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Title:

The Role of Audio-Visual Aids in Enhancing EFL Pupils' Speaking Skill

The Case of L3 pupils at Djallab Belkacem Ben Ali Primary School

A Dissertation Submitted to the Department of Language and English Literature in Partial
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Dedication

With all love that covers my heart, I dedicate this dissertation to:

My most expensive two people in this world, my mother and my father, who encouraged
and gave me confidants to accomplish this work.

To all my family, my dear brother, and all my friends.

Declaration

I, Malak MAANANI, do hereby solemnly declare that the work presented in this dissertation is my own, and has not been submitted before to any other institution or university for a degree.

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Abstract

The main aim behind this research is to shed light on the role of using audio-visual aids in enhancing EFL pupils' speaking skill in the primary school. To achieve this aim, we adopt a mixed-methods research design, a questionnaire was administered to teachers in order to explore their viewpoints' about the use of audio-visual aids and their impact on improving pupils' speaking skill, in addition to the classroom observation conducted with the 3rd year pupils to obtain more direct and real data. The results obtained from this investigation confirmed our hypothesis. The use of audio-visual aids in the teaching process improves the pupils' speaking skill through motivating them to participate and use effectively their speaking abilities.

List of Acronyms

AVA: Audio-Visual Aids

EFL: English as a Foreign Language

Q: Question

H: Hypothesis

N°: Number

%: Percentage

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General Introduction

Introduction

English in Algeria is one of the main foreign languages that are taught in the national educational program, it is considered essential for several purposes such as science, technology, culture etc. Due to the recent political and social change, a shift toward learning English as a second language has changed its status from being a foreign language to a demand of being a second language. Therefore, the Algerian government decides to include English in the primary schools.

Teaching English to young learners in primary schools presents a set of challenges and opportunities. Learners are at a critical stage of language development. Moreover, developing speaking skills for young learners aged 8-10 plays a crucial role in building their language proficiency since they are naturally curious, excited to learn, and highly receptive to new information. However, most pupils face many difficulties to speak, they cannot even introduce themselves. This is due to many reasons such as the methodology used by the majority of the teachers. Therefore, teachers should use different materials and teaching aids in their classes in order to provide more activities for pupils to enhance their speaking abilities.

In this respect, the integration of the audio-visual aids such as pictures, songs, and videos provides exposure to the spoken language such as dialogues, role plays, stories, as well as, they are very important since they give pupils the opportunity to see and to hear the language in its real use. Furthermore, all audio-visual aids affect positively the learners' speaking skill; also can minimize the amount of challenges that face both teachers and learners. So to enhance pupils' speaking ability teachers should employ newer methods and strategies and have the right choices of such materials.

1. Statement of the problem

Speaking is one of the most important skills in language learning that pupil needs in order to communicate effectively. In Algerian primary schools, most of pupils have a problem with the speaking performance. They cannot express themselves clearly. However, children are most receptive but we should take in consideration that teaching with traditional methods will make them lose their interest in language learning. Therefore, teachers should offer more activities and incorporate various tools to help pupils improve their speaking. Using audio-visual aids in class can make learning easier and enjoyable for young learners. In this research we will shed light on the use of audio-visual aids and try to prove their effectiveness in enhancing the pupils' speaking skill.

2. Research Questions

Q1: Are the AVA beneficial and helpful in improving the pupils' speaking performance?

Q2: What are the factors that affect pupils' speaking performance?

3. Research Hypothesis

H1: We hypothesize that the problem of speaking the language refers to the methods employed by teachers in the classroom.

H2: We hypothesize that the use of audio-visual aids may enhance EFL pupils' speaking performance.

4. General Aim

The aim of the study is to investigate the role of audio-visual aids in enhancing EFL pupils' speaking skill.

4.1 Specific Aims

- To explore the needs of young learners in the target language.
- To increase teachers' interest towards the use of audio-visual aids.
- To demonstrate the importance of audio-visual aids in teaching and learning process.

- To explain the relevance of speaking skill in a foreign language learning.

5. Significance of the study

The use of audio-visual aids has been shown to have a positive influence on developing the speaking skill. Studies have found that incorporating visual and auditory elements into language teaching helps engage pupils, provides opportunities for practice and improves comprehension. In addition, young learners acquire a language effectively and efficiently if the environment supports them. So, fun activities and tools such as videos, games, and songs can be recommended to help young learners pick up the target language quickly.

6. Literature Review

The emergence of technology has shifted progressively the language teaching approaches which led to the development of certain methodologies such as the audio-visual aids. Therefore, those materials are of great importance in the educational fields, especially teaching and learning languages, audio-visual aids are used for the purpose of enhancing EFL learners' speaking skill.

The impact of the audio-visual aids on developing speaking skill among pupils has been subject of interest in the educational research. Several studies have explored the effectiveness of using audio-visual in teaching. The first use of audio-visual aids as Aggarwal (2009) stated was by Dutch humanist, theologian and writer Desiderius Erasmus, he discouraged memorization as a technique of learning and advocated that children should learn through the aid of pictures or other visuals. Stated by Burton that "audio-visual aids are those sensory objects or images which initiate or stimulate and reinforce learning" in addition to Neeraja (2011) as an instructional device in which the message can be heard as well as seen. They provides the meaning of audio-visual aids as being the sensory objects or images that initiates, stimulates, or reinforce learning; it helps the process of learning .

The audio-visual aids can influence the foreign language learning that requires the mastery of the four skills; reading, writing, listening, and speaking. The latter is considered the most important at the same time a difficult skill to practice. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998). However, the speaking skill has a great importance in the teaching and learning processes.

7. Research Methodology

The present study involves a combination of both quantitative and qualitative data collection methods to obtain reliable results; mixed-methods research design. Two major means are selected: a questionnaire along with the classroom observation. The questionnaire was administered to the primary school teachers to analyze the use and the impact of audio-visual aids on speaking skill, the other tool is a classroom observation using a checklist to assess pupils' engagement and interaction during language lessons, also to explore in-depth on the effect of the audio-visual aids in enhancing the speaking skill.

8. Research Limitation

In the conduct of this research, two limitations were encountered that warrant consideration. Firstly, time constraints disallowed the inclusion of interviews with teachers, which could have offered richer, qualitative data Secondly, although questionnaires were distributed to five teachers in an effort to gather comprehensive data, two of them did not complete all the questions. This has resulted in a unfinished data. These limitations highlight areas where future research could expand upon to obtain a more full understanding of the subject matter.

9. Dissertation Structure

The research has been divided into two main parts: the first, the theoretical part that contains two chapters. The first chapter was devoted to an overview about the use of the audio-visual aids, passing through the audio-visual definitions, its different characteristics, types and objectives. After that, we move to learning styles and teacher's role in using audio-visual aids and its importance in the learning process. The second chapter is about the speaking skill, we start this chapter with its different definitions. Afterwards we have made an overview about its types, components, and objectives. We have also mentioned some factors affect EFL learners in speaking and tackled briefly speaking and listening relationship. On the other hand, we deal with the teaching English speaking to children and we proposed some techniques for teachers that may help pupils to improve their speaking abilities.

The second part, the practical part of the research we adopt a descriptive research methodology; it was conducted with the third year pupils and teachers of primary school. The third chapter is an analysis of findings in order to demonstrate the usefulness of the audio-visual aids in enhancing EFL pupils' speaking skill.

Chapter One: The use of the Audio-Visual Aids

Introduction

The integration of technology into education has opened up new possibilities for teaching and learning, making the latter more engaging, interactive, and effective for all ages. According to Ranasingh and Leisher (2009) the integrating technology into the classroom is an approach to develop better understanding of basic concepts provided it is applied appropriately. Technological tools ought to assist the curriculum rather than overshadow it. Koç (2005) says that the integration of technology into curriculum means using it as a tool to teach academic subjects and to promote higher-order thinking skills of students. Incorporating technology allowed for the implementation of creative approaches in the classroom. Darling-Hammond and Berry (2005) suggested that “For widespread change to occur, teacher need to incorporate the opportunities of the emerging technological infrastructure into their overall curricular thinking” (Mohd., 2015, p.62).

There is a close relationship between technology and teaching learning processes. Over time, new strategies and aids have been introduced in the field of education where a teacher may use it as a technique to enhance the learning experience especially into primary level by incorporating both auditory and visual elements into the teaching process. Audio visual materials can enhance language learning positively when utilized appropriately in terms of timing and location because the best way is to offer direct experiences, such as showing real objects. However, teachers cannot bring all objects into the classroom. In such cases, educators can still engage students by describing distant lands, deserts, wild animals, or historical events. By integrating audio-visual aids into their lessons, teachers can make the content more engaging, interactive, and accessible to pupils with different learning styles. A successful classroom teaching and learning experience occurs when pupils are actively engaged in the course. Abdullah, et al (2012) agree that the interaction between both the student and the teacher will create an effective learning process which leads to a conducive

classroom environment (as cited in Gupitaningrum, et al., n.d.). This Audio-visual aids also provides a multi-sensory approach to learning, making it easier for pupils to understand and retain information.

This chapter devoted mainly to introduce the Audio-visual aids and its importance. First we will present the Audio-visual aids in brief definitions and mention their objectives and characteristics. Then we will move to identify their various types and learning styles without forgetting the teacher's role when using them in the classroom.

1.1 Definition of audio-visual aids

Audio-visual aids are important in the education system and play a crucial role in teaching. AVA are tools or materials that use both sounds and visuals to help in acquiring and teaching a language in order to encourage pupils' learning process and make it easier and more interesting. Instead of solely listening to someone talk, you also have the opportunity to view images and videos. An audio-visual product is any item such as pictures, models, charts, maps, videos, slides, real objects etc. Also, defined as an instructional device in which the message can be heard as well as seen (Neeraja, 2011). He means that audio-visual aids are sensory objects or images that enhance, stimulate, or reinforce learning. In the words of Kinder, S. James Describe audio-visual aids are any device which can be used to make learning experience more real, more accurate and more active. It known fact that AVA makes studying more interesting and easier to understand, making the learning experience more engaging and memorable by using both eyes and ears making the task more enjoyable and motivating.

The following are some definitions taken from different scholars' views (Aggarwal, 2009).

According to Edgar Dale, audio-visual aids are devices that facilitate communication of ideas in teaching and training contexts, often referred to as multi-sensory materials. McKean and Roberts further define audio-visual aids as supplementary tools that enable teachers to use multiple sensory channels to clarify, establish, and connect concepts. Adding to this, Carter V. Good describes audio-visual aids as instrumental in the triangular process of learning by providing motivation, classification, and stimulation. Burton's perspective highlights that audio-visual aids are sensory objects or images that initiate, stimulate, and reinforce learning. Together, these perspectives emphasize the importance of audio-visual aids in enhancing teaching and learning experiences by engaging multiple senses and facilitating comprehension and retention of information.

1.2 Objectives of teaching aid

The role of AVA in education is to achieve the following objectives (Umar, 2014, as cited in Ojobor et al., 2020).

- To enhance teachers' skill which help to make teaching and learning process effective
- To make learners active in the classroom
- To make pupils/students good observers
- To develop essay and understandable learning material
- To adopt child centered teaching and learning method

In addition to the above objectives, Ciaseali, and Marchins (2008) stated that audio visual resources individualize learning through the use of digital media; motivate and facilitate learning through the use of symbols and spatial representation which are attractive in nature; deepens learning, through different ways of illustration; develop cross skills and competencies through efficient communication, solving problem; critical thinking; collaboration; and using technologies; develop attitudes through intellectual curiosity; and as well give a background for global perspective on the world (as cited in Ojobor et al., 2020) Their use has many purposes, which Sankaranarayanan and Sindhu (2012) presented as the following:

Firstly, to provide a basis for more effective perceptual and conceptual learning. Secondly, to initiate and sustain attention, concentration and personal involvement of the students in learning. Thirdly, to provide concreteness, realism and life likeness in the teaching learning situation. Fourthly, to bring the remote events of rather space or time into the classroom. The last purpose is to increase the meaningfulness of abstract concepts.

1.3 Classification of audio-visual aid

There are many ways to classify audio-visual aids (Unite 3 Audio-Visual Aids, 2017)

- According to progress
- According to sense involved
- According to projection, or show

1.3.1 According to progress

- a) First generation: handmade, chart, graphs, models, etc.
- b) Second Generation: printed or illustrated printed graphics, workbooks, etc.
- c) Third Generation: photographs, slides, films, radio recorder, telecast, etc.
- d) Fourth Generation: television, language laboratories, information communication technology based aids like computer, multimedia, touch screen kiosks, mobiles, etc.

1.3.2 According to sense involved

Grounded in the concept of sensory learning, individuals primarily acquire knowledge through direct sensory interaction. With this in mind, these can be categorized into three primary groups:

- a) Audio Aids: instructional devices through which the message can only be heard.
- b) Visual Aids: instructional devices through which the message can only be seen.
- c) Audio Visual: instructional devices through which the message can be heard and seen simultaneously.

According to UNESCO, while listening, a person remembers 15% of language information, and when viewing 25%, in the process of viewing and listening 65% of information will be remembered by him.

Table 1

Classification N°1 of the audio-visual aids

Audio materials	Visual materials	Audio-visual materials
-Language laboratories.	- Boards.	-Demonstrations.
- Radio.	-Charts.	-Films.
- Sound distribution System.	- Drawings.	- Videos.
	- Flash cards.	- Television.
	- Pictures.	
	- Photographs.	
-Tape recorder.	- Slides	

1.3.3 According to projection, or show

- a) Projected aids: visual instructional devices which are shown with a projector which helps the learner in acquiring the learning experiences through visual senses. A
- b) Projected aid is suitable for large group as well as small groups. The projected image could be made large and bright on the screen.
- c) Non-projected aids: Visual instructional devices which are simply presented without any projection equipment.

Table 2

Classification N°2 of audio-visual aids (Aggarwal, 2009, p.160).

Projected aids	Non-projected aids				
	Graphic aids	Display boards	Dimensional Aids	Audio aids	Activity aids
- Films.	- Cartoons.	-Black boards.	-Diagram	-Radio.	- Computer
-Films strips.	- Charts.	- Bulletin	-Models.	-Recordings.	Assisted
-Opaque projector.	- Comics.	-Flannel boards.	-Mock ups.	-Television.	Instruction.
	- Diagrams.	boards.	-Objects.		-Demonstrations.
-Overhead projector.	- Flash cards.	-Magnetic boards.	-Puppets.		-Experimentation
	- Graphs.	-Peg boards.	-Specimens.		-Field Trips.
- Slides.	-Maps.				-Programmed.
	-Photographs.				-Teaching Machines.
	- Pictures.				
	- Posters.				

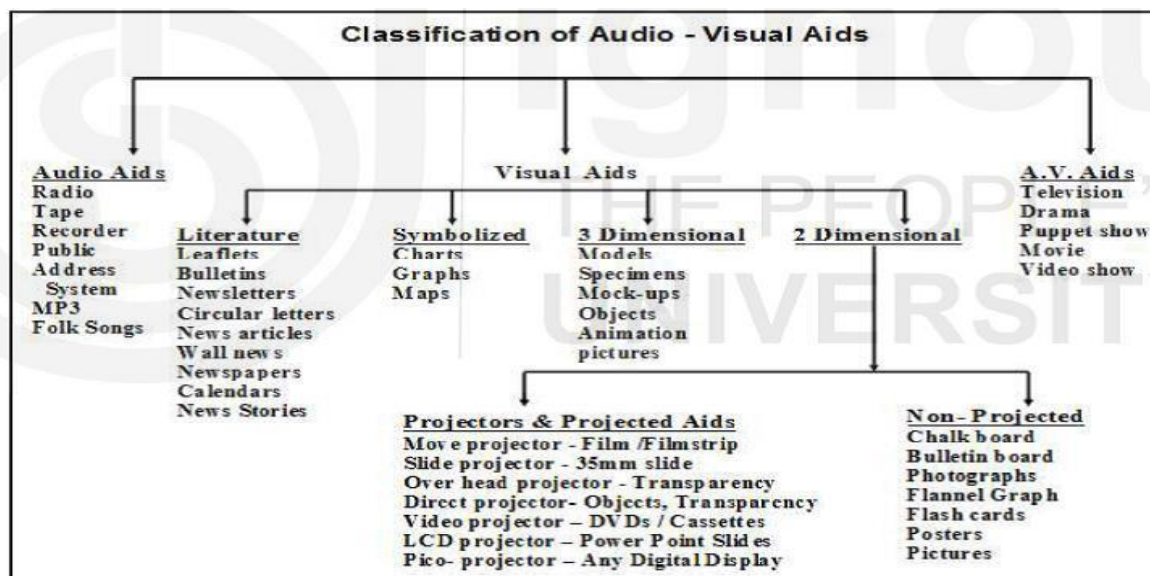


Figure 1. Classification of Audio-Visual Aids (Unite 3 Audio-Visual Aids, 2017)

1.3.4 Classification according to Edgar Dale experience

Edgar Dale is recognized as the pioneer of studying teaching theories and communication media in his book “*Audio-Visual Methods in Teaching*”. He suggested what is called “*cone of learning*” to emphasize the importance of visual learning. The following graphic represents information about what learners tend to remember after two weeks.

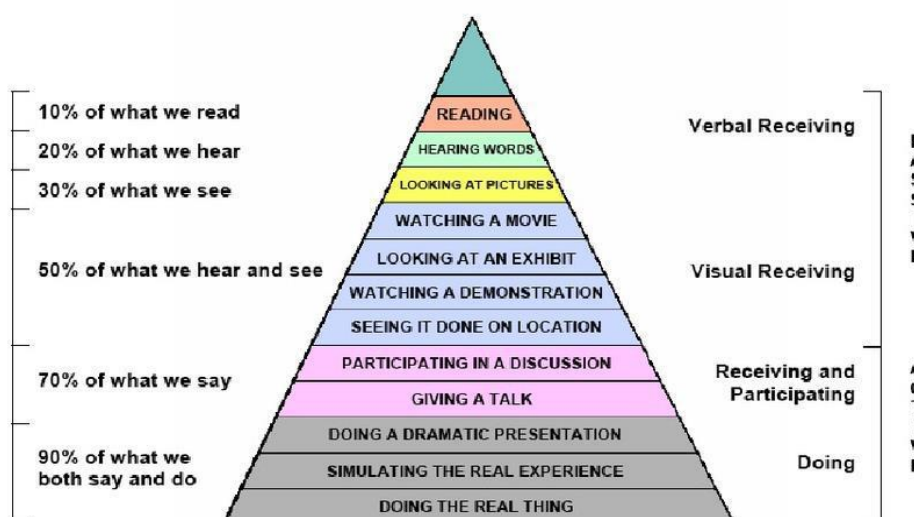


Figure 2. The cone of learning. (Edgar Dale, 1946. *Audio-Visual Methods in Teaching* (3rd Edition).

The data presented that 50% of what is retained is attributed to the senses of sight and sound. Learners are able to recall this information due to their engagement in visual activities, such as watching a film, video, image, demonstration, or firsthand observation.

Each of these classifications is organized based on a specific principles, some of them are based on the learning style and others by projection.

1.4 Characteristics of Audio-Visual 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 (cited in BOUBEKEUR & KIHHEL, 2023) .

- a) **Relevancy:** The aid should be aligned with the concept that needs to be taught. A crucial factor is how closely the aid is linked to the comprehension of the subject matter; a visual aid should be accurate down to the smallest details, easy to understand, and engaging.
- b) **Comprehensibility:** Audio-visual aids should connect the new knowledge with previous experiences that are within the students' understanding. It should align with their existing knowledge to make teaching more effective.
- c) **Accuracy:** The importance of audiovisual aids cannot be emphasized enough, It is essential that these aids are accurate in their presentation and proportions to ensure they are used optimally and contribute to successful learning outcomes.
- d) **Interest:** The adaptability of audio-visual materials in education is unmatched, as they can captivate learners with an engaging mix of visual components, written content, and imagery. The benefits of audio-visual aids enable the presentation of difficult topics in a compelling and absorbing manner, enhancing the overall appeal and enjoyment of the learning process.

- e) Motivation: Using visual aids can help to inspire students and make the learning process easier by overcoming obstacles and improving absorption of information. When used correctly, these aids can encourage students to reach their goals and achieve the best possible learning results.
- f) Realism: The credibility of audiovisual aids is essential, as they need to illustrate real-world concepts accurately and be relevant to everyday life. By connecting the content with practical scenarios, these aids can enrich the learning process and give students a more comprehensive grasp of the topic.

In addition, Aggarwal (2009) have listed the characteristics of good teaching aids that make the learning process more effective for the students:

- They should be meaningful and purposeful.
- They should be accurate in every respect.
- They should be simple.
- They should be inexpensive.
- They should be large enough to be properly seen by the students for whom they are meant.
- They should be up to date.
- They should be easily portable.
- They should be appropriate to the mental level of the students.

1.5 Learning styles

Learning style refers to the specific way in which an individual processes and retain information. In other words, Learning styles allude to the different ways that each person prefers to learn through. It is sometimes defined as the characteristics cognitive, affective, social, and psychological behaviors that serve as relatively stable indicators of how learners perceive, interact, with, and respond to the learning environment” (MacKeracher, 2004,

p.71). Brown (2000) defines learning styles as the manner in which individuals perceive and process information in learning situation. He argues that learning style preference is one aspect of learning style, and refers to the choice of one learning situation or condition over another.

The researchers found a variety of learning styles in student that can be classified according to certain categories. One of the most common learning styles taxonomy in practice today, VAK has become commonplace at all levels of education. Deporter and Hernacky (2006) divided them into 3 categories are visual, auditory, and kinesthetic(VAK) (as cited in Isnaeni & Nuraeni, 2020). First, visual learners who prefer to learn through seeing. Secondly, auditory learners who prefer to learn through hearing. Thirdly, kinesthetic those who prefer to learn through movement, practice and touch. The table below summarizes the three type and their characteristics:

Table 3

Types of the learning styles (VAK)

Visual learner	Auditory learner	Kinesthetic learner
-Observe rather than acts or talks.	-A good listener	-Enjoys to practice activities with the teacher
-Likes to read	-Good at oral presentation and group discussion.	by doing and moving.
-Scans everything, wants to see things.	-prefer to listen to the teacher's talk and speech.	-Likes to touch and handle materials and objects.
-Memorizes by seeing graphics or pictures.	-Sensitive with the tone of voice.	-Hard to stay for a long time.
-Enjoys maps, pictures, colors.	-Enjoys listening activities.	-Enjoys playing sports and games.
-Notices details.	-Learners best through songs	-Outgoing by nature.
-Quite by nature.	-Prefer direction given orally.	
	-Outgoing by nature.	

The curriculum of learning, teaching materials, and teaching should be suitable and appropriate for the needs of all learners. In order to make the classroom environment stimulating and interactive, the teacher should use multiple and advanced methods related to each learning style. So all the types of pupils are able to understand and retain information, and then they will be easy to motivate themselves in learning. Furthermore, pupils have diverse learning preferences. By identifying their individual learning styles, teachers can better comprehend how effectively pupils absorb material. It is important to assess how pupil

prefers to learn and process information. This allows pupils to enhance their learning techniques and ultimately maximize their learning abilities.

Multisensory techniques have been emphasized as a way to cater to the needs of all types of learners, in contrast to traditional teaching methods. The Department for education and skills (DFES) (2004) defines multi-sensory as: 'using visual, auditory, and kinesthetic modalities, sometimes at the same time' (as cited in Obaid, 2012). Blackwood argued that new teaching methods should manipulate the majority of senses in the classroom. He said that "Instead of engaging only the ears of your congregation, multisensory communication enables you to engage their ears, eyes, and hands, and it brings more of the whole person into the learning process". Unlike conventional teaching, which stimulates only the sense of hearing.

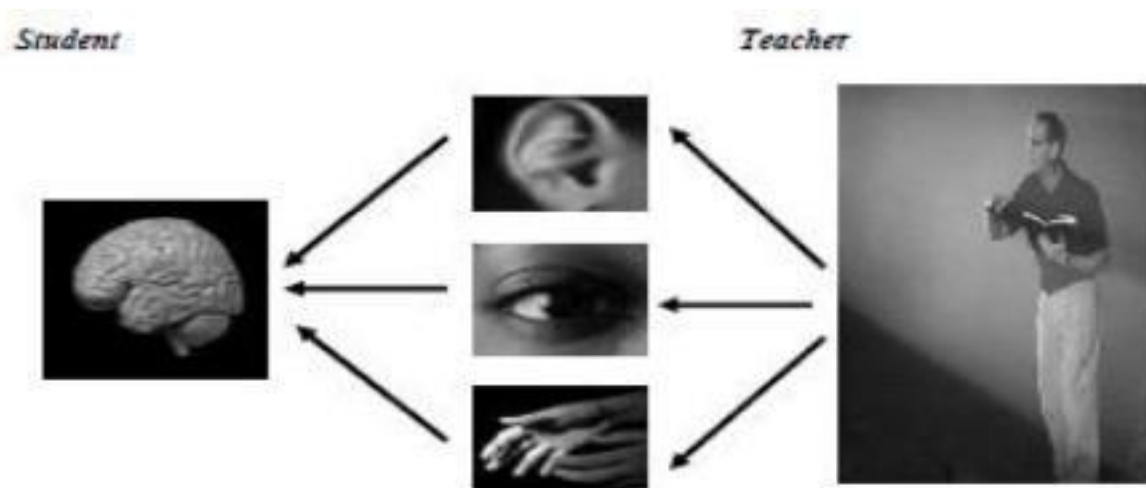


Figure 3. Multi-sensory teaching (Adopted from Blackwood 14).

Concerning the role of senses in learning, previous studies emphasize the relation between senses and learning. Cuban (1968), as cited in Aggarwal (2009) in his findings revealed that:

- 1) 1% of what is learned is from the sense of TASTE.
- 2) 1.5% of what is learned from the sense of TOUCH.
- 3) 3.5% of what is learned is from the logic of smell.
- 4) 11% of what is educated is from the logic of hearing.
- 5) 83% of what is learned from the sense of sight.

From the findings, 94% of what is learned is from the faculties of hearing and seeing, and this is often a significant rate which educators ought to pay attention to its importance in classroom.

To sum up, audio visual aids are effective tools that teachers should utilize, catering to various learning styles simultaneously. Teachers should diversify their use of these aids, balancing visual and audio materials appropriately instead of solely relying on one type over the other.

1.6 Teacher's Role

The foundation of the educational system based on the teacher, rather than the environment or the curriculum. Larasati et al (2019) the teacher is seen as the source of knowledge for students in the classroom. A skilled teacher is someone who can adopt and have a positive impact on student in various areas, including academics, behaviors, and values. He is the most important elements in the school and plays a crucial role into learning process to enhance student understanding and engagement. Learning is the heart of the educational process. Good learning will make an effective class that usually makes a good graduate (Larasati et al., 2019). Thus, the main role of teaching is to make the learning effective. The learning process would get completed as a result of teaching. So, teaching and learning are very closely related (Andrews, 1998, p.64). According to Vishnupriya & Baharathi (2022) stated that "teaching is an art which can be designed according to the human potential and the needs of the students".

In the learning process teacher has the responsibility to create a successful and intelligent generation that can pursue their goals. Realizing that a successful teaching is linked to the existence of methods and techniques. "The role of the teacher is the key to success in developing the mission of education and teaching in schools in addition to being

responsible for regulating, directing and creating a conducive atmosphere that encourages students to carry out activities in the classroom” (Alwi, n.d., as cited in Tafonao et al, 2019).

Harmer (2007) and Çakir (2006) stated that the teacher can be a controller, an assessor or organizer, a prompter and a participant as well.

- **Controller:** The teacher is the only person who controls the classroom and has the authority over both the actions of learners and the timing of their speech.
- **Assessor:** The second role is acting as an assessor. Sometimes, students make mistakes and this is where a teacher need to act as an assessor, evaluating learners' work in order to see their performance and providing feedback, corrections, and assessments, including grading.
- **Organizer:** This role is one of the most important, teachers are responsible for coordinating students in different activities, providing instructions, arranging students into groups or pairs, starting and ending activities, and facilitating feedback. He should not give useless information or confusing instructions to the learners in order not to waste a lot of time.
- **Prompter:** Sometimes students get lost and struggle to start talking or they could not formulate their thoughts, the teacher should offer suitable prompts and suggestions to encourage them to speak. Harmer (2007) says that “when we prompt, we need to do it sensitively and encouragingly but, above all with discretion” (p.109).
- **Participant:** The teacher is also a participant. After giving instructions, he can engage in students' activities such as discussions or role plays. However, he should participate appropriately to prevent dominating the conversation and attracting all the focus in the classroom. Students enjoy having the teacher with them, and for the teacher, participating is often more enjoyable than acting as a resource (Harmer, 2007, p.109).

1.6.1 The teacher as teaching aid

The various responsibilities of the teacher in the classroom, they are also seen as a crucial teaching tool when giving instruction. So, there are specific ways that teacher can do to help the students both hearing and understanding without using any aid. First, the use of mime and gestures, the teacher may utilize non-verbal communication such as gestures and mime to convey various concepts during instruction in order to aid students' comprehension. For example gestures can be used to indicate the meaning of words such as big, small, short etc. Secondly, language model, the teacher can be a language model; he can engage his student by reading stories with different accents and expressions in an interesting manner, as well as to suggest concepts as past time (a hand pointing backwards over the shoulders) or future (a hand pointing forwards) (Aggarwal, 2009, p.116).



Figure 4. Mimes, expressions and gestures (Aggarwal, 2009, p.116)

Finally, as provider of comprehensible input. The teacher can provide students with simplified information in clear language to enhance their comprehension. Therefore, the teacher is a valuable visual aid as they can offer students similar support as visual aids through gestures, mime, and clear language.

1.6.2 The teacher using audio-visual aids

Current development and media brought various methods and materials that help teachers to facilitate the learning process. In other words, utilizing media in learning activities makes the learning process more engaging for students, motivating them to participate actively and become more immersed in the subject matter. Wilsons's (2001) finding that the

use of teaching media in teaching and learning can generate new desires and interests, to encourage motivation and stimulation and learning activities, and even brought a psychological influence on students. The teacher are demanded to apply various kinds of audio-visual devices in learning. Although audio-visual aids play a significant role in the teaching process, the teacher's role in utilizing them within the classroom remains essential. The teacher's role is evolving to that of a facilitator and manager of learning to some extent. It was argued by Venkataiah (1996) that:

“The instructor has to play a pivotal role in the success of the educational technology. The teaching aids either modern or traditional only supplement the efforts of the instructor to enhance the learning process. They cannot be a substitute for him, the technologies assist him to do his work in an efficient manner to achieve the educational objectives” (p.17).

To conclude, the success or failure of learning in school depends on the teacher and the methods that are used in the classroom. The teacher becomes one of the spearheads in utilizing the audio-visual aids as a way and technique of teaching to motivate and facilitate the learning process.

1.7 Obstacles of using Audio-Visual Aids

Audio visual aids have become increasingly popular in educational due to their ability to enhance learning experiences. However, despite their benefits, there are several obstacles that educators may face when incorporating these aids into their teaching. In this respect, Aggarwal (2009) suggested the following difficulties that hinder the use of AVA.

- **Apathy of the teachers:** teachers are still not convinced that teaching solely through words is tedious, wasteful, and ineffective. By this the teachers' lack of interest will demotivate the learners.

- **Indifference of the students:** It is important for the teacher to select the appropriate aids and consider students' preferences to keep them engaged and prevent boredom during the session.
- **Ineffectiveness of the aids:** because of the lack of planning, preparation, and the lethargy of the teacher, the aids do not prove their effectiveness and usefulness. A film like a good lesson has various steps- preparation, presentation, application and discussion.
- **Financial hurdles:** the boards of audio-visual aids have been set up by central and state governments for chalking out interesting programs for the popularization aids but the lack of finances is not enabling them to do their best.
- **Absence of electricity:** most of the projectors, radio and TV cannot work without the electric current which is not available in a large number of schools.
- **Lack of facilities for training:** Training institutions or specialized agencies should offer specific training programs for teacher on how effectively utilize these tools.

1.8 The importance of The Audio-Visual Aids

Audio-Visual aids are a powerful tools that provides significant gains in informational learning, retention, recall, reasoning, activity, interest, imagination, better assimilation, and personal growth and development (Neeraja, 2011).

1.8.1 In Education

Incorporating audio visual aids in teaching and learning made teaching interesting and motivated to the teacher and the student as well as creating a better relationship in the classroom, and promoting effective communication between them. Teaching materials have supported students in enhancing their knowledge retention, leading to more lasting learning experience. By visualizing the content presented in the classroom, students are better able to remember and recall information (Dike, 1996; Natoli, 2011). There is a Chinese proverb "one

seeing is worth, a hundred words". Therefore, it means that the A.V aids make the teaching and the learning process more effective and easier. Nicol (2006) argued that:

"The importance of audio-visual technology in education should not be underestimated. There are two reasons for this; one, leaning via AV creates a stimulating and interactive environment which is more conducive to learning; two, we live in an audio-visual age which means that having the skills to use AV equipment is integral to future employment prospects. Therefore exposure to AV technology in education is imperative".

This quote highlights the significance of incorporating audio-visual technology in education. By utilizing these tools in the classroom, it can enhance the learning environment, making it more engaging and motivating for students. Nowadays technology-driven world, it is crucial for students to become proficient in using technological equipment, as it will benefit their future career opportunities.

Aggarwal (2009) have listed some of the important values of the proper use of audio-visual aids in his book called "*Principles, Methods & Techniques of teaching*". (154-156):

- **Clear images:** Clear images are formed when learning goes through the senses (seeing, hearing, touching etc.) becomes most natural and consequently the easiest. Teacher should apply methods which fit all learners' styles. The use of audio-visual aids can achieve this goal.
- **Best motivators:** Teaching aids assist in engaging and motivating students and enhancing the appeal of classroom activities making it more interesting.
- **Vicarious experience:** There is no doubt that the real experience is the best type of education but it is not possible to involve learners each time into it. Therefore, teachers should try other indirect methods which are audio visuals in order to help making the idea clearer for the students. For example, it is not possible for the pupils living in India to see the Eskimo.

- **Variety:** 'Mere chalk and talk' do not help. Teachers should shift from traditional methods to the application of audio-visual aids that give variety and provide new tools to them.
- **Freedom:** When using audio-visual aids, pupils have the opportunity to move around, engage in discussion, and enjoy themselves. In such an environment, pupils are motivated to work because they are interested, not because the teacher wants them to work.
- **Helpful in attracting attention:** Audio-visual materials are an effective method for capturing the attention of students in the classroom. They stimulate interest and curiosity among learners.
- **Helping in fixing up new learning:** The information that teacher convey in class must be stored in learners' minds. Audio-visual aids assist in achieving this objective by facilitating the storage and retention of information.
- **Retention:** Audio-visual aids enhance learners' ability to retain information. Viewing images or hearing specific sounds can assist learners in recalling words, terms, and ideas, and responding appropriately.
- **Saving of energy and time:** Since "a picture is worth a thousand words", educators utilizing audio-visual materials can conserve their time and effort. Through the use of images, videos, and songs, teachers can explain without speaking a single word. These materials offer concise and meaningful information in a short time.
- **Realism:** Viewing videos and films, as well as listening to recorded speeches and stories, can make learners feel engaged in real-life situation. Incorporating these aids into classroom activities can result varying reactions from learners based on the context provided. Watching a video for 2 hours is more preferable than reading for weeks.

- **Encouragement to healthy classroom interaction:** The use of audio-visual aids leads to curiosity and interest among learners, resulting a healthy classroom interaction for effective realization of teaching learning objectives.
- **Meeting individual differences:** As we have mentioned before, research has demonstrated different learning styles. Some are auditory learners, while other are visuals, or kinesthetic. The use of a variety of audio-visuals aids helps in meeting the needs of different types of student
- **Development of higher faculties:** Use of audio-visual aids stirs the imagination, thinking process and reasoning power of student, which creates higher mental activities and thus helps the development of faculties.
- **Reinforcement of learners:** Many researchers and educators emphasize the importance of audio visual aids to enhance learning outcomes for students. They are seen as good stimuli for attaining better learners 'responses'.
- **Positive transfer of learning and training:** Audio-visual offer suitable comprehension of learning and propose potential solutions for educational challenge.

1.8.2 In EFL Classroom

Teaching English is a challenging and enjoyable experience especially to young learners. The use of AVA in teaching English as a foreign language is very crucial because it stimulates pupils' motivation in classroom. In other words, learning activities become more interesting for learners by applying the audio visual aids. Therefore, the integration of audio-visual technology in EFL classroom is going to motivate learners to do efforts in order to enhance their speaking abilities. Dunn (2000) claimed that: "to develop EFL learners' speaking, visual lectures are better for learners, because on one hand, the learners' individual needs are taken into consideration. On the other hand, it focuses on learning experiences which the traditional textbook did not" (as cited in Chergui, 2016)

In addition, a successful language teaching is linked to the existence of methods and techniques that motivate and facilitate the learning process. According to Merriam Webster dictionary, audio-visual aids are defined as “training or educational material directed at the both sense of hearing and sense of sight. Therefore, when the two senses of vision and hearing are used, an EFL learner can quickly pick up the target language and with some motivation, their performance quality will improve. Moreover, we also believe that being a good listener can make someone a good speaker by listening to music, while others learn grammatical structures using only their sense of vision. As a result, the use of audio-visual technology in EFL classroom can give a greater chance of success for both teachers and learners.

Conclusion

The use of audio-visual aids has transformed the education sector, highlighting the significance of technology in schools. It has made teaching more effective and learning more engaging for both teachers and students. In addition, the use of these educational tools has resulted in enhancement in students' attendance and engagement during lessons. Interactive media has been effective in boosting students' focus and concentration making it more enjoyable and easier.

Reaching successful outcomes in language teaching using audio-visual aids, both learners and teachers must carry out their responsibilities effectively. It is essential for them to stay updated on new methods and techniques in teaching EFL. Teachers need to be well prepared as they play a crucial role in the process, along with creating a conducive classroom environment. The audio-visual aids should be engaging, interesting, and aligned with the curriculum.

As technology continues to advance, the important of integrating audio-visual aids in EFL instruction cannot be underestimated, as it plays a crucial role in facilitating language acquisition.

Chapter Two:

The Speaking Skill

Introduction

Language skills refer to the abilities to effectively communicate in a specific language. There are four major language skills which are listening, speaking, reading, and writing. These four skills are sometimes called macro-skills in contrast to the micro-skills which are grammar, vocabulary, pronunciation etc. Moreover, they can be separated in other ways, listening and reading are known as the receptive skills while speaking and writing as the productive skills. They play a crucial role in foreign language teaching and learning. Therefore, teachers should enhance students' abilities in receiving and producing in order to help them to be proficient and confident communicators. Speaking is considered as the most important language skill, however, it is complex and difficult to be mastered.

2.1 The definition of speaking skill

Teaching English as a foreign language depends on the four skills which are writing, reading, listening, and speaking. The latter is considered the most important skill to be developed and enhanced as means of effective communication. Bygate claims that

“Of all the four skills (listening, speaking, reading, writing) speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’ of the language, as if speaking included all another kinds of knowing, and many if not most foreign language learner are primarily interested to speak” (Allou, 2013).

First of all, let us provide concise explanation for the terms ‘speak’ and ‘skill’

❖ Speak

In Merriam Webster means “to utter words or articulate sounds with the ordinary voice, or to express thoughts, opinions, or feelings orally”.

In Oxford Dictionary, the term 'speak' refers to the act of using the voice to talk to somebody about something, to have a conversation with somebody, or to make speech to an audience

❖ Skill

In Merriam Webster, the term 'skill' is defined as "the ability to use one's knowledge effectively and rapidly in execution or performance". In other words, the ability to perform with expertise and proficiency, often acquired through practice and experience.

Speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making speech (Hornby, 1987, as cited in Arung, 2016). When we talk about speaking, we do not mean just saying the words through mouth. It means conveying the message through the words of mouth (Leong & Ahmadi, 2017). Mackey (1965), also stated that "Oral expression involves not only the use of the right sound in the right patterns of rhythm and intonation, but also the choice of words and inflections in the right order to convey the right meaning (as cited in Sarap, 2020). Moreover, speaking is one of two productive skills in a language teaching. It is because the speaking is a process of building and sharing meaning through the use of verbal or oral form". It means that speaking involves both the ability to produce language and the ability to understand others through communication. In addition, Nunan (1995) speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech (as cited in Leong & Ahmadi, 2017). Nevertheless, speaking can also be "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in variety of contexts" (Chaney, 1998, as cited in Rahimy & safarpour, 2012). Hence, the speaking skill is not limited to verbal language, as it also involves the use of non-spoken language such as eye contact and gestures to convey emotions and thoughts.

Bailey (2000), as cited in Nuraeni & Hadi (2020) “speaking is a process of interaction where speakers intend to build through producing, receiving and processing information.” Brown and Yule (1983) described that speaking is one of the subjects where the students are expected to be able to use English in their daily communication (cited in Maryanti, 2021, p.382). Moreover, speaking involves various aspects of communicative competence; therefore, student should be aware about the social cultural rules of the foreign language community to be able to communicate well in each context. Furthermore, speaking a non - native language is hard to master. The ability to effectively communicate in a foreign language in various contexts and to avoid misunderstanding between the speaker and listener is very difficult because being skillful in speaking means to be able to decide what to say in a specific situation. In addition, the scholars described how tough it is to communicate in a foreign language. Being proficient in speaking takes long time since it requires understanding how language system works and learning the rules correctly.

In conclusion, speaking skill always refers to communication. Through speaking people express their ideas and interact with each other in different daily life situation, also it is the most important skill that foreign language learners want and need to develop.

2.2 Types of Speaking

In his book “*Language Assessment principals and Classroom*”, Brown (2004, p141-142) stated five types of speaking that he organized according to the speaker’s intention which are imitative, intensive, responsive, interactive, extensive.

2.2.1 Imitative speaking

The ability to imitate a word or phrase or possibly a sentence. While speaking, various aspects of language such as rhythm, vocabulary, and grammar may be considered. It is interested only on pronunciation and does not assess comprehension or communication

skills. The only role of listening here is to help the speaker to retain the language that must be imitated.

2.2.2 Intensive speaking

The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phonological, lexical or phrasal relationships, such as the stress of words and the rhythm of speaking. The speaker must understand the meaning of words in order to reply, but their interaction with others is limited. This type is also includes some assessment tasks like reading aloud, sentences and dialogue completion.

2.2.3 Responsive speaking

This type includes brief and very short conversations such as standard greeting, small talk, simple requests and comments in order to preserve authenticity with one or two follow-up questions. Brown gave example:

Jeff: Hey, Stef, how's it going?

Stef: Not bad, and yourself?

Jeff: I'm good.

Stef: Cool. Okey gotta go.

2.2.4 Interactive speaking

It like responsive speaking in terms of context, interactive speaking differs in terms of conversation length and complexity of interaction, which may involve multiple exchanges and participants. Interaction can be transactional, focused on exchanging information, or interpersonal, aimed at social relationship maintenance. In interpersonal exchanges, speaking can become complex, requiring casual language use, colloquialisms, ellipsis, slang, humor, and other sociolinguistic conventions.

2.2.5 Extensive speaking

Extensive speaking or monologue includes speeches, oral presentations, and storytelling often have limited or no interaction from listeners. The language used is typically more planned and formal for these tasks, but there may also be informal monologue, like casually delivered speech.

2.3 Components of Speaking Skill

According to Syakur (2007), Speaking has five components; they are comprehension, grammar, vocabulary, pronunciation, and fluency. (Cited in Lestari, 2021).

2.3.1 Comprehension

In oral communication, it is essential to respond to a speaker's speech as it indicates that the listeners understand and comprehend the message. Comprehension is crucial in order to avoid the misunderstanding of the speaker and the listener.

2.3.2 Grammar

Grammar is an essential component of speaking skill. Hornby (1974) stated that grammar is the study and practice of the rules by which words change their forms and are combining into sentence. It is needed for students to arrange a correct sentence in conversation (Kurniati et al., n.d.). It aligns with the explanation suggested by Heaton (1978) that students' ability to manipulate structure and to distinguish appropriate grammatical from in appropriateness. If they master grammar, it easy for them to produce sentence systematically.

2.3.3 Vocabulary

Vocabulary is the basic of language, means the appropriate diction that is used in communication. Without having a sufficient vocabulary, one cannot communicative effectively or express their ideas both oral and written form (Kurniati et al., n.d.). Without

grammar very little can be conveyed, without vocabulary nothing can be conveyed. Therefore, without mastering vocabulary, learners will struggle to speak.

2.3.4 Pronunciation

Thornbury (2005) declared that pronunciation is the lowest level of knowledge learners typically pay attention to it. In order to speak English accurately, learners should master phonological rules, they should be aware of the various sounds, and their pronunciations (cited in Leong & Ahmadi, 2017). Students can communicate effectively when they have a good pronunciation and intonation.

2.3.5 Fluency

The ability to speak smoothly and easily without any hesitation. According to Hughes (2002) "Fluency is the learners' ability to speak in understandable way in order not to break down communication because listeners may lose their interest". Also expressed that fluency is the ability to answer coherently by connecting the words and phrases, pronunciation the sounds clearly, and using stress and intonation. (Cited in Leong & Ahmadi, 2007).

2.4 Factors effecting learners' Speaking Skill

In foreign language classes, some students are confident speakers with good pronunciation, while others from same class are rarely participate or exchange thoughts with their classmates. This may be due to various obstacles preventing them from speaking openly.

1. Anxiety

Bardan (2005) explained anxiety as a strong emotion from feeling of apprehension, which predict something bad will be, happened (ctd in Putri et al., n.d.). Most foreign language learners experience anxiety. As Worde (1998) claims that, more than half of the foreign language learners experience some degree of anxiety (Mahmoodzadeh, 2012). Bashir et al (2011) stated that Extreme anxiety could cause despondency and sense of failure in

learners (as cited in Jekhny & Bapir, 2021, p.27). Learners who feel anxious will have lower speaking performance which will affect negatively their learning process. Anxiety has many sources; some may be associated with the student, the teacher, the methodology, or instructional practice. Anxiety may also originate in low self-esteem, specious beliefs and negative experience regarding the learning of language (Worde, 1998). Therefore, teachers should be aware and try to help their sensitive learners by discovering their interests and do their best to improve learners' confidence.

2. Lack of motivation

Crookes and Schmidt (1991) indicates that motivation is crucial in schools due to its powerful influence on students' learning since motivation is a key for students' learning achievements (cited in Tuan, 2012). Richards and Schmidt (1985) also noted, "Motivation is generally considered to be one of the primary causes of success and failure in second language learning" (as cited in Buendia & Martin, 2018). Therefore, the lack of motivation is one of the main factors that influence negatively the students speaking abilities because without motivation they will struggle to engage and participate actively in class that is why teachers should motivate them by using interesting topics and encourage them to participate.

3. Lack of self-confidence

Sometimes pupils may face situations where they lose confidence, afraid of making mistakes, or even nervous of speaking to the teacher in front of the whole class. All of these speaking limitations are due to the lack of self-confidence in the learners' personality. Nunan (1999) states that students who are lack of confidence, their English communication skill would unavoidably suffer from communication anxiety (as cited in Ahsan et al., 2020). Moreover, there is a relationship between self-confidence and anxiety, a high anxious student have low self-confidence. Therefore, to help students improve their speaking skill, teacher

should help them to reduce anxiety in order to enhance their self-confidence so they can perform speaking better.

4. Listening comprehension

Listening comprehension is an important skill that student should have in order to develop their speaking skill. Doff (1998) says that learners cannot improve their speaking ability unless they develop listening ability (cited in Leong & Ahmadi, 2017). Brown (2004, p. 119) emphasizes that listening and speaking are interrelated. Learners need to listen and understand what is saying to them in order to have a successful conversation. In same context, Shumin (1997) stated that “student must understand what they hear to communicate effectively; they have the role of both speaker and listener (cited in Jezhny & Bapir, 2021). Therefore, teacher should give opportunity to learners to practice listening more by integrating audio-aids and then discuss with them what they had listened to and let them speak at the same time.

2.5 The relationship between Speaking and Listening

Speaking is a fundamental skill for communication; however, it cannot be developed in isolation from listening skill. 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. The relationship between them is interdependent and crucial for effective communication. While listening, a person receives and understands language from another speaker, whereas speaking requires producing language for others to listen to. Effective listening and speaking skills go hand in hand, as each can enhance the other. Listening can improve speaking by providing language patterns and models. Similarly, practicing speaking can also improve one's listening skill by increasing their awareness of various aspects of

spoken language that they need to understand. Every speaker is simultaneously a listener and every listener is at least potentially a speaker.

Generally, speaking and listening are related to each other. They play an important role in communication since we cannot interact with others if we do not understand what they say. Therefore, to develop students' speaking proficiency, teachers should help them to develop their listening abilities because listening and speaking are essential skills for effective communication.

2.6 The importance of Speaking Skill

In the global world, communication is essential for success in all fields. Language is used as a tool for effective communication, allowing people to achieve their goals and interact with others from different regions. Moreover, People express their ideas, thoughts and interact with each other to give or ask for information through speaking which is the most important skill, according to Ur (2000), of all four language skills called listening, speaking, reading, and writing, speaking is the most important one that is very necessary for effective communication (cited in Leong & Ahmadi, 2007). So, strong speaking skill is crucial in various domains of human life especially in EFL classroom. According to Rao (2018) "In these modern days, the whole world has become a global village and people communicate with each other in common language, i.e. English". In other words, English is considered the international language and it is spoken all over the world. Speaking in a foreign language is not easy to master because sometimes an error in speaking can result misunderstanding and many problems.

In addition, Speaking is considered the most challenging of the four basic English language skills because it requires speakers to create sentences quickly without preparation or hesitation. This can be especially difficult for those learning English as a foreign language, as they may struggle with grammar and vocabulary and face problems in producing correct

sentences. Therefore, many learners work on improving their speaking skill to connect better, express their emotions, ideas, request, discuss, and show the various functions of language in order to prove their real level and proficiency because some of them evaluate their success according to their spoken language. Therefore, language speakers have more opportunities to find jobs in different organizations and companies. These statement have been supported by Baker and Westrup (2003) said that learners who speak English very well can have a greater chance for better education, finding good job, and getting promotion (as cited in Leong & Ahmadi, 2017). Having good communication is the passport to get better employment opportunities (Rao, 2018).

Furthermore, teaching speaking is so important. Nunan (2003) says that teaching speaking means teaching learners to: produce the English speech sounds and sound patterns; use word and sentences stress, intonation patterns and the rhythm of the second language; select appropriate words and sentences according to the proper social setting, audience, situation and subject matter; organize their thoughts in a meaningful and logical sequence; use language as a means of expressing values and judgments; and use the language quickly and confidently with few unnatural pauses, which is called as fluency (cited in Solcova, 2011, p.18). Therefore, making a student speak in English effectively in class it can be quite challenging for many teachers. Thus, the way of teaching is the most important.

2.7 The implementation of English in Algeria primary school

English is one of the most widely spoken languages in the world, and its importance in today's globalized society cannot be ignored. As a result, many countries, including Algeria, have recognized the need to introduce English education at primary school level. By implementation English in primary schools in Algeria, learners will have the opportunity to develop their language skills from a young age. This early exposure to English will not only help learners in their future academic but also enhance their overall communication skills.

The years at primary school are extremely important in children's intellectual, physical, emotional, and social development (Phillips, 1993). Moreover, integrating English into primary school in Algeria has several potential benefits. It can help student to gain access to science, technology, and promotes cultural exchange between other countries. However, teaching English in primary school have many challenges, as the impact of English on young learners can be both positive and negative. Engaging and motivating activities can make learning English enjoyable and interesting for them. On the other hand, uninspiring and traditional activities can lead to a dislike of English learning among young learners.

2.7.1 Teaching English Speaking to Children

English becomes one of the primary foreign languages introduced to children during their early years of education. Teaching English in the early years of schooling motivates young learners to be ready and have self-confident in learning English at higher levels of education (Hashemi & Azizinezhad, 2011). In addition, teaching speaking to young learners is very rewarding since they are less-conscious than older learners (Phillips, 1993). Moreover, young learners differ from older learners in many ways; children have their own characteristics and attitudes that are different from adults. Scott and Lisbeth (1992) stated that Children aged 8-10 are mature enough; They have a particular point of view; They are able to describe the difference between facts and fictions; They are curious of asking questions; They have distinct opinions about what they like and what they dislike; They are open to what happens in the classroom and begin asking a teacher's decision; and They can cooperate with each other and learn from others (Hashemi & Azizinezhad, 2011).

Harmer (2007) identified that "the age of our student is a major factor in our decision about how and what to teach", also added that people of different ages have different needs, competences and cognitive skills (p.81). Moreover, Pinter (2006) "the main issue in teaching

language to young learners should begin with the consideration that every child is unique and they have substantial differences within, such as the culture differences (cited in Pratama and Awaliyah, 2016). Teaching English to children is not simple, but it can be done well if you know the right way to do it. Teaching them can be both tough and enjoyable. Compared to adults, children are as they are of full of energy, have shorter attention spans because they cannot focus for long period. The key to teaching English to children is to understand the principals and suitable methods of language and apply it in ways that keep children motivated and interested to learn.

2.7.2 Techniques in teaching Speaking to Children

Teaching speaking is a cycle of move information about the parts of speaking in expanding the students' capacity to impart in the learning process and teach students to make verbally expressed words, express their feelings, thoughts, and minds, and to actuate students in the feeling of connection utilizing social knowledge about the circumstance and the topic (Maryanti, 2021, p.383). According to Rokhmawati (2011), speaking is a crucial part of the foreign language learning and teaching, because it can be used for the pupils to express their ideas orally in foreign language, and without speaking they will just keep silent. He also indicates that in order to speak well, pupils must practice their skill in everyday life. Therefore, the teacher should give them the opportunity to practice their speaking skill by giving more examples or activities that put them into the real practice communication (Yaoud Ahmed, 2020).

In addition, the teacher should take in consideration the characteristics of the learners, their age, needs and the techniques that will be used to teach them because utilizing interactive activities will engage them in the learning process and influence the success of teaching.

First of all, Phillips (1993) identified some points to bear in mind about how the activities should be for young learners:

- The activities should be simple enough for the children to understand what is expected of them.
- The task should be within their abilities; it needs to be achievable but at the same time sufficiently stimulating for them to feel satisfied with their work.
- The activities should be largely orally based indeed, with very young children listening activities will take up a large proportion of class time.
- Written activities should be used sparingly with young children.

The kinds of activities that works well are games and songs with actions, total physical response activities, task that involve coloring, cutting and sticking, repetitive stories, and repetitive speaking activities that have an obvious communicative value (Phillips, 1993).

To create an engaging learning environment, incorporating both interactive speaking activities and technology tools is essential for promoting student participation and enhancing language fluency, here are some techniques that will help children's speaking skill:

2.7.2.1 The Audio-Visual Aids

Incorporating audiovisual aids in teaching children can greatly enhance their speaking skills by creating a visual and auditory link to language concepts, engaging their senses and promoting active participation. Visual aids such as images, videos, and presentations can help children make connections between words and their meanings, while audio aids like songs and recordings can improve pronunciation and fluency. Overall, using these aids can make language learning more interactive, stimulating, and effective for young learners.

2.7.2.2 Using gesture

Using gesture in teaching speaking is very useful to make students understand the meaning easier because the movements used by teacher when teaching English can help the learners who have limited language understand what the teacher says.

2.7.2.3 Role play

Role play is a valuable technique in enhancing speaking for children as it gives them an opportunity to communicate in a fun and interactive way, and allowing them to use their imagination. Kusnierek (2015) defined role-play as a “complete range of communication technique which develops language fluency and promotes student interaction during the class, increasing students’ motivation, encouraging their learning, but also sharing responsibilities between teacher-student” (ctd in Rojas & Villafuerte, 2018, p.727). In same context, Harmer (1984) stated that role plays and simulations increase learners’ self-confidence and encourage more hesitant learners to speak because it is not themselves who represent when speaking and thus they do not take the responsibilities for their utterances and actions (as cited in Solcova, 2011).

2.7.2.4 Games

Using games is a fantastic way to enhance children’s speaking skill, it motivate them to use the language in the class. Games provide encouragement to interact and communicate successfully for learners and permanence to carry on the effort of learning and create a context to use the language meaningfully, decreases anxiety, and allow learners to study in a relaxed and enjoyable atmosphere (Gozcu & Caganaga, 2016, p.127).

Constantinescu (2012) states some advantages of games (as cited in Gozcu & Caganaga, 2016).

- Games increase motivation and desire for self-confidence.

- Challenge and competition are key factors for any game and students pay more attention to completing the task.
- Games develop students' ability to observe.
- Games develop critical thinking, problem solving, and imagination.
- Educational games are easy to understand and use.
- Educational games do not take a long time to be played in the class.

2.7.2.5 Repetition

English teacher should always repeat what they have taught. Repetition has always played a part in language learning; even it is efficiency in helping the student to transfer knowledge from their short-term to long-term memories (Harmer, 2007, p.56).

Conclusion

In conclusion, the process of learning and teaching rely on four skills that are the most important in developing learner's language abilities. Speaking skill is one of the most important parts of language learning that helps people to communicate with each other and it is evident that the development of speaking skill among EFL learners is crucial in their language proficiency. Through effective teaching strategies and continuous practice, EFL learners can enhance their speaking abilities and become more confident and fluent speakers.

Chapter Three: Field Work

Introduction

The present study is designed to examine the usefulness of audio-visual materials in enhancing pupils' speaking skill. This chapter represents the practical study that implies the methods and processes used for the research, we will describe, analyze and interpret the questionnaire and the classroom observation results that help us to confirm or disconfirm our hypotheses.

- We hypothesize that the problem of speaking the language refers to the methods employed by teachers in the classroom.
- We hypothesize that the use of audio-visual aids may enhance pupils' speaking performance.

3.1 Means of present Research

The study focuses on The Role of Audio-Visual Aids in enhancing EFL pupils' speaking skill. The study handed into two steps. First, teachers' questionnaire in order to gather insights on their views and experiences with using audio-visual aids to enhance speaking skill. Then classroom observation to observe how audio-visual aids are integrated into lessons and their impact on pupils' speaking abilities. The combination of these research methods will provide a comprehensive understanding about the objective of the study. The findings of these two data collection tools will be analyzed and interpreted in this chapter.

3.2 Description of the Methodology

The methodology employed in the study aimed the comprehensively investigate the role of audio-visual aids in enhancing pupils' speaking skill. We decided to adopt a mixed-methods research design to confirm our hypotheses; we have used two main instruments for gathering data. On the one hand, a questionnaire is submitted to a five teachers from different schools. The questionnaire consisted of a series of close-ended questions as well as some open-ended, providing both quantitative and qualitative data to gain a thorough understanding

of the teachers' perspective on the use of audio-visual aids in the classroom. On the other hand, the classroom observation were undertaken to corroborate the findings from the questionnaire and to gain direct observation into the implementation of audio-visual aids in the learning environment and their influence on pupils' speaking skill. The combination of these data collection methods, allowed for a comprehensive examination of the research topic and analyzing the phenomenon from multiple angles.

3.3 Population and Sampling

The populations of this study were 3rd year EFL pupils at Djallab Belkacem Ben Ali primary school -Biskra- and teachers of English from different primary schools –Biskra-. In Djallab primary school, there are four classes of third year (3Ps₁, 3Ps₂, 3Ps₃, and 3Ps₄) and which consist of nearly ≈140 (≈35 pupils at each class), so we took 50% of the population that makes ≈70 pupils. Hence, we have chosen two third year classes to attend classroom observation with along the observation period. These classes were chosen randomly. Concerning teachers' questionnaire we dealt with a sample of five teachers selected randomly to whom I have submitted five questionnaires. We have the questionnaires back after three days, and we have faced no problems in that task.

3.4 Questionnaire data analysis

3.4.1 Description of the teachers' questionnaire

The questionnaire was submitted to five teachers from different schools -Biskra- and they were all collected back after three days. It was consisted of fifteen various questions; it included both the close-ended questions and some open-ended questions divided into three sections (see Appendix A). The first section consists of three questions; it aimed at collecting information about the respondents' (Teachers') age, teaching experience, and what levels they teach. The section two is the essential element of the research; it investigates whether teachers implement the audio-visual in the classroom, if not what are the obstacles prevent

them from using these aids, and their importance in improving the pupils' speaking skill. The last one deals with the nature of teaching speaking skill, also teacher's assessment of their pupils' speaking abilities.

3.4.2 Analysis and interpretation of the questionnaire Section

one: Personal Information

Item 1 Please, indicate your age

Table 4

Teachers' Age

Options	N° of teachers	Percentage
20-29	00	00%
30-39	00	00%
40-49	05	100%
50 plus	00	00%

The table above demonstrates teachers' ages in which (100%) are aged between 40 and 49. Due to this result, we can illustrate that all teachers are old.

Item 2: How long have you been teaching English in the primary school?

This question seeks to identify teachers' experience by years. It is clearly noticeable that most of them do not have enough experience refers to the late implementation of English language in primary school.

Item 3: What level have you been teaching?

All teachers taught both levels "3Ps and 4Ps". Concerning our case study, 3rd year classes, all teachers have an experience with teaching this level.

Section Two: The use of AVA

Item 1: Do you use audio-visual aids in class?

Table 5

Rate of teachers who use audio-visual aids

Options	N° of teachers	Percentage
Yes	05	100%
No	00	00%

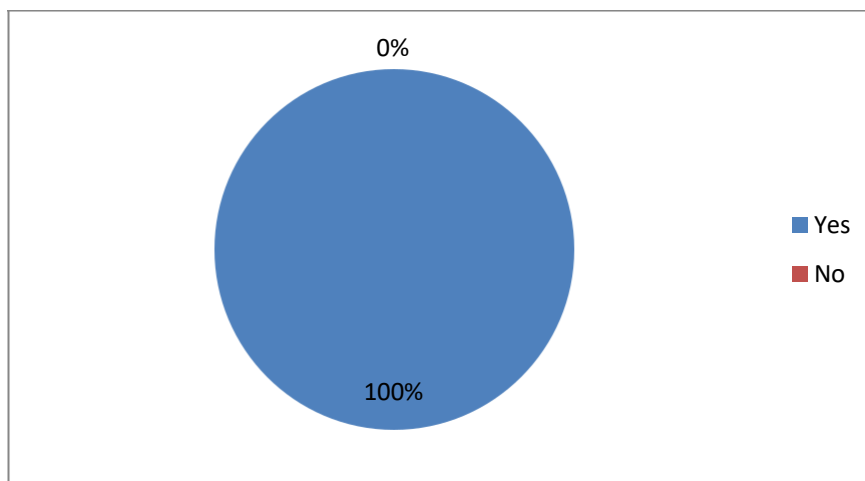


Figure 5. Rate of teachers who use audio-visual aids in class

As the graph shows, all teachers (100%) state that they implement the audio-visual aids in the classroom; this indicates that they are aware of the importance and the effectiveness of AVA in the learning and teaching process.

Item 2: If ‘Yes’, how often do you use them in your teaching?

Table 6

Teachers’ frequency of using audio-visual aids

Options	N° of teachers	Percentage
Always	02	40%
Often	02	40%
Sometimes	01	20%
Rarely	00	00%

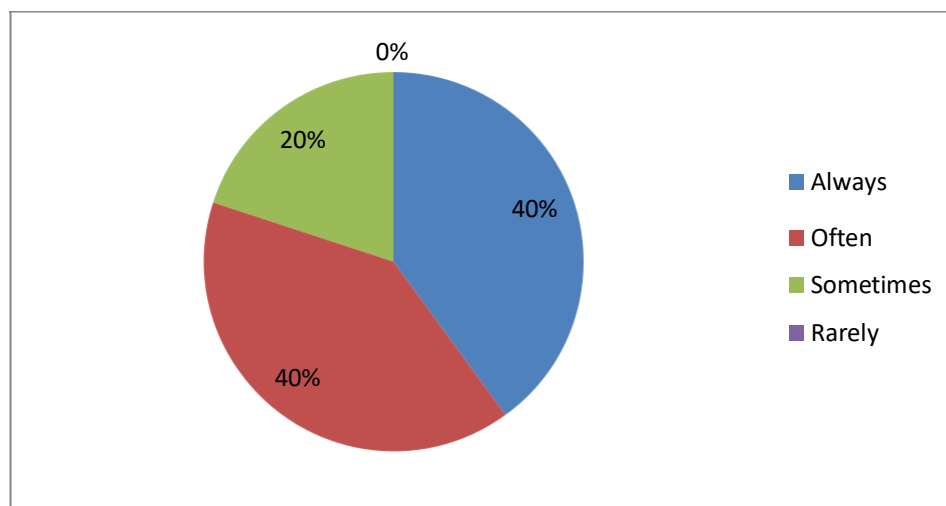


Figure 6. Teachers’ frequency of using audio-visual aids

This question was addressed to explore teachers’ frequency of using teaching aids. One teacher (20%) answered that sometimes use them. While (40%) said that they often use them and (40%) state that always using AVA. The majority of teachers use them most of the time in their courses in order to make the lesson easy and enjoyable.

Item 3: If 'No', what are the obstacles that prevent you from using AVA in your lesson?

Table 7

Obstacles that prevent teachers from using AVA

Options	N° of teachers	Percentage
Electricity problem	00	00%
Lack of materials	03	60%
Other obstacles	02	40%

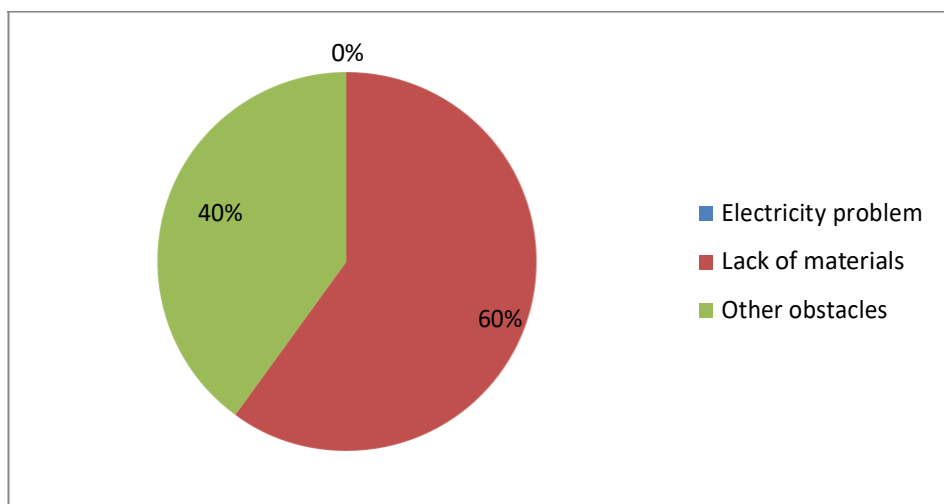


Figure 7. Obstacles that prevent teachers from using AVA

According to the above results, more than half of teachers (60%) declared that the lack of materials prevents the using of AVA in their lessons. While (40%) chose other obstacles including pupils' noise, the large class, and the most important thing 'Time' because only 45min is not enough; as we know audio-visual aids can take a considerable amount of time to prepare.

Item 4: What AVA do you find most effective in helping your pupils to speak?

Table 8

Types of AVA that teachers find most effective in helping pupil to speak

Options	N° of teachers	Percentage
Audio	01	20%
Visual	00	00%
Audio-Visual	04	80%

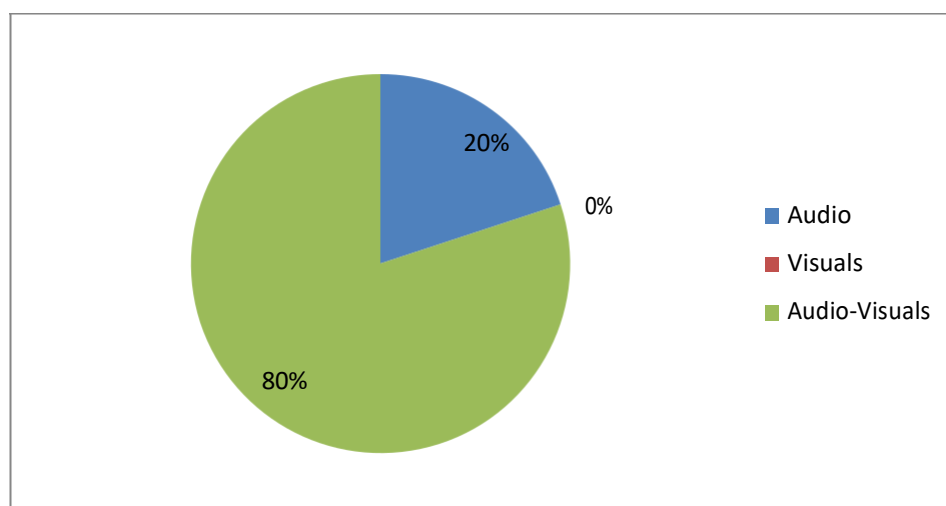


Figure 8. Types of AVA that teachers find most effective in helping pupils to speak

The table above demonstrates that one teacher (20%) states that audio aid is the most effective to improve the speaking skill because it focuses more on listening. Unlike the majority of teachers (80%) state that audio-visuals are the best way to develop the speaking abilities because they are important and interesting tools, also they motivate students because they give them the opportunity to see and to hear the language.

Item 5: Which type of AVA do your pupils prefer most?

Table 9

Pupils' preferable type

Options	N° of teachers	Percentage
Audio	01	20%
Visual	01	20%
Audio-Visual	03	60%

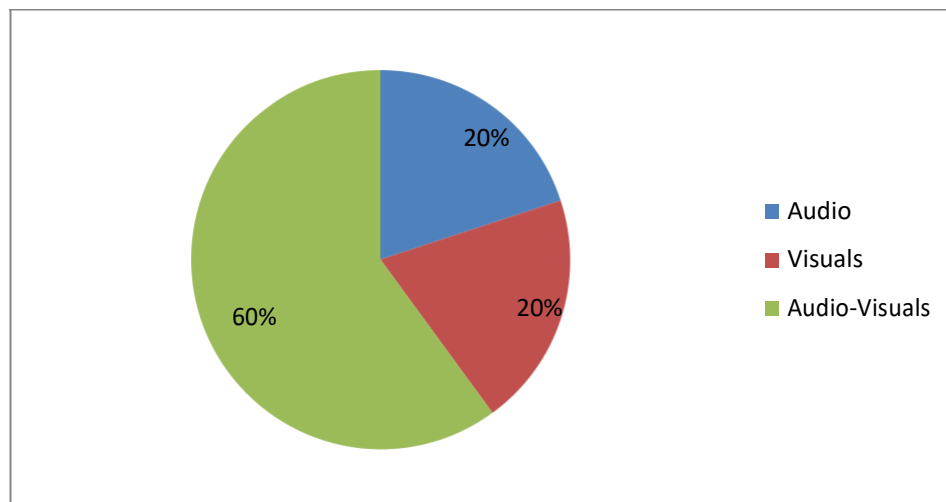


Figure 9. Pupils' preferable type

The result obtained, (60%) showed that the majority of people prefer the audio-visual (such as videos) as an enjoyable technique of acquiring and speaking the language. One teacher (20%) stated that their pupils prefer audio aid. Whereas (20%) said that they prefer the visual aid (such as pictures and photographs) more than the others types.

Item 6: Do you think that AVA is helpful in improving the pupils' speaking skill?

Table 10

Rate of teachers who think that the use of audio-visuals will enhance pupils' speaking skill

Options	N° of teachers	Percentage
Yes	05	100%
No	00	00%

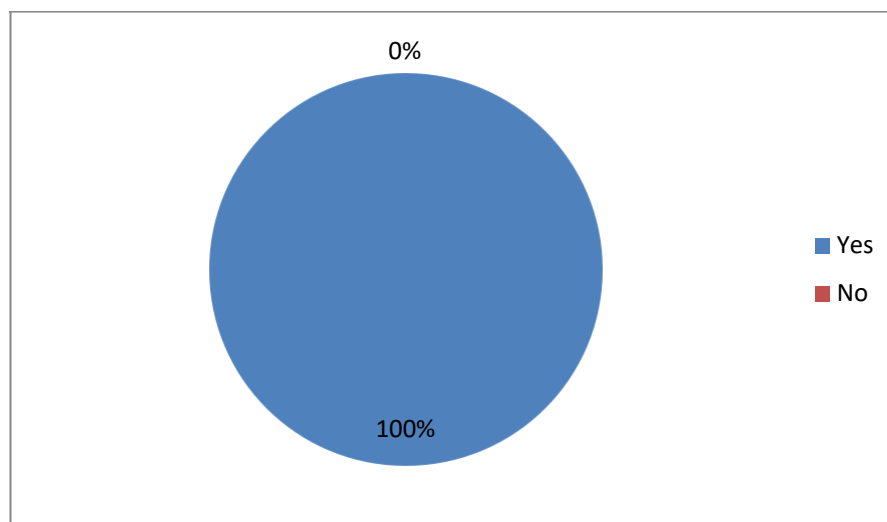


Figure 10. Rate of teacher who think that the use of audio-visual enhance Pupils' speaking skill

As demonstrated in the chart pie, all teachers (100%) affirm that the use of audio-visual aids will help pupils improve their speaking skill; means that they are strongly support the use of audio-visuals in classroom because they help pupils to learn the language, facilitate the task, motivate them and they are better for overall comprehension.

Item 7: If 'Yes', how?

Table 11

Teachers' answers

Teachers	Answers
Teacher 1	They provide visual and auditory stimulation, making learning more memorable and to help them acquiring new vocabularies, improve pronunciation and listening skill.
Teacher 2	In addition to audios, teachers use visual aids to ensure understanding and save both time and efforts. Audio-Visuals are valuable and purposeful pedagogical tools for young learners. It shows situations from real life. Learners reflect on what they see.
Teacher 3	It helps them in grasping the meaning of words (visual). It helps them in pronunciation (audio).
Teacher 4	No answer.
Teacher 5	It improves their 4 skills of communication.

Teachers have almost same opinions; they provide us with accurate data about the effectiveness of AVA in improving pupils' speaking skill.

Section Three: The speaking skill

Item 1: How do you consider teaching the speaking skill?

Table 12

Teachers' views about teaching the speaking skill

Options	N° of teachers	Percentage
Easy	00	00%
Difficult	05	100%
Very difficult	00	00%

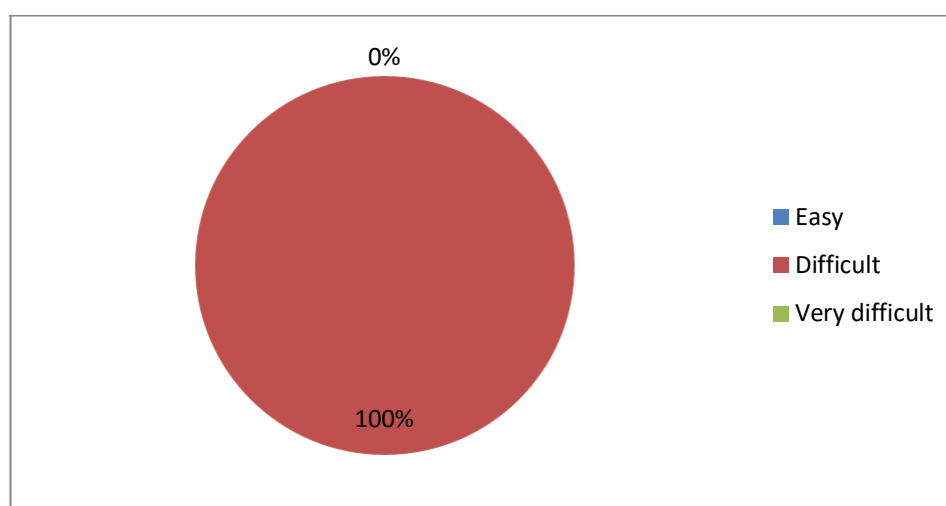


Figure 11. Teachers' views about teaching the speaking skill

In this item, teachers are asked about their opinions concerning teaching the speaking skill. All of them (100%) said that teaching the oral expression is difficult because of many reasons. Teachers provide us with many explanations. Teaching young learners to form sounds, stress, and syllables is difficult, also the confusion that pupils facing about distinguish between English and French words. In addition to the lack of using English as a 2nd language in our community.

Item 2: What does teaching language mean to you?

Table 13

Teachers' perspective about teaching a language

Options	N° of teachers	Percentage
Grammar and vocabulary	00	00%
To communicate	01	20%
Both	04	80%

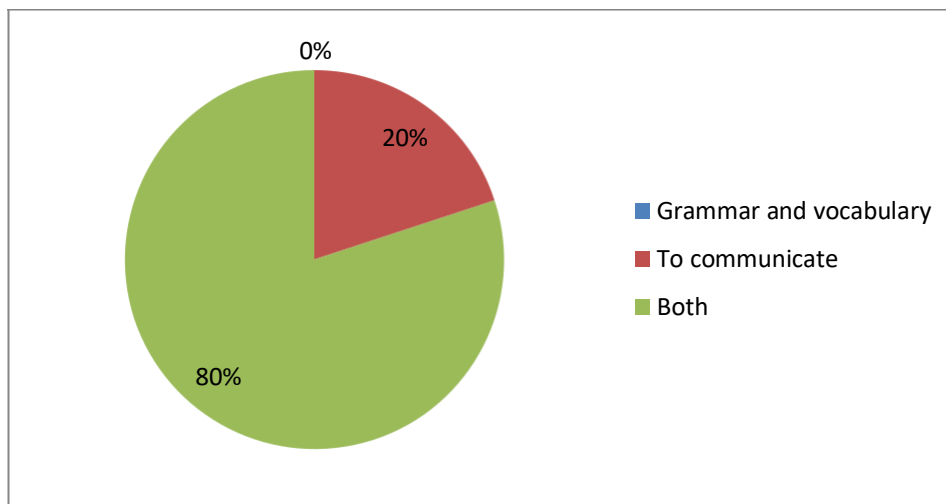


Figure 12. Teachers' perspective about teaching a language

This pie chart shows that one teacher (20%) says that teaching a language is teaching how to communicate and use the language. Whereas (80%) state that teaching a language is a combination of teaching grammatical rules and vocabulary. None of the teachers agrees that the language is just teaching grammar and vocabulary only.

Item 3: How do you evaluate your pupils' level in speaking?

This question aimed to explore how teachers evaluate their pupils' level in speaking. Teachers' answers were close, they all give opportunities for learners to speak in the class through different ways of assessments such as role-play, oral tests, games using songs and pictures, and feedback; asking them about previous lessons and their vocabularies. Some of the teachers mentioned that it is not enough; pupils should use language outside the classroom in order to speak better.

Item 4: Would you please list some difficulties you have faced using AVA in speaking?

Table 14

Teachers' answers

Teachers	Answers
Teacher 1	The large class, the time is not enough, and the lack of materials. The listening skill is not using in a good way, the young learners are active and full of energy they cannot rest for a long time to listen or watch quietly.
Teacher 2	The number of learners in the class (48), noises, lack of materials.
Teacher 3	In primary schools, everything is difficult. There is no equipment in the schools, we cannot afford them ourselves.
Teacher 4	No answer
Teacher 5	Time is not enough just 45min, AVA needs pre-preparation.

Teachers claimed that the integrating of the audio-visual aids is not easy especially for young learners; it needs pre-preparation of the aid and consumes time since they have just 45min, also problems such as the huge number of pupils and the large class that make it hard for

them to cover all the class. The most serious problem is the lack of material in schools; they should afford them in order to facilitate the teaching and learning process.

Item 5: Would you please provide any additional comments that you believe are important for this issue.

Table 15

Teachers' additional comments

Teachers	Answers
Teacher 1	The most important is to love and to do your best for this work, don't search for obstacles this makes your work easy and improved, let your learners love the language to study it without boring.
Teacher 2	Visuals engage learners and help them understand, they encourage learners to think about the words they are reading or hearing.
Teacher 3	No answer
Teacher 4	No answer
Teacher 5	As a teacher of primary school, I think that they should increase the numbers of hours.

3.4.3 Summary of the questionnaire data analysis

The analysis and interpretations of the questionnaire shows that all the teachers use the audio-visual aid and affirm that it is very useful method to improve pupils' speaking skill.

We find the following results:

1. All teachers have a positive perception about the use of audio-visual aids.
2. The majority of teachers use these aids most of the time as a modern method to encourage and motivate their pupils to learn.
3. Using audio-visual aids has an important influence on speaking skill; it help to improve pupils' speaking abilities since they give them the opportunity to hear and to see the foreign language as using in different life situations.
4. Teaching pupils the speaking skill is a difficult task since it needs a lot of preparation, materials, as well as it is difficult because it needs to motivate pupils in order to encourage them to participate.
5. Teachers mentioned the obstacles and difficulties they face using those materials for example they do not have enough time, number of pupils, and class size.

As a result, teachers affirm the effectiveness of using audio-visual aids to improve speaking but there are conditions and required rules that are necessary to achieve better results using those aids.

3.5 The classroom observation analysis

3.5.1 Description of the classroom observation checklist

The classroom observation is conducted to examine the process of teaching speaking skill with audio-visual aids. It provides accurate data since the researcher attends multiple sessions.

The classroom observation task was applied through the attendance with the 3rd year

classes at Djallab Belkacem Ben Ali primary school –Biskra. There are four classes of 3rd year (3Ps₁, 3Ps₂, 3Ps₃, and 3Ps₄), so we have decided to get 50% of the whole population, and this ends to work with classes that we have selected randomly. We have started observing the classroom teaching sessions from the beginning of May till the 22nd of the month, not fully the whole month because within this period they has their exams. Therefore, we attended just 2 weeks. The 3Ps has two English sessions per-week. Before starting the observation, I have asked the teacher about the use of educational materials and about teaching speaking, she has pointed out that there are 4 sessions called “I sing & have fun with I listen & repeat, I read & discover, I read & write , and I play & roles. She said that the first 2 sessions are delivered for teaching speaking while using the audio-visual aids such as songs, pictures, videos, games etc. The time of each session was 45min, so we used to engage ourselves 4sessions each week, so the overall are 8 sessions.

3.5.2 Analysis and interpretations of classroom observation

Section one: The classroom environment

- 1- The classroom is spacious and well organized: the classroom is well organized and clean with a welcoming space. The pupils' desks are arranged in rows, facing the front of the room. The room is bright and cheerful, with plenty of natural light from the windows.
- 2- The classroom is colorful and well decorated: it is filled with colors and educational decorations, the walls are full with colorful posters, charts, and pupils' artwork, creating a lively and engaging environment for learning. The classroom is a place of learning and creativity, where pupils are encouraged to explore, discover, and grow.
- 3- Availability of materials: Due to budget constraints, not all materials like LCD projectors and TVs are accessible. Nevertheless, alternative resources such as whiteboards, pictures, and speakers for songs are available for use.

- 4- Seating arrangement allows all pupils see and hear the teacher: as observed from the pupils' responses, it is evident that every pupil has the opportunity to see and hear the teacher without difficulty even from the back of the room. Despite of the class size, seating arrangement is well organized.

Section two: The teacher's actions

- 1- Teacher warms up the pupils: everyday, before entering the classroom, the teacher gives the opportunity to kids to choose how they want to greet her. Some prefer a hug, and others prefer handshakes, while some go for a high five. It is a powerful way to ensure that each pupil feels valued and welcomed. Then the teacher asks the pupils if they feeling okay, showing care for their well-being. This routine not only helps the physically warm up but also sets a positive vibe for the rest of the day.
- 2- Teacher writes the main idea on the board: after warming up the pupils, the teacher writes the date, title of the session such as I listen and repeat, I read and discover, then writes the main idea with different color.
- 3- Teacher reviews words learned from previous lessons: the teacher did not provide explicit revision or specifically go over previously learned words unless they are mentioned without attention. In other words, those words were reviewed indirectly because they are related with the new words.
- 4- Teacher asks pupils to listen and repeat after her: there are four sessions one of them called listen and repeat, the teacher instructs the pupils to listen and repeat after her. Pupils repeat together initially, then by row, and finally individually, ensuring that everyone participates and speak. By listening and repeating after the teacher, pupils can practice pronunciation, intonation, and fluency. This method helps pupils become more comfortable speaking language aloud and builds their speaking proficiency over time.

- 5- Teacher uses the AVA during the lesson: the teacher implements different kinds of audio-visual materials to serve teaching and learning process. Besides the whiteboard, she uses pictures, videos, real objects, and songs. Make learning more engaging and interactive for pupils and allows different learning styles to participate.
- 6- Teacher integrates more than one material in the same lesson: the teacher integrates more than one audio-visual equipment into the lesson. She starts by playing a song to introduce the lesson and let pupils grasp vocabulary, and then uses pictures to enhance understanding, sometimes uses pictures as games. This approach ensures that pupils not only hear but also see it visually, reinforcing their comprehension.
- 7- Teacher incorporates the AVA into speaking activities: as we mentioned before the teacher uses the AVA most of time to enhance pupils' speaking. However, sometimes she did not integrate them because they may not be necessary or suitable such as in role-plays and dialogues. It is all about finding a balance and using different techniques based on specific learning objectives.
- 8- Teacher faces problems when using the audio-visual aids: using audio-visual aids in classroom can sometimes be challenging for teachers. Teacher face issues with equipment not working correctly sometimes, pupils being noisy and energetic, also not having enough time. Additionally, some teachers did not know how to incorporate these aids into their lessons, they should receive training on how use these materials because is one of the important factor that lead to success or failure the learning experience.

Section three: Pupils' interactions

- 1- Pupils respond to the teacher's warm up during the warm up led by the teacher, a remarkable connection is evident among pupils, their positive respond reflect how much they are comfortable and engaged with the teacher.

- 2- Pupils pay attention to the board: pupils did not give any attention to the board, they were talking and playing while the teacher write on board because they are unable to read or understand, and it becomes a traditional and boring material for them.
- 3- Pupils interact with the teacher and repeat after him: pupils engage in active interaction with the teacher, they were repeating after him loudly, demonstrating their keen participation and motivation to learn. The interaction between pupils and teacher at the classroom plays a crucial role in creating a positive and effective learning environment, promoting pupils' engagement, motivation, and success.
- 4- The AVA captures pupils' attention and interest: the use of audio-visual aids successfully captivates the attention and interest of pupils, engaging them in the lesson with a sense of excitement and curiosity.
- 5- Pupils are actively participating and more engaged when using AVA : we agree that audio-visual materials motivate, involve and attract pupils' interest in learning noticeably, their use lowers the tension, fear and anxiety of pupils, become more engaged, and actively participates in the learning process (AppendixC). As a result, pupils were encouraged to express themselves, share their ideas, also feel more confident, and ready to learn.
- 6- The use of audio-visual aids develops the level of pupils' performance in speaking: After attending several sessions, we noticed that pupils' speaking abilities developed. The last session the teacher provided the song and pictures of alphabet (s to z) then asked pupils to identify words began with these letters, their actively participation, answers, and spelling surprised us. The teacher saw that the application of audio-visual materials is workable with pupils' vocabulary learning and their way of speaking because the assessments' results show their acquisition development.

7- The integration of audio-visual aids has disadvantages on teaching/learning: the incorporating of AVAs can have disadvantages. Firstly, it requires preparation, which can be time consuming, especially within the limited timeframe of 45-minute class. Additionally, audio-visual aids sometimes distract pupils as they pay more attention on them rather the teacher's speech. Moreover, the cost of acquiring and maintaining certain materials can be expensive.

3.5.3 Summary of classroom observation analysis

During the classroom observation period, I have noticed that the use of audio-visuals is highly supported by both teacher and pupils. Integrating audio-visual aids is one of the accurate methods teacher relies on when explaining new lesson. Remarkably, a well-organized environment conducive to learning, despite limitations in accessing certain materials. The teacher's actions, such as incorporating warm-up routines, and using audio-visual materials bring up a positive learning atmosphere. Pupils showed varied levels of interaction and engagement, responding well to warm-up activities and teacher interactions. The use of audio-visual aids captured pupils' attention, increasing participation and engagement. Overall, while audio-visual aids effectively enhance pupils' speaking skills by improving engagement, motivation, and performance.

Conclusion

This chapter was designed to analyze each data collection method separately. Following this, we presented the analyses and interpretations of each questionnaire item, either numerically through tables or linguistically in the classroom observation analysis. Our findings indicated that the use of audiovisual aids enhances pupils' speaking skills. Moreover, the majority of our sample agreed on the effectiveness of these aids in developing pupils' speaking abilities.

Recommendations

In light of what the study has reached as findings, we provide the following recommendations:

- Teachers should increase the use of audio-visual aids in their lessons because they help in enhancing speaking skill as well as they create a relaxed and motivated classroom environment for pupils.
- Speaking is an important language skill, which requires a lot of practice; therefore, teachers should apply different speaking activities and use different teaching aids to encourage pupils to develop their speaking abilities.
- Audio-visual aids are useful to learners not only in class, but also at home. They encourage pupils to speak the language very well.
- The teacher should motivate students to practice listening because it is the way to speaking.
- Administration should provide teachers with variety of materials.
- Administration should increase the amount of time because the teacher should pre-prepare the aid.

General Conclusion

This study was conducted to explore the importance of using audio-visual aids to help pupils in enhancing their speaking skill. It aimed at confirming or rejecting the hypotheses, which state that if teachers use audio-visual aids in their classes and if they will be able to develop their pupils' speaking skill.

The research has been divided into two main parts: the first, the theoretical part that contains two chapters. The first chapter was devoted to an overview about the use of the audio-visual aids, passing through the audio-visual definitions, its different characteristics, types and objectives. After that, we move to learning styles and teacher's role in using audio-visual aids and its importance in the learning process.

The second chapter is about the speaking skill, we start this chapter with its different definitions. Afterwards we have made an overview about its types, components, and objectives. We have also mentioned some factors affect EFL learners in speaking and tackled briefly speaking and listening relationship. On the other hand, we deal with the teaching English speaking to children and we proposed some techniques for teachers that may help pupils to improve their speaking abilities.

The second, the practical part of the research we adopt a descriptive research methodology; it was conducted with the third year pupils and teachers of primary school. The third chapter is an analysis of findings in order to demonstrate the usefulness of the audio-visual aids in enhancing EFL pupils' speaking skill. There are two data collection tools, which are classroom observation and teachers' questionnaire in order to confirm our hypotheses. The findings from both the classroom observation and teacher questionnaire support the hypotheses outlined at the beginning. In this regarded, the results show that teachers are aware about the usefulness of the audio-visual aids and incorporate them into their lessons.

Our study has validated our hypothesis that integrating audio-visual aids is crucial in teaching English as it enhances pupils' speaking skills. Furthermore, audio-visual aids are successful tools as they provide pupils an opportunity to hear and to see English with real-life, facilitate teaching and learning process, motivate learners, and help them to feel comfortable, to practice freely in different speaking activities.

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Appendices

Appendix A: The teachers' Questionnaire

People's Democratic Republic of Algeria
Mohamed Khider University of Biskra
Faculty of Letters and Languages
Department of language and English literature

Teachers' Questionnaire

Dear teachers,

This questionnaire is a data collection tool about the role of Audio-Visual Aids in enhancing the speaking skill at primary school level in order to prepare a Master dissertation. Your contribution will be a great help to make the research work achieve its objectives. You are kindly required to answer the questions by ticking your choices in the corresponding boxes or completing your own information whenever necessary.

We will be very grateful for your collaboration

AVA: Audio-Visual Aids

Section one: Personal Information

Q1: Please, indicate your age

20-29 30-39 40-49 50+

Q2: How long have you been teaching English in the primary school?

..... years.

Q3: What levels have you been teaching?

3rd | 4th

Section Two : The use of AVA

Q1: Do you use audio-visual aids in class?

Yes No

Q2: If 'Yes', How often do you use them in your teaching?

Always
Often
Sometimes
Rarely

Q3: If 'No', What are the obstacles that prevent you from using AVA in your lessons?

1. Electricity problem
2. Lack of material
3. Other obstacles

Others. Specify, please:

Q4: What AVA do you find most effective in helping your pupils to speak?

Audio Visual Audio-Visual

Q5: Which type of AVA do your pupils prefer most?

Audio Visual Audio-Visual

Q6: Do you think that AVA are helpful in improving the pupils' speaking skill?

Yes No

Q7: If 'Yes', How?

Section Three: The Speaking skill

Q1: How do you consider teaching the speaking skill?

Easy

Difficult

Very difficult

Explain, please:

Q2: What does teaching language mean to you?

1. Grammar and vocabulary

2. To communicate

3. Both

Q3: How do you evaluate your pupils' level in speaking?

Q4: Would you please list some difficulties you have faced using AVA in speaking ?

Would you please provide any additional comments that you believe are important for this issue.

Thank you.

Appendix B: The classroom observation checklist

People's Democratic Republic of Algeria
Mohamed Khider University of Biskra
Faculty of Letters and Languages
Department of language and English literature

Classroom Observation Checklist

School: _____ Level: _____ Unite (Lesson): _____

Teacher: _____ Date: ____/____/____ Duration: _____

Section one: The Classroom Environment

Classroom Environment	Yes	No	Notes
1- The classroom is spacious and well organized.			
2-The classroom is colorful and well decorated.			
3-Availability of materials.			
4- Seating arrangement allows all pupils see and hear the teacher			

Section Two: Teacher's actions

Teacher's actions	Yes	No	Notes
1-Teacher warms up the pupils			
2- Teacher reviews words learned from previous lessons.			
3- Teacher writes the main idea on the board.			
4-Teacher asks pupils to listen and repeat after him.			
5-Teacher uses the AVA during the lesson.			
6-Teacher integrates more than one AV in the same lesson.			
7-Teacher incorporates the AVA into speaking activities.			

8- Teacher faces problems when using the audio-visual aids			
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Section Three: Pupils' interactions

Pupils' interactions	Yes	No	Notes
1-Pupils respond to the teacher's warm up.			
2-Pupils pay attention to the board.			
3-Pupils interact with the teacher and repeat after him.			
4-The AVA captures pupils' attention and interest.			
5- Pupils are actively participating and more engaged when AVA are used.			

6- The use of audio-visual aids develops the level of pupils' performance in speaking.			
7-The integration of audio-visual aids has disadvantages on teaching/learning.			

Appendix C



Pupils' interactions to the use of Audio-Visual Aids

Résumé

Dans cette thèse, nous présentons les matériels les plus utiles dans les domaines de l'enseignement et de l'apprentissage des langues étrangères qui sont les aides audio-visuelles. L'objectif principal de cette recherche est de mettre en lumière le rôle de l'utilisation des aides audio-visuelles dans l'amélioration de la compétence orale des élèves en anglais langue étrangère à l'école primaire. Pour atteindre cet objectif, nous avons utilisé deux moyens de recherche : un questionnaire a été administré aux enseignants afin d'explorer leurs points de vue sur l'utilisation des aides audio-visuelles et leur impact sur l'amélioration de la compétence orale des élèves, en plus de l'observation en classe menée avec les élèves de 3ème année pour obtenir des données plus directes, réelles et précises. Les résultats obtenus de cette enquête ont confirmé notre hypothèse. L'utilisation des aides audio-visuelles dans le processus d'enseignement améliore vraiment la compétence orale des élèves en les motivant à participer et à utiliser efficacement leurs capacités d'expression.

Mots-clés : Aides audio-visuelles, compétence orale, anglais comme langue étrangère.