

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Mohammed kheider Biskra
Faculty of Letters and Languages
Department of Foreign Languages
English Division



**The Impact of the Implication of Audio-Visual Aids on Students'
Grammar Learning.**

A Case study of Second Year Students of English at Mohamed Kheider University of Biskra

Dissertation submitted to the Department of Foreign Languages as partial fulfillment of
Master's Degree in Sciences of Languages.

Submitted by:

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Supervisor: Dr. BETKA REZIG Nadia

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I declare that I have worked on this thesis independently, using only the primary and secondary sources listed in the references.

Dedication

In the name of Allah, most gracious, most merciful all the praise is

due to Allah alone, the sustainer of the entire world.

To the dearest people to my heart

To my husband "Samir"

To my parents with love

To my children "Ahmed", "Ali" and "Samira"

To my sisters "Leila" "newel" "Nassima" And "Nesrine"

To my brothers "Amar", "Ahmed" and "Djemoui"

To my best friends "Zahra" and "Asia"

To my family for their great help and support

Acknowledgements

*I would like to express my sincere gratitude to My supervisor Dr
Betka Rezig Nadia for her constructive comments, helpful
assistance and encouragement.*

*Special thank to the members of jury for taking part in improving
this research.*

*I am grateful to all the people who helped me conduct the research,
to the teachers and second year LMD students who answered the
questionnaires and to those who supported me in one way or
another to realize this work.*

Abstract

The main objective of this research is to highlight the importance of the use of audiovisual aids in teaching English grammar for students of the English Branch second year LMD, to achieve progress and build their grammatical ability. In addition to the study of teachers and students' perspective to use these teaching means in teaching grammar. It is hypothesised in this study that if teachers use AVAs in teaching grammar, the students' grammatical ability will be achieved. We used the descriptive method in this study through the design of two questionnaires, the first one was given to two groups of second year English branch their total number is (105) students from (447), and to (04) of their teachers of grammar. The analysis of the results revealed the importance of Audio-Visual aids and its positive impact in teaching Grammar by making the lesson more realistic and helped the students' to speak and express their ideas using the correct sentences grammatically because of its effect in attracting the attention of students and stimulating learning.

List of abbreviations

AVAs: Audio -Visual aids

EFL: English Foreign Language

TESOL: Teaching English as a second or foreign language

Q: Question

%: Percentage

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General Introduction

Teaching is a complicated mission to achieve, for that the teacher needs using materials in order to facilitate the teaching process and enhance the students' proficiency. This issue has been subject of many studies. The use of device or audio –visual materials will stimulate the greatest number of sense. For this reason, good teachers have always used devices or audio visual materials.

In order to make the teaching learning process in grammar module effective and easy, teachers should give to their students' presentations tasks about their lecture to progress in the curriculum, practice the language and motivate their students to do their work by themselves and present it as a teacher. In the same time teachers should illustrate their lecture and try to present them by using audio visual aids to attract the intention of their students, allow them listen to real conversation in order to correct, acquire and learn new grammar rule to produce them correctly later on.

Many researchers argued that the use of audio visual aids by students in their presentation helps them in their learning process. While use of audio-visual aids provide freedom to the students i.e. students discuss, comment and express their opinion which they cannot while a typical teacher lecture is in progress; at the same time this discussion helps them in developing language other than mother tongue, gaining confidence by probing and showing tolerance to opposite opinions. Learning experience that is Activity based learning leads to critical thinking, reasoning, creativity and the development of inquisitive mind which is the real aim of education the use of audio-visual aids has positive effect on students' achievement. All in all to enhance the grammatical ability of the learner, teachers should use audio visual aids as motivating and facilitating factor.

Introduction

The main goal of EFL students is to master the English language and to use it in different conversations. Communication is the heart of human interaction. For that, a language full of grammatical errors will make the conversation fail; in fact, grammar is the structure and meaning system of language. In order to use English correctly, students should master grammar. The teachers' aim is to help their students to achieve this correctness, for that they should use new techniques to motivate their students' in order to achieve the grammatical ability. Audio-Visual Aids (AVAs) can be an appropriate one.

1. Statement of the Problem

It is generally accepted that knowing a language and being able to speak it are not synonymous. For that, as a foreign language learner; the student should use and speak the language every day in order to achieve his goal. Since we do not use English outside the classroom, teachers encourage their students to practice the language and use it during the lecture. In Mohamed Kheider University, English Branch, we noticed that many students come and attend the lecture without saying anything, especially in the session of grammar module. They are, either, hesitating students who find difficulties to transform their thoughts into words because of their low level, or; they are de-motivated students, they can use the language correctly and fluently, but the subject of the lecture seems for them unattractive, or they face psychological problems as being anxious due to the lack of self-confidence. On the other hand, teachers usually use the deductive method to teach grammar that implies that the teaching process relies basically on the teacher's role while active students are centered learning, autonomous, learning through problem solving, they will feel bored if they do nothing during the lecture, so teachers should find solutions to attract their students, motivate them and make the teaching-learning grammar process easy.

2. Significance of the Study:

During this research we focus on the use of AVAs in teaching English grammar in order to achieve the grammatical ability and speak the target language fluently. This work is of great importance for teachers. In one hand, it can be used as guide to use this teaching material. In other hand, it can be used to satisfy the different students' needs and motivate them. This research is also beneficial for other researchers who are interested in the topic.

3. Aims Of The Study

- Find out problems that face students during the lecture of grammar.
- Find out problems while using audio visual aids for both teacher and student.
- Suggest to teachers to use motivational strategies in order to help their students to promote their grammatical knowledge

4. Research Questions

The objectives of the investigation are guided by the following question:

- ✓ Is the students' use of audio visual aids in their presentation a supportive factor for improving their learning?
- ✓ How can teachers motivate their students to enhance their grammatical learning by using audio visual aids?

5. Hypothesis

In the present study it is hypothesized that:

- If teachers use audio visual aids, students will be more motivated and enhance their grammatical learning.
- If students use audio visual aids in their presentation and activities, they will be more motivated and learn better

6. Methodology

6.1: The choice of the method

The descriptive method was adapted because it fits the nature of our research .We described the effect of using audio visual aids that can helps learners to improve their grammatical learning.

6.2: Data Gathering Tools

This study was undertaken on English learners. We proposed two formal questionnaires, one for students and another for teachers. The questionnaires were designed to find out whether the use of AVAs can improve students' grammatical ability or not. We distributed the questionnaire to two groups selected randomly from the whole population of second year students (105), to gather data about their opinion, when using audio visual aids in improving students' comprehension of grammar lessons, on students' reaction towards teachers' use of audio visual aids in delivering lessons, and when they use it by themselves. The teachers' questionnaire was designed together data on their opinion about using audio visual aids and their evaluation of students' presentation when audio visual aids are implemented.

The results of the questionnaire are of a vital importance for our research. The analysis of both of the teachers'' and the students'' questionnaires shows us to which extent their responses correlate positively with our hypotheses.

7. Research limitation

Our present research focuses on the implementation of AVAs in grammar module of Second Year students in order to see to what extent Audio Visual aids can help the students to build their grammatical ability and to be able to speak fluently without making grammatical mistakes. However, this work is limited by some constraints which may not result in accurate data. For instance, we could not do an experiment to compare with the students who use AVA and those who did not use it in order to see the effect of this teaching material on students' grammar learning.

8. Structure of the Study

To fulfill our objectives and answer our questions, our work clustered around three Chapters: The first chapter, Teaching/Learning Grammar, covered related issues on how English Grammar is taught and learnt. In this chapter, we defined grammar, we stated the importance of grammar in education and the major focus is on the techniques and methods applied to teach grammar. The second chapter, Educational Audio-Visual Aids, is devoted to the instructional aids adopted to teach a foreign language, specifically, grammar. It deals with audio visuals' definition, classification, importance and principles to be followed for effective use. We end the chapter by mentioning the different problems that may face teachers and students in using them, and how we teach grammar in context. The third chapter, Influence of Audio-Visuals in Teaching Grammar, is about the field work of the study. It consists of the data collection from questionnaires and summary of their findings. Throughout this chapter, we try to prove the effectiveness of visual aids in enhancing the learners' grammatical learning and motivation. We conclude the chapter with general recommendations about the usefulness of audio-visual materials in teaching grammar.

Chapter One

Implementation of Audio Visual aids in teaching grammar.

Introduction

Every language has its grammatical rules which builds and gives it a sense and meaning. For that teaching grammar is essential in language learning process. Research has shown that teachers who attract student's attention to the linguistic form during communicative interaction are more effective than those who never focus on form or who only do so in decontextualized grammar lessons (Spada and Lightbown 1993; Lightbown1998). For that, in research we will encourage a balance between grammar and communication by motivating students throw the use of audio visual aids, which means teaching grammar in context by using audio visual aids to present the real communication life in order to facilitate the task of learning and promote motivation and in the same time facilitate the task of teaching too. In the first chapter we will focus on understanding what is grammar and how we teach it, its main approach, the relationship between language and grammar, importance of grammar in language and in education, then the most real problems that face students in class and affect negatively on their achievement in learning grammar. Next, we will discuss some importance implication for EFL teaching .Finally, we shaid light on the importance of teching grammar in context.

1. Definition of Grammar:

Grammar is acquire differentr definition by grammarians and language teachers. Harmer (1987;1) said that : « the grammar of a language is what happens to words when they become plural or negative or what words order is used when we make question or join two clauses to make one sentence ». Thornbury (1999; 1) stated that « grammar is description of the rules that govern how a language's sentences are formed ».A nother definition of grammar given by Ur, peni where he said: « grammar is the way words are put together to make correct sentence (1991; 75). We noticed that all those definition focus on structure and form of sentence (grammar is thought to be a set of rules for choosing words and putting words together), In fact, grammar is “multi-dimensional” (Batstone, 1994) and has multi-meanings the previous definition ignore the meaning of grammar in context. I.e, real conversation, whether spoken or written discourse. For instance, “Grammar is the mental system of rules and categories that allows humans to form and interpret the words and sentences of their language” Thornbury, S (1999; p2). in addition, «Grammar is the ability of a person to effectively use his internalized knowledge to achieve a desired communicative impact” Beny (1975).Without knowing the grammatical rules we can't produce correct sentence, and in the same time without exposure to the real use of this language we will not be able to produce meaningful ,situational sentence to convey others ,or interpret their messages too .

2. Importance of Grammar Enenglish Language

Grammar is believed to be the central part of language learning. Many reasons can be cited to justify this belief. Larsen-freeman (1991) argue that: « The necessary component of any language teaching program which plays an important role is grammar. First, grammar enables students to make correct sentences and communicate appropriately with other people. For instance, when we speak or write we use words in order to name objects, actions and normally to convey our thoughts to others. If we do not master the grammar rules, the speech will not be clear and understood by others since the intended meaning is not understood completely. Second, knowledge of grammar is essential for fluent speaking, comprehensible reading and correct writing. Nunan (1993; 279) believe that “grammar helps learners to perform in the target languages better, and that students cannot communicate well if they do not have fundamental level of grammar”. So grammar is a tool which helps students to perform and produce a correct language. For instance, if the students master the grammar rules, he can perform his own speech and written discours, also he can interpret the others messages whether spoken or written. So they can communicate better. Third, the major function of grammar in communication is identified by Littlewood (1923; 2) is that “grammar enable speakers to talk about things that are not present in the actual situation where communications takes place. For instance, grammar helps the speaker to convey his message and enables him to play with words” while conversation, the interlocutors can talk about event that are happened in the past, present, future or even hope to be realized, whether they mean the real meaning or other meaning. So grammar fits the nature of human being and helps him to produce his thought into words, and in the same time infer the others meaning. Finally, according to Canal and Swains (1980)” grammatical competence is one component of communicative competence”. For instance, grammar interacts with meaning, social function rather than

standing alone as an autonomous system to be learned for its own sake. Many teachers think that teaching grammar separately is not favorable to learners since they learn only the way language is constructed, for that students work very well when given grammatical exercise rules but when they write or speak they make grammatical mistakes. Grammar is not just about rules to be learned it is about how English language works. All in all without grammar, language does not exist.

3. Importance of Grammar in Education

Researchers and teachers debated the importance of grammar, and the reason why we teach it and even whether to learn it at all. Grammar has many advantages in foreign language learning; Producing well- formed sentences, avoiding grammatical mistakes, furnishing the basis for language skills are the most important reasons of teaching and learning grammar.

Producing well- formed sentence is an essential part of learning a second language grammar. According to Ur (1999), « in the case of the learners, grammatical rules enable them to know and apply how such sentence patterns should be put together » since grammar is seen as the study of the syntax and morphology of sentences;(the system of rules that cover the order of words in a sentence is called syntax and the system of rules that cover the formation of words is called morphology) for that, learning grammar is for the sake of producing correct sentence patterns, meaning and use.

Grammar is important especially in foreign language learning. The knowledge of grammar helps students to correct of mistakes and improves his oral performance. Swam (2002; 148) suggests two good reasons to teach grammar « comprehensibility and

acceptability ». Grammar enables the students to speak in a clear and effective manner it helps him to avoid misunderstanding while real conversation. For instance in some social contexts, from native-speaker norms can hinder integration and excite a person who speaks badly, this one may not be taken seriously, or may be considered uneducated or stupid. Students may therefore need a higher level of grammatical correctness for mere comprehensibility. « If the input is clear it will be effective and accepted by others in contrast a conversation full of grammatical mistakes will be refused because it is ambiguous not clear. » Biyi Zhu1 & Yaping Zhou1 (2012)

Further, grammar is thought to accomplish the other skills: listening, speaking, reading and writing. In listening and speaking, grammar helps student to grasp and produce spoken language. In reading, grammar enables student to recognize the relationship between words, sentences, paragraphs and texts. In writing grammar enable students to put and order his ideas in correct way using the suitable rules so that they can successfully communicated. As Long and Richard (1987p) state that « it cannot be ignored that grammar plays a central role in the four language skills and vocabulary to establish communicative tasks. »

Finally, grammar is the ability of a person to effectively use his internalized knowledge to achieve a desired communicative impact (Beny; 1975), so grammar helps the student to use his previous knowledge and assimilate it with the new one and use it in a real situation, In order to be able to address his message and convey others. All in all, grammar is important in learning we cannot learn FL without its grammatical rules.

4. Grammar Teaching Methods

Teachers around the world may differ in using approaches of grammar in their classes, learners also learn differently according to that approach. How do I teach grammar? Is the question that any teacher asks about it before starting teaching.

4.1. Inductive method

The inductive approach is one of the major approach in teaching grammar, Numan (1999) identifies inductive approach as a process when learners discover the grammar rules themselves by examining the example in an inductive approach it is also possible a context for grammar rules, that is to say learners explore the grammar rules in a text or an audio rather than isolated sentence ». From this definition we can conclude that in inductive approach students discover the rules by themselves from the provided examples, and the teacher gives them the responsibility for their own learning i.e. the learner induce the rules from experience of language in use as harmer said using a text or audio so the student is centered learning the role of teacher is to select the materials carefully and guide the students when necessary. In one hand, this approach allow students to memorize the rules since they select it by themselves in active and motivated way using problem solving abilities where they practice the language and learning and learning the rule in the same time those techniques help the student to be self reliance and autonomous. In other hand, the time taken in inducing the rule can be spent in practice activities; moreover students can spend this time in hypothesizing the wrong rule. Then, passive students may find this approach boring for them because they cannot induce the rule by themselves, they would prefer to be told the rule from the beginning of the lecture.

4.2. Deductive method

The second major approach in teaching grammar is the deductive approach, where the teacher started by the presentation of a rule and then students use examples where these rule is applied. Harmer (2007) stated that “these explanation and practice sequences are usually PPP_ like” (p, 203). PPP refers to the presentation of the structure how it is formed and when we can use it, students practice this new grammatical structure within different examples provided by the teacher. Finally they are asked to create similar new sentences. In part, this approach gives to students more time for practice and application whenever the level or the age of student differ, he can work easily by this method since the rule provided is clear, and this helps the teacher to deal directly with the language point and move in the lecture step by step. In the other part, providing to the students the rule and rising them the examples make the teacher the centered one. The lack of interaction between students demotivate them and makes the intention of the students directed to grammar rules rather than understanding the language, which makes them think that learning a language is simply a case of knowing the rules.

From the previous information we notice that the deductive and inductive approach differ in the way of teaching, but the aim is when teaching grammar to the students. So both can be applied successfully depending on the cognitive style of the learner and the language structure presented (Eisenstein 1987; Brown; 2000).

5. Problems That Face Students during Learning Grammar

“Language learning is a journey all learners do not take the same road travel at the same time “(Rubio 2007:14) .Learners differ in their way of learning, level of education and degree of motivation , teacher should be aware about those differences and try to deal with them according to the need of his students .if the teacher ignore those differences , his students may face a psychological problems as anxiety , lack of self- esteem and motivation .Diaz-Weed (2010: 55) add that “ the environment when students feel welcome enjoyable lecture and benefit students will have better adds”. The teacher second role is to provide to his learners enjoyable class atmosphere through the good class management, well planned lecture, attractive information, easy and clear explanation .All those techniques helps the teacher to create amazed and benefit lecture in order to attract the student and motivate him to progress in his learning process.

5.1. Affective Factors

Affective factors (an impediment to learning or acquisition caused by negative emotional responses to one’s environment , this negative emotion function as a filter, if the filter is reduced the understanding occur and it will build the learners’ motivation which lower anxiety and build the learner’s self-esteem). For that they have an impact on input and output whether negatively or positively. Krashen hypothesized that any human being has an affective filter in his brain. If the affective factors degrees is low and the input are clear, so the Filter will be low too and the input can pass as a result the learner can successfully succeed. In contrast if the affective filter is higher and the input are not clear, so the filter will be higher too and the input can never pass for that the learning process will not occur. In a nutshell ,motivation ,anxiety ,and self- esteem can has an impact; either

low teacher reaction ,suitable atmosphere and clear information, to lower students' stress and higher his motivation and learning process. Or; higher teacher reaction, negative feedback, embarrassed atmosphere and difficult complex explanation, to higher students' stress (how a person mentally and physically reacts to circumstances that are considered) and hinder his motivation and learning process.

5.2. Self-Esteem

It is known in general as one element in human personality, which changes over the time. This change is due to the effect of different elements. Those changes as one challenging to gain worthiness in life, Rubio (2007; 17) regarded self-esteem as: "that aspect that works to create self-image whether it is bad image or good image". Students who has a little competence and worthiness will have a bad behavior or even aggressive one because s/he has not confidence on him/her self, s/he will be nervous all the time, stressed and doubt about everything for that s/he make problems in class .The teacher role is to build the students' self-esteem by praising them ,for instance providing students with presentation grammar activities to motivate them as preparation of topics by using projector or video , the positive evaluation may strength their abilities and it offers self-confidence in order to achieve better. In the other hand learners face anxiety when he have low self-esteem and thus may affect negatively if there is not enhancement in classroom it may result in non-participation.

5.3. Anxiety

Anxiety is defined as “a painful or apprehensive uneasiness of mind usually over an impending or anticipated ill” (Merriam-Webster, 2012). It is nervousness, a real problem in oneself personal achievement boasting into learning in a specific field. It is related to the state of mind when students worried of something or even everything, for example there are some students how worry from the exam test or presenting a home work in front his/her students in class or even worry from answering on the question of the teacher .Learners meet anxiety because of the lack of skills and the ability to interact in appropriate manner inside and outside the classroom it hinder the process of information. In addition anxiety can occur to students how have a high level, they worry from failure in exam or in a test (Bensoussan, 2012) argued that ” Even students who do well on classwork and homework can suffer from test anxiety and do poorly on tests” Anxiety can negatively affect academic performance (Owens et al., 2012). So achievement of students in education is influenced by anxiety, whenever anxiety is lower academic achievement occur in contrast, whenever anxiety is higher academic achievement fail. “Students will not feel that success and change is possible without a feeling of control over the causes, whether internal or external” (Vockell, n.d.).Teachers should use different methods and techniques to reduce the level of anxiety. For instance using Problem based grammar learning (teaching grammar inductively, providing students by real conversation audio visual examples and comparing the rule studied before to know the correct use of this rule whenever used in context), another solution is discussing test procedures with students, help students feel more in control of the outcome of academic tasks. Teachers and parents can teach students the skills they need to feel in control of learning. By helping students understand the learning process and how they can control it, parents and teachers will help students control their anxiety.

5.4. Motivation

Motivation is the key element affecting students' learning process ,it is the internal derive that encourage students to reach their aims .XU (2011) stated that “language learning motivation was significantly correlated with the use of language learning strategies and teachers should assist students' to achieve better results in English learning by understanding more about students' motivation and strategy use” .The desire for learning English language as second and foreign language helps the students to achieve his aim.

The most ideal affect condition is that learners have high motivation and strong self-confidence, with which they can do better in second language acquisition (Krashen, 1982).There are two types of motivation , integrative motivation (intrinsic motivation) which is related to internal desire as the desire to master English or to be the major students in the branch of his study. The other type is instrumental motivation (extrinsic motivation), which is related to external desire whether to achieve a prize involves reward or punishment, to prepare for the exam test, or other external aim. Teachers' role is to motivate his students by providing him other strategies which attract him to the lecture and build his intrinsic motivation in the same time. Teacher can use audio-visual aids in presenting his lecture, which attract the students' and motivate him.

6. Implications for EFL Teaching

The teachers' role is not just providing information and preparing lecture or preparing students to achieve in the exam test, but also to regarding to their different needs and abilities. The lecture prepared should be prepared according to previous knowledge from the teacher about the level of his students and needs. teachers feedback influence the

students behavior and attitude for that , the teachers' psychological quality is important, to not create the psychological problem to his students. *QIN Lei(2007)state that*" As EFL professionals, instructors have an obligation not only to respond to learners' linguistic needs, but also to their affective needs to produce more successful language learners. Teachers' positive influence on students' affects may enhance students' language proficiency. Teachers' different understandings of the students lead to different attitudes and behaviors towards the students. Understanding the students is crucial for teaching and studying, and is also the important representation of teachers' psychological quality". For that he proposed seven implications for teaching

1. **Renewing teaching idea** (the aim of acquiring a language is to communicate. So teachers should renew their teaching idea. The aim of EFL teaching is to cultivate students' communicative competence, including grammatical competence, sociolinguistic competence, strategic competence and discourse competence.)

2. **Improving EFL teachers' personality** (Teachers with excellent personality have invisible force to impel students to make progress. If the students recognize teachers' excellent personality, this recognition would make students like and respect their teachers which in turn would inspire the students to be greatly interested in learning and help them form good personality.)

3. **Having positive vocational affect and moral** (Teachers feel happy because they have cultivated many persons with ability. But in our society there are still many foreign language teachers who often walk through their teaching. They usually pay little attention to the development of the teaching quality, seldom communicates with students, and teaching result is of course not good. Such kind of teaching attitude not only reduces teachers' prestige, but also hurts students' enthusiasm in learning.)

4. Cultivation of beneficial classroom atmosphere (It is generally accepted that good classroom atmosphere should be harmonious, pleasant, less anxious, active and motivating, so that students may feel relaxed, secure and greatly motivated and may achieve greater success. The teacher plays an important role in cultivating a beneficial classroom atmosphere.)

5. Positive teacher's attitude and expectation (The teacher's attitude to each student contributes to a good and healthy atmosphere. Teacher's Expectation shows vividly teachers' attitudes towards the students. Active teachers' expectation can make students feel teachers' trust and respect towards them. It helps form harmonious relationship between teachers and students.)

6. Adoption of elastic methods (Teachers should adopt teaching methods according to the specific needs of students and teaching activities. Only by this, can efficient teaching occur according to the certain student and certain material. Above all, through the whole teaching process, humanism should be a major concern of the teacher that combines cognitive and affective process.)

7. Respecting student's individual characteristics (Teachers' different understandings of the students lead to different attitudes and behaviors towards the students. Understanding the students is crucial for teaching and studying, and is also the important representation of teachers' psychological quality. English teachers should be first unclouded and open, adjusting to the diversity of the students' personality.

7. Teaching grammar in context

Grammar teachers teach grammar whether deductively or inductively by giving the students the rules of the subject being studied then directly practicing exercises, the problem that is founded is that students could done very well on those exercises but

whenever asked to use them, or finding themselves in real conversation they fail to use the appropriate, suitable and correct grammatical structure. For instance, the learners are denied the opportunity of seeing the systematic relationships that exist between form and meaning and use (David Nunan, 102) according to Nunan Teaching grammar in context allow the students to make this relationship. Teaching grammar through context, will help learning perceive the structure of the language effectively, and they will be able to master the language better. The exposure to the language help learners to acquire new grammar structure and forms. The teacher provide learners by real conversation recorded, video or written presented by projector, he explain the rule than gives to them real example to find other situational rules and explore their learning. The teacher role is to encourage his students to use the language, as monitor, listener and help them whenever they need. Before starting the teacher need to highlight some importance point in his lecture, form and actual context of use. In Trinity certificate in TESOL (2009) they define those elements:

Use/: identify the concept that the teacher will use in the lecture

Form: give the students the grammatical structure of the item that will be used

Content: the real life example used in the lecture

Conclusion

Grammar is important in education in general and in learning the target language in specific. The teacher aims is to search and find the strategies that helps them in teaching and their students' in learning. According to our previous explanation, teaching grammar in context, and using real life examples, then presenting them by using audio visual aids can motivate students' and augment the access of grammatical learning

Chapter Two

Teaching Grammar through Audio Visual Aids

Introduction

Teaching is an art. To transfer knowledge, experience and everything good which can help students in their learning process, to build their carrier is not something that anyone can do. The different styles of learning, the level of students', the classroom environment, the purpose of the lecture and the objective that the teacher must achieve, all those elements affect the teaching process. Students perceive information than product their own work, they should listen and hear first to speak and write. Grammar is essential element in speech; a sentence full of grammatical errors is ambiguous and not clear. Many students face problem while speaking or writing. To find a solution to this problem, as the great philosopher Aristotle said that thinking is impossible without image teachers should integrate Audio visual Aids in grammar session .In order to make his task easy, enhance the lesson plan and helps the student learning in motivating and enjoyable way. As the proverb said" if we hear we forget, if we see we remember, and if we do something we know it" AVAs is a great tool for seeing, hearing and understanding, it help the students to progress and build their grammatical ability and make teaching learning process more effective.

1. Definition of audio-visual aids (AVAs)

Audio-Visual aids are materials used by the teacher in order to facilitate teaching and learning process. Audio- Visual aids are those instructional devices which are used in the classroom to encourage learning and make it easier and interesting. "The material like charts, maps, models, film strip, projectors radio, television etc. called instructional aids".(Rather,2004) According to McKean and Roberts: "Audio visual aids are supplementary devices by which the teacher, through the utilization of more than one sensory Channel is able to clarify, establish and correlate concepts, interpretations and

appreciation” (cited in Rather, 2004; 52). So (AVA) are additional materials used by the teacher in order to make the acquiring and teaching clear, easy to interpret and make correlation between the different concepts through the use of more than one senses from the students’. For instance seeing a picture and hearing explanation about it than engaged in practicing is better than hearing just explanation, student can easily forget the lecture when he go outside the class room especially for week students. For that using AVAs helps the student to remember because he used all his senses. According to Burton: “Audio visual aids are those sensory objects or images, which initiate or stimulate and reinforce learning”.chapter5 Burton emphasized the role of AVA in stimulating and motivating the learner as well as Carter. V. Good where he defines “Audio visual aids are those aids which help in completing the triangular process of learning that is motivation, classification and stimulation”(2002). In the other hand, Edgar Dale adds that AVA build a bridge between the teacher and the students by facilitating the communication and changing ideas in different situation he said that: “Audio visual aids are those devices by the use of which communication of ideas between persons and groups in various teaching and training situation is helped .These are also termed as multi sensory materials” (47; 1946). All in all, AVAs are materials used by the teacher to make the learning task easy, enjoyable, and effective to motivate his student in the same time.

2. The importance of AVAs in class

The use of AVAs in classroom can have many advantages for the teacher and the learner.it reduce the affective factors of the learner and promote his self –confidence and motivation in the same time, also AVAs can be used as a supplement to the lesson plan in order to add more clarification and make the lecture enjoyable.

2.1. Using Audio-Visual Aids to enhance the psychological factors:

From the previous definition we noticed that the use of AVA in class create a communication between teacher-student and student-student which help them to build their self -confidence to speak , participate or even ask for more clarification. According to a research, the use of AVASs motivates students and helps them to be more attentive and prepared. The clear image and the clarification facilitate the transfer of the information which make the learning process easy and long lasting in the mind of the students .the effect of motivation that AVA have on students make him staying in class for long time without being bored and create students interaction in class which overcome their anxiety from speaking and participation or making mistakes (Angeline M.lavin,Leon Korte,Thomas L.Davies, 2010,P1).In the same side Jennifer M,Apperson,Eric L.Laws,JamesA,Scepansky,Augest (2006, p 116-126),in their study claimed that the use of AVA provide a healthy atmosphere in class, improve the students' pronunciation, vocabulary, provide interest towards the topic and in the same time develop communication with the teacher which can be the solution to the phobia of arousing question in classroom. For that, using AVA motivates the students, reduce their anxiety and build the students self –confidence.

2.2. Using Audio-Visual Aids to cover the different style of learning

In other hand the use of AVA overcame the different style of learning «the way in which each person absorbs and retains information and/or skills” (Dunn 2) .For instance an individual’s learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information auditory learners who learn through hearing, Visual learner who learn through seeing and kinesthetic learners who learn through touching. Each student has his own style that fits his nature, and prefers to use it

because he found it is helpful in comprehension of information, absorbed and retain it, then progress in learning. According to Fleming's model, sometimes referred to VARK learning styles, learners are identified by whether they have a preference for visual learning, refers to V (pictures, movies, diagrams), auditory learning refers to A (music, discussion, lectures), reading and writing refers to R (making lists, reading textbooks, taking notes), or kinesthetic learning refers to K (movement, experiments, hands-on activities).

The most important characteristic of those categories can be explained in this table:

Table 01: Types of Learners’ Styles and their Characteristics (Adopted from: Straková,2008).

visual learning	auditory learning	kinesthetic learning
-Good observer & reader. -They like to read and receive information through visual stimulation (eyes). -They enjoy learning by diagrams, pictures which are based on colours. Eg: mind mapping in vocabulary learning.	Highly good listeners. - They like to receive information mainly through their ears. -They enjoy listening to music, videos. -They concentrate more to The teacher speaking and explanation	Active and dynamic movements. -Learners like a lot of movement; they obtain information through their hands, body and feelings They are emotionally focused and enjoy working with objects. -They frequently participate In role plays

For that, by using audio visual aids the teachers cover all the different style of learning.

2.3. Using AVAs to motivate the passive learners

Audio visual aids motivate student, through the use of color slight, movies or recorded messages or even data show attract the intention and interest of the learner.

As Ossai-Ugbah, Samuel and Isaac analysed the role of audio-visual aids in learner's motivation. They have submitted 200 questionnaires to Nigerian technological university Library learners, and the results showed that 74 respondents (37%), which make the high percentage, confirmed that audio-visual aids made learning easier and more interesting for them (220). (Adapted from Ossai-Ugbah, Samuel and Isaac 220). In the study, the researchers listed a number of benefits related to the implementation of audio-visuals in learning a foreign language. These benefits can be linguistic or psychological. The one which receives high frequency of agreement is 'AVAs made learning easier and more interesting', and this is among the psychological advantages that associate with teaching materials. 74 respondents, (37%) indicative that play a major role in relaxing the classroom climate. To conclude, integrating audio-visual aids in classroom has various beneficial. Reducing students' psychological factors, Meeting pupils' learning styles, increasing their motivation and self-confident, and decreasing the tension of fear.

3. Teachers' Reason for using visual aids

Teacher has his own style in teaching .For instance teachers around the world differ in their preparation, presentation, explanation and even the knowledge that they have and experience .In contrast, they share the same goal which is progressing in teaching – learning process and reach successful students' level. Teachers of grammar module find difficulties in reaching this level because many students succeed in correcting their grammar activities, but they fail when using grammar in real situational life or even while writing small paragraph. Teachers of English as a foreign language are in a constant search

of what may help learners increase their grammatical level .For that learner's mastery of grammar rules and use depends on the teacher's use of the most appropriate methods of teaching. According to Shahla Yassaei(p12) A well-known way to create meaningful context for teaching English is through using media, which can be delivered through a wide variety of print, audio, and visual formats,and he conclude that Finding appropriate teaching materials is not that hard, as our everyday life serves as a perfect resource for creating effective lessons and activities. An effective lesson does not necessarily require expensive and high-tech materials; oftentimes, breaking the routines will excite students, engage them in the lesson, and teach them the real use of language in context. Thus, one of the easiest and least expensive ways for teachers to prepare the most effective teaching materials is to look around and never underestimate their sense of creativity. Teacher is the master, the facilitator, the guider; the controller .It is his responsibility to make his lecture effective, easy and enjoyable. Being creative can cover and find solution to any class problems.

4.The selection of Audio Visual aids

Teachers should know that they are the most important aid in the class, the role of the teacher is to facilitate the information and make it clear to his students, to do so teachers use different strategies in order to facilitate their work and in the same time make the learning process easy and enjoyable According toDeepa Awasthi. Before using any of Audio Video aid, Teacher must keep in mind the following points to make his or her teaching more effective

- Audio Visual aids must match the need and maturity level of student.
- Student must be able to relate the aid with the subject matter.
- It must be large enough to be seen by the student sitting in the last bench of classroom.

- Aids used must be able to attract the involvement and participation of student in classroom by awaking all the sensory organs of learner to encourage observation and discussion.
- Aids used must match the real life and natural environment.
- Aids must be used at appropriate time during teaching.
- Problem and possible area of discussion must be briefed to the student before introducing aid in class.

Oyesola (3) suggested that for effective use of audio-visual aids the following should be taken into consideration

- Aids must be placed or held where all can see
- Teaching aids should be used to achieve specific objectives
- Teaching aids should be suited for the maturity level of the students
- Teaching aids must be used skillfully
- Technical quality of the aid should be good
- Use variety of aids
- Choose the suitable aid for the suitable activity
- The frequency of using audio-visual aids should be taken into consideration

From those two point view, we noticed that the good choice of the suitable aids, context and use have a great effect on student achievement .For that the teacher should be aware about the use of those aids ,the aim and object that he will rich, the level of his students and the suitable clime of learning.

5. Using AVAs in teaching and learning grammar

How to use AVAs in grammar class is our objective. Many researchers suggest examples, the way the teacher integrate AVAs in the lecture and how students' use them in their presentation is the essential part.

5. 1. Learning Grammar By Making Documentaries And Short Films

Many researchers confirm the role of movies in helping students to learn grammar. Papinaidu & k. Prakash said that Technical students are really very much fascinated in using electronic gadgets especially for movie making and documentaries. If we ask them to use grammatical structures in the part of making a short film, they really will come forward to incorporate in it. So, learning grammar through movie making really helps the students to get a great command over on it.

5. 2. Instructions

- A group of students are assigned a task of short film making.
- An appropriate concept to be taken by the students.
- Necessary electronic gadgets to be arranged.
- According to the concept, script must be prepared.
- While writing the script, they must focus on a particular structure of a tense.
- Most probably they must opt the incidents that happened.

Example:

A group of students opt a concept like “drinking is injurious to health and spoil the student career” So, based on this concept, members of the team play different roles. One of them acts as a drunkard. He is addicted to drinking alcohol. The remaining team members counsel him to stop it. All must speak in English according to the script and dialogues they have prepared. The dialogues should be displayed at the bottom of the screen. With this task students are able to use all the related structures in English thoroughly. Therefore learning and teaching English grammar is very easy working with the technical gadgets.

6. Teaching grammar

Shahla Yassaei suggests that: «In order to teach grammar, you need to play the video, freeze framing the picture after each scene, and then ask questions. For example, freeze frame the picture and ask your students questions like, “What is s/he doing?” “What did s/he do?” “What was s/he doing?” “What is s/he going to do next?” or “What will happen next?” In this way students will be prompted to use the teaching point. Once you elicit their answers, write them on the board and highlight the structure (e.g., “*to be + ing*” form of the verb for present progressive, or “*will + infinitive*” without *to* for future simple). Since the video consists of a sequence of action, adverbs like *first, second, finally, before,* and *later* can also be introduced to and practiced with students. “

6. a. Teaching the video lesson by Shahla Yassaei

A motivating way to teach grammar with audiovisual techniques, with an example of a lesson on teaching modals of speculation for middle school students, provided by Shahla Yassaei (p14) as follow:

I began by explaining to the students that they were going to listen to a series of sounds and had to guess the origin, which was why I had covered the TV. The students were intrigued. I asked them to note their thoughts while I played the audio of the videotape. To illustrate the procedure and make sure they all understood the instructions, I played the first scene and asked them to guess what the sound was. Then I continued, pausing at the end of each scene for about 15 seconds to allow them to make notes. I repeated this same process until they had listened to the whole video. Then I played the video again while they checked their notes. Next, students formed pairs and took three minutes to discuss their notes with their partner. Students enjoyed discussing their very different ideas about the origin of the sounds they had heard.

Students then listened to the video once more. But this time, at the end of each scene they discussed their ideas together. After making sure they all understood the instructions, I played the video once more, pausing at the end of each scene to ask them to identify the sound. By asking questions, I encouraged them to use the appropriate grammatical structures. For instance, when I played the part where I was blow drying my hair, I asked, “What could it be? Could it be a vacuum cleaner?” One student said, “Yes, it might be a vacuum cleaner,” whereas another one said, “No, it can’t be a vacuum cleaner.” When they were not able to use the structure, I prompted them to use the modal construction by asking tag questions, such as “It can’t be a vacuum cleaner, can it?” In order to respond to my question, students had to use the teaching point.

I elicited their answers—for example, “It might be a vacuum cleaner” or “It can’t be a washing machine”—and wrote them on the board. Then I underlined the “modal + verb *to be*” with another color to help them notice the new structure. I continued the process about the origin of all the sounds in the video, and I produced a list of their speculations on the board where the new structure and the modals were underlined and highlighted. Then I removed the newspaper from the TV screen and let them watch the entire video. This was the most interesting part of the lesson because the students had a lot of fun, laughing at some of their speculations. Finally, in order to teach the students where exactly each of the modals on the board could be used, I asked them which of these structures was used for expressing possibility, probability, certainty, and impossibility, and wrote these terms on the board right below the underlined structures. For instance, I asked, “When do we usually use ‘*must + be*’? Do we use it when we are certain about something? Or do we use it when we think (in Shahla Yassaei suggest p14). Another example about how Setting up the video lesson is provided by Harmer (2007, 310) suggests a variety of viewing techniques when using films and videos in listening activities, including:

- Silent viewing (playing the video without the sound)
- Freeze framing (freezing the picture and asking the students what they think will happen next)
- Partial viewing (covering most of the screen with a piece of paper)
- Picture or speech (half the class watches the video while the other half faces away)
- Subtitled films (students see and hear the English language)
- Picture-less listening (listening to the audio before watching the video)

Harmer (2007) gives another example of using AVAs in teaching grammar, where he notes that there are three ways of using this picture-less listening technique when a TV set is available in your classroom:

- (1) cover the screen with a piece of paper,
 - (2) turn the screen away from students,
- or (3) turn the brightness control all the way down.

If your class is equipped with a computer and video projector, you can simply turn off the projector and have your students listen to the sound. You can also keep the projector on and minimize the window so that the students cannot see the video. You may also ask the students to close their eyes and just listen to the sound, or to move their chairs and sit with their backs to the screen.

Harmer and shahla create two effective lectures according to the need of their students by using movies. Nowadays, with the new technological teaching aids Teachers can make more effective lectures that feets the needs of their students’

Conclusion

Integrating AVAs in teaching grammar effect positively on student achievement ,it allow him to learn ,practice and enjoy in the same time .Using AVAs in classroom help student to concentrate it create a real interest to werd the topic which motivate the week students and help the provide the active one by enjoyable and worked atmosphere .AVAs also enhancec students' self- confidence and reduce their enxiety .AVAs help the teacher to by providing calm atmosphere ,and it can be considered as a second source for the learner and teacher in the same time.

Chapter three

Field work

Data Description and Analysis

Introduction

In this chapter we represent the practical study of this research which consist of the method used, description of the population of the study, presentation and interpretation of both teachers and students questionnaire and; lastly, the presentation of the result of the research work then; finally, Some significant pedagogical suggestions and recommendations will be put forward at the end of the research investigation.

1. The Population

The population of this study is taken randomly from second year students of English as a foreign language at the English Department at Biskra University during the academic year 2015/2016, from two groups, different gender and level. The teachers have different degrees and experience in teaching grammar at the department of English at Biskra University. We choose second year student because they already studied grammar at first year, university level and in the same time used Audio Visual aids in different courses. For that reason, we expect that they could have developed views and opinion toward these teaching aids. Also, they would have probably face problems in learning grammar and use it correctly since they speak English language inside the class room and considered as advanced level students.

2. The Means of Research

Using audio visual aids in teaching grammar to augment student's grammatical achievement is the main aim of this research. For that, the descriptive method was chosen in order to confirm and investigate this hypothesis. Two questionnaires are used to undertake this research as a tool, one was given to student to gather data about their

experience, opinion and reaction towards teachers' use of AVAs in delivering grammar lessons, and when they use it by themselves. The other was given to teachers to gather data on their opinion about using AVAs

2.1. Teachers' Questionnaire

Teachers' questionnaire was given to 4 teachers among second year teachers of grammar at English department in Biskra University, during the academic year 2015/2016, to gather data on their opinion about using audio visual aids and their evaluation of students' presentation when AVAs are presented.

The questionnaire is composed of three sections. Section one contains general information about the teacher's experience. Section two is about teaching grammar, how the teacher deals with his students in class, their level and the solution that he uses to improve their grammatical learning. The third section contains the implementation of AVAs in the classroom, the teachers' opinion about the use of AVAs, its 'effect on students' achievement, motivation and finally the obstacles that prevent him from using those teaching materials.

2.2. Students' Questionnaire

Students' questionnaire was given to two groups (105) students taken from whole population of total number (447) of second year students of English Department of Biskra University during the academic year 2015/2016. The questionnaire aimed was to gather data about their experience, opinion and reaction towards teachers' use of AVAs in presenting grammar lessons, and when they use it by themselves.

The questionnaire is composed of three sections. The first one is general information about the students' level in speaking skill. The second one is about learning

grammar, difficulties and the types of activities that he prefers to use to improve his learning. The third one consists of the effect of using AVAs in teaching grammar, the use of AVAs, the type, the effect either negative or positive and the cause of using those materials.

3. Results and Interpretations of Students' Questionnaire

Section One: General Information

Question one: How do you speak English?

Options	3very good	Good	Average	Bad	very bad	Total
N° of students	4	44	53	3	1	105
Percentage %	3.81%	41.90%	50.47%	2.86%	0.95%	100%

Table.2 .Students' evaluation of their speaking level

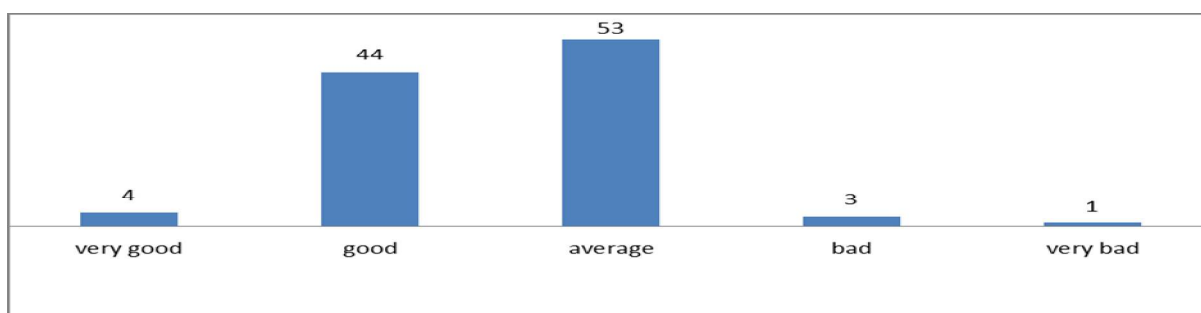


Figure1. Students' evaluation of their speaking level

In the first question of the first section about the level of the students', 4 students (3.81%) answered that they have very good level. 44 students (41.90%) good level ,53students 50.47% average level,3 students (2.86%) bad and finally 1 student (0.95%) evaluated himself that he had very bad level

According to the graphs we can classify the students' level from the high number to the low as follows: average, good, very good, bad, and very bad. From those results we notice that the majority of the population has average level in speaking English.

Question tow: What makes your communication poor?

Since this question is open, different answers was written .We tried to classify them as much as possible in different categories according to their answers.

Options	Reasons	N° of students	Percentage %
A	Anxiety	7	6,67%
B	Lack of practice	26	24,76%
C	Lack of vocabulary	17	16,19%
D	Lack of grammar	10	9,52%
E	Lack of self –confidence	4	3,81%
F	Lack of motivation	2	1,90%
G	Lack of interaction	3	2,86%
H	Lack of vocabulary and practice	1	0,95%

I	Lack of practice and interference	2	1,90%
J	Lack of grammar and vocabulary	1	0,95%
K	Lack of vocabulary and anxiety	2	1,90%
L	Pronunciation problem	1	0,95%
M	Lack of vocabulary and self- confidence	1	0,95%
N	I cannot listen very well	1	0,95%
O	No answer	27	25,71%
Students N 105		105	100%

Table.3 Reason that makes students' communication poor

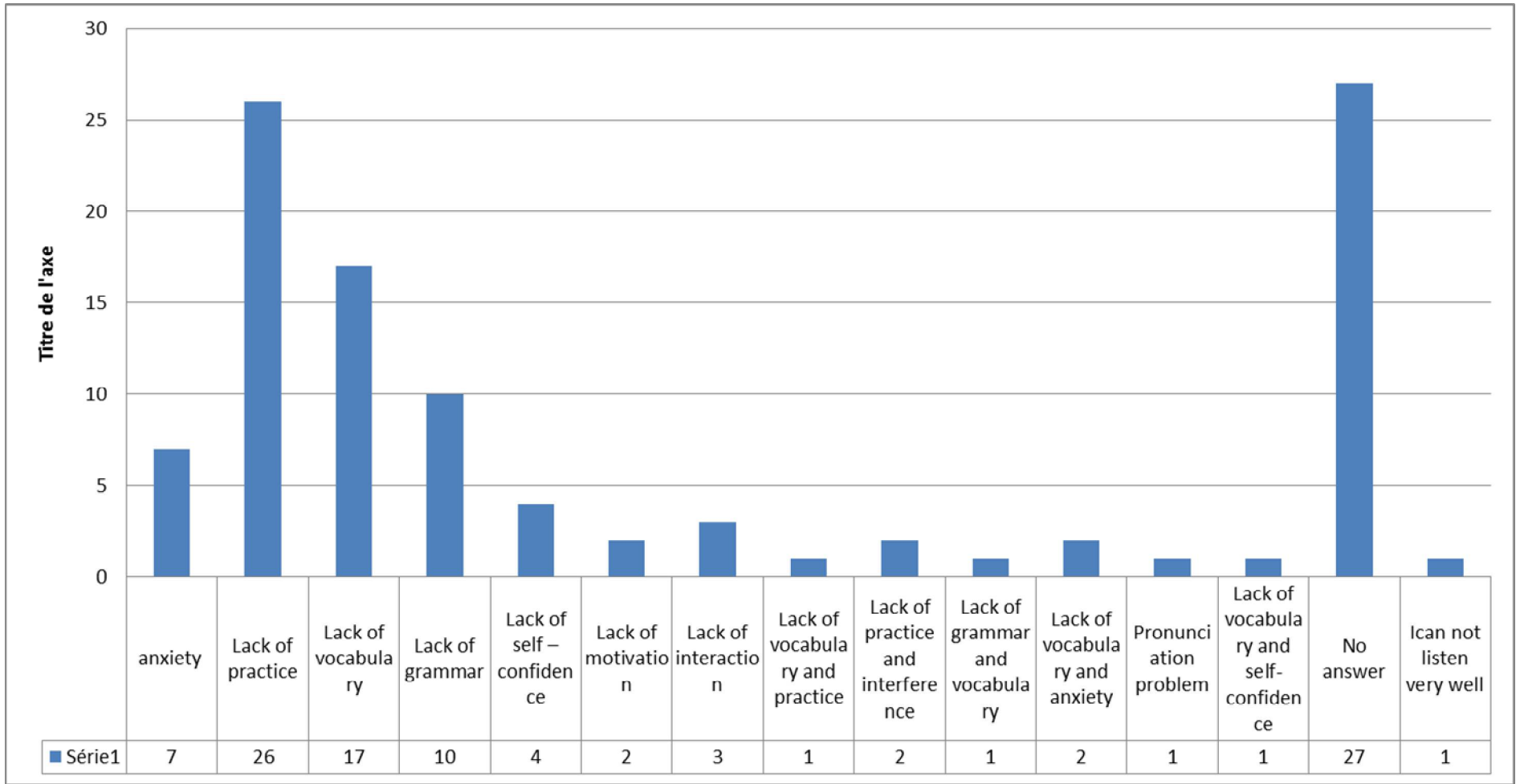


Figure.2 : Reason that makes students' communication poor

From 105 students, 7 students (6.67%) thought that anxiety is the cause that effect on their speaking skill negatively. 26 students (24.76%) claimed that the cause is lack of practice. 17 students (16.19%) said that lack of vocabulary is the reason of this low level. 10 students (9.52%) asserted that lack of grammar is the cause. 4 students (3.81%) stated that for them, lack of self-confidence is the problem. 2 students (1.90%) saw that lack of motivation effect negatively on their speaking skill. While 3 students (2.86%) thought that the cause is lack of interaction. Another one students (0.95%) faced pronunciation problem.

Other student, thought that the cause is outcomes of two factors. For instance, we found 1 student (0.95%) said that what makes his speaking skill poor is lack of vocabulary and practice. Two other students (1.90%) declared that lack of practice and the interference in mother tongue are the cause. Another student (0.95%) assumed that lack of vocabulary and grammar makes his speaking skill poor. whereas two other students (1.90%) said that the cause is lack of vocabulary and anxiety. In other hand, lack of vocabulary and self-confidence seems to be the problem that effect on 1 student level (0.95%).

27 students (25.71%) did not answer this question we suppose that they are from the students who have a very good or good level. Also we found healthy problem, one student (0.95%) thought that because he can't listen very well, he will not produce correct and good speech.

From those percentages, we can conclude that the majority of students thought that lack of practice is the reason that makes their speaking skill poor and this is our aim in this research, to push the student to practice through the use of AVAs.

Section Two

Question 3: How often do you talk English inside the classroom during the grammar lecture?

Options	Often	Sometimes	Never	No answer	Total
N° of students	20	75	6	4	105
Percentage %	19,05%	71,43%	5,71%	3,81%	100%

Table.4: Students' use of English language inside the class during grammar lectures

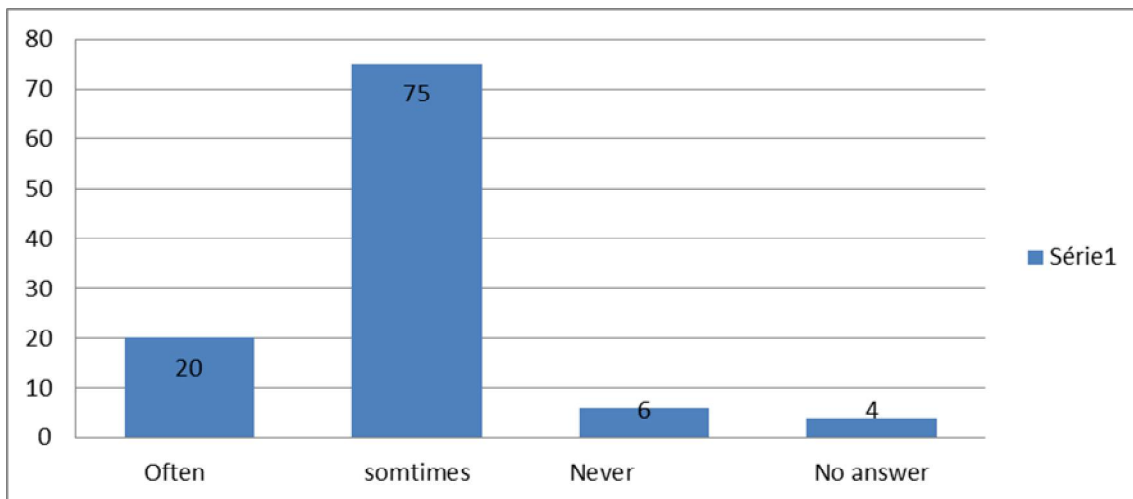


Figure.3. Students' use of English language inside the class during grammar lectures

20 students (19.05%) said that they often speak English in class during the grammar session. 75 students (71.43%) answer that they talk sometimes; in contrast 6 students (5.71%) claimed that they never talk English in class . While 4 students (3.81%) did not answer at all . The majority of the population answer that they did not use English language in classroom during grammar lecture all the time, which means that they deal with theoretic lecture where the teacher is the central one, explaining and dictating the lecture. The exercise are considered as the practical part. infortunatly they are written one.

Q4: When you speak do you find difficulties in grammar?

Options	Students' number	Yes	No	No answer	Total
N° of students	105	64	39	2	105
Percentage %	100	60.95%	37.14%	1.91	100%

Table .5: students' difficulties in grammar when speaking

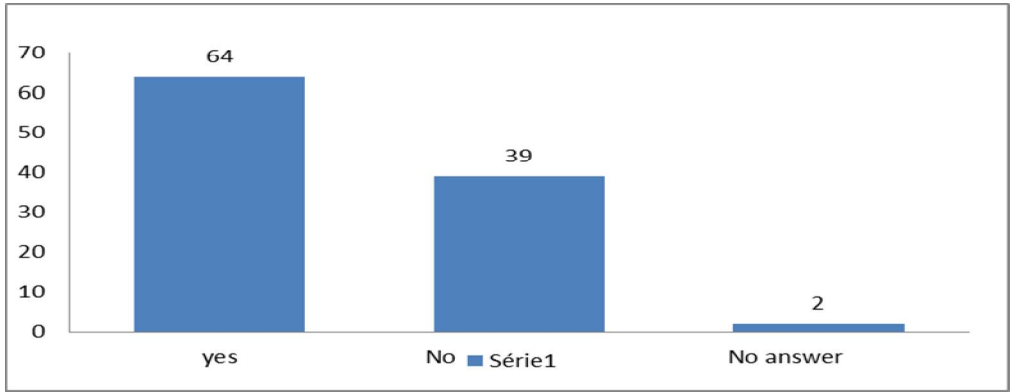


Figure 4 : students' difficulties in grammar when speaking

64 students (60.95%) answered that they find difficulties in grammar when they speak but, 39 students (37.14%) answered that they do not find any difficulties. Two students (1.91%) did not answer.

The majority of the population face problem of producing correct sentence grammatically. This means that they find difficulties in learning grammar and this is our next question that we asked the students about it.

Q5: Do you find difficulties in learning grammar?

Options	No answer	No	Yes	Total
N° of students	2	55	48	105
Percentage %	1.90%	52.39%	45.71%	100%

Table 6: students' problems in learning grammar.

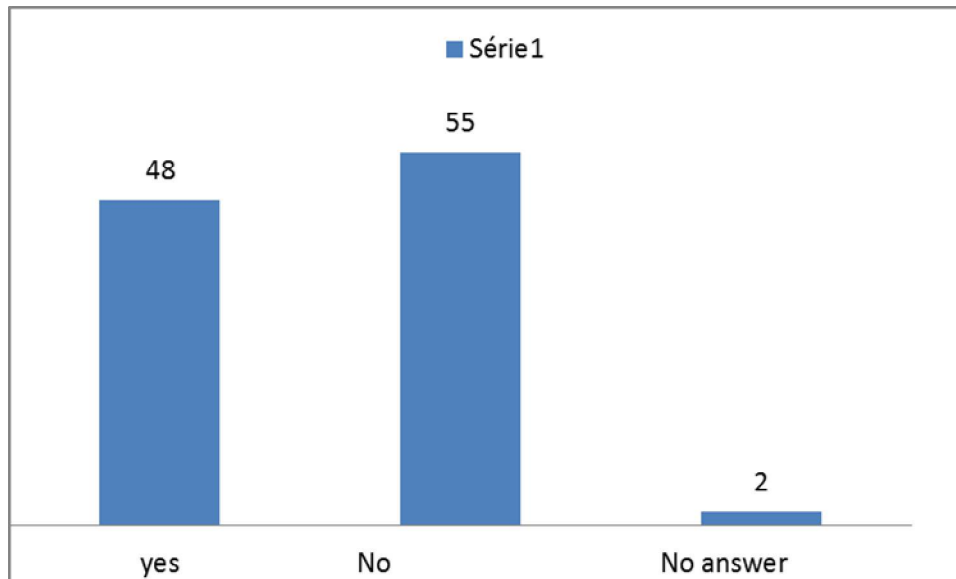


Figure5: students' difficulties/or not in learning grammar

The majority of the students 55 (52.39%) said that they do not find any difficulties. In contrast, 48students (45.71%) claimed that they find difficulties in learning grammar. Two students did not answer at all.

From the graphs we notice that the number of the students how find difficulties and those how did not find any difficulties are near to each other, the difference between the two answers is (6%). So we can say that, half of the population face problems or find difficulties in learning grammar and this is the remarque that guides us to do this research

QUESTION 6: If yes, is it because:

Some students chose one answer, others chose two. For that we gived to each answer a letter in order to avoid the repetition.

Options	students' problems in learning grammar	N° of students	Percentage %
A	The manner of presentation and explanation of the lecture	11	10,48%
B	You feel that you need more practice	33	31,43%
C	You feel bored during the lecture	7	6,67%
D	You are in motivated student	6	5,71%
E	The manner of presentation and explanation of the lecture and you feel that you need more practice	5	4,76%
F	You feel that you need more practice and you feel bored during the lecture	1	9,09%
G	No answer	44	40,95%
Total		105	100%

Table.7: students' justification problems in learning grammar

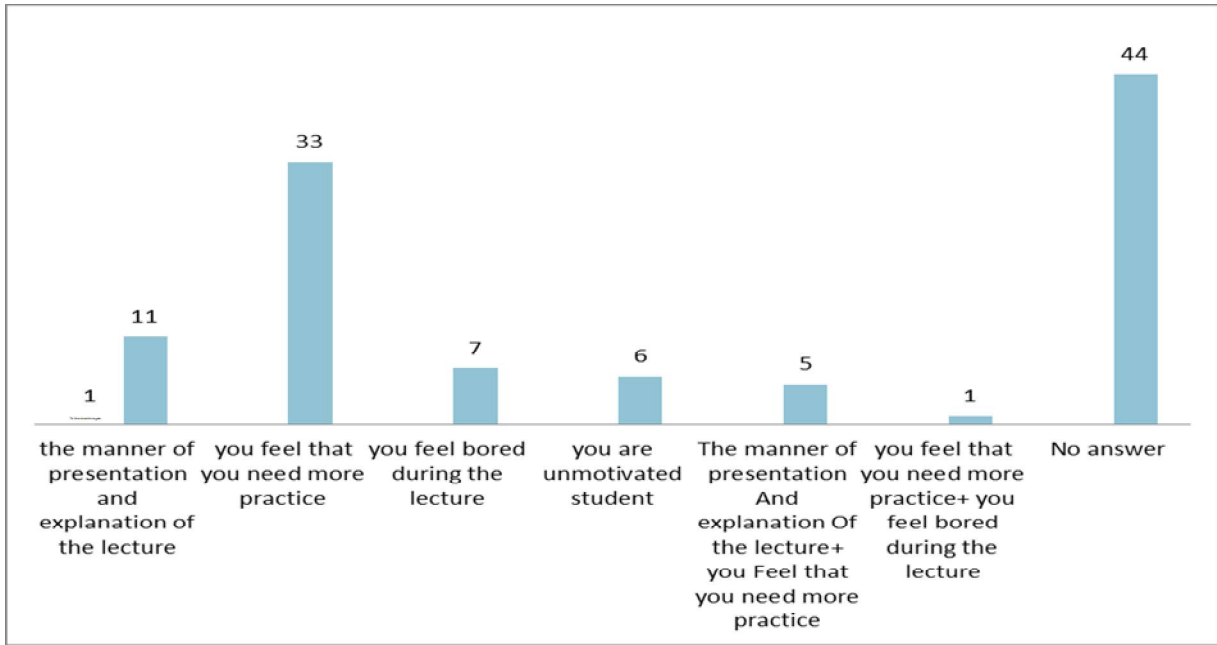


Figure 6: students' justification problems in learning grammar.

11 students (10.47%) from the whole population, thought that they find difficulties in learning grammar because of the teacher presentation and explanation of the lecture. 33 students (31.43%) thought that they need more practice. While 7 students (6.67%) felt bored during the lecture, which effect negatively on their grammar learning. Other 6 students (5.72%) answered that they are unmotivated students. As usual, 44 students (40.95%) did not answer on the question; whereas, other students chose two reasons as problem. For instance, 5 students (4.76%) choose **A** and **B**. 1 students (0.95%) think that **B** and **C** are the causes.

As a result, we find that many students answer is that lack of practice which effect negatively on students' learning grammar. Than the manner of presentation and explanation of

the lecture .For those reasons we think that using AVAs is important to push the student to practice and in the same time change the traditional way of teaching.

Question.7: Does your teacher encourage you to speak?

Options	Yes	No	No answer	Total
N° of students	72	28	5	105
Percentage %	68,57%	26,67%	4,76%	100%

Table.8: Teachers' encouragement towards his students

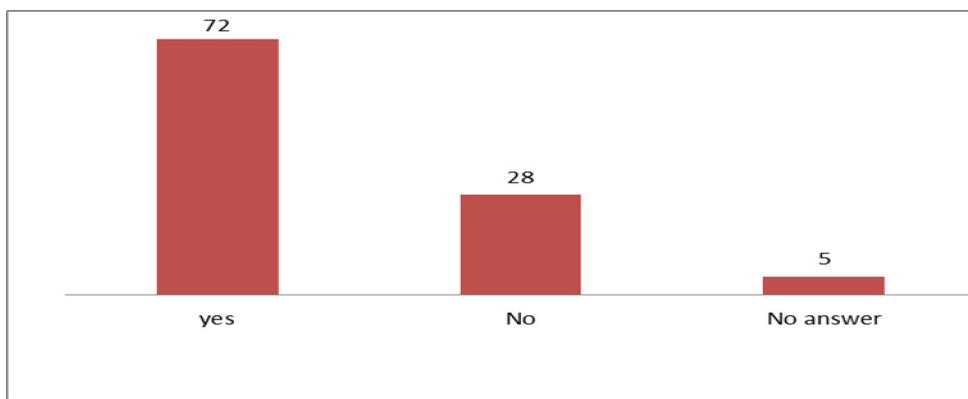


Figure 7: teachers' encouragement for his student

When we asked the students if their teacher encourages them to speak, we find that 72 students (68.57%) said “yes” in contrast 28 students (26.67%) said “no”. 5 students (4.76%) did not answer on this question.

The majority of the students answered that their teachers push them to speak, but they still have problem in learning grammar and producing correct sentence grammatically.

Q8: Which activity do you prefer most?

Options	theoretic activities	Practice Activities	Both	Total
N° of students	6	41	58	105
Percentage %	5,71%	39,05%	55,24%	100%

Table 9: Students’ preferable activities.

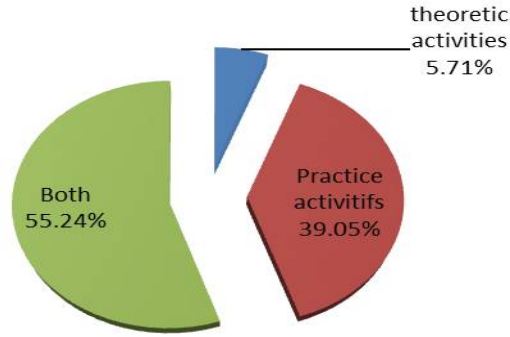


Figure8: Students' preferable activities

From 105 students, 6 students (5.71%) prefer to learn grammar through theoretic activities. 41 students (39.05%) prefer to learn grammar through practice activities. We notice that the majority of the students 58 (55.24%) prefer to learn through both, theoretic and practice activities.

Q9: Do you feel that it/they help you to improve your grammar learning?

Options	Yes	No	No answer	Total
N° of students	94	4	7	105
Percentage %	89,52%	3,81%	6,67%	100%

Table 10: students' views towards the usefulness of teachers activities in improving their

grammar learning

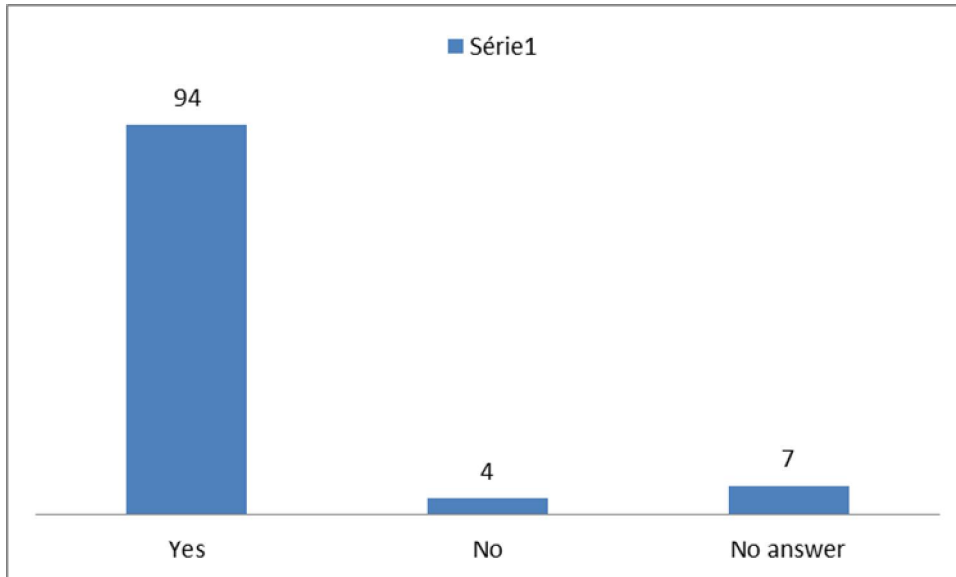


Figure 9: students' views towards the usefulness of teachers' activities in improving their grammar learning.

The majority of the students' responses on this question are **yes**. For instance, 94 students (89.52%) answered "yes" and 4 students (3.81%) answered "no". 7 students (6.67%) did not answer on this question at all. So the majorities of the students are with theoretic and practice activities.

Section three: The impact of AVAs in teaching grammar as a foreign language.

Q10: Does your teacher use any kind of AVAs during grammar lessons?

Options	Yes	No	No answer	Total
N° of students	15	90	0	105
Percentage %	14,29%	85,71%	0,00%	100%

Table.11: the teacher uses of AVAs during grammar lessons

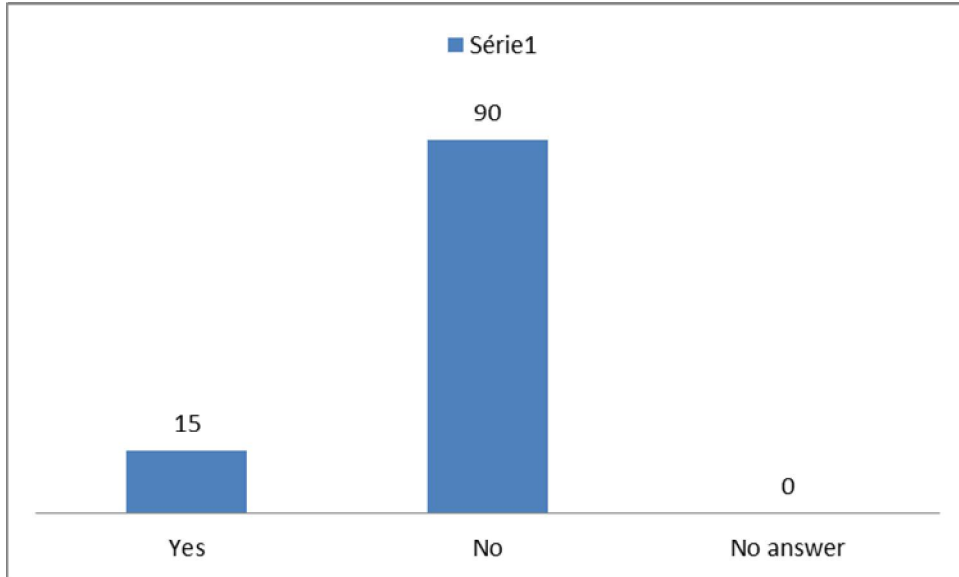


Figure10: the teacher uses of AVAs during grammar lessons.

While gathering the students' responses, we were surprised because we found 15 students (14.28%) answered "yes", whether they did not understand the question or they ignore which mean AVAs because they are member of the same group. The majority (90 students, 85.72%) said "no" their teacher of grammar did not use any kind of AVAs in class.

Q11: If yes, do you find them helpful in improving your grammatical ability?

Options	Yes	No	No answer	Total
N° of students	29	6	70	105
Percentage %	27.62%	5.71%	66.67%	100%

Table12: student's attitude toward using authentic materials in improving their grammatical ability.

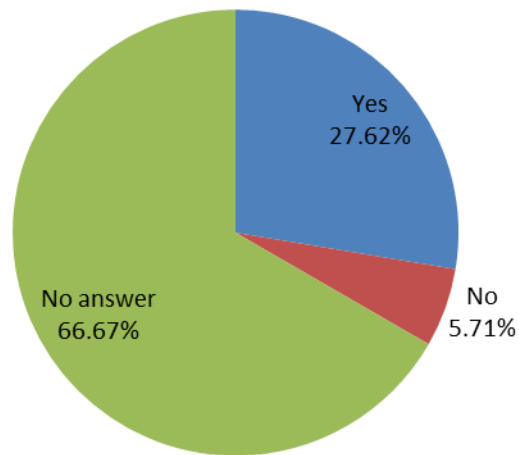


Figure11: Student’s attitude toward using authentic materials in improving their grammatical ability.

Following the previous question, “if they found those teaching material helpful in improving their grammatical learning” The majority of the population (70students) did not answer on this question (67%) since they did not used them before. 6 students said (5.71%) no. we Remarque that 29 students (27.62%) answer “yes”, more than the number of the students answer in the previous related question, Perhaps those students answer on the question according to their own experience.

Q12-Ifno, why?

- If yes, how?

Options			N° of students	Percentage %
If no why?	H	Helps us to reach a fully understanding	8	7,62%
	I	They are helpful to memorize the rules	1	0,95%
	J	Visual learning is something I found myself in and enjoy	2	1,90%
	K	We need them because the entire teacher explains orally, there is no practice	6	5,71%
If yes how ?	A	I think we do not need AVAs during grammar lecture	5	4,76%
	B	We do not have enough time	5	4,76%
	C	I think that we have not AVAs in our faculty	3	2,86%

	D	I do not know	3	2,86%
	E	-Full of examples and helps us to build our speaking skill	2	1,90%
	F	Provide knowledge about English language	2	1,90%
	G	-Learning additional and new information	3	2.86%
No answer	L	No answer	65	61,90%

Table13: Students' justification of usefulness/ or not of AVAs in improving their grammatical ability.

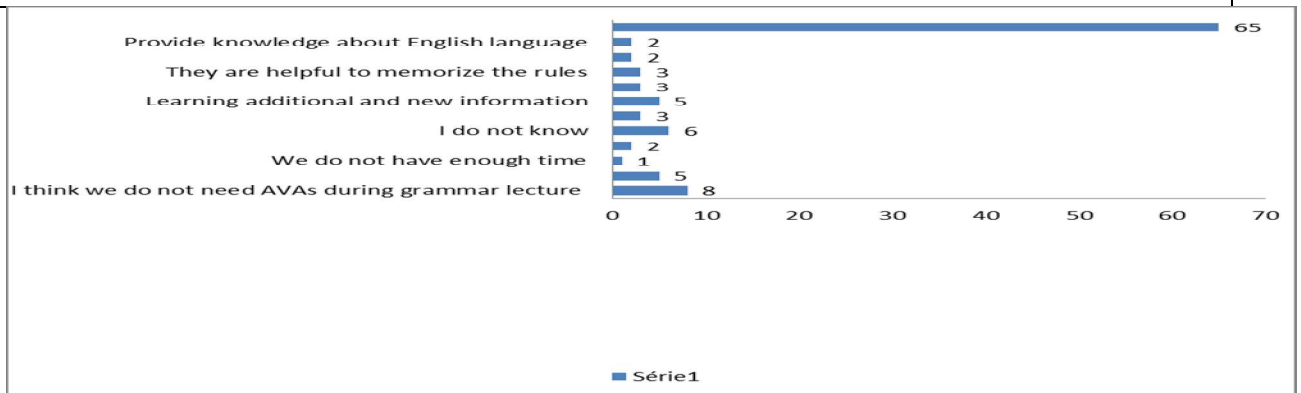


Figure12: The students' justification of usefulness/ or not of AVAs in improving their grammatical ability.

Options	If no why?				
	I think we do not need AVAs during grammar lecture	We do not have enough time	I think that we have not AVAs in our faculty	I do not know	Total
N° of students	8	1	2	6	105
Percentage %	7,62%	0,95%	1,90%	5,71%	100%

Table.13.1: students' negative views toward using AVAs in grammar lecture

The minority of the populations 17 students answer no. For instance, 8 students (7.62%) think that they did not need AVAs in grammar lecture. (5.71%) of the population answer that they don't know whether it is useful or not. (1.90%) response of the students think that they do not have material in their faculty .one student(0.95%) think that lack of time is the reason that effect negatively on the use of AVAs.

If yes how ?						
Full of examples and helps us to build our	Provide knowled ge about English	Learning additional and new information	Helps us to reach a fully understandi	They are helpful to memorize the rules	Visual learning is something I found	We need them because all the

speaking skill	language		ng		Table 12.2: student justificatio n of positive use of AVAs in grammar lecture myself in and enjoy	teacher explain orally , there is no practice
3	2	5	3	3	2	5
2,86%	1,90%	4,76%	2,86%	2,86%	1,90%	4,77%

Table.13.2: Students' positive views toward using AVAs in grammar lecture

23 students justify why they found AVAs useful in improving their grammatical ability. The noticeable number of those answer is that of G and k .5students (4.76%) said that using AVAs helps them to learn additional information likewise other 5 students said that AVAs is useful but they use it because the teacher explain the lecture orally and there is no practice. We have three groups of three students E, H, I where they give other reasons. The

first group **E** said that AVAs helps them to build their speaking skill, where the second group claimed that AVAs helps them to understand better. The third group **I** said that AVAs helps them to memorize the grammar rules. Then we have two groups of two students **F, J**. The first group **F** claimed that using AVAs provide knowledge about English language. The other groups feel that AVAs is some think that they found themselves in and enjoy learning.as usual 65 students(61.90)did not answer at all.

From those results and comparing with the previous one, we notice that the number of students who answer “yes” in the last question was 29 but just 23 students who give justification to their answer. In other hand, 6student said in the previous question “no” but 8 students give justification. For that we find the number of students who did not answer at all in the previous question 70 but while justification the number change to 65 students. We think that this difference between the previous question and this related one is due to the lack of students concentration .As a result the majority of the population emphasis on the role of AVAs as a material that helps them to practice, understand, memorize, build speaking skill and provide knowledge.

Question13: Which type of AVAs do you prefer more?

Options	Audio aids	visual aids	AVAs	No answer	Total

N° of students	11	9	74	11	105
Percentage %	10,48%	8,57%	70,47%	10,48%	100%

Table 14: Students' favorable type of AVAs

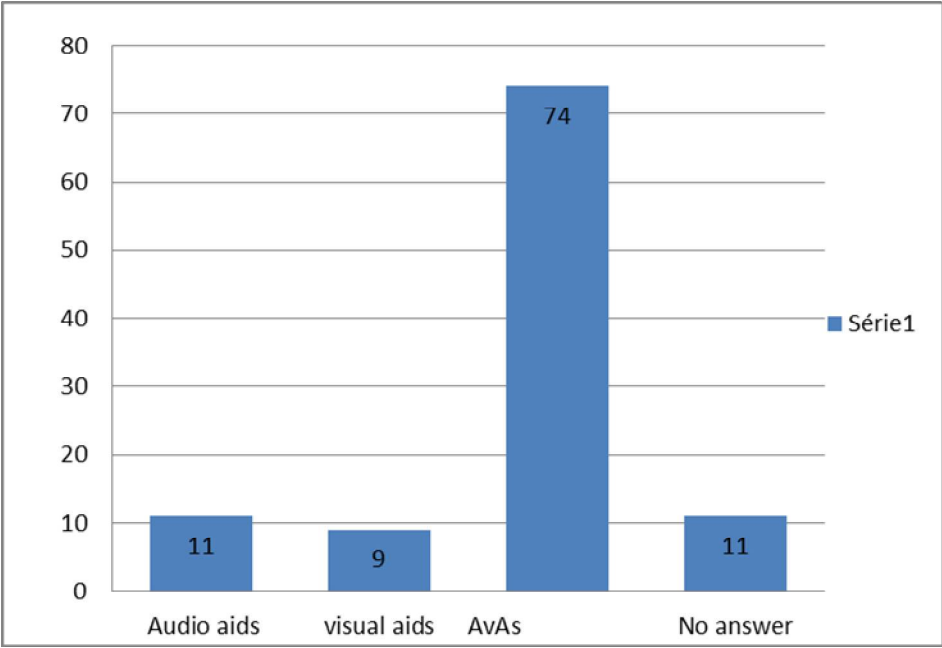


Figure13: Students' favorable Aids

When asking the students about their preferable aids, most of them choose AVAs where 74students (70.47%) claimed that they preferred to learn by using AVAs. 11 students (10.48%) choose Audio Aids. 9 students choose visual aids. While 11students (10.48%) did not answer at all.so AVAs seems to be the most preferable aids that the student use.

Q14: When you use audio-visual aids do you feel that your grammar learning is improved?

Options	Yes	No	No answer	Total
N° of students	86	4	15	105
Percentage %	81.91%	3.81%	14.28	100%

Table 15: The Effectiveness of Using Audio Visual Aids used at home in improving grammatical ability of the learner

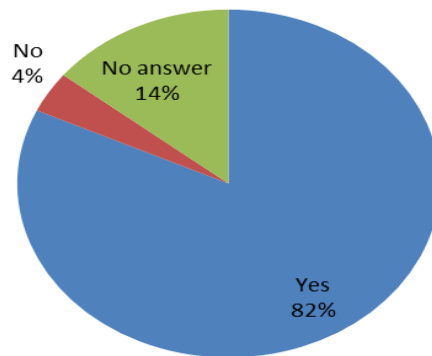


Figure 14: Effectiveness of Visual Aids used at home

From the table and the chart we notice that, the majority of the population views (82%), about the effect of AVAs in improving their grammar learning when they used it at home, were “yes” .4 students (3.81%) thought that AVAs is not helpful aids in improving their grammar learning .while 15 students (14.28%) did not answer at all.

Question.15: -If yes, how?

- If no, why?

In the previous question when asked the students about their opinion when they use AVAs if they found them helpful to improve their grammar learning or not, some of them said yes and others said no because of this variation in the response ,we found that it is necessary to add this question in order to know their reasons.

Options	If no why?	If yes how ?	No answer	Total
N° of students	6	60	39	105
Percentage %	5,71%	57,14%	37,14%	100%

Table.16: Students' number when used /or not AVAs at home

When we make a comparison between the previous related question and this question, we noticed that the number of the students who justify “no” is more than the first one. In contrast of the students who said yes, their number is less than the first one .The noticeable difference is in the number of students who did not answer. For instance in the previous question they were (14%), in contrast in this question The number of students who did not answer augment until (37.14%). we think that the student did not justify their answer because they prefer to answer by putting a Tick. In addition to lack of time, since we gave them the questionnaire during the break time between sessions.

Options		N° of students	Percentage %
A	-It is no tnecessary	2	1,90%
B	I Do not know ,it was never used	4	3,81%
C	We can watch, learn and enjoy	6	5,71%
D	It helps to improve pronunciation and memorize the rules from native speaker	11	10,48%
E	The more I hear and see the more I remembers	11	10,48%
F	It helps me to Improve my skills	5	4,76%
G	I can learn the rule automatically from the grammar used in real conversation and motivate me	8	7,62%
H	It provide more practice	3	2,86%
I	Good way to learn	16	15,24%
J	No answer	39	37,14%

Table16.1: students' views toward using AVAs at home

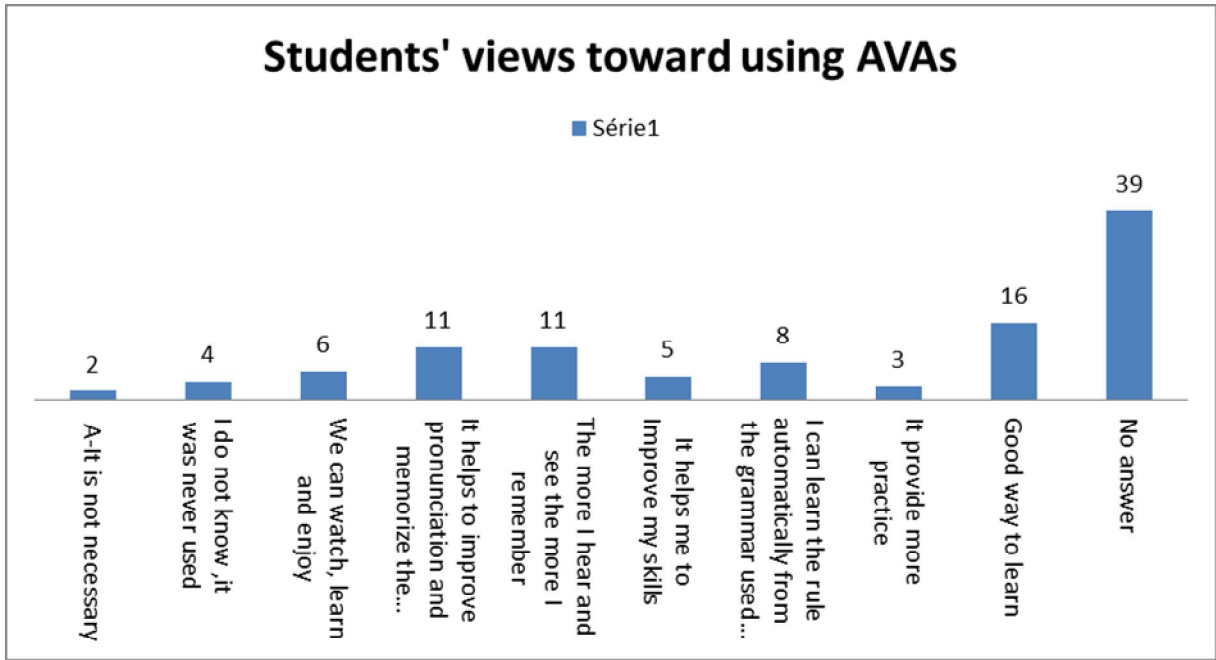


Figure 15: Students' views toward using AVAs at home

If no why?
6

5,71%	
It is not necessary	I do not know ,it was never used
2	4
1,90%	3,81%

Table16.2: Justification of students' who did not use AVAs at home

When we make a comparison between the previous related question and this question, we noticed that the number of the students who justify “no” is more than the first one .6 students (5.71%) said that they did not found AVAs a helpful aids .For instance, 2 students (1.90%) think that AVAs is not necessary to use ,we can learn without those aids. 4 students (3.81%) said that they don't know whether they are helpful or not because they never used this material before.

If yes how ?
60
57,14%

We can watch, learn and enjoy	It helps to improve pronunciation and memorize the rules from native speakers	The more I hear and see the more I remember	It helps me to Improve my skills	I can learn the rule automatically from the grammar used in real conversation and motivate me	It provide more practice	Good way to lear
6	11	11	5	8	3	16
5,71%	10,48%	10,48%	4,76%	7,62%	2,86%	15,24%

Table16.3: Justification of students' who use AVAs at home

In contrast, in this question the number of the student who justifies “yes” is less than the previous one who said yes. For instance, 60 students (57.14%) give different justification to their choice “yes”. We classify them from the biggest number to the small one.16 students (15.24%) said that AVAs are material used to learn .11students (10.48%) state that AVAs helps to improve learning and memorize the rules from native speaker, other 10 students state that the more they hear and see the more they remember .other8 students said that AVAs motivate them to learn the grammar rule from native speakers. In other hand there is other

6students (5.71%) who enjoy learning through watching and hearing. 5 students (4.76%) said that AVAs helps them to improve their skills. 3 students (2.86%) said that AVAs provide them more practice. Some students39 (37.14%) did not answer at all.

As a final comment, we can summarize the answer of those students towards the use of AVAs and its effectiveness in improving their grammatical learning. That AVAs is a helpful tool in learning, summarizing, practicing, remembering the grammar rules, improve pronunciation, and skills, in enjoyable and motivating way.

Question16: Do you think that AVAs are a good way to present a lecture?

Options	Yes	No	No answer	Total
N° of students	93	4	8	105
Percentage %	88.57%	3.81%	7.62 %	100%

Table 17: Students' views towards using audiovisual aids to present a lecture

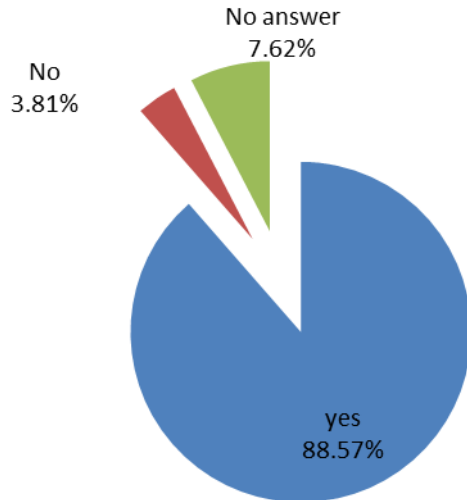


Figure 16: students' views towards using audiovisual aids to present a lecture

When asking the students about their opinion to use AVAs in presenting a lecture, most of them said “yes” (88.57%) students’ .In contrast (3.81%) said “no”. In other hand (7.62%) did not answer at all.

Question17: If yes is it because:

When giving the questionnaire to the students we ask them to choose just one reason, but while collecting the information from their answers we found more than one choice. For that we add their answer in the table.

Students answer.....students number.....percentages

A-It helps you to focus.....28.....26.67%

B-You enjoy learning.....38.....36.19%

C-It motivate you.....11.....10.48%

D-It helps to focus, enjoy and motivate me.....10.....9.52%

E-It helps to focus and enjoy learning.....4.....3.81%

F-Enjoy learning and motivate me.....3.....2.86%

G-It helps to focus and motivate me.....2.....1.90%

H-No answer9.....8.57%

SN.....105.....100%

Options	It Helps you to focus	You Enjoy learning	It motivate you	It helps to focus, enjoy and motivate me	It Helps to focus and enjoy learning	Enjoy learning and motivate me	It Helps to focus and motivate me	No answer	Total
N° of	28	38	11	10	4	3	2	9	105

students									
Percentage %	26,67%	36,19%	10,48%	9,52%	3,81%	2,86%	1,90%	8,57%	100%

Table18: Students' views of the effectiveness of AVAs in presenting a lecture.

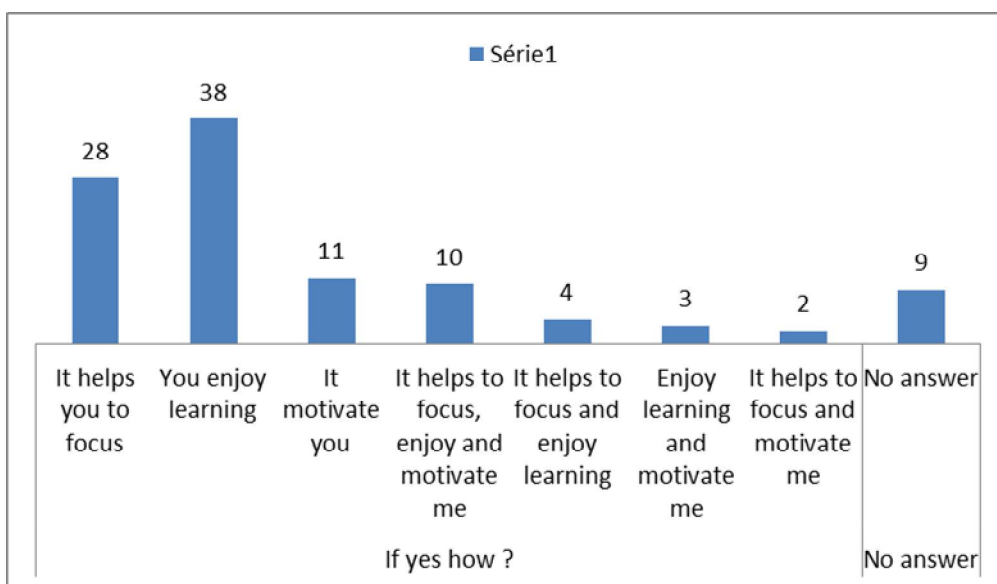


Figure17: Students' views of the effectiveness of AVAs in presenting a lecture.

From the graphs, we notice that the highest number is 38 students (36.19%) from the howl population where they justify the usefulness of AVAs in presenting a lecture is that they enjoy learning .The next number is 28 students (26.67%) Where they think that AVAs helps

student to focus .11 students (10.48%), enjoy and motivate them. While 4 students (3.81%) prefer to choose tow answer, helps to focus and enjoy learning is their reason to use AVAs in presenting a lecture. Other 3 students (2.86%) prefer to learn through AVAs because it motivate and helps them .In other hand 9 students (8.57%) did not answer at all.

From the students answer we can say that the use of AVAs in presenting a lecture allow the students to focus and enjoy which motivate them.

4. Discussion of the Results of students' Questionnaire

The students 'questionnaire is formed of three section. The first section started from the question1to question 2 it shows the students' self -evaluation level and the reasons that affect their speaking skill. The majority of the students said that they have average level in speaking English due to the lack of practice.

The second section, start from question 3 to question 9. It consist of how the students learn grammar. Most of the students declare that their teachers encourage them to use English language in class during grammar lecture .Half of the students find problem in learning grammar, while the majorities declare that they cannot produce correct sentence grammatically. We collect deferent justification to this problem but the most common one is lack of practice which effect negatively on students achievement.

The third section start from question 10 to question 17 which represent the impact of AVAs in teaching English grammar .In this section we notice that the student gives different answers about the use of their teachers of AVAs in class during grammar lesson, the majority of them said that they do not use any kind of AVA, while a few of them confirm the use

likewise half of teachers from the whole population confirm, we would like to make a remark, that we read and explain the questionnaire to the students before answering, we think that the students who answer “no”, means by AVAs just the material that they can see and hear in the same time and ignore that Audio and Video are AVAs too. When asking the students about their preferable aids, all of them opted for AVAs, since they used it at home like a Computer, TV...etc. From the students answer we noticed that using AVAs fits their nature and their needs to understand, learn, memorize, remember, add new information, enjoy and motivate them to learn. The students’ views toward AVAs confirm our second hypothesis about the usefulness of AVAs in improving grammar learning if used by the students.

5. Results and interpretations of Teachers questionnaire

Section one: General information

Question one: Teachers’ qualification

The questionnaire was given to four teachers who have been teaching different courses in addition to grammar module .Their experience and degree made us to consider their answer and suggestion towards the use of AVAs in teaching grammar to enhance the grammatical ability of the learner, as reliable information.

Question two: Do you like teaching grammar?

Do you like teaching grammar?		
Options	Yes	No
N° of Teachers	4	0

Table19: Teachers' perspectives about teaching grammar

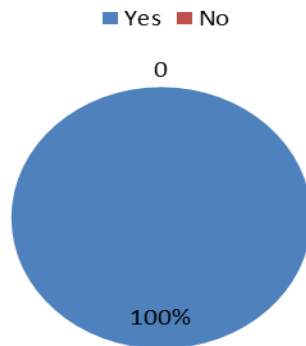


Figure18: Teachers' perspectives about teaching grammar

All teachers answer (100%) that they like teaching grammar, which means that they are motivated to teach this module and can effect positively on students' achievement.

Question three: Do you agree that students have to speak the language in order to learn it?

Q3 : Do you agree that students have to speak the language in order to learn it?			
Options	strongly agree	Agree	agree only when necessary
N° of Teachers	2	2	0

Table20: The teachers' views about the importance of speaking to learn a language

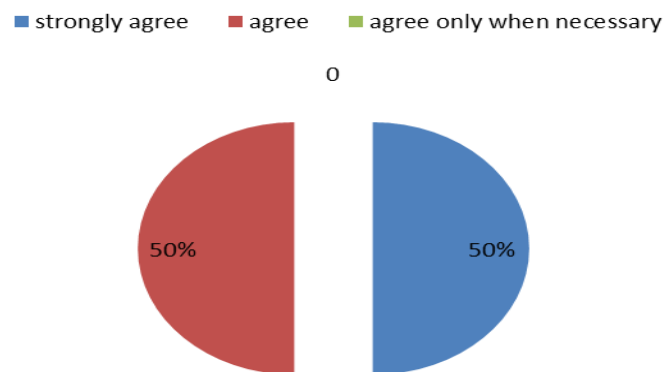


Figure 19: Teachers' views about the importance of speaking to learn a language

In their answer (50 %) assume that they strongly agree, while the other (50 %) of teachers' answer was "agree" . we conclude that, all the sample believe that speaking the language is the first step to learn it ,in order to do so ,the sentence should be correct grammatically, either wise the communication fail .Grammar is important for any language.

Question four: Do you think that teaching grammar is:

Q4 Do you think that teaching grammar is :			
Options	teaching grammatical rules and practice them teoretically	Teaching how to communicate using these rules	Both
N° of Teachers	0	2	2

Table 21: Teachers views about how to teach grammar

Do you think that teaching grammar is :

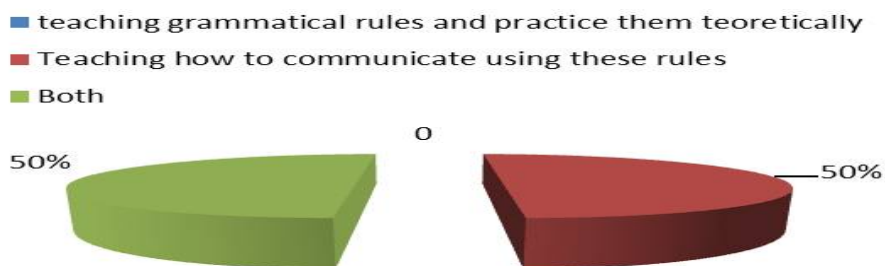


Figure 20: Teachers' views about how to teach grammar

Answering on this question half of the population think that teaching grammar is teaching how to communicate using the grammar rules; while, the other (50%) opted for tow answer, they see that teaching grammar is teaching grammatical rules and practice them theoretically

and in the same time teach them how to communicate using these rules. From these responses we notice that, all teachers of the sample emphasis on the role of communication using the grammar rules which confirm our idea.

Section Two: Teaching Grammar

Question 5: How do you evaluate your students' level in learning grammar?

Q5 How do you evaluate your students' level in learning grammar?			
Options	Good	Average	Poor
N° of Teachers	0	3	1

Table 22: Teachers' evaluation of their students

How do you evaluate your students' level in learning grammar?

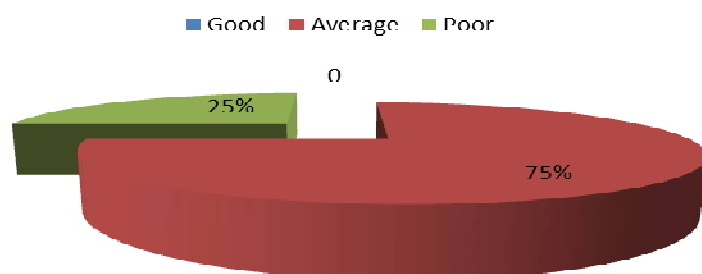


Figure 21: Teachers' evaluation of their students

The teachers answer confirms the students' responses. (75%) from the sample claimed that their students have average level, while (25%) said that they have poor level. Whereas; no one of the teachers opted for the first choice "good" .so, if we can say that all the students did not reached this level in grammar.

Question 6: Do you think that students have a low level in grammar because

a-they are not exposed to language

b- They are not aware that language is communication

C-Lack of grammatical competency

D-Lack of training and practice

Question Do you think that students have a low level in grammar because				
Options	A	B	C	D
N° of Teachers	3	1	4	3

Table 23: Teachers' perspective about the student low level

Do you think that students have low level in grammar because

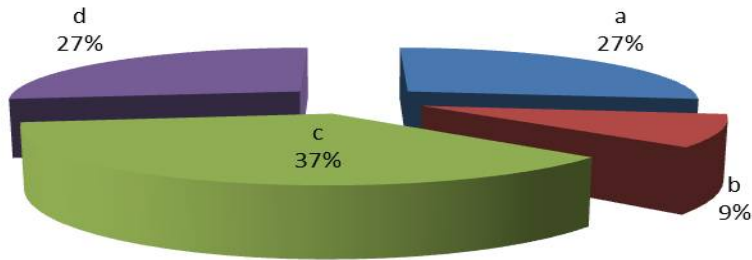


Figure 22: Teachers' perspective about the student low level

In order to know the causes of this level, we asked the teachers to give us their opinion, but no one gives the same response. In other hand, we notice that all of them chair one point which is lack of training and practice. For instance, (25 %) of teachers claimed that the cause of poor level is the combination between three reasons. The first one is lack of grammatical competency. The second one is lack of training and practice and finally, they are not aware that language is communication. In addition (50%) of the sample affirmed that the students' average level is due to their poor grammatical competency and they are not always exposed to the target language in addition to lack of training and practice. However; (25%) of the teachers noted that this students level is because of the lack of training, practice and exposure to the language.

Question7: Do your students participate during the lecture?

Q7 Do your students participate during the lecture?		
Options	Yes	NO
N° of Teachers	2	2

Table 24: Students' participation during the lecture

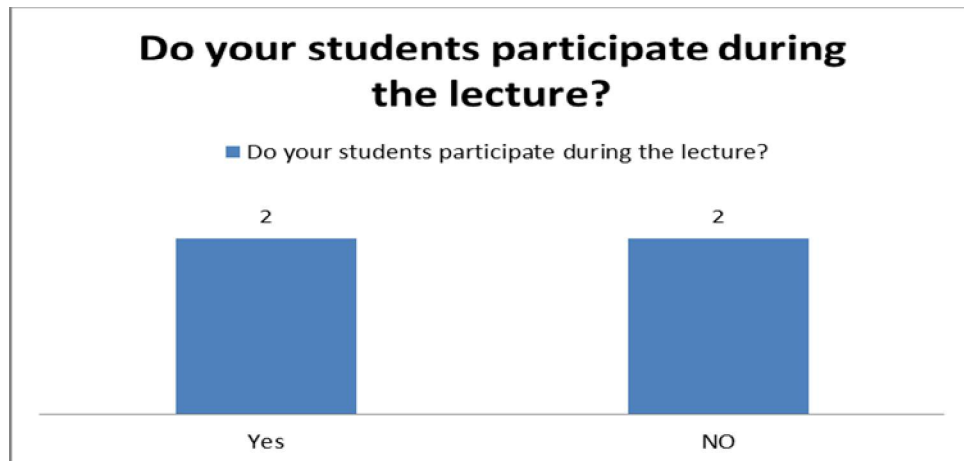


Figure 23: Students' participation during the lecture

(50%) from the whole population claimed that their student participate but in contrast, the other (50%) did not confirmed the students participation .The purpose of asking this question is to know if the students are motivated to learn or not. We know that, if the students understand the lecture, they will be motivated to participate automatically. From the table we

notice that half of the students did not participate because they did not understand the lecture which makes them unmotivated students.

Question 8: Do you encourage your students to speak?

Q8 Do you encourage your students to speak?				
Options	Always	Often	Sometimes	Rarely
N° of Teachers	3	1	0	0

Table 25: Teacher’s encouragement to his student to speak

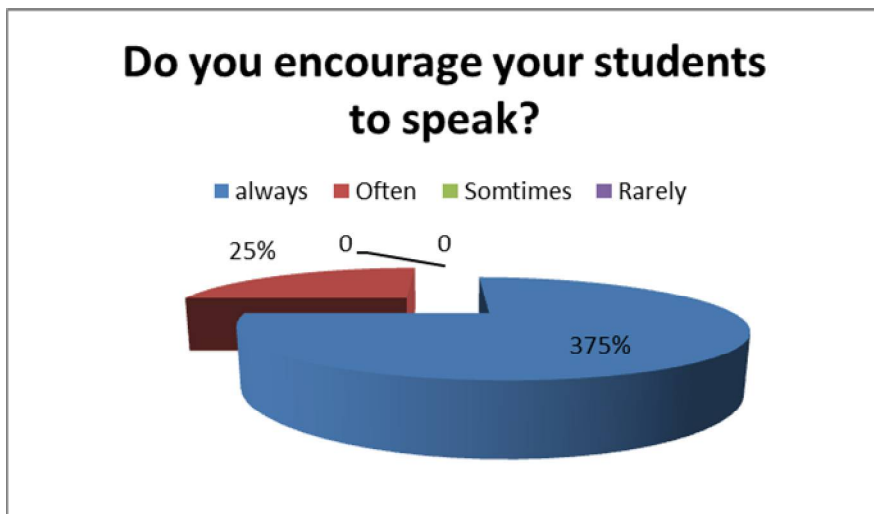


Figure 24: Teachers’ encouragement to his students’ to speak

When asking the teachers if they encourage their students to speak or not during the grammar lecture, the majority of the population claimed that they always push their students to

speak, (25%) said that they often do so. And this is what the students confirm in their responses .but still the problem of difficulties that face students in learning grammar, which means that to push your student to speak is not enough since the student still have problem in learning grammar .So we should search other solution which motivate and enjoy and make the student learn in the same time.

Q9: How do you try to help them improve their grammatical learning?

In this open question we collect different answer that have the same aim which is to augment the students' level. (25%) of the teachers affirmed that they advise their students to listen to real spoken language, watch videos by native speaker in order to improve their grammatical ability and practicing in class room. The other (25%) of teachers claimed that they help their students to improve their learning through practice and conduct a research. In other hand, (25%) of the population declare that they provide the students with feedback and guides them to be accurate students. The rest (25%) said that insisting on practice is the way to improve grammar learning of their students. As a final comment, we notice that (75%) from the sample insist on the importance of practice in order promote the students grammatical level.

Section Three: Using AVAs in Classroom

Question10: Are AVAs available in your university?

Q10 Are AVAs available in your university?

Options	Yes	No
N° of Teachers	3	1

Table 26: The Availability of Audio Visual Aids in University

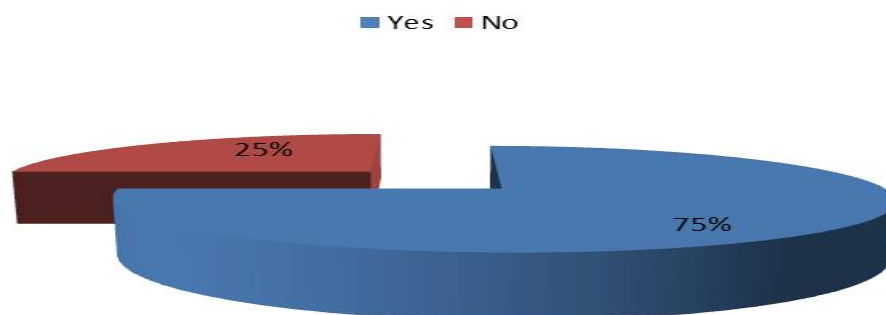


Figure 25: The Availability of Audio Visual Aids in University

(75%) of the population confirm that AVAs are available in university; in contrast, (25%) affirmed that those teaching materials are not available and they add that they bring them by themselves.

Question11: Do you use any type of AVAs in class?

Q11 Do you use any type of AVAs in class?

Options	yes	No	Sometimes
N° of Teachers	0	2	2

Table27: Teachers' use of AVAs in class

Do you use any type of AVAs in class?

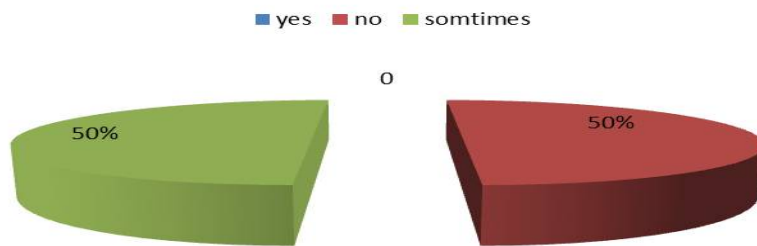


Figure 26: The Use of Audio Visual Aids in Class

The half of the sample (50%) assert that they use AVAs in class; in other hand, the (50%) rest declare that they do not use any type of AVAs in class.

Question 12: If yes what kind do use frequently?

Q12 If yes what kind do use frequently?			
Options	Audio aids	Visual aids	Audio Visual Aids
N° of Teachers	1	1	0

Table 28: Types' of AVAs used by the teacher

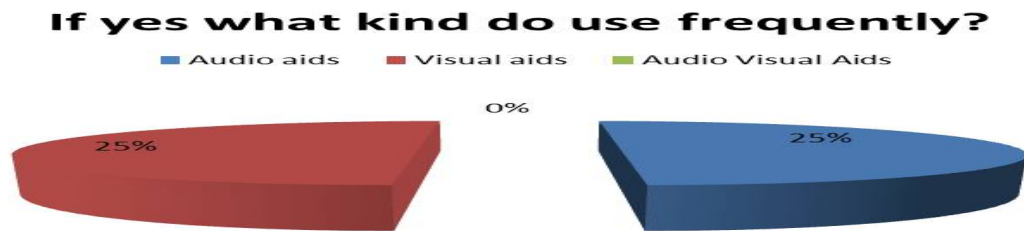


Figure 27: Types' of Audio Visual Aids Used by Teachers

(25%) of the teachers affirmed that they use Audio aids, while the other (25%) of teachers claimed that they use visual aids. The rest of the sample do not use any kind of AVAs

Question13: If no why

The (50%) of teachers who noted that they do not use AVAs in class affirmed that they do not use them because it is difficult to organize a lesson in one hand and difficult to find the suitable subject; in other hand, AVAs are suitable to use in small prepared classes not large classes like ours'. Generally it is rare to find this type of classes in underdeveloped countries.

Question 14: Do you think that the more you use AVA the more students achieve better?

Options	Yes	No
N° of Teachers	3	1

Table 29: Teachers' views towards the role of AVAs on student achievement

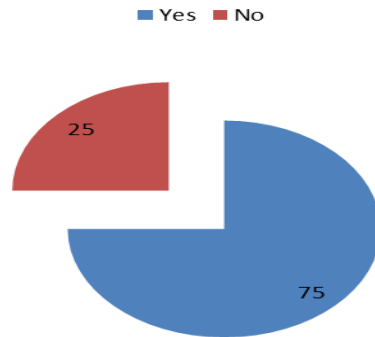


Figure 28: Teachers' perspectives about the frequent of using audio-visual aids in Improving grammar

From the chart we conclude that (75%) of the sample agree that AVAs are effective materials that help the students to achieve in grammar learning ; in contrast, (25%)disagree and see that AVAs are ineffective materials and cannot help the students to achieve better.

Question 15: -If no, why? - If yes, how?

(25%)of the teachers justify their negative answer by saying that AVAs can facilitate the task of speaking to hear the language but in grammar learning practice is the best way.

When students are using AVAs ,they are exposed to real language in it's real context ,They notice the pronunciation, grammatical structure how they behave and express their ideas

They encourage learners to learn, effective to makes learners competent in that language

No, because AVAs can facilitate the task for learners to hear the language but practice is the best way

Question 16: Could AVAs enhance students' motivation in learning grammar?

Q16 Could AVAs enhance students' motivation in learning grammar?		
Options	Yes	No
N° of Teachers	4	0

Table 30: Teachers' views about the effect of AVAs on students' motivation

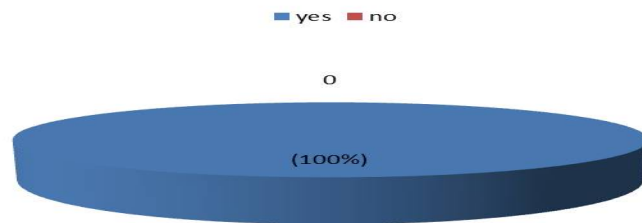


Figure 29: Teachers' views about the effect of AVAs on students' motivation

When asking the teachers if AVAs could enhance students' motivation to learn grammar, all the population (100%) chooses "yes". According to their experience all the teachers agreed on the point that AVAs have a big role in motivating the student to learn.

Q17: If yes, what are the obstacles that prevent you from using AVAs in your lectures?

The first problem that all teachers of Mohamed Khider University suffer from is the huge number of students in class. They said that they cannot manage those materials in large classes. The second problem that face teachers is time of the lecture allowed per week .For instance, one session is not sufficient to explain the lecture and practice it, they declare that they have a syllabus to finish. Finally, the obstacle that the teacher states is the lack of the equipped classes.

Q18: Do you consider teaching grammar with AVAs as?

Options	Effective strategy	Unnecessary	
N° of Teachers	4	0	

Table31: The effectiveness of AVAs in teaching grammar



Figure 30: The effectiveness of AVAs in teaching grammar

All the population (100 %) argued that using AVAs in teaching grammar is effective strategy.

Question19: We believe that AVAs are more significant than the traditional teaching, what do you think?

When asking the teachers about their views towards the role of AVAs in enhancing students’ motivation to learn, all of them opted for “yes”. They declare that AVAs helps teachers to teach grammar via involving students to real life situations to develop the linguistic and communicative competence of the learner. They add that it is an update tool, appropriate with the deferent learners style of learning and thinking, It is the world of technology and all learners like this trend, for that we have to integrate it in teaching.

6. Discussion of the Results of Teachers' Questionnaire

The answers of teachers in the questionnaire show their positive perception about Audio Visual Aids. The first section of the questionnaire starts from question 1 to question 4 indicates general information about the teachers’experience in teaching English language

modules in general and grammar module in specific .For that, we consider their views as reliable information. From their answers we noticed that all the teachers are motivated to teach grammar .The majority of teachers agreed with the researcher that in order to learn grammar we have to learn the grammatical rules and how using those rules in real communication.

The second section starts from question 5 to question 9 represent the manner that teachers use to teach grammar ,and how they react with their students .They declare that they can encourage their student to speak and to improve their grammatical learning , but they are not satisfied by their the level. All of them think that the first cause of low level of their students is lack of grammatical competence.

The third chapter starts from question 10 to question 19 which consists of using AVAs in classroom .Half of the population declare that they use audio and video in their class but they suffer from the lack of those teaching materials, they even bring them from outside of the university .Another problem that the teachers state is the difficulties that face them before preparing the lecture. For instance, they said that it is not easy to plan a lecture by using AVAs .Another broadcast that they face is large classes where they cannot manage easily, in addition to the lack of equipped classes.

Finally, with all those problems that the teachers of Mohamed khider university of biskra face, they affirm that implementing AVAs in teaching grammar is affective strategy that feets all the different styles of learning and the nature of todays' students because we are in world of technology that our students use outside the classroom every day. All in all, using AVAs enjoy and motivate the learner to focus and achieve better.

7. Comparision between Results of Teachers' and students' Questionnaire

The teachers answer from the beginning of the questionnaire till the end shows the awareness of teachers by the level of their students in general and in grammar in specific, for that all the teachers of Mohamed Khider University try to help their students and motivate them to speak and participate to augment their level and build their self-esteem. Unfortunately, the students still have average and poor level in grammar. Some of teachers assert that they use audio and video in their grammar lecture ,but they find difficulties in implementing them to the lecture because of the huge number of students in class, the time of the session per week ,for instance one session is not enough to explain and practice, and finally lack of equipped classes. According to their experience, all of teachers emphasis on the role of AVAs in motivating the students and enhancing the students grammatical achievement, for that they agree that using AVAs in grammar lecture is affective strategy that attract the intention of the students encourage the students who are demotivated and to increase the motivation of others , they insist on using context from real life to interact with each other which can be a solution to the ungrammatical spoken English that they produce , rather using separate spoken practice. As results ,the students would be able to build new grammar input and active their knowledge .This result confirm our hypothesis about the positive effect of using audio visual aids in teaching grammar to enhance student grammatical achievement.

The students answer show that they can evaluate themselves and they are aware about their level in speaking the language as Foreign Language students. The majority of the students declare that they did not find any difficulties in learning grammar but their problem is that they cannot produce correct grammatical sentence. They assert that their teachers helped them to achieve better but they feel that they need more practice. The majority of students

affirm that their teachers did not use AVAs during grammar module but we find others student who confirm the use of those teaching material, so we think that due to the shorten of time of the lecture, the teacher use AVAs in small period of time which makes the students not aware that they use them as integrating part to the lecture. Most of the students use AVAs at home and find them helpful in adding new information, learning from native speaker, understanding and memorizing the role, motivating them and enjoy learning. The student argued that through using AVAs they enjoy learning which creates intern motivation that helps them to focus and achieve better. This result confirm our second hypothesis about the use of AVAs from the students in their activities and its' positive effect on their motivation and achievements.

As a final result, both teachers and students have agreed on the importance of Audio Visual aids for foreign language learning in enhancing the students' motivation to learn grammar.

8. Recommendation

After analyzing the students answer and teachers' opinion, we are going to give some recommendation for effective use of AVAs.

- The administration must provide classes with those kinds of teaching materials.
- The administration should provide teachers by specific courses to facilitate the use of those teaching materials.
- The teachers should use AVAs in each lecture of grammar to promote learners motivation and create enjoyable environment which helps and enhance the students' achievement.
- The teachers should provide student by context from real life to see, hear and learn how native speakers communicate using English Language in order to build their grammatical competency.
- Students should emphasis more on learning grammar rules and apply them in real communication to build their grammatical ability which helps them to augment their level in speaking English Language as Foreign Language Laerner

Conclusion

This chapter aims to get real data concerning the implementing of AVAs in teaching and learning grammar and to which extent it can help the students to build their grammatical ability. The data are collected from students' questionnaire to know their reaction towards teachers' use of audio visual aids in delivering lessons, and when they use it by themselves, and from The teachers' questionnaire to know their perception about the significance of using audio visual aids in teaching grammar and their evaluation of students' presentation activities when audio visual aids are implemented. The information is gathered from two steps, the first one is administrated the questionnaire to small number of students to check to what extent our question are clear and understood, and in the same time check to what extent the answer of the students can serve a help to the research. The second step is the distribution of two questionnaires, one to teachers and other to students. This last step is followed by analyzing and interpretation of the answers then discussion the results and findings. To sum up we combine the too data in one paragraph to note the differences and similarities between teachers' and students' questionnaire. We final our report by giving some necessary pedagogical suggestion that can help the teacher and students in their achievement.

General conclusion

This dissertation was undertaken to investigate the use of AVAs in teaching grammar and its' benefits to the students to build their grammatical ability. The dissertation is composed of two main parts. The first is theoretical one where we undertake the two variable of the research .This part is composed of two chapters. The first one is an overview about teaching and learning grammar. The second one is about the implementation of AVAs in teaching grammar. The second part of this dissertation is practical field where we investigate the views of teachers and students about the effectiveness of using AVAs in teaching grammar to enhance he student grammatical ability.

The first chapter is composed of many important outcomes. First, we defined grammar according to some authors'. Then, we highlighted the relationship that link between grammar and English Language as essential part in the language. Next, we shed light on the importance of grammar in education. After that, we dealt with the main methods of teaching grammar. Following this point, we undertaken problems that can face students during learning grammar. Then we provided the teachers by some examples about the implication of teaching grammar for EFL learner which we consider as the most important point in this chapter.

The second chapter in this part, is concerned about the integration of AVAs in teaching grammar .The interesting outcomes of this chapter are embodied in the useful information that we selected about the definition of AVAs ,its' classification. Then, the importance of using AVAs in education, and the benefits that students can get from this implementation. Next, we proposed some suggestion about using those aids in teaching grammar, in addition to the

importance of teaching grammar in context. Finally, we shed light on some problems that teachers can face while using those materials.

The second part of the thesis is investigation field. In this chapter we analyzed and interpreted the teachers and students questionnaire which are administered to students of second year license English students at the department of Letters and languages, English Branch, Mohamed Khider University of Biskra and their teachers of grammar module. Then we discussed results and findings separately, after that we made a combination between the two results to investigate the similarities and differences between the students' and teachers' answer. From the findings we proposed a pedagogical suggestion which we hope that they will be applied in the common future.

As a final conclusion ,according to the findings and result of this research. We can say that AVAs is important teaching material that enhance students' grammatical ability in specific and learning achievement in general. AVAs helps the teacher to clarify the lecture, make it real and comprehenssibal ,in order to allow the student to focus and stimulate him to learn in enjoyable environment .All those element helps to build the learning success of any student's what ever his level is .We hope to generalize the use of AVA in teaching operation especialy grammar.

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Appendices

Appendix01: Questionnaire for teachers

People's Democratic Republic of Algeria

Mohamed khider University of Biskra

Faculty of letter and foreign languages

Branch of English

Teachers' questionnaire

Dear teachers, we would be very grateful to you, if you accept answering the following questionnaire. Your answers will help us in a study about the effect of using audio-visual aids in teaching Grammar in EFL classes. Thank you in advance.

Please, put a tick (√) in the corresponding answer and make full statements whenever necessary.

Section One: General Information

Q1: How long have you been teaching grammar?

a- One to five years

B-Five to ten years

c- More than ten years

Q2: Do you like teaching grammar?

a- Yes

b- No

Q3: Do you agree that in order to learn foreign language students have to communicate?

a- Strongly agree

b- Agree

c- Agree, only When necessary

Q4: do you think that teaching a grammar is:

a- Teaching grammatical rules and practice them theoretically..

b- Teaching how to communicate using these rules...

c- Both

Section two: teaching grammar

Q5: Do you encourage your students to communicate?

a- Always

b- Often

c- Sometimes

d- Rarely

Q6: How do you evaluate your students' level in learning grammar?

a- Good

b- Average

c- Poor

Q7: Do you think that students have an average level in grammar because

a-They are not exposed to language

b-They are not aware that language is communication

c- Lack of grammatical competency

d- Lack of training and practice

Q8:Do your students participate during the lecture?

Yes

no

Q9: How do you try to help them improve their grammatical learning?

.....

Section three: using audio-visual aids in the classroom

Q10:Are audio-visual aids available in your university?

a- Yes

b-No

Q11: Do you use any type of audio-visual aids (AVA) in class?

a- Yes

b-No

Q12: If yes what kind do you use frequently?

a- Audio aids

b- Visual aids

c- Audio-visual aids

Q13: If no why?

.....
Q14: Do you think that the more you use AVA the more students achieve better?

a- Yes

b- b-No

- If no why?

.....

Q15: If yes how?

.....

Q16: Could the AVA enhance students' motivation in learning grammar?

a-Yes

b- No

Q17: If yes, what are the obstacles that prevent you from using AVA in your lectures?

.....

Q18: Do you consider teaching grammar with audiovisual aids as

a-Effective strategy

d- Unnecessary

Q19: We believe that audio visual aids are more significant than the traditional teaching.

What do you think?

.....

Thank you

Appendix02: Questionnaire for students

Peoples' Democratic Republic of Algeria

Mohamed Khider University of Biskra

Faculty of Letter and Foreign Languages

English Section

Students' questionnaire:

Dear students, we will be very grateful if you answer the following questions. Your answers will help us in a study about the effect of using audio-visual aids in teaching and learning grammar in EFL classes at the English department in Mohamed kheider university of Biskra.

Thank you in advance for your collaboration.

Please, tick (✓) in the corresponding ansewer and make full statements whenever necessary.

Section one: general information

Q1: How do you speaking English?

- a- Very good b-Good c-Average d-Bad e-
Very bad

Q2: What makes your speaking skill poor?

.....

Section two:

Q3: How often do you talk English inside the classroom during the grammar lecture?

- a- Often b- Sometimes d- Never

Q4: When you speak do you find difficulties in Grammar: -yes - No

Q15- If yes, how? -If no, why?

.....

Q16: Do you think that the audio visual aids are a good way to present a lecture?

Yes

No

Q17: If yes is it because:

-It helps you to focus

-You enjoy learning with

-It motivate you

Thank you

Résumé

L'objectif principal de cette recherche est de mettre en évidence l'importance de l'utilisation des moyens audiovisuels dans l'enseignement de la grammaire anglaise pour les étudiants de la Direction générale en anglais, pour réaliser des progrès et renforcer leur capacité grammaticale. En plus de l'étude des enseignants et des étudiants perspective d'utiliser ces moyens d'enseignement dans l'enseignement de la grammaire anglaise .Pour atteindre cet objectif, nous avons utilisé la méthode descriptive dans notre recherche à travers la conception de deux questionnaires, le premier a été donné à deux groupes de deuxième année branche anglaise de leur nombre total est (105) étudiants, et (04) de leurs professeurs de module de grammaire dans le département d'anglais à l'Université de Mohamed KHIDER BISKRA. Nous ne pouvions pas faire l'expérience pratique en raison du manque de temps et le numéro de la session qui se consacrent à la semaine, cependant, l'analyse des résultats a révélé l'importance des aides audio-visuels et de son impact positif dans l'enseignement de la grammaire en faisant la leçon plus étudiants réalistes et aide à parler et à exprimer leurs idées en utilisant les phrases correctes grammaticalement en raison de son effet à attirer l'attention des élèves et de stimuler l'apprentissage.

المخلص

لهدف الرئيسي من هذا البحث هو تسليط الضوء على أهمية استخدام الوسائل السمعية والبصرية في تدريس قواعد اللغة الإنجليزية لفرع الطلاب في اللغة الإنجليزية، لتحقيق التقدم وتعزيز قدرتها النحوية. بالإضافة إلى دراسة المعلمين والطلاب منظور استخدام هذه الوسائل التعليمية في تدريس اللغة الإنجليزية قواعد اللغة. لتحقيق هذا الهدف، استخدمنا المنهج الوصفي في بحثنا من خلال تصميم استبيانين. أعطيت لقسمين من السنة الثانية فرع اللغة الإنجليزية عددهم الإجمالي هو (105) طالبا وطالبة اخذوا من مجموع 447 طالب، (04) من أساتذة وحدة النحوي في قسم اللغة الإنجليزية في جامعة محمد خيضر بسكرة. هذا البحث يسمح بالتعرف على الوسائل السمعية والبصرية وتأثيرها الإيجابي في تدريس قواعد اللغة من خلال جعل الدرس أكثر واقعية ومساعدة الطلاب على التحدث والتعبير عن أفكارهم باستخدام جمل صحيحة نحويا لما له من أثر في جذب انتباه الطلاب وتحفيز التعلم