider when selecting and using audiovisual aids in the classroom to help students acquire the target language. By adhering to these characteristics, teachers can effectively and appropriately use audiovisual aids to achieve their intended goals.

2.6.Types of Audiovisual Aids

According to a study by Joseph (2015, as cited in Bel & Ordu, 2021), teachers are excellent knowledge and skill facilitators in the teaching and learning profession of the twenty-first century. Teachers utilize audiovisual aids to improve classroom education, capture students' attention, and motivate them to learn. These materials include devices (computer, DVD), instructional aids (book, chalkboard, image), or things (specimens, map, globe) that assist the instructor in carrying out the teaching-learning process in an efficient

manner. Much is dependent on the teacher's creative ability. The usage of AVA can help to make learning more exciting and less time demanding and allows students to actively execute something while learning by using their hearing or vision talents.

2.6.1. On the Basis of Time-period

According to the research by Ordu (2021, p.211), audiovisual aids are divided according to a period of time.

2.6.1.1. Conventional/Traditional AVA. Teachers used chalk, blackboards, and 'dust and mud drawing' as typical teaching tools when technology did not yet exist in its current form. As instructional aids, elements of nature, genuine things, and specimens were written and presented. Books were the classic or traditional resource provided to both teachers and students.

2.6.1.2. Non-Conventional/Modern AVA. Non-traditional audiovisual aids such as computers, television/radio, interactive whiteboards, and multimedia became available to teachers and students as technology advanced. Modern teaching tools come in a variety of shapes and sizes, and students now have access to a plenty of resources such as instructional aids, games, activities, and media, making the job of teachers both entertaining and difficult.

2.6.2. On the Basis of the Sense Organs Involved

As cited that audiovisual aids may be classified on the basis of sensory experience; humans learn best through direct sensory contact. In the light of this, they may be divided into three major groups (Vatta, 2021, p.132).

2.6.2.1. Audio Aids. Classroom stereo systems, individual headsets, radios, and other audio aids are common teaching tools. In language lessons, teachers use recordings to demonstrate how the language is spoken. It is mostly used for recreational reasons. It is associated with the sense of hearing. These products contain sound recordings and music that assist students in communicating knowledge through their aural senses.

2.6.2.2. Visual Aids. Visual aids make use of the sense of sight. They include objects, images, and graphics that help to convey information visually. Examples of visual aids include posters, charts, diagrams, maps, and photographs.

2.6.2.3. Audiovisual Aids. These tools can have a significant influence on teaching. It involves both the eye and hearing senses. Audio-visual elements are multisensory. They can be created, disseminated, and implemented as planned components of an educational program. Teachers can make use of educational materials.

As presented in (Vatta, 2021) the types of audiovisual aid could be classified in this table:

Table 1:

Types of AVA According to Senses

<i>Audio aids</i>	<i>Visual aids</i>	<i>Audiovisual aids</i>
<ul style="list-style-type: none"> • Radio • Tape record • Audio cassette player • Language laboratory 	<ul style="list-style-type: none"> • Boards • Charts • Flashcards • Pictures • Maps • Slides project • Modals 	<ul style="list-style-type: none"> • Films • TV • Computer • Virtual classroom • multimedia

Adopted from (Vitta, 2021)

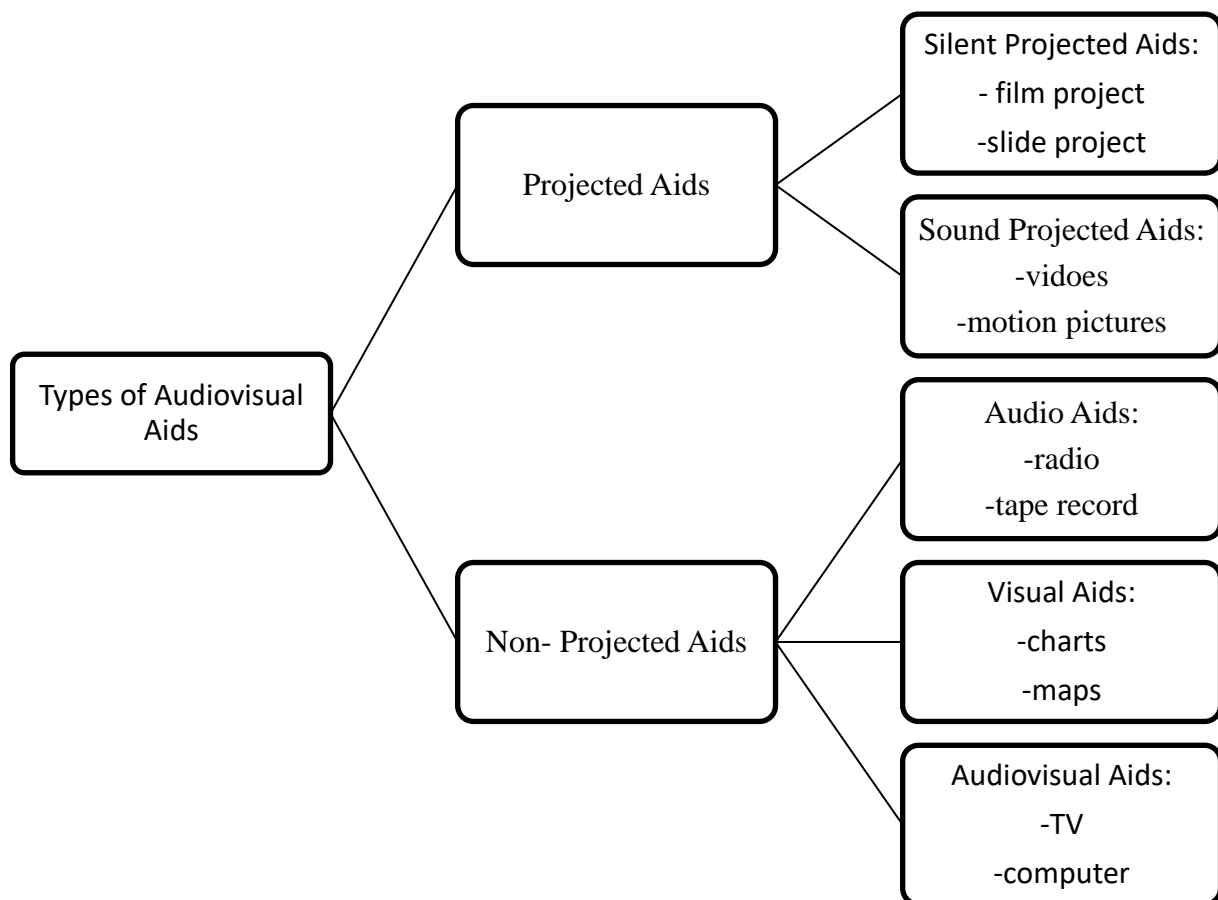
Projected and Non-Projected Aids

2.6.3.1. Projected Aids. Projected aids are PPT, slides, filmstrips, overhead projector and TV which can be projected onto a screen to provide an enlarged image of the material. For large and small groups, they may be appropriate. They're more efficient than the non-projected aids because of their large, bright and colorful images.

2.6.3.2. Non-projected Aids. Non-projected aids do not necessitate the use of projection screens. Such objects, such as chalkboards, whiteboards, charts, posters, visual materials, and models, are simply exhibited, hung, or handled. They give first-hand experiences, make the learners actively engage, raise students' attention, and provide higher outcomes and longer retention.

Diagram 1:

Types of audiovisual aids



2.7.Objectives of the Audiovisual Aids

Effective teaching and learning is a two-way process in which the teacher is critical in transferring knowledge and the learners must actively engage. To attain this aim, instructors must improve their skills, engage students in the classroom, communicate with the audience based on their abilities, build student interest in academics, and improve memory retention

To begin, improving teachers' abilities is crucial to guaranteeing a successful teaching-learning process. Teachers should keep their topic knowledge and instructional approaches up to date on a regular basis. They should also be up to date on the newest teaching tools and approaches for making the classroom more interesting. Teachers can improve their teaching abilities and practices by attending professional development courses, conferences, workshops, and seminars. This will assist them in creating a learning atmosphere in the classroom and in preparing pupils for the future.

Second, having students engaged in the classroom is critical for increasing involvement. Students should be encouraged to engage in conversations, ask questions, and voice their viewpoints. Group activities and projects can be planned to encourage student teamwork and participation. When students participate actively in the learning process, they have a greater comprehension of the subject matter, retain more knowledge, and become more motivated in learning.

Third, successful teaching and learning need communication with the audience based on their capacities. To adapt to varied learning styles and skills, teachers should employ a variety of communication modalities, such as visual aids, auditory aids, and hands-on exercises. When communication is personalized to students' requirements, they are more likely to retain knowledge and grasp the subject matter better.

Fourth, cultivating student interest in academics is crucial to ensure student motivation to learn. Teachers should use dynamic and engaging teaching strategies to make learning

more fun. They may make learning more interesting and relevant by using real-world examples, current events, and student-centered activities. Students are more likely to recall material and be inspired to study more when they are engaged in what they are learning.

Finally, improving learners' memory retention is critical to ensuring that they remember the material they have acquired. To assist pupils recall knowledge, teachers might employ several tactics such as repetition, visual aids, and chunking. Memory retention may be improved by reviewing material regularly, summarizing essential ideas, and organizing notes.

To summarize, successful teaching and learning is a two-way street that necessitates the active engagement of both instructors and students. Teachers may improve their skills, make students more involved in the classroom, interact with the audience based on their abilities, boost student interest in academics, and improve memory retention to create a learning-friendly environment in the classroom. They may prepare pupils for the future and help them reach their greatest potential by doing so.

2.8.Obstacles of Using the Audiovisual Aids

Although audiovisual devices can be useful in the classroom, they can also present certain challenges for teachers. These impediments have been discovered and analyzed in a number of academic books. The expense of equipment and materials is one of the most significant barriers to employing audiovisual aids. According to Dwyer and Ringstaff (1990,p.15), the expense of high-quality audiovisual aids can be prohibitively expensive for many schools and teachers. This can be especially difficult for under-resourced schools or classes .

Another challenge is a lack of teacher training and technological assistance. Many teachers may lack the required abilities to effectively produce and use audiovisual aids. According to Ertmer and Ottenbreit-Leftwich (2010, p.255-260), many teachers have little

expertise with technology and may need training and support to use audiovisual aids effectively.

Technical difficulties can also be a significant obstacle. According to Russell (2008), technical issues, such as faulty equipment or mismatched software, can disrupt the flow of a lecture and reduce the use of audiovisual aids. To minimize disturbance to the learning environment, teachers must be prepared to troubleshoot technical issues immediately.

In conclusion, while audiovisual aids can be beneficial in the classroom, there are also some obstacles that teachers may encounter when using them. These obstacles include the cost of equipment and materials, lack of training and technical support and technical difficulties. By being aware of these obstacles, teachers can be better prepared to use audiovisual aids effectively in the classroom.

2.9. Advantages of Audiovisual Aids

According to Vatta (2021, p.131), the use of audiovisual aids has become an integral part of the modern teaching process. With advancements in technology, teachers are now able to integrate different types of audiovisual aids to make the learning process more effective and conceptual. There are many purposes for using these tools in the classroom.

First, audiovisual aids help to make the learning process more effective and conceptual. Students are more likely to understand complex concepts when they are presented visually or aurally. This approach can help students retain information better and improve their overall understanding of the subject matter. Second, audio-visual aids are great tools for grabbing the attention of students. With so many distractions in the modern classroom, it can be difficult to keep students engaged. By using audiovisual aids, teachers can hold students' attention and keep them engaged in the learning process. Third, audiovisual equipment engages and inspires teachers and students. Teachers are creating an interesting and dynamic learning atmosphere when they include a variety of multimedia tools within their curriculums,

which encourages students to learn. Fourth, audiovisual aids increase the students' energy levels. They provide students with a new and exciting experience while breaking the monotony of typical classroom training. Fifth, a more realistic perspective and experience is provided to students through audiovisual tools. With the help of videos, photos and other audiovisual aids, students are given a more immersive and engaging learning experience that improves their comprehension and understanding of what is being taught. Sixth, audiovisual equipment is easy to use and set up. Teachers can simply set up and download audiovisual aids for their courses without the need to spend a lot of time preparing them. Seventh, students are encouraged to create their own inventions through audiovisual tools. Using different types of audiovisual aids by teachers allows pupils to develop creative and innovative ideas on the subject. It is also possible to reuse audiovisual equipment. Teachers can reduce their time and effort by using the same audiovisual equipment in several classes as well as various groups of students. Ninth, the group of illiterates can benefit from audiovisual aids. Audiovisual aids offer a different way of learning and understanding this topic to students who are struggling with reading or writing. In order to ensure a multidisciplinary approach to teaching and training, audiovisual tools are also an effective way of covering almost all subjects. Audiovisual aids can be utilized to increase the engagement and efficiency of learning, for example in fields such as science or history.

Finally, audiovisual tools provide several advantages in teaching and learning. They help to make the learning process more effective by capturing students' attention, building interest, increasing energy levels, providing realistic experiences, promoting creativity, being simple to use and prepare, being reusable, being appropriate for an illiterate group, and covering almost all topics. As a result, audiovisual aids should be an essential component of every modern classroom in order to improve the teaching and learning process.

Chapter Two: Fieldwork

Introduction

The first purpose of this research is to investigate the students' perceptions about the use of audiovisual aids in improving learners' speaking skills. A questionnaire was distributed to the second-year learners at MUC. This chapter contains one section which was devoted to the learners' questionnaire, its description and structure, followed by an analysis of each question separately, as well as a discussion of the significant notions extracted from the questionnaire drawing its way to the conclusion as the final result

2.1. Participants and Sample

The participants in this study are second-year at MUC. The questionnaire was delivered to forty (40) learners to investigate the students' perceptions about the use of audiovisual aids in developing the learners' speaking skills. The reason behind selecting second-year EFL learners is that they have more experience (novice) than the first year. Also, they have learned the fundamentals of speaking and are more willing to improve their level. Furthermore, they have already had interaction with their teacher and classmates in earlier years, allowing them to identify the speaking areas in which they struggle.

2.2. Description of the Students' Questionnaire

The questionnaire contains three sections: starting with the first section which is talking about the learners' perception of speaking skills. It consists of six questions that focus on the learners' obstacles during the oral session and the strategies they use to enhance their English speaking skills. The next section sheds light on the use of audiovisual aids. It encompasses six questions that focus on the teacher's selection of the appropriate AVA that fits the learners' needs. The third section contains six close-ended questions and one open-ended question that show if the learners have positive or negative perceptions toward these materials.

2.3. Analysis of Students' Questionnaire

Each question is going to be detailed and carefully analyzed in the following part. Also, the results are illustrated in graphs.

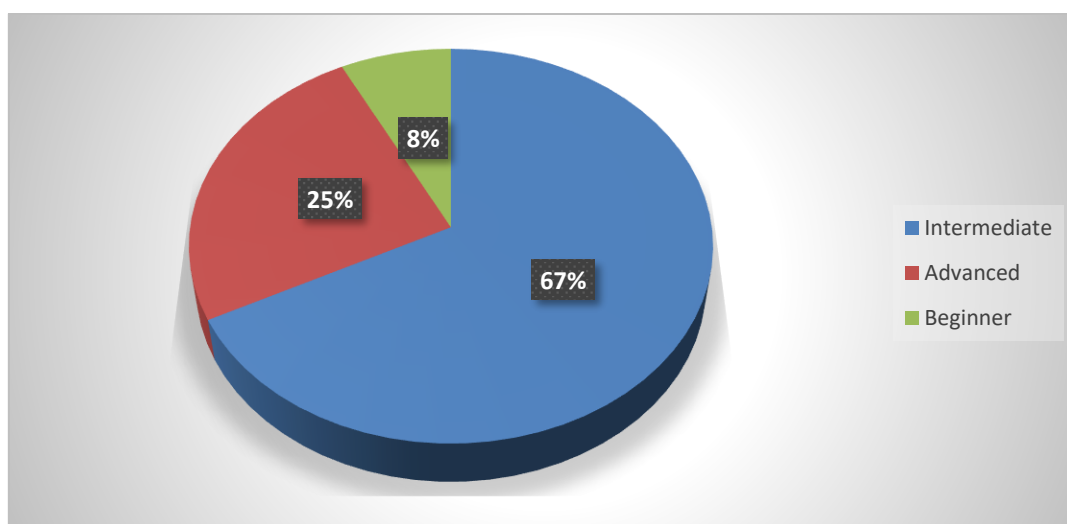
Section One: Learners' Perception of Speaking Skills

In this section, we seek basic information about teaching speaking for EFL learners starting with their level, what kind of difficulty they face, and the most difficult aspect in speaking.

Question 1: What is your level of English proficiency?

Figure 1:

English Level of Proficiency



The given answers were divided into three categories. The majority (67%) of the students declared that their level is intermediate, 25% of students reported that their level is advanced, whereas the minority of students (8%) reported that they are beginners.

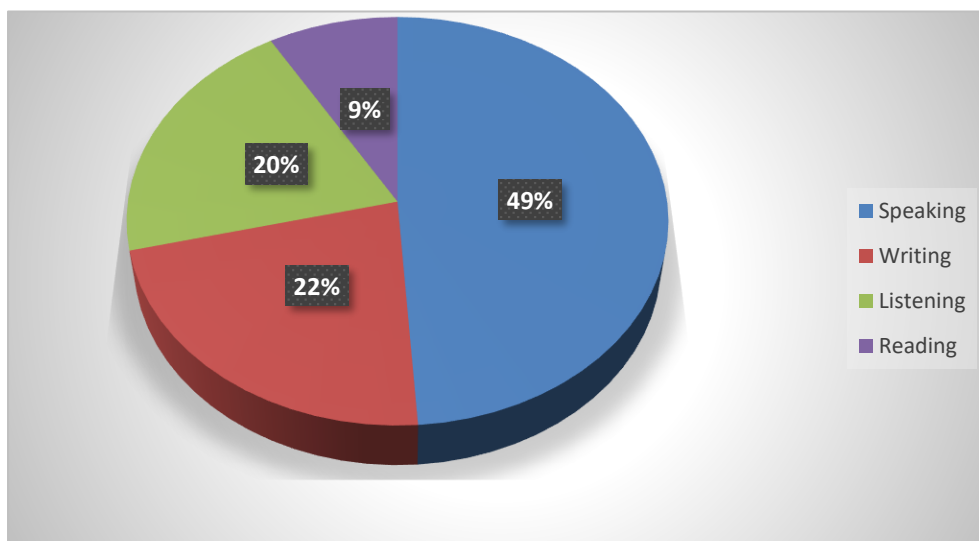
This question aims to see how each student considers his level of English without any judgment from the teacher. The high percentage of intermediate-level suggests that the EFL learners have made significant progress in their English language proficiency after two years of study. However, it is notable that only a small percentage of participants reported an advanced level, which may indicate that the oral sessions could benefit from additional

support and resources to help learners reach higher levels of proficiency. Factors that may have contributed to these results include the quality and intensity of the English language oral sessions, the learners' effort, and the learners' exposure to English outside of the classroom.

Question 2: what is the most difficult skill to learn?

Figure 2:

The most Difficult Skill to Learn



This figure presents the most difficult skill to learn. The results show that speaking is the most difficult skill for the majority of students, with 49% reporting difficulties in this area. Writing is the second most challenging skill, with 22% of students facing difficulties. Listening is identified as a challenge for 20% of students, while a minority of 9% reported problems with reading.

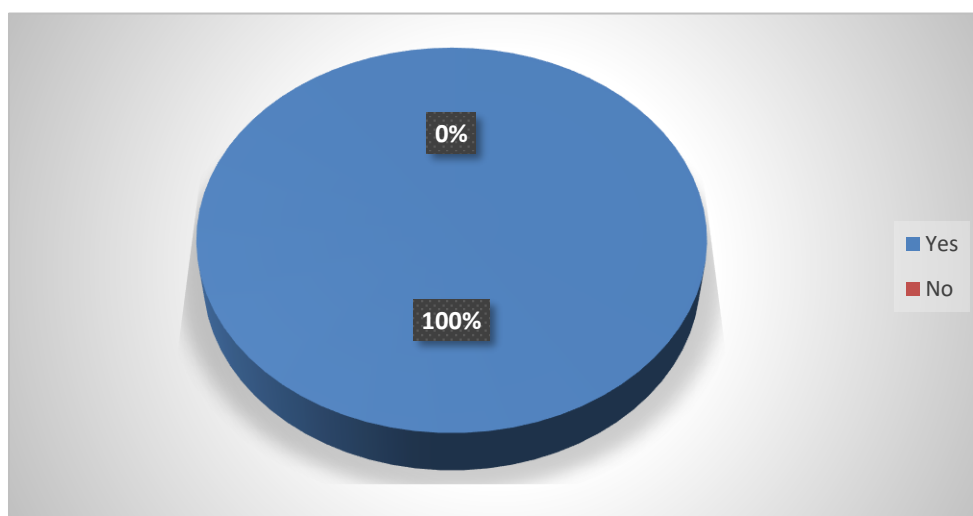
Based on the collected data, Based on the data analysis, it was evident that the majority of EFL learners find speaking to be the most challenging skill. This difficulty arises from the importance of speaking as a means for learners to express themselves and effectively communicate their thoughts and opinions. Additionally, the findings indicated that writing is the second most difficult skill, potentially due to the demands for accuracy, grammar proficiency, and time investment. Furthermore, listening emerged as the third most challenging skill, likely attributed to encountering unfamiliar vocabulary and struggling to

comprehend fast or unclear speech. In contrast, reading was identified as the least challenging skill, as it requires less effort and enables learners to expand their vocabulary and bridge knowledge gaps.

Question 3: is there any relationship between speaking and listening?

Figure 3:

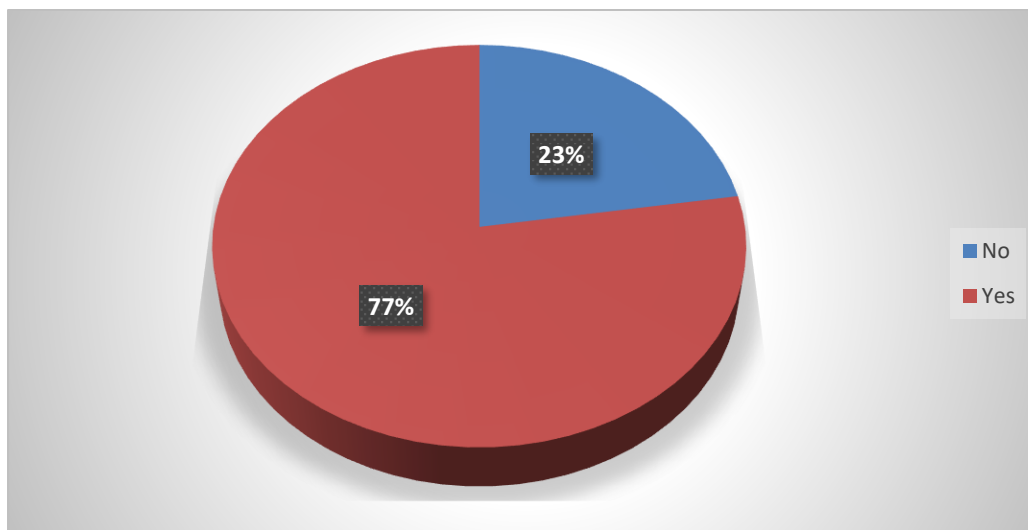
The Relationship between Listening and Speaking



The total sample agreed that there is a relationship between speaking and listening skills in that 100% of students answered yes, while no one chooses the answer 'no'.

The results show that most people think that there is a relationship between productive and receptive skills particularly speaking and listening. It is a complementary relationship because language acquisition communication involves both outstanding listening and speaking skills. Listening skills are required for understanding spoken language, whereas speaking skills are required for generating language.

Question 4: Do you face any difficulties in speaking English? If yes what are those difficulties?

Figure 4:*Rate of Difficulty in Speaking English*

Based on the responses of the students who participated in the survey, 77% of them reported that they face difficulties in speaking skills, while 23% of them did not. This suggests that speaking skills are an area that many learners struggle with.

Table 2:*Speaking Difficulties*

	Category	Difficulties
1	Affective Level	<ul style="list-style-type: none"> • Anxiety • Stress • Hesitation • Fear of speaking in front of people • Fear of failure and making mistakes • Lack of self-confidence
2	Syntactic Level (grammar)	<ul style="list-style-type: none"> • Grammatical mistakes • Lack of the syntactic knowledge
3	Semantic Level	<ul style="list-style-type: none"> • Thinking in Arabic

	(Translation)	
4	Phonetic Level	<ul style="list-style-type: none"> • Mispronouncing the words • Bad accent
5	Lexical Level	<ul style="list-style-type: none"> • Fluency • Lack of vocabulary

As it is demonstrated in table 2, students face numerous challenges when it comes to speaking English fluently. The collected data is categorized into five levels of difficulty which reveals that EFL learners face the most significant challenges at the lexical level. The affective level was the second-highest level of difficulty, whereas phonetic level difficulties accounted as the third most difficult level. The syntactic level was identified as a difficulty for a small number of the students. Finally, the semantic level is considered the least difficult of the total difficulties faced by learners. The lexical level emphasizes the importance of vocabulary acquisition for students which means that learners struggle with expanding their vocabulary, identifying correct words to use in a given context or speaking fluently, and comprehending the meaning of words. This may be due to insufficient exposure to English vocabulary through reading, listening, and interacting with native speakers, inadequate vocabulary instruction that does not help learners to understand and use words in context, and limited opportunities for learners to practice using new vocabulary in meaningful ways.

Another significant struggle was identified at the affective level which embeds the students to monitor and regulate their learning effectively. The lack of self-awareness and self-regulation skills (hesitation, anxiety, stress, fear of speaking in front of the public, fear of failure and making mistakes, and lack of self-confidence), makes it difficult for learners to monitor their progress. This is the main factor that affects the student's performance during speaking.

At the phonetic level, EFL learners may struggle with pronunciation and accent (intonation, stress, and rhythm) making it difficult for them to communicate effectively. It emphasizes the need for pronunciation training and provides learners with opportunities to practice their oral skills and to receive feedback and correction on their pronunciation.

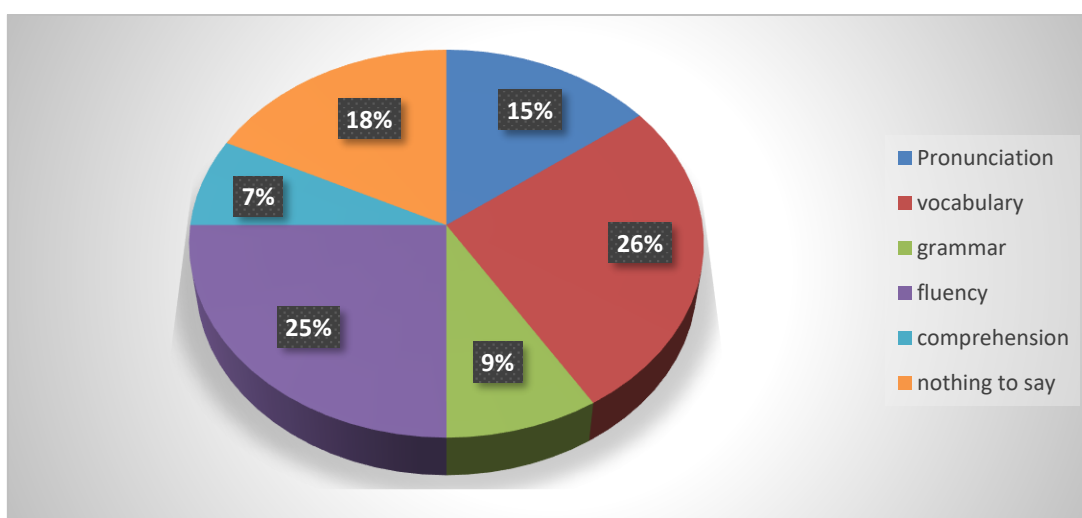
The syntactic level was identified as a minor factor, indicating that learners require support in understanding the fundamental rules of English grammar, such as sentence structure, word order, and grammar.

Finally, the semantic level was identified as a minor factor, emphasizing the need to teach learners how to understand the meaning of words and phrases in context and avoid thinking in Arabic. The shown result is due to the limited exposure to and practice with English idiomatic expressions and figurative language, insufficient knowledge of English culture and context, which can make it challenging to understand idiomatic expressions and jokes and inadequate vocabulary and grammar instruction that does not help learners to understand and use words and phrases in context.

Question 5: Which aspect of the speaking skill do you find most challenging during oral sessions?

Figure 5:

Challenging Aspects in Speaking Skill



The results show that the learners find various aspects of the speaking skill challenging during oral sessions. The most challenging aspect identified is vocabulary with 26% of the respondents. The second most challenging aspect identified is fluency with 25% of answers. The third most challenging aspect identified is nothing to say with 18% of the total. The fourth most challenging aspect identified is pronunciation with 15% of the respondents. The fifth most challenging aspect identified is grammar with 9% of students. Comprehension is the last challenging aspect in speaking skills with 7%.

The obtained results show that the most significant challenge reported by the answers is vocabulary, indicating that learners need to expand their vocabulary to communicate accurately and fluently in English because vocabulary is considered an essential aspect of speaking, as it allows learners to express themselves. However English has a wide range of vocabulary, and learners may struggle to find the right words to convey their ideas.

Fluency is also a challenging aspect in which the learners struggle with pausing and hesitation which can interrupt the flow of communication and make it harder for others to understand. So, the learners need more practice, support and confidence to develop their speaking race to enhance their level of speaking skills

Pronunciation is also identified as a challenge, emphasizing the importance of focusing on developing learners' pronunciation skills to communicate effectively in English. It is considered as a challenge because the English language has different phonetic system from their mother tongue. Second-year students are not familiar with the sounds that exist in that language. the multitude of pronunciation variations in the English language can pose challenges for these learners in understanding and reproducing the correct sounds. Differences in accent and pronunciation patterns may require learners to actively adapt their pronunciation to ensure clarity and intelligibility in their speech. EFL students can develop the necessary

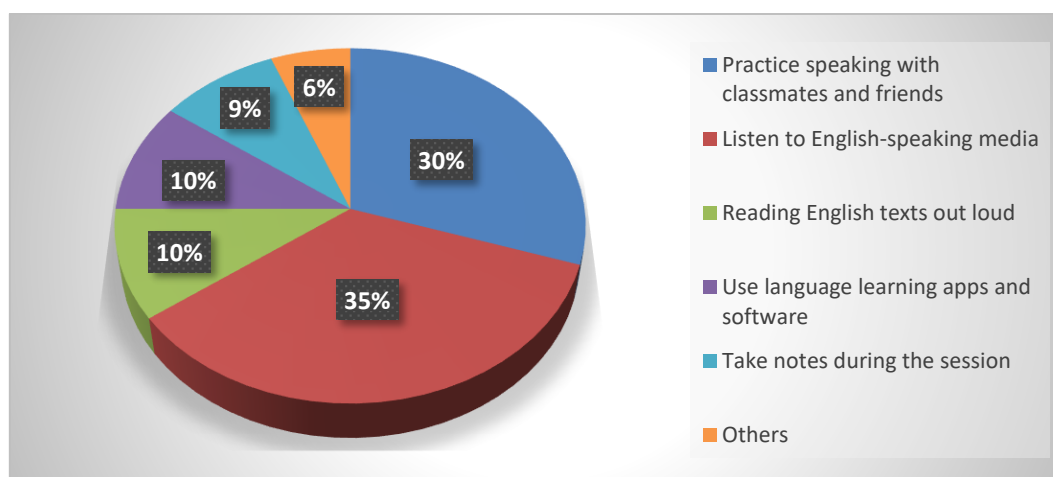
skills to communicate confidently and comprehend native speakers in diverse linguistic environments.

The lower percentages of grammar and comprehension as challenging aspects suggest that most learners seem to have a good grip on English grammar and comprehension during oral sessions. Nevertheless, it is vital to focus on these areas to further enhance communication abilities.

Question 6: What strategies do you use to improve your speaking skills during oral sessions?

Figure 6:

Strategies for Improving Speaking Skills during Oral Sessions?



This figure presents the strategies that learners used to use during the oral session to improve their speaking. The first strategy that 35% of the students choose is “listen to English-speaking media (TV, movies, podcasts...etc.)”. The next strategy that 30% of the participants tick is “practice speaking with classmates or friends “. With an equal percentage, 10% of the learners tick “read English texts out loud “and “use language learning apps or software”. Finally, 9% of the students answer by “take notes during the session”, and 6% of the students answer ‘ other.’

The first choice (“listen to English-speaking media (TV, movies, podcasts...etc.)”) is an evidence of the increasing number of students who view exposure to language media as an

important means to improve their linguistic skills. Listening to English-speaking media can assist learners to develop their listening skills, reading, comprehension, vocabulary and pronunciation. As a result, this strategy may be an efficient and entertaining way for students to enhance their oral communication skills.

The second choice that the learners have chosen is "participate in speaking with classmates or friends". This emphasizes the need of developing speaking abilities in a social and interactive setting. Having a conversation with classmates and friends can give them the chance for the learners to use their language abilities and learn from their mistakes. This strategy helps learners to be self-confident and to speak English fluently.

The third choice is a combination of two options "reading English language texts out loud" and "using language learning app or software". Reading English texts aloud may help students to improve their pronunciation, intonation, and fluency as well as vocabulary and comprehension abilities. This strategy allows the learners to speak in front of people. On the other hand, language learning apps may provide learners with organized and individualized language learning experiences. Those applications or software can include interactive tasks, audio and visual assistance, and individualized feedback to help learners enhance their speaking abilities in a more convenient and effective manner.

The fourth choice is "take notes during the session". This suggests that for some learners, taking notes on a speaking exercise as a means of organizing their thoughts and keeping up to date with new vocabulary or expressions can be helpful in reassessing their own performance afterwards. In addition, by taking notes, students can improve their active listening skills, as they need to pay close attention to the words and ideas of the speaker in order to write them down correctly.

The fifth choice is other strategies that are not specified. This indicates that the use of different strategies for improving oral communication skills should be emphasized, and it is

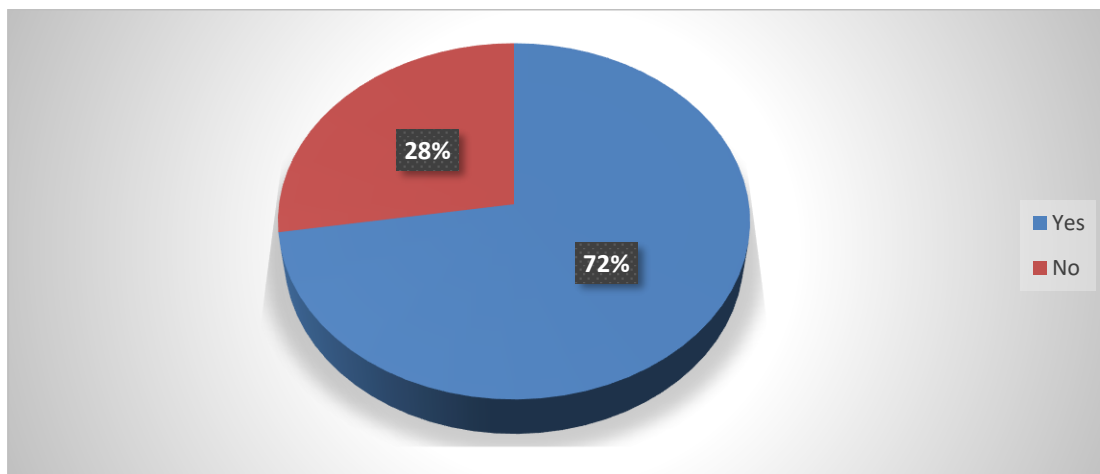
also suggested that language learners' individual needs may differ in terms of learning languages.

Section Two: The use of AVA in EFL classes

Question 7: Is your teacher used to use audiovisual aids during the classes?

Figure 7:

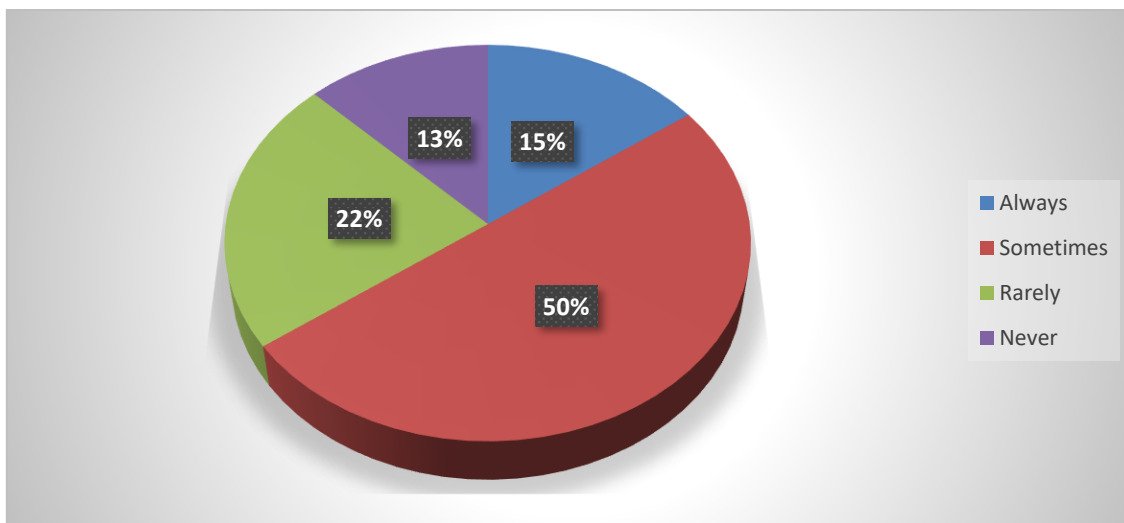
Teachers' Use of Audiovisual Aids during the Oral Sessions



The majority of them (72%) reported that their teachers used to use audiovisual aids during oral sessions, whereas 28% of them answered “no”, which means that not all the teachers used to use audiovisual aids in their oral classes.

The collected data shows that the majority of teachers used to use audiovisual aids during their oral classes. This may happen because the majority of teachers believe that audiovisual aids can be a valuable tool for enhancing language learning. However, there are still teachers who do not use audiovisual during their oral classes and this could be due to technological issues such as lack of access to audiovisual aids (projectors, screens, or other devices that could help them integrate multimedia elements into their teaching), lack of training for many teachers who are not familiar with how to use these audiovisual aids, or teachers themselves prefer to rely on the traditional teaching methods and think that audiovisual aids takes too much time or disrupts the flow of their lesson plan.

Question 8: How often does your teacher use audiovisual aids during the oral session?

Figure 8:*Frequency of Using the AVA during an Oral Session*

As demonstrated in figure 8 which aims to understand the frequency of using audiovisual aids during oral sessions, the majority of teachers use audiovisual aids during their oral classes. 50% of the respondents reported that their teachers use audiovisual aids sometimes. On the other hand, 22% of the respondents reported that their teachers use audiovisual aids rarely, whereas 15% reported that their teachers always use audiovisual aids. The remaining percentage (13%) of respondents reported that their teachers never use audiovisual aids during their oral classes.

The results of the survey indicate that audio-visual aids are being used to some extent during the oral session. As it is mentioned before, there are some teachers who always use audiovisual aids during oral sessions. This means that they put a high value on using audiovisual aids during their oral session as it is helpful for enriching language learning. Those teachers may have undergone training on how to use these aids which help them to use it with ease and help students to benefit from it effectively.

The data indicate that half of the teachers sometimes use audiovisual aids while teaching oral classes. Those teachers think that it is better to use both the traditional teaching

approaches and audiovisual. It is also possible that they have limited access to multimedia resources so they cannot use it effectively.

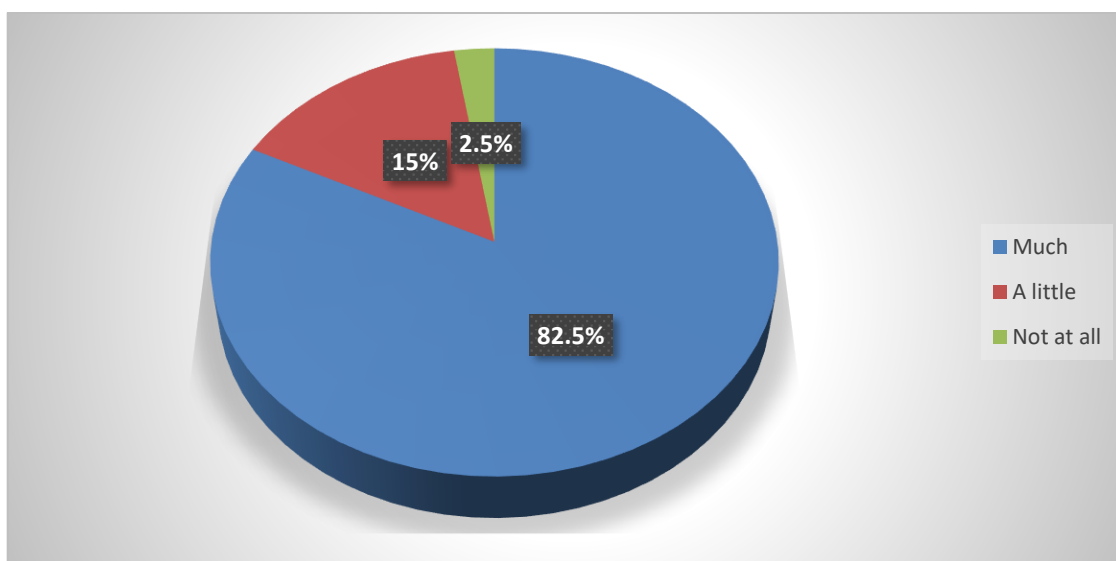
There are some teachers who rarely use audiovisual aids during their oral sessions. This could be due to some difficulties they face when using it such as a lack of training in using these aids or limited access to technology or multimedia, so they do not see it as an important aspect of their teaching practice, they are more comfortable with using the traditional methods.

Finally, a minority of teachers never use audiovisual aids during their oral sessions. This indicates that these aids are not being used in these classrooms at all. Those teachers may feel uncomfortable and not confident to use it because they have limited access to resources, and lack of training on how to use it which makes them waste time trying to prepare the materials or they feel it would take more time for them to use the traditional teaching methods. Additionally, teachers themselves may prefer using traditional teaching methods and believe that they can communicate their message effectively without using audiovisual aids, so they feel it is not necessary.

Question 9: How much do audiovisual aids fit our needs? Justify your answer.

Figure 9:

Degree of Fitness of Audiovisual Aids with Students' Needs



This question is asked to see the degree to which audiovisual aids fit the language learning needs of the students. The majority of learners (82.5%) chose "much" as their response. However, 15% of students reported that the audiovisual aids only met their needs to a limited extent. Furthermore, a very small proportion of students (2.5%) felt that audiovisual aids did not meet their needs at all.

As presented in the pie chart, the majority of learners need audiovisual aids. These materials can help to improve learners' ability to understand new vocabulary. Nevertheless, some students have indicated that the audiovisual equipment is not meeting their needs as a complete solution and it could be necessary to use alternative or personalized approaches. There is a relatively small percentage of learners who thought that the AVA were completely useless. Overall, the results show that audiovisual aids can help a number of learners in developing their language skills but may need to be supplemented by other methods and resources for those who do not achieve satisfactory results.

Table 3:

Fitness of the audiovisual aids to the learners' needs

	Categories
1	Listening to native speakers
2	Meeting the students' needs
3	More Vocabulary
4	Helpful and attractive
5	Better comprehension
6	Enhancing the speaking skills
7	Enhancing grammar
8	Self –confidence
9	Acquiring more information

10	Developing fluency
11	Enhancing pronunciation and accent

The obtained answers have been categorized into 11 categories. Considering the answers, the students reported that the audiovisual aids are enjoyable and obtain more vocabulary, while other students justify their answers by listening to native speakers. A less number of learners mentioned meeting the student's needs, better comprehension, enhancing speaking skill and enhancing pronunciation and accent. The others confirmed that audiovisual aids are helpful and attractive and that they enhance grammar, provide self-confidence, help in acquiring more information and develop fluency.

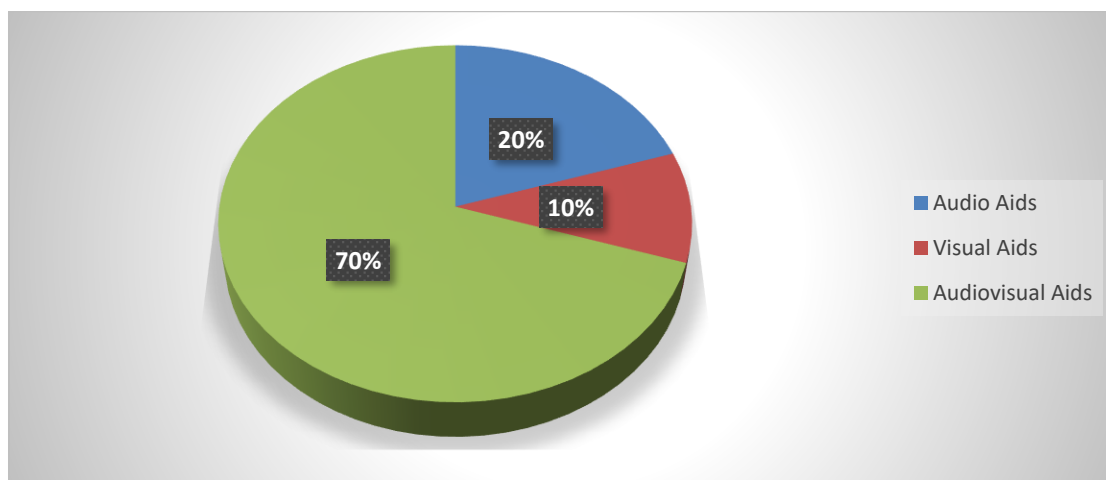
For those who answered that AVA provides them with more vocabulary, the justification is that AVA is amusing and helps learners to acquire new words. This means that learning can be more interesting and dynamic through the use of these materials. Some students argue that specific learning requirements (learners' needs) should be supported. It follows that as language teachers develop classes, they should take account of their learners' individual learning patterns and preferences. Regarding improving their speech, a smaller number of students are highlighting the advantages of audiovisual equipment. It further indicates that language teachers should focus more on using multimedia tools to enhance students' spoken communication skills. Similarly, a number of students have commented on how audiovisual tools may help to pronounce and accent. It implies that the use of multimedia aids for pronunciation training should be taken more seriously by language teachers. In the same vein, audiovisual equipment may help to improve their understanding, according to some students. It illustrates the effectiveness of presenting information in a number of ways and supports language development. Otherwise, audiovisual aids are beneficial and interesting in language learning. This means that teachers need to use a range of instruments for making learning more interesting and engaging. In addition, audiovisual aids can help improve their

understanding of grammar. It emphasizes the importance of multimedia for reinforcing grammatical principles and rules. According to some of the students, audiovisual tools may be able to enhance their confidence when they learn a language. It follows that, for the purpose of creating an inviting and stimulating teaching environment, teachers should use multimedia tools. However, audiovisual aids could help them to improve their knowledge. This illustrates the strength of AVA in complementing language learning resources and materials. Finally, audiovisual devices can be helpful in achieving proficiency in the target language. It implies that using multimedia aids may be useful to improve the ability to communicate and language skills.

Question 10: What kind of audiovisual aids do you prefer your teacher to use?

Figure 10:

Favorite Type of Audiovisual Aids that the Teacher Uses



The results show what kind of AVA the learners prefer to be used by their teachers. 70% of the students choose the answer audiovisual aids. While 20% of the total number ticked the answer audio aids', 10% of the learners opt for the answer visual aids'.

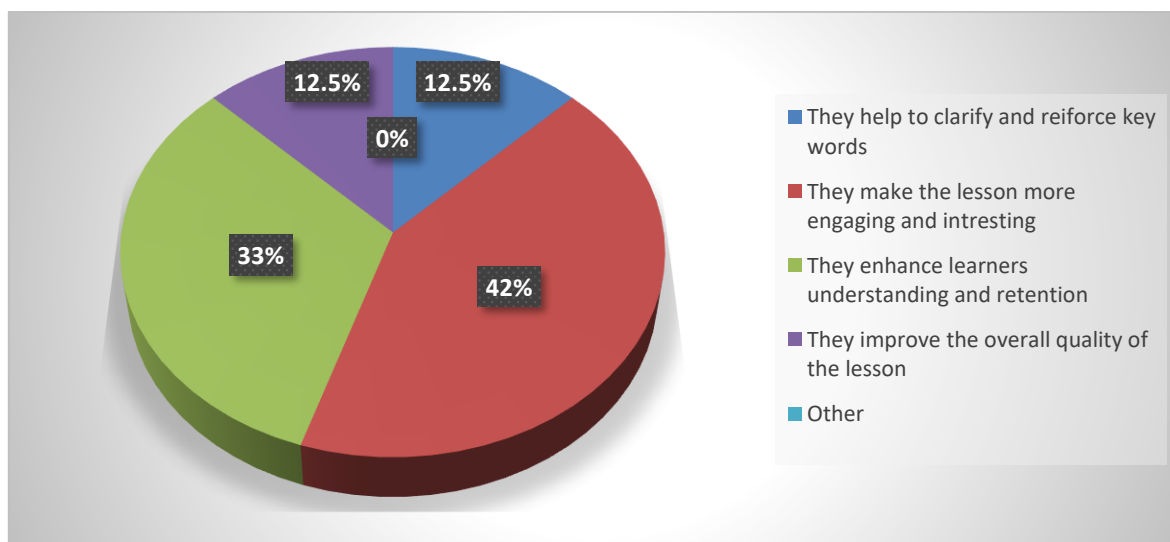
As demonstrated in the chart, many students prefer audiovisual aids because they help them to acquire the language easily by combining audio and visual aids, while the others prefer the audio aids, which can benefit them because they are auditory learners. On the other hand, the learners who select the visual aids think that these kind of aids are impactful and

beneficial in their learning experience. This suggests that visual aids are useful for visualized learners.

Question 11: According to you, what are the benefits of using AVA during oral sessions?

Figure 11:

Benefits of AVA



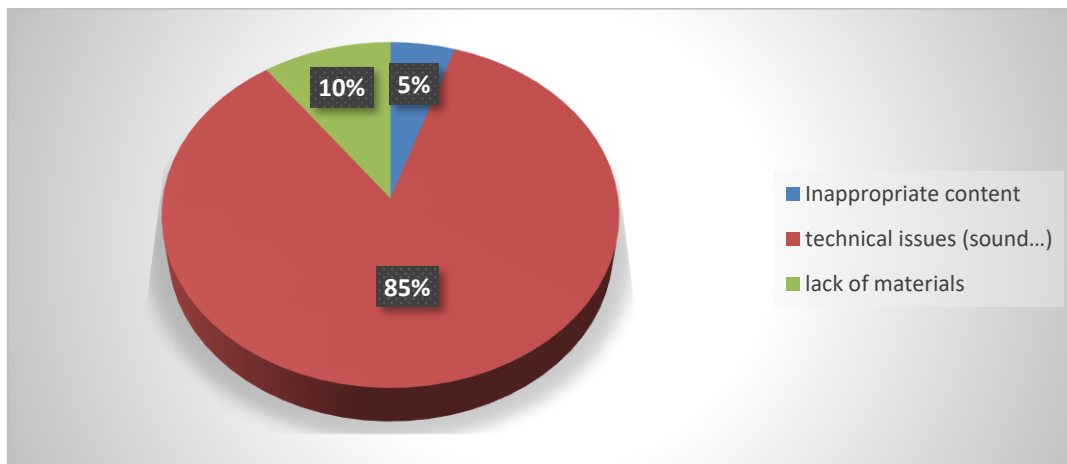
As it is presented in the figure 42% of learners declared that AVA make the lesson more engaging and interesting. 33% of the total opted that AVA enhance learners' understanding and retention. On the other hand, an equal percentage (12.5%) chose 'AVA help to clarify and reinforce keywords and improve the overall equality of the lesson.

The high percentage indicates that the use of AVA could encourage students' motivation and interest in a discussion. These materials draw the students' attention and encourage them to study in a more interesting and stimulating way. The motivation and involvement in the learning process may therefore be increased. The next percentage indicates that the use of audiovisual aids in teaching is intended to help improve the student's ability to retain information through the provision of multisensory learning experiences. AVA is likely to have useful purposes for strengthening key concepts and improving overall learning quality, because of the relatively small number of learners who stated that it had contributed to clarifying and enhancing keywords in their lessons as well as general teaching quality.

Question 12: What are the obstacles you face when using the AVA?

Figure 12:

Obstacles that learners face when using audiovisual aids



The figure presents that 85% of the learners chose the answer “technical issues”. While 10% tick the answer “lack of materials”, the rest (5%) claimed that the content of AVA is inappropriate.

This high percentage implies a significant technical challenge for learners while they are using audiovisual aids. The lack of internet access, device compatibility problems or insufficient equipment may have contributed to this. The student's motivation and involvement may be impaired by technological difficulties that interrupt the learning process. In order to resolve these problems, it is crucial that teachers have reliable technological assistance. The choice of the option "lack of materials" indicate that certain students may have trouble obtaining audiovisual aids owing to a lack of resources. This might be a consequence of the lack of financial resources at school or an insufficient quantity of audiovisual materials. Teachers can consider giving these children further support, e.g. access to resources away from school hours or searching for alternative materials. Some students may believe that the audiovisual aids used are not relevant or appropriate for their learning needs, based on the number of students who reported incorrect content in AVA. It may be due to a breakdown in the content and educational objectives or preferences of students. In order to ensure

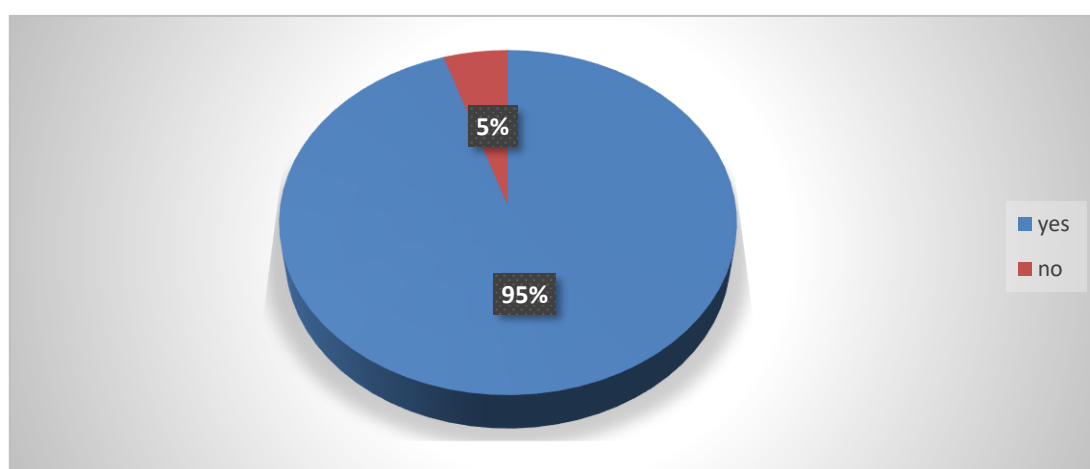
compatibility with the needs of students, it is advisable that teachers consider requesting student input on material appropriateness and making changes as necessary.

Section Three: The Influence of AVA on the Speaking Skills

Question 13: Does the process of learning to speak become more enjoyable and interesting when the teacher uses the AVA?

Figure 13:

Students' opinion about the effects of using AVA on the process of learning

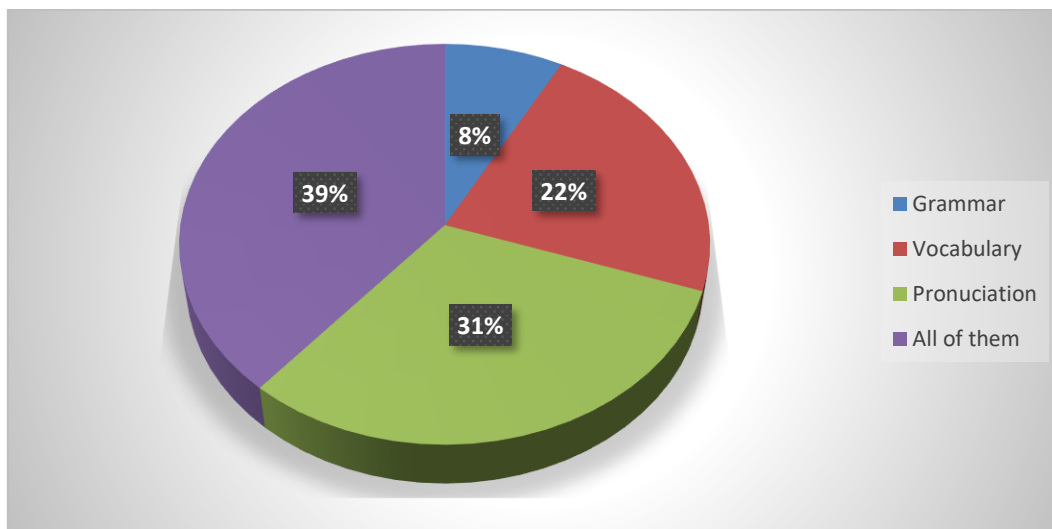


The finding showed that the majority of participants reported that they really enjoy their teachers using audiovisual aids during the teaching process and this makes it interesting. The whole sampling with 95% answered yes, while only 5% answered no, they do not.

As it is reported in the figure, the majority of the participants state that the process of learning to speak becomes more enjoyable and interesting when the teacher uses AVA because using audiovisual aids will arouse learners' curiosity by adding variety to the learning process, so learners can listen to audios, watch videos and interact with different types of media. This makes the process of learning fresh and interesting. On the other hand, answering "no" could be due to overstimulation while using the visual or auditory materials too much. This could be boring and distracting.

Question 14: Which of the following language components can be enhanced when using audiovisual aids?

Figure 14: *Effectiveness of AVA*



The majority of the students (39%) reported that grammar, pronunciation, and vocabulary could be enhanced by AVA. 31% of total participants chose pronunciation while others (22%) selected vocabulary. A minority of the students (8%) thought that AVA could enhance their Vocabulary.

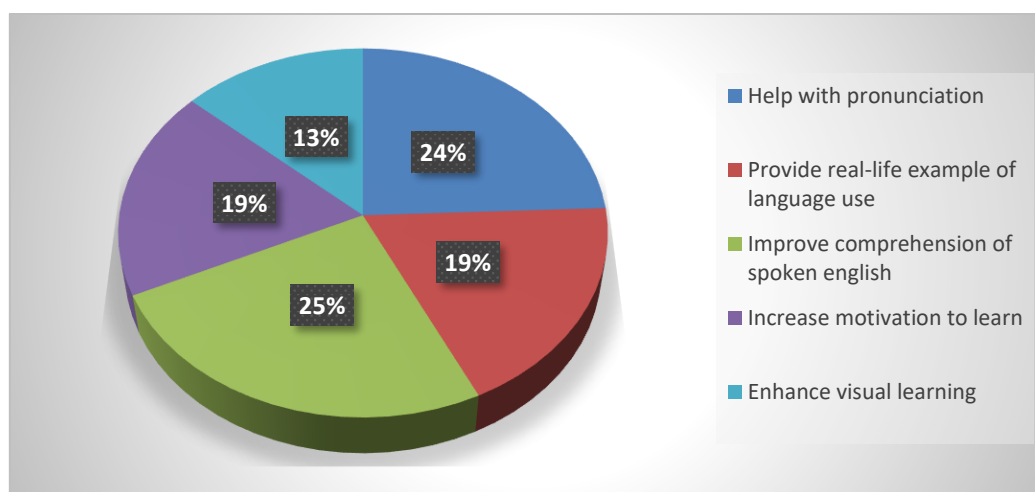
The findings demonstrate that the majority of students concur that the integration of audiovisual aids holds the potential to enhance not only their grammar, vocabulary, or pronunciation but all of them together. These results emphasize the positive impact of incorporating audiovisual aids as a valuable tool for comprehensive language development. In other words, this means AVA can be effectively used to improve language skills in different areas including speaking. AVA can help students who have chosen grammar, pronunciation, and vocabulary as their category to improve their overall language skills. These students are, therefore, most probably interested in learning more about these topics through the use of audiovisual aids. AVA may be particularly useful for the development of correct pronunciation, perhaps through the use of audio or video recordings which model correct pronunciation, according to students who have chosen pronunciation as an area of

improvement. On the other hand, according to the students who selected vocabulary as a development area, it is also very likely that audiovisual tools in particular visual aids which enable learners to classify new words into images or scenarios can have an impact on language learning. Those students who have chosen the only area in which to improve their pronunciation can show an indication that they think there is something wrong with them and thus seek focused instruction via AVA.

Question 15: In your opinion, what are the advantages of using audiovisual aids in teaching the speaking skill? (Select all that apply)

Figure 15:

Advantages of using audiovisual aids in teaching speaking



The obtained results show that 25% of the participants were sure that using audiovisual aids in teaching speaking will improve comprehension of spoken English, whereas 24% of them claimed that it helps with pronunciation. About 19% of students think that it increases motivation to learn, and an identical percentage of students (19%) reported that it provides real-life examples of language use. The minority with 13% said that it enhances visual learning.

As reported in the figure, using audiovisual aids in teaching the speaking skill comes with various advantages starting with improving comprehension of spoken English as the major advantage. This could be due to exposure to different accents and hearing new words

which are used frequently by native speakers which brings students closer to comprehend the speech and get the meaning correctly . Moreover, using audiovisual aids such as videos will help them to follow along and comprehend what is spoken easily.

The second major advantage of using audiovisual aids in teaching speaking is to help in pronunciation. Listening to native speakers provides students with the correct pronunciation to correct it in case they mispronounce it. Watching them while speaking show students how to shape their lips and move their mouth to pronounce the words correctly.

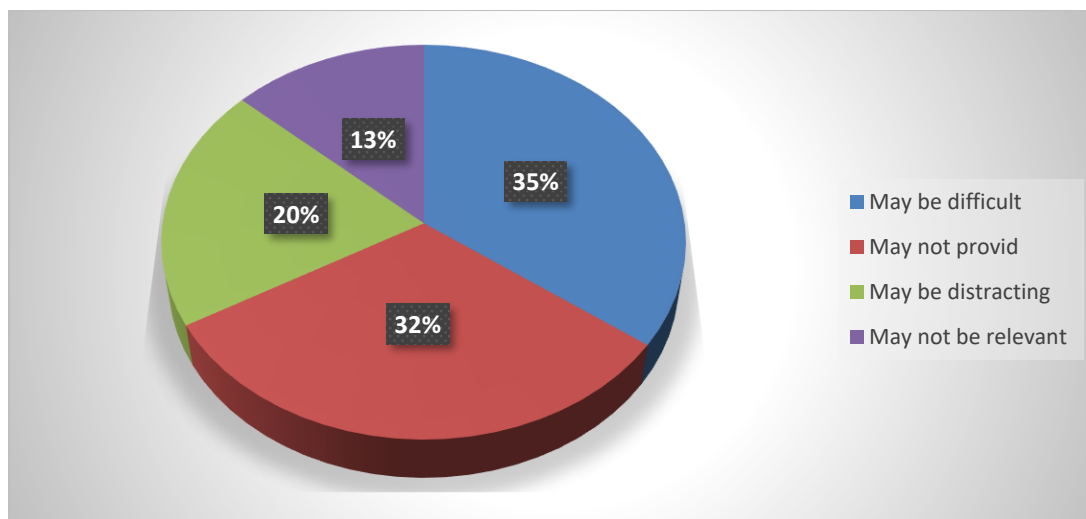
In addition, providing real-life example of language use and increasing motivation to learn come in equal proportions as advantages of using audiovisual aids in teaching speaking. For instance, exposure to English from native speakers and seeing how they use it in their real-life situations provide the context for the word to get the exact meaning according the situation. Moreover, using audiovisual aids helps to engage and attract students' attention by using new and relevant materials which keep students attended, interested and motivated to learn.

Enhancing visual learning is the last advantage of using audiovisual aids in teaching speaking because it provides students with multimedia resources that use visual materials such as images and videos to help them understand and retain information better; it also enables students to visualize and practice the new language concepts through interactive exercises or activities .

Question 16: In your opinion, what are the disadvantages of using audiovisual aids in teaching the speaking skill? (Select all that apply)

Figure 16:

Disadvantages of using audiovisual aids in teaching speaking



As it is shown, 35% of the students reported that AVA may be difficult to understand. 32% of the total respondents indicated that AVA may not provide enough opportunity for practice. While 20% of the learners chose that AVA “may be distracting”, 13% of the students answered that the AVA “may not be relevant to the lesson”.

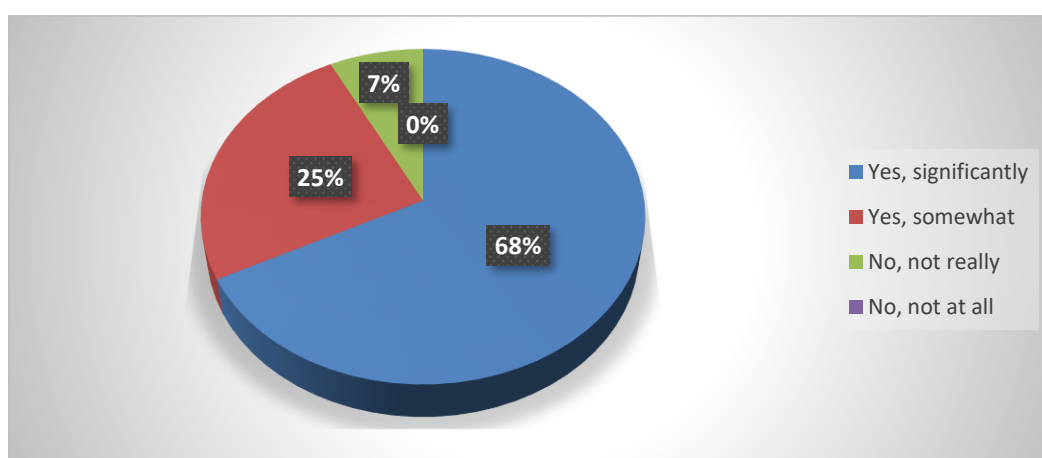
A high percentage of students said that AVA makes it difficult to understand clearly with respect to audiovisual material complexity, suggesting that with the use of new technologies or unfamiliar words in audiovisual media, some learners may have difficulty understanding information. The fact that AVA may be difficult to understand, was ticked by the second highest percentage of students. This indicates that students need more involvement and communication exercises for developing their speech capacity instead of relying on audiovisual aids. Therefore, it is necessary to provide students with vocal exercises apart from the use of audiovisual tools suggesting that students need more engagement and communication activities to build their speaking ability rather than depending simply on audiovisual aids. As a result, in addition to using audiovisual means, it is vital to give students oral exercises. AVA may not give adequate practice opportunities, according to the third-highest proportion. This suggests that some students may find the use of audiovisual aids to be excessively stimulating or distracting, making it difficult to focus on the lesson's learning objectives. When deciding whether or not to use

audiovisual aids in the classroom, teachers should consider their students' needs and preferences. A few learners claimed that AVA may not be relevant to the lesson. To avoid students getting disheartened or perplexed, teachers should ensure that the usage of audiovisual aids satisfies educational objectives and is relevant to the subject.

Question 17: Do you think that the use of audiovisual aids has improved your ability to speak English?

Figure 17:

Learners' perceptions about the use of audiovisual aids in teaching speaking



As indicated in figure 17, the majority of the participants (68%) believe that the use of audiovisual aids has improved their ability to speak English. 25% of the participants answered “yes, somewhat”, while only 7% of the total chose “no not really”. Nevertheless, no one chose “no, not at all”.

According to the statistics gathered, the majority of students feel that audiovisual tools are extremely useful for improving their speaking abilities. This suggests that students' English speaking abilities may have improved significantly while employing audiovisual aids during oral sessions since it delivers a more interesting and dynamic learning experience. It also keeps students engaged and interested by providing a variety of learning materials and tools that appeal to various learning styles and preferences.

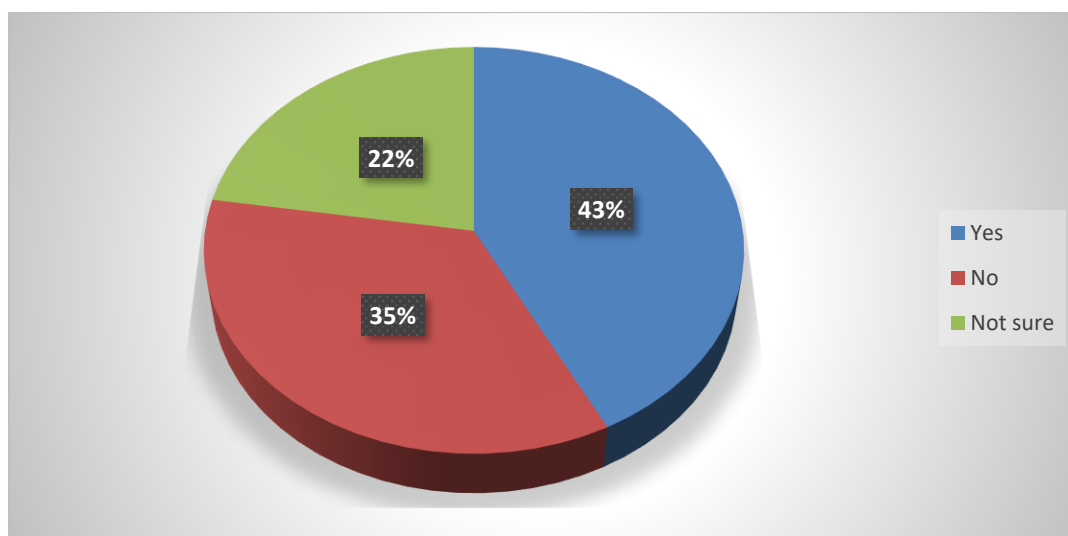
The represented data also shows that several students believed that employing audiovisual aids enhanced their speaking skills considerably. This might be due to the fact that they considered audiovisual aids to be a valuable supplement to their normal learning by offering additional assistance to learners who were already studying English in a more organized and methodical manner.

Although the majority of students agree that audiovisual tools play an important role in enhancing their speaking abilities, some students say that utilizing audiovisual aids does not assist them enhance their speaking skills. This may be because they discovered it was not fit for their learning style, or because the quality of the audiovisual aids employed was insufficient for them. However, none of the students thought it worthless, indicating that the usage of audiovisual aids has greatly enhanced their English speaking ability.

Question 18: Do you feel that your English-speaking classes would be less effective without the use of audiovisual aids?

Figure 18:

Audiovisual aids effectiveness in English speaking classes



When the participants were asked whether their English-speaking classes would be less effective without the use of AVA, 40 participants (43%) answered “yes”, while 35% said “no” and the rest (22%) said “not sure”.

The answer “yes” suggests that participants believe that the lack of audiovisual aids in English-speaking classes would have a negative effect on their effectiveness. This might be because they use audiovisual aids to enhance their learning experience and are unable to understand particular concepts or themes without them. The answer “no” indicates that the participants do not think the absence of audiovisual aids is going to decrease the effectiveness of their classes. It would appear that they are comfortable with the traditional teaching methods or prefer to learn in a variety of ways. The answer “not sure” reply suggests that participants were unsure if the lack of visual aids would be detrimental to class success. It could be that their lack of knowledge and exposure to audiovisual aids in the English-speaking classroom would allow them to make an accurate choice.

Question 19: What suggestions do you have for improving the use of audiovisual aids in teaching the speaking skill?

Table 4:

Student’s suggestions for improving the use of AVA in teaching the speaking skill

	Categories
1	Content should be Interesting/relevant/engaging/clear/enjoyable/understandable. And teachers should be selective.
2	Materials availability/ Appropriateness (Using high-quality of speakers)
3	Using audiovisual aids in every oral session.
4	Training teachers to use audiovisual aids
5	Trying other strategies (games...)

The last question is asked to give suggestions for improving the use of audiovisual aids in teaching the speaking skill. The suggestions are devoted into seven categories, among which the most repeated one was suggestions for improving the content presented through the audiovisual aids. Because content plays a significant role in any learning process, it is preferable to start with the first suggestion during the selection of the content that it should be

interesting, relevant, engaging, clear, enjoyable and understandable. During selecting the content teachers should take into consideration whether it is relevant to students' needs, interests and can be applicable to their future careers and objectives. If the content was boring and not interesting even not enjoyable, students will lose their interest and passion to learn new things. Making the learning experience more enjoyable will help learners to engage and pay attention to it. The utmost consideration when choosing content lies in its clarity and ease of comprehension, making sure of that the language used is appropriate to the learners' proficiency level. Equally vital is the judicious selection of an appropriate audiovisual aid that facilitates accessible and comprehensible delivery of the content. For instance, simplifying complex concepts into digestible portions or progressively introducing the material from simple to complex can significantly enhance learners' understanding and grasp of the subject matter. These strategies foster awareness and enable learners to grasp the content clearly. Teachers should be selective which means that teachers should carefully select the most appropriate audio, visual, or audiovisual aids that match the learning objectives and students' needs to be a useful tool for teaching speaking skills.

The second most repeated answer was 'materials availability'. This suggests that the effectiveness of audiovisual aids in teaching speaking depends on availability of appropriate materials. The lack of materials could be a serious problem that struggles learning / teaching objectives taking into consideration the technological development in the world, using audiovisual aids which is a part of technology has become necessary in various areas of life in order to keep pace with development. On the same side, the respondents answered with providing materials that have a high quality especially speakers as a suggestion to achieve learning objectives, a low quality speaker will not allow learners to listen and follow with the content so they cannot get the ideas clearly because of the background noise the speaker

produce which make the sound unclear. As a result, poor sound quality can lead to reduce engagement from the audience and make the materials useless.

The third most repeated suggestion was using audiovisual aids in every oral session. As it is known, audiovisual aids provide diversity in learning styles that fit every learner's learning style whether he/she was auditory, visual, or both. This makes it easier to learn and help to enhance learning through increasing engagement and improving comprehension which makes it fun and memorable by using the appropriate material with the content. As a result, learners will get the opportunity to practice speaking in a more natural and authentic context. So, the respondents suggested using audiovisual aids during every oral session as they think it helps them to improve their speaking skills in several ways better than traditional methods.

Based on the collected data, some respondents suggested training teachers to use audiovisual materials in teaching speaking as it is considered as an important factor when seeking to make the process of learning effective. This suggests that the effectiveness of audiovisual aids in teaching speaking skills depends on the way the teacher use these aids. Teachers should be aware of how to use those aids with the appropriate content to achieve learning objectives. Furthermore, training could help teachers to develop the necessary skills and knowledge to use it and also helps them to develop confidence and motivation as they would feel comfortable and confident in using it into their lessons easily.

As the last suggestion, the respondents answered with trying other strategies' such as games or others, as it provides a more diverse and engaging learning experience. Some students feel that using audiovisual aids in teaching speaking skills is not really effective for them as it doesn't fit all their needs; they prefer their teachers to use games or other interactive activities because they believe it would provide them with a real experience.

Discussion

In order to get the objective of this study which was examining how students perceive the use of audiovisual aids in enhancing their speaking skills. The questionnaire consisted of 19 questions, yielding diverse responses. After the data collection, calculation, analysis, and interpretation of the questionnaire, the findings proved our hypothesis, as students expressed the belief that the use of audiovisual aids enhances their speaking skills.

The first section was dealing with speaking starting with The level of proficiency of students that is related to the acquisition of the four skills (listening, speaking, reading, and writing) in which the students face difficulties in speaking. When learners acquire this skill, they struggle with vocabulary and grammar which prevents them to speak fluently during the oral session. Among the findings, it was evident that the use of audiovisual aids during oral sessions had a notable effect on language components such as grammar, vocabulary, and pronunciation.

The next section was dedicated to examining the use of audiovisual materials during oral sessions. Since many kinds exist nowadays and each student has his/her own preferences, the study also shed light on students' preferences, among audio, visual, and audiovisual aids, AVA was the preferred instructional material to be used due to their motivational value, real-life language examples, and improved comprehension of spoken English. On one hand, the frequency and regularity of using audiovisual aids are depended on learners' needs and significantly influenced their language development. However, technical issues emerged as a common obstacle hindering optimal performance.

Since the first section deals with learners' perceptions about speaking and the second one deals with audiovisual aids, the last section was a result of combining both of them. As it aims to explore students' perceptions about using audiovisual aids in teaching speaking, the majority of participants emphasize the advantages of audiovisual aids, they highlighted their

positive impact on enhancing their language skills such as enriching their vocabulary, correcting their grammatical mistakes, and showing them how to pronounce words in the correct way. Furthermore, participants acknowledged the substantial improvement in their ability to speak English resulting from the integration of audiovisual aids, with a significant proportion reporting a significant or moderate enhancement.

In order to enhance the use of audiovisual aids in teaching speaking, learners were given a chance to offer their suggestions. In doing so, teachers create an interactive and advantageous learning environment that facilitates learners' language development and promotes them to speak English effectively.

Overall, this study sheds light on the importance of audiovisual aids in enhancing EFL learners' speaking skills. Notably, the majority of participants believe that audiovisual materials are useful tools that should be used during their oral classes to improve their speaking. As a result, we can conclude with learners' perceptions were positive toward the use of audiovisual aids in teaching speaking.

Conclusion

In order to illustrate the collected data from the students' questionnaire for the purpose of investigating the students' perceptions about the use of audiovisual aids in improving learners' speaking skills, describing the quantitative and qualitative research methods. We started this chapter by establishing our research goals then reporting and interpreting each question separately whether using figures or tables and discussing the most important findings. As the majority of the respondents agreed that using these aids helps to enhance their speaking skills, it is clear that EFL learners perceive the incorporation of these materials in teaching speaking as a valuable and helpful tool to be used by their teachers during the oral sessions. To bring this chapter to the intended end, the results we obtained proved that learners have positive perceptions about using audiovisual aids in teaching speaking skills.

Recommendation

We suggest the following recommendations based on the findings:

For EFL teachers:

- ✓ EFL teachers should be trained in the appropriate selection and how to use audiovisual aids effectively in teaching speaking.
- ✓ EFL teachers also should take into account the learners' preferences, needs, and abilities when selecting and using audiovisual aids in teaching speaking. This will help to create a positive and engaging learning environment that fosters learners' motivation and participation.
- ✓ EFL teachers should use a variety of audiovisual aids including videos, podcasts, and online resources to cater to different learning styles and preferences.

For EFL curriculum designers and educational policymakers:

- ✓ They should incorporate the use of audiovisual aids in EFL instruction, thereby enhancing the overall quality of teaching and learning and preparing learners for the challenges of a globalized world.

General Conclusion

The main purpose of studying a foreign language is to be able to speak that language, as speaking encompasses all the important aspects of language such as grammar, vocabulary, comprehension, and fluency, thereby making it an essential part of language learning which makes specialists ready to create, modify and then reapply new approaches, methods, and strategies in order to improve the process of teaching/learning speaking skills. In fact, technology has revolutionized every field of life including the educational field. As a result, using technology such as audiovisual aids to improve the educational process become a necessity. That is the reason why we choose to conduct research about these issues and specify the speaking skill as it plays a vital role in any language proficiency.

Since the whole world is in line with technological development, the education sector is no exception including the EFL branch. In light of these advancements, the question naturally arises: what are students' perceptions of using audiovisual aids in teaching speaking skills. After analyzing learners' perceptions this dissertation concludes that audiovisual aids have a positive impact on EFL learners' speaking skills. This study guides us towards creating a dynamic and engaging learning environment, where EFL learners can harness the power of visual and auditory stimuli to enhance their speaking skills

Furthermore, the findings of the study demonstrate that the effectiveness of audiovisual aids depends on several factors, such as proper selection, appropriate use, and combination with other teaching methods. The study also emphasizes the importance of teachers' training in the proper use of audiovisual aids

Finally, this research gives useful insights on the use of audiovisual aids in teaching speaking and highlights the need of incorporating them into EFL training. The study's findings may be used by EFL teachers, curriculum designers, and educational policymakers to improve the quality of EFL teaching and learning.

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Appendices

Students' questionnaire

Dear students:

You are kindly requested to answer the following questions about EFL learners' perception of the use of audiovisual aids in teaching speaking skill. The information you provide will be kept confidential

Tick the right box(s) or write in the space provided.

Section One: Students' Perceptions of the Speaking Skills

1. What is your level of English?

- Beginner
- Intermediate
- Advanced

2. According to you, what is the most difficult skill to learn?

- Speaking
- Listening
- Reading
- Writing

3. Is there any relationship between speaking and listening?

- Yes
- No

4. Do you face any difficulties in speaking English?

- Yes
- No

➤ If yes, what are those difficulties?

.....
.....
5. Which aspects of the speaking skill do you find most challenging during oral sessions?

- Pronunciation
- Vocabulary
- Grammar
- Fluency
- Comprehension
- Content (nothing to say)

6. What strategies do you use to improve your speaking skills during oral sessions?

- Practice speaking with classmates or friends
 - Listen to English-speaking media (TV, movies, podcasts, etc.)
 - Read English texts out loud
 - Use language learning apps or software
 - Take notes during the session
 - others (please specify)
-

Section Two: The Use of Audiovisual Aids in EFL Classes

7. Is your teacher used to using AVA before the classes?

- Yes
- No

8. How often does your teacher use the audiovisual aids during the oral session?

- Always
- Sometimes
- Rarely

Never

9. How much do the audiovisual aids fit our needs?

Much

A little

Not at all

Justify your answer:

.....

10. What kind of audiovisual do you prefer your teacher to use?

Audio aids (tape recorder, radio, broadcasts...)

Visual aids (pictures, PowerPoint...)

Audiovisual aids (videos, computer...)

Other materials

11. According to you, what are the benefits of using audiovisual aids during oral sessions?

They help to clarify and reinforce keywords

They make the lesson more engaging and interesting

They enhance learners' understanding and retention

They improve the overall quality of the lesson

other (please specify)

12. What are the obstacles you face when using the AVA?

Inappropriate content

technical issues (sound...)

lack of materials

Section Three: The Influence of the AVA on the Speaking Skills

13. Does the process of learning to speak become more enjoyable and interesting when the teacher uses the AVA?

Yes

No

14. Which of the following language components can be enhanced when using audio-visual aids?

Vocabulary

Pronunciation

Grammar

All of them

15. In your opinion, what are the advantages of using audiovisual aids in teaching the speaking skill? (Select all that apply)

helps with pronunciation

Provides real-life examples of language use

Improves comprehension of spoken English

Increases motivation to learn

Enhances visual learning

Others (please specify)

16. In your opinion, what are the disadvantages of using audiovisual aids in teaching the speaking skill? (Select all that apply)

May be distracting

May not be relevant to the lesson

May be difficult to understand

May not provide enough opportunity for practice

17. Do you think that the use of AVA has improved your ability to speak English?

- Yes, significantly
- Yes, somewhat
- No, not really
- No, not at all

18. Do you feel that your English-speaking classes would be less effective without the use of audiovisual aids?

- Yes
- No
- Not sure
- Others (please specify)

19. What suggestions do you have for improving the use of audiovisual aids in teaching the speaking skill?

.....

Thank you for your time.

المخلص

الهدف الرئيسي لمتعلمي اللغة الإنجليزية كلغة أجنبية هو اكتساب القدرة على التحدث بهذه اللغة، مما يمكنهم من التعبير والتواصل بفعالية اذ تعد اللغة الأكثر تحدثًا في العالم، وهذا بسبب تأثير الثورة التكنولوجية على جميع مجالات الحياة دون استثناء، من اهمها العملية التعليمية. يهدف هذا البحث الى الاستقصاء حول مدى فهم متعلمي اللغة الإنجليزية كلغة أجنبية باستخدام وسائط الصوت والصورة في تعليم التعبير الشفهي، وتكمن اهمية البحث هنا في الإجابة على الأسئلة البحثية الثلاث التالية: (1) ما هي العقبات التي يواجهها المتعلمون في استخدام وسائط الصوت والصورة؟ (2) كيف تطوّر وسائط الصوت والصورة مهارات التعبير الشفهي لدى المتعلمين؟ (3) هل وسائط الصوت والصورة مفيدة لكل من المتعلمين السمعيين والبصريين؟ اعتمادًا على ذلك، تم توجيه استبيان إلى أربعين طالبًا في السنة الثانية من دارسي اللغة الإنجليزية كلغة أجنبية في المركز الجامعي ميلة. يصبو هذا البحث إلى دراسة كيفية فهم الطلاب وسائط الصوت والصورة في اكتساب مهارة التحدث. بالإضافة الى دراسة تتبّع تأثير وسائط الصوت والصورة على مهارات التحدث لدى المتعلمين، بما في ذلك تفضيلاتهم والتحديات التي يواجهونها واقتراحاتهم. تشير النتائج إلى أن المتعلمين يصورون بالاعتماد على وسائط الصوت والصورة بشكل إيجابي في اكتساب مهارة التحدث، وهو ما يحقق الهدف الرئيسي للدراسة.

Résumé

L'objectif majeur des apprenants de l'anglais langue étrangère (ELAO) est d'être capable de s'exprimer et de communiquer efficacement dans un monde où l'anglais est devenu la première langue de communication. La révolution technologique a influencé d'une manière positive le domaine de l'éducation en favorisant la mise en place d'un système d'apprentissage basé sur l'éducation numérique. Par conséquent, cette recherche est menée dans le but d'étudier les perceptions des apprenants en ELAO sur l'utilisation des supports audiovisuels dans l'enseignement de l'expression orale. En d'autres termes, elle est menée pour répondre aux trois questions suivantes : (1) Quels sont les obstacles auxquels les apprenants sont confrontés dans l'utilisation des supports audiovisuels ? (2) Comment les supports audiovisuels développent-ils les compétences en expression orale des apprenants ? (3) Les supports audiovisuels sont-ils utiles à la fois pour les apprenants auditifs et visuels ? À partir de ce point, un questionnaire a été adressé à quarante étudiants en ELAO de deuxième année à MUC afin d'étudier leur perception de l'utilisation des aides audiovisuelles (AVA) dans l'apprentissage de la compétence orale. L'étude examine l'impact des aides audiovisuelles sur les compétences orales des apprenants, y compris leurs préférences, les défis rencontrés et les suggestions. Les résultats indiquent que les apprenants perçoivent positivement l'utilisation des aides audiovisuelles dans l'apprentissage de la compétence orale, ce qui permet d'atteindre l'objectif principal de l'étude.