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**Faculty of Letters, Languages and Arts**  
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## **The Effectiveness of Audiovisual Aids in Teaching Writing Skills**

The Case Study of Second Year Students of English at Dr. Moulay Tahar  
University of Saida

Dissertation submitted to the Department of English Language and Literature as a partial  
fulfillment of the requirements for the degree of *Master* in Didactics.

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## *DEDICATIONs*

*Lovingly, I dedicate this dissertation to:*

*My dearest parents, my dear husband, there is no doubt in my mind that without his continued support, helps, and advice I could not have completed this work. My soul son Issam, my brother and lovely sisters Malika, Fadhlila, Faiza, Wassila, and Linda: who encouraged and gave me confidents to accomplish this work. My sweat mates Nadjat, khalida, Khadra, Nour, and Nassima. To my dear classmates and friends.*

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## Abstract

Teachers of English as a foreign language are in a constant search of what may help learners to increase their level of language proficiency. The writing skill is considered as one of the four fundamental language skills that an EFL learner must perform. Actually, it is not an easy skill since most of learners have many difficulties in writing. The purpose of this present study attempts to examine the effects of audio-visual aids in teaching writing skills to EFL learners. It aims at showing whether audio-visual aids can enhance the level of learners to use their own style in writing and discovering teachers' attitudes towards these aids to facilitate the teaching process. The questionnaire is submitted to a representative sample of second year students and their teachers of English Branch at Saida University. The questionnaire focuses on testing teachers' and students' attitude towards these aids. Also this study based on hypothesis if the students use audio-visual aids inside the classroom, they will engage in lesson successfully. The findings of this study support the hypotheses and allow us to emphasize the importance of audio visual aids as having a great impact on students' level of achievements. The results clearly indicate that both teachers and students support teaching and learning with audio visual aids in the classroom. Besides, the results reveal that audio visual aids have an extremely significant role in enhancing the students' ability in writing. These aids is also useful means to attract and motivate learners.

**Key words:** Audio Visual Aids, effectiveness, EFL learner, language proficiency, writing skills.

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## **List of abbreviations**

**A.V.A:** audio-visual aids.

**BBC:** British Broadcasting Corporation.

**CNN:** Cable News Network.

**CLT:** communicative language teaching.

**EFL:** English foreign language.

**ICT:** Information Communicative Technology.

**OHP:** overhead projector.

**T.V:** Television.

**V.A:** Visual Aids.

**WWW:** World Wide Web.

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# General Introduction

In the context of foreign language, developing technology needs excessive proficiency in the usage of English due to its globalization over the world. The English method has developed in nature. Teachers use techniques in teaching, most effective focused on “trainer focused” or we can name it as “behaviorist technique”. Students are still passive in gaining knowledge, they just listen to what teachers are saying and imitate what they do in getting to know hobby. With the precise implementation of various new media technological aids that may utilized in school room to train English as overseas language (EFL) consisting of laboratories, videos, photos, slides and others. The teacher ought to develop their methods and techniques in teaching, because the learners needs to be active in getting to know, or we can say, “Learner Centered Approach”. These tactics are use in communicative language teaching (CLT) that attempts learners to be active in learning.

For instance, in teaching writing, which is consider as the most difficult skills in English language, beginners have to produce a new language. They must use their notion, concept, thoughts, even psychology aspect in creating an accurate writing performance in order to reap the objective of writing. Even in the writing class, studying a text is vital because they will supply the students with many thoughts and a variety of properly writing patterns and useful sentences, which give some help for students. An innovative English language gaining knowledge of classroom with audio visual aids is beneficial for effective language learning.

Generally, this study is an attempt to investigate the effectiveness of audio visual aids on teaching writing skills to EFL learners. Mostly, it seeks to examine the students’ and teachers’ attitudes towards using audio visual aids in improving learning language and to what extent can facilitate teaching process.

### **Statement of the problem:**

In the context of teaching and gaining knowledge of second language or foreign language, writing skill is a complex approach, which serves an important role in principle. Generally, EFL learners and specially the University of Saida, face difficulties in the classroom not simply because their language aptitude is not enough, but also because of other elements which includes the technique of teaching which do not help the learner succeed in his/her studies. Some teachers are still far away from the implementation of teaching aids such as audio visual, they still sticking on the traditional classroom methods and tools such as chalkboard and textbook, which do not fulfill positive of the scholar's desires.

To conclude, by supplying teaching aids, which include visual aids into EFL classroom, may excited students about mastering, their attitude will be approximately the usage of such teaching aids.

### **Objectives of the study:**

The main objective of this study is to illustrate the significance of technological assistance at some point of the studying of an overseas language especially writing, and what impact does these aids have on the learner's performance in that language?

The second objective is to find out whether using teaching aids such as A.V.A boost in experienced persons interest and motivation in the teaching of writing performance.

### **Significance of the study:**

Some teachers do not take the technological assistance seriously, especially in writing performance. Whatever if they use audio visual aids (A.V.A), students will be more interested and to interact with the lesson and in mainly they may expected to use their own style in writing. The use of A.V.A technology in the classroom is very important and effective in teaching.

### **Research questions:**

1. To what extent do audio visual aids facilitate the writing process and help students to use their own style?
2. What effects do audio visual aids have on the teaching process of writing performance on EFL learners?
3. Can audio visual aids boost the learners' interest and motivation to learn writing process?

### **Hypotheses:**

- ✓ If the use of modern methods such as A.V.A inside the classroom, the learners will be engaged successfully.
- ✓ If the teachers use technological assistance in the classroom the lecture of writing performance will be improved.
- ✓ It is possible that the lack of modern methods such as the use of audio visual aids in teaching makes the lecture of writing expression boring.

### **Research Methodology:**

In this study, we chose to apply the descriptive method to investigate the effectiveness of using A.V.A on teaching writing process.

**Population:** In order to accomplish the purpose of this study we chose a population of second year students, and teacher of different subjects from the English Branch of the University of Saida.

**Data Collect:** In order to investigate the case and achieve the stated objectives of this study. The questionnaire seems to be an effective tool for our investigation one for teachers and the second for students.

### **Structure of study:**

This research is contains into three chapters, the first one centered on the impact of audio visual aids in teaching writing skills, it consists of: An overview of A.V.A, the definition of writing skills, the writing process, writing style, strategies for developing writing skills, brief history of A.V.A, definition of A.V.A, its types, psychological bases of A.V.A, Significance of audio-visual aids in teaching English language, and the impact of A.V.A in the writing skill. . The second chapter emphasized the role of A.V.A in teaching, it includes the role of A.V.A, Teachers' Role in Using Audio Visual Aids inside Classroom, teaching with A.V.A, and Audio-visual aids in making the class dynamic, and Visual aids in facilitating writing. While, the Third Chapter is devoted to the fieldwork and data analysis, it is devote for the interpretations and discussions of the questionnaires for both students as well as the teachers.

### **Limitation of the study:**

The researcher suggests that the use of technological methods such as audio visual aids is a helpful way for students and our sample will concern second year students of English at Saida University. This investigation will be limited in taking EFL students of second year LMD because it seems that students of first year LMD are beginners and cannot use to write in sessions in the high school, while students of third year LMD are advanced and experienced in using their active vocabulary. Concerning the use of technology in writing process module, we cannot comprise all the views of English teachers.

# Chapter One

## **The Impact of Audio Visual Aids in Teaching Writing Skills**

## **INTRODUCTION**

Writing is use for many kinds of purposes. Thus, it has many functions as well. There are two macro abilities of language “receptive” and “productive” skills. Writing skills considered as productive skill that should be mastered in using a language. Writing has a way of communicating a message to a reader for a purpose. The purposes of writing are to express ideas of students, know how they think and feel about other people, how to get information, and how to communicate about the language itself. When the learners grasp the knowledge of the language, it means that they have a language competence. English class should practice all the four skills, especially writing skill, which is considered as a complex one, English teachers are still teaching it in traditional ways, they just star dictate or tell someone of students to write on board and the other follow it without the use of media.

This what make students get boring; that is why the need for techniques is very necessary with the use of media in teaching English, in that it makes students become more active in the teaching process, Therefore, Audio Visual Aids appeared as an external motivating method used by teachers to increase the level of students.

In this chapter, the researcher’s issue on this modest work is to enhance the utilization of Audio Visual Aids in teaching writing performance in classroom. These aids are expected to help in fixing the problem.



## **1. Definition of Writing Skill:**

As far as the research is concerned, there has been multiple definitions of writing. Writing is a means of communication between people, the better you write, the more easily readers will understand you. Writing is realized through graphics, symbols, arranged according to certain conventions to form elements, which in turn are arranged to form sentences. Writing is like listening involves a writer as a producer and reader as a receiver. This skill or means of communication is neither innate or natural , it must be done and practiced a lot to be learnt; therefore, the writer does not write for himself but he writes for his readers, for that the writer must clearly state his ideas to make himself understood. Bram (1995, p.23) says “writing is producing or reproducing written message. It is an active process to organize and formulate the ideas on the paper”. Before we write, we need to convey. The idea we draw from the previous definition is that writing is the means used to communicate with the language through a graphic representation of ideas. It is also a difficult, sophisticated, social activity and an important skill for language learners as well as native speakers. In brief, there are different concepts of writing, i.e. writing as a process and skill. In the term, “writing” will be used to refer to a skill related to language teaching.

## **2. The writing Process:**

Every writer follows his or her own writing technique. Frequently the process is a routine that comes evidently and is not always a grade-by-grade manual to which writers refer. The writing system teaches students to internalize the steps for generating a finished piece of writing and ought to entail the recursive phases of pre-writing, drafting, revising, modifying, and publishing; those are the five steps closer to developing or identifying your private writing procedure.

**2.1 Pre-Writing:**

The pre-writing stage facilitates to expand or narrow focus, and identify and/or organize ideas. It is the planning phase of the writing process. The idea and organization traits are necessary in the prewriting phase as the writer considers narrowing or expanding the writing focus and selects an organizational structure that will most effectively show case the student's ideas.

**2.2 Drafting:**

Students create their initial composition with the aid of writing down all their thoughts in an prepared manner to deliver a selected idea or an argument. The aim of drafting is to translate thoughts into written enterprise without being confined through word preference, sentence structure, conventions, and presentation.

**2.3 Revising:**

Students review, regulate, and reorganize their work through rearranging, adding, or deleting content, and by making the tone, style, and content appropriate for the intended audience. The objective of this phase of the writing process is to improve the draft.

**2.4 Editing:**

At this point, the writers proofread and correct errors in grammar and mechanics, and edit to improve style and clarity. Having another writer's feedback in this stage is useful.

**2.5 Publishing:**

In this last step of the writing process, the final writing is shared with the group. Sharing can be accomplished in a variety of ways, and with the help of computers, it can even be printed or published online.

### **3. What is Writing Style?**

Writing style is much like any other type of style, it helps us to express who we are. It is how the writer chooses to express himself or herself through writing. Each person has their own style, whether they mean to or not. Writing can express a specific style. There are four main types of writing - expository, persuasive, descriptive, and narrative - and each one has a specific style.

#### **3.1 Expository:**

Expository writing is one of the most common types of writing. The main purpose of expository writing is to explain a concept or idea while including details for support. It does not include the author's opinions, but focuses on accepted facts about a topic, including statistics or other evidence. An expository style of writing is more formal and straightforward.

#### **3.2 Persuasive:**

Persuasive writing is similar to expository writing, it is usually found in article and essay form. It is the main style of writing that you will use it in academic papers. In a persuasive writing, the writer is often expressing an opinion and trying to persuade the audience to do something or to agree with the writer's point of view. It is often used in letters of complaint, advertisements or commercials, affiliate marketing pitches, cover letters, and newspaper opinion and editorial pieces.

#### **3.3 Descriptive:**

Descriptive writing's main purpose is to describe. The aim of descriptive writing is to help the reader visualize, in detail, a character, event, place, or all of these things at once. The author might describe the scene in terms of all five senses. This style tends to use more adjectives and adverbs, as well as figurative language and imagery, to create detail that allows the reader to envision the scenery and events in their minds.

### **3.4 Narrative:**

The purpose of narrative writing is to tell a story, whether that story is real or imaginary. Pieces in a narrative style will have characters, and through the narrative, the reader learns what happens to them. Narrative writing can also include dialogue. Narrative writing can be found in all types of fiction (e.g., novels, short stories, novellas, Poetry, Biographies Human).

## **4. Strategies for developing writing skills:**

The ability to write well is something that follows you from elementary school all throughout your life. In order to improve your writing, there are some key strategies to implement into your regular routine:

### **4.1 Read (a lot)!**

The first step toward developing writing skills is not to write, but to read! Reading the works of respected authors will open your eyes and your mind to examples of good writing. Reading a lot will help you to recognize what sounds good on paper and, in turn, it will help you to follow a similar model in your own writing, and it goes without saying that reading to a good writers will expose you to correct grammar and spelling, as well as a larger vocabulary.

### **4.2 Get familiar with various writing styles.**

Speaking of different writing styles, get to know the idiosyncrasies that exist between each. Becoming familiar with the different styles will lead you to become a more nuanced and sophisticated writer.

### **4.3 Write and/or daily writing.**

The old adage stands true: practice makes perfect. It applies to virtually any activity or endeavor in life. When you want to get better at something, there is just no substitute for doing it, and doing it consistently. The same goes for writing! Write every day. You may not feel like you are developing writing skills from day

to day if you keep a folder on your desktop with your daily writing. One of the most rewarding experiences as a student of writing is to look back on your writing samples from months or years before and recognize just how much progress you have made over time.

#### **4.4 Read your writing out loud to yourself.**

This tip is another one that might not seem intuitive, but it is important. Writing is good on paper should also sound good to the reader's ear, as though they were a listening audience. When you read your writing out loud, you may notice if it is choppy, incomplete, or repetitive – things you may not always notice when you are busy typing or writing away.

#### **4.5 Work with a writing tutor.**

It can be extremely helpful to share your work with others, especially those who can give you useful feedback and individual attention. A writing coach or tutor is key to developing your writing skills, as he or she will have professional experience and can offer constructive criticism. This final step is especially valuable if you are planning to submit a piece to a writing competition or publication.

### **5. A Brief History of Audio Visual Aids**

The concept of using audio-visual aids to communicate and facilitate teaching has long been used, from the early days of overhead projectors to the current usage of PowerPoint or slides, video, lighting, and music. AV plays a large part in what we experience and learn in any context. Indeed, Dudeney Hockly stated that, "Technology has been around in language teaching for decades, one might argue for centuries, if we classify the blackboard as a form of technology. Tape recorders, language laboratories and video have been in use since the 1960s and 1970s, and are still used in classrooms around the world (cited in Maggioli, 2009). Many technological devices have been progressed and developed in English language teaching and learning, technology in its various forms has long been used in classrooms such as Cinema, broadcasting and television appeared in that order

at almost exact quarter-century intervals, beginning at the close of the 19th century (Heimann, 1963). In addition, “Since the 19th century the range has increased yet again, with each new visual telecommunicate technology such as the telegraph, typewriter and word processor, manifesting a graphic medium which expresses certain elements of the language and suppresses others” (Crystal, 2002, p.127). To sum up, at 21st century, technologies are continuous in developing as well as improved; it provides different materials in classroom to enhance the quality of teaching and learning process.

### **5.1 Audio visual is define as:**

**5.1.1 Audio:** is useful recording and reproducing sound or it means what we hear. The five senses audio, visual, touch, smell, taste plays an important role in communication language. Hearing is all about what we receive and send it as a message effectively.

**5.1.2 Visual:** is relating to sight, or to things that you can see, visual helps to communicate effectively. Out of the five sense, the eye contact is the most helpful in learning.

**5.1.3 Aids:** are the stimuli for learning “why”, “when”, “how”, and “where”.

**5.1.4 Audio aids:** are the educational devices via which the message can be heard not seen.

**5.1.5 Visual aids:** are the educational devices via which the message can be seen not heard.

**5.1.6 Audiovisual:** audiovisual is all things that we can hear as well as see.

**5.1.7 Audiovisual aids:** are used to improve teaching it is a devices of technological media that help teacher to clarify, establish, motivate, that make the learner more concrete, interest and effective to learning.

According to an old Chinese proverb the importance of audiovisual aids is indicated by saying that “If I hear I forget, if I see I remember, if I do I know”. As McLuhan (1967:68) says, “we shape our tools and our tool shape us”.

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That is why both of teachers and students become aids to their own devices that they collected or made which help them to teach and learn. Audiovisual aids have been divided into three types, which are audio aids, projected and non-projected visual aids and audio visual aids.

## **5.2 Types of Audiovisual:**

**5.2.1 Audio aids:** audio aids defined as models and devices that can be heard and give an image of something, somebody, and some situation. Audio aids are techniques and useful materials used by the teacher in the classroom, in order to attract the learner's attention and engaged in the learning process. Audio equipment's are aids in which teachers use it to facilitate the course and make it appear interesting, they include recorded materials like; radio, cassette, players music/songs and others.

There are different types of audio aids materials that used by teacher in teaching as follow:

**5.2.2 Radio:** radio become an essential part of classroom practices, that used by teachers in order to create a good and a motivate atmosphere to keep the learners' interest and involve with the lesson. What radio can do? According to Mishra and Yadav (2014), radio can:

- Bring carefully planned teaching experiences into any classroom equipped with the receiver.
- Bring out standing demonstration features and other planned programmed in the classroom.
- Presents programmed preserving novelty and interest ensuring attention of the listeners.
- A well planned radio program can be very effectively used by the teacher for making his lesson powerful.
- Radio can bring out standing demonstrators teachers and other experts into the classroom.

- Radio programmed is not only a listening actively but at times can invite participation of the listeners as well depending of course on the capacity of the teacher.

**A-Filmstrip:** film is media consisting of hearing and watching process in nature. It can also give the teachers a traditional and structured discussion as it allows students enter into a whole range of other communication.

**- Type of filmstrip:**

- **Discussion filmstrip:** it is film consisting of individual arranged in sequence usually with explanatory titles.

- **Sound slide film:** it is similar to filmstrip but its explanation is audible, which is synchronized with the pictures.

**B-Motion Picture Projector:** equipment, which will project a series of pictures on a strip of film.

**C-Opaque Projector:** equipment which will project of any opaque material, either flat or

Three-dimensional, placed beneath its lens.

**D-Overhead Project:** equipment, which will project image, contained on transparent slides up to 10”X10”.

**E-Slide Project:** a slide is a small piece of transparent materials on which a single pictorial image or scene or graphics image has been photo graphed or reproduced otherwise.

**- Types of slides:**

**-photographic slides:**

2” X 2”

3”X 4”



Black and White

Colored

**-handmade slides:**

Can be made with: Acetate sheet

Cellophane

Etched glass.

Teachers can make slide from photographs and pictures and learners taking photographs and snapshots when they go on field trips for historical, geographical, literacy or scientific excursions. The arrangement of slides in proper sequence, according to the topic discussed, is an important aspect of teaching with them.

**5.2.3 Visual aids:** visual equipment have different kinds, which are as follow:

**5.2.4 Projected and Non-Projected Visual Aids:**

Visual aids are materials, which use the sense of vision and communicate facts and ideas through the eyes to the mind Park (1999). It comes in two main types as projected and non-projected visual aids. It can be very helpful tool to encourage active participation and increase the presentations. Visual aids such images added a support to the spoken words. This equipment can take the form of pictures, chalkboard, PowerPoint and others. These tools come in variety of forms such as charts, maps, graphs, and others.

Visual aids as they can be used inside the classroom to make the teaching process easier, and attract students' interest, in order to be involved with the lesson. This visual equipment can facilitate teaching process in EFL classroom and help students to use their hand style writing.

### 5.2.5 Projected Visual Aids:

Projected visual aids are those teaching aids, which help in their projection on the screen.

### 5.2.6 Non-Projected Aids:

It is another classification of teaching aids, which do not help in their projection on the screen such as chalkboard, charts, and models and so on. There are many types such as:

- **Chalkboard:** is a reusable writing surface on which text or drawing are made with chalk or other erasable markers. Blackboards were originally made of smooth, thin sheets of black or dark grey slate stone. Modern versions are often green or brown and are thus sometimes called a green board or brown board instead. A blackboard can simply be a piece of board painted with matte dark paint (usually black or dark green). A more modern variation consists of a coiled sheet of plastic drawn across two parallel rollers, which can be scrolled to create additional writing space while saving what has been written. The highest-grade chalkboards are made of rougher version porcelain enameled steel (black, green, blue or sometimes other colors). Porcelain is very hard wearing and chalkboards made of porcelain usually last 10-20 years in intensive use.

- **Maps:** a map is graphic aids representing the proportionately as a diagram, the surface of the earth, world or parts. It conveys the message by lines, symbols, words and colors.

- **Types of maps:** these maps show political divisions of the world, a continent, a nation.

A. **Physical maps:** show the physical contour of a place, area, and region.

B. **Relief maps:** it shows the actual elevations and depressions in place, area, and region.

C- **Weather maps:** shows the amount of rains, temperature extremes, humidity, in an area, region and country.

-**Graphs:** graphs considered as kind of visual aids, which are related to writing, drawing, painting, and others. It is the visual teaching aids for presenting statistical data and contrasting the trends or changes of certain attributes.

-**Types of graphs:**

A. **Pie graph:** these are called as circle diagram. The data are presented through the sections of portions of a circle.

B. **Bar graph:** the graphic presentation extends the scale horizontally along the length of bars.

- **Charts:** it used for summarizing, comparing, contrasting or performing other services in explaining subject matter. It is a combination of graphic and pictorial media. Chart is defined as a visual aid, which depicts pictorial and written key information in systematic way to summarize and compare.

- **Types of charts:**

A. **Flash Cards:** a series of stiff cards usually small enough to be held in the hands, each of which is imprinted with one or more key words.

B. **Flip charts:** a series of visual aids on flexible paper fastened together at the top and mounted on a frame in such a manner that they can be flipped or folded back.

**5.2.7 Television:**

When using a program in a classroom and listen to it too, “audio-visual aids will be functioning as complete units for the enrichment of classroom teaching.” (Chandler & Cypher, 1948, p. 51). Television with its simultaneous appeal to the sense of sight and the sense of hearing is the most effective and the most sophisticated audio-visual aid available today. Described as “The queen of audio-visual aids” (Rautrao, 2012, p.4), it is used for educational purposes in more than one hundred countries today. T.V. combines a number of aids for teaching English tapes, models, films, charts, maps, diagrams and several others.

**5.2.8 PowerPoint:**

PowerPoint is a way of attracting students towards your views and arguments. It is a type of presentation software that allows one to show colored text and images with simple animation and sound. PowerPoint is just one of many types of presentation software. It is a useful tool that is now being used in many classrooms.

**5.2.9 Internet:**

You can imagine literally any topic and find it on the (WWW) World Wide Web. It is a great source for information and documentation as well as a source that learners can access for projects and research. You can tap the Internet in class to project images of website, products or information that ties to your session content. You might also have individual learners or groups search for material that they will present to the class in short “teach backs.” This type of event can help stimulate learning, add variety to your delivery, while allowing participants to become more actively engaged in their own learning. Knowing the types is not enough in order to get the right aid; it has to be suitable and appropriate to the needs of both the teacher and the student.

## **6. The Impact of Audio Visual Aids in the Writing Skill:**

Teaching and learning are important elements of education. Teacher use different techniques and methods to teach their students an effective and motivate way.

English became an important area in educative programs to be a useful tool for this generation, even though; it is not possible to admit an impact in the English language teaching learning process, nowadays taken as a second language. The impact of audiovisual aids is to enhance teacher's ability to present lesson in simple, effective and easy way to make the student understand. Teaching aids help students to learn by doing practice especially in writing and communicating.

Writing is one of the complex and difficult skill to lean. By writing, we can inform others and say what we feel. Teaching writing through visual aids makes the process of teaching easier and the process learning enjoyable.

## **Conclusion**

Current tendency has dealt with the integration of audio-visual aids in teaching and learning process, especially in foreign or second language classroom. However, effectiveness of teaching and learning process depend on both the teacher role and the availability materials utilized inside the classrooms. Audio visual aids are those equipment's that should be supplemented in order to enhance the quality of teaching and make the learning process more interested and stimulated. In addition, using audio visual aids in EFL classes give the students experience to the use of language in the real contexts; they will be highly motivated it gives them a sense of success and achievement of target language features.

This chapter was limited to the audio-visual aids, their types, and their impact in the teaching process. The next chapter will focus on the role of A.V.A in teaching writing skills.

# Chapter Two

## **The Role of Audiovisual Aids in Teaching Writing Skills**



## **INTRODUCTION**

With the advancement of technology in the field of education, we are now able to get technological assistance, which provides great support to classroom teaching. You should remember that a mere collection of audio-visual aids can make the teaching process easy and meaningful. It is important to select aids, which are appropriate to the method, also we should know when and how it used to be. While using audio-visual aids, we should make the best use of the things available in the classroom or things that are available in the locality. To teach effectively and for effective communication we seek the help of audio visual aids. There are a variety of audio-visual aids which can be used .The word "aids" is vital to a correct understanding of their use. Once they take the nature of "gimmicks" they have ceased to be "aids", they are not ends in themselves. Audio aids communicate ideas through the ears to the mind. However, Visual aids communicate facts and ideas through the eyes to the mind and emotions. The best effects are gained by keeping the material simple and uncluttered. Aids used on its own can be very effective as a scene setter and can help create smooth and effortful atmosphere. Equipment is available to synchronize sound with vision. Although expensive and time consuming in preparation, it does lend an air of professionalism.



## **1. The role of Audiovisual Aids**

### **A. Audiovisual Aids as a Means of Communication:**

Simply words whether written or spoken by a teacher cannot and will not provide Adequate-learning experience. We need to supplement the teacher's words. Visual aids are very helpful in this regard in the form of pictures, flash cards, posters, etc. Again, in language, writing is a very important skill. If we do not get an opportunity to listen to a language, we cannot speak it or write it properly. Hence, there is a need for audio cassettes, which contain recitation of poems, narration of stories etc. Such material will not only be interesting but also be motivating for the learner. Apart from these, we have video cassettes also. These cassettes present a wide variety of information along with detailed descriptions, songs, and other dramatic effects. Cartoon films are also a very useful medium for developing writing skills. We can show these films and ask the children to write about them. With the use of these audio-visual aids classroom teaching can be converted into a very joyful learning experience.

### **B. Audio-Visual Aids as a Means for Retention:**

We have seen that audio-visual aids make a lesson more enjoyable and more effective. The use of audio-visual aids also helps in better retention of the content. Usually when we hear something, we tend to forget it within a specific time span. When we see it with our eyes, we remember it for a longer time and when we perform an activity with our own hands, we understand its process. This is because of the fact that the more the senses are stimulated and involved the more will be the learning and retention among children. It is, therefore, very important that we provide a number of opportunities for listening, speaking, seeing, smelling and touching things and objects. This will give the students first hand experiences. Remember, the richer the experiences, the greater are the incentive for speaking, reading or writing about them.

**C. Audiovisual Aids as a Means to Save Time:**

In this age of knowledge explosion, we want to tell the students a number of things in a very short time. The use of audio-visual aids can be very helpful in this. Through such aids we can say much in a short time and in a short form what otherwise would take a lot of time and space. We can provide our children much more matter for thinking and acquiring information in a very short time through activities like “a thought for the day” written on the black-board and “today’s news” selected from the newspapers and displayed on a notice board. Indicating the time of sunrise and sunset on the day along with today’s news will make it more informative and interesting. Similarly, activities like presenting a conversation between a customer and a shopkeeper or between the host and his guest on audio tape save a lot of time apart from providing learners with a model for real life conversation. Thus, a well-developed language programme supported by suitable, relevant and effective aids provides a number of enriching experiences. These ultimately lead to the development of language skills in the learner.

**2. Teachers’ Role in Using Audio Visual Aids inside Classroom**

Malik and Pandith (2011) state that the profession of teaching is not as easy as it seems. It needs blood, sweat and tears to make it a successful one. At this sense, despite the access of different teaching aids and its whole forms in classroom, teachers still have a great role in teaching and learning process through audiovisual materials or without. Precisely, teachers’ role can be summarized as follows:

- **Teachers can be as an aid:** Harmer(2001) said regardless to the roles which teachers possess in the classroom and the way that this are performed ,they are also a kind of teaching aid themselves, a piece of teaching equipment.
- **Teachers as commander:** the teacher commands students to perform certain tasks and encourage them for example, to watch the films actively, by using the

available materials, such as worksheets prepared or supplied with the films and so on (Fakir, 2006).

- **Facilitator:** the role of the teacher as a facilitator, driving force, motivator and consultant remains crucial even though learner's autonomy is considerably increased in comparison with traditional foreign language teaching. (Rozgiene and Medvedeva, 2008).

- **Teachers as guider and organizer:** teacher for instance in language laboratory activities, offer to his/her learners a number of useful websites and guide them in such a way as to find out information as soon as possible and solve their tasks.

- **The teacher as an orchestra leader:** teacher gives directions and control students' performance and behaviors during sessions (Freeman, 2000).

### 3. Teaching with audio visual aids

For effective teaching to take place a good method must be adopted by the teacher. The teacher is always free to choose an effective way to facilitate and attract the student attention, audio visual aids is the one and the best method the teacher can select. Of course, there are also certain principles of Visual Aids in teaching methodology. They are as follows:

#### -The teacher as an aid:

Teaching aids can greatly contribute to any subject, but it is important to remember that you, the teacher, have the greatest impact on your students and their learning. Keep learning about your subject so that you will always be excited about it and always have new ideas to share with your students. Use your knowledge and enthusiasm to ignite your students' interests and engage them as they explore new topics and ideas. So teachers are audiovisual aids in the way they wear, speak, move around and write.

**-The environment as an aid:**

The Positive environment is a balanced, rational use of Audiovisual Aids develops, motivates experience, attract the attention of the students, provides a variety of creative outlets for the utilization of their tremendous energy, and keeps them busy in classroom work. This overall classroom environment becomes conducive to creative discipline. Grossly, we can say that there are various types of Audiovisual Aids i.e. traditional as well as modern aids of audio-visual aids. But at the same time it is important to take into consideration that the Audiovisual Aids do not play role up to disseminate the information, data, facts, clues but also they influences the mentality, psychology, grasping level of the students in the classroom. On the other hand they greatly motivate, inspire the teachers to adopt the latest, creative, innovative aids. The scope of audiovisual aids is not only up to procuring and make presentation. It is technically part of teaching. However, other side also conveys us that it is a tool to know through effective communication in triangular process i.e. Motivation, Stimulation, and Clarification.

**4. Audio-visual aids in making the class dynamic:**

Audio-visual aids help the teachers to bring a significant change in the class environment as well as in the teaching process. By using audio-visual aids in the class, teachers can present a topic Page | 13 both verbally and visually which is very helpful for the learners to pay more attention in the lesson. They can make a correlation between the verbal and non-verbal as well as abstract and concrete issues. There are some abstract things in language, which is difficult to explain verbally. The subject matter may not be clear to the learners and they may struggle to catch what the teacher is going to mean. However, by using different visual aids, teachers can make the learners understand better. If the verbal and visual things are presented together, learners can get the information quickly. Mayer (2001) claimed that, if the instruction is given in the class using both words and visuals, learning become faster (as cited in Dolati, 2011, p. 6).

## **5. Visual aids in facilitating writing:**

Writing is one of the most important language skills. At present, different attractive visual aids are used to motivate the learners in writing. Teachers use different colorful visuals for teaching creative writing. If the learners are asked to write a composition on some common topic that they are doing from the very beginning of language learning, they lose interest in writing and get bored. However, if the teacher presents something attractive and thought provoking to them and asks them to write something on that. That would be more effective than the traditional way of teaching writing. Videos can be used in the class to promote reflective writing. Moreover, pictures can be useful to encourage students for story writing. According to Harmer (2001), “Teachers sometimes use pictures for creative writing. They might tell the students to invent a story using at least three of the images in front of them (on cue cards, for examples). They can tell them to have a conversation about a specified topic, and at various stages during the conversation, they have to pick a card and bring whatever that card shows into the conversation (p.135).

This type of writing activity is appropriate in group writing. Rather than working individually, learners can work in small groups, which will give them more confidence and interest and there will be multiple ideas from the individuals of the group.

## **6. Advantages of audio visual aids**

Audiovisual aids are designed to influence the eyes of learners to enable them to understand what is being shown and listen. In language, learning audiovisual aids are helpful in developing language skills such as speaking and writing as they stimulate learners’ sense of sight.

### **A. Best Motivators**

They are the best motivators. Students work with more interest. They are more attentive.

**B. Fundamental to Verbal Instructions**

They help to reduce verbalism, which is a major weakness of our schools. They convey the same meaning as words mean. They give clear concepts and thus help to bring accuracy in learning.

**C. Clear Images**

Clear images are formed when we see, hear, touch, taste and smell, as our experiences are direct, concrete and more or less permanent. Learning through the senses becomes the most natural and consequently the easiest.

**D. Variety**

Audio-Visual aids provide variety and provide different tools in the hands of the teacher.

**E. Freedom**

The use of audio-visual aids provide various occasions for the students' to move talk, laugh and comment upon. Under such an atmosphere, the students work because they want to work and not because the teacher wants them to work.

**F. Opportunities to Handle and Manipulate**

The use of audio-visual aids provides immense opportunities to the students to see handle and manipulate things.

**7. The obstacles that hinder the use of audiovisual aids**

Of all the resources and techniques available to the classroom teacher of English as foreign language, none are more neglected than audiovisual aids. Properly planned, constructed, and employed, such aids can help not only to improve the overall language program but also to enhance the classroom atmosphere and to ensure greater student participation.

In addition, it is important that to think about difficulties and problems in the use of aids. There are certain problems like lack of enthrusting for the use of teaching aids teacher, non-availability of aids in school, lack of facilities for the use of aids-electricity, room, furniture etc, lack of training on the part of teacher in the use of aids, costly nature of aids, lack of storage facility and non-Availability of suitable teaching aids in the regional languages. Inside of the increasing popularity that the

audio-visual aids have gained in the educational system, there are certain problems to be faced are:

**A. Apathy of the Teacher**

It has not yet been possible to convince the teacher that teaching with words alone is quite tedious, wasteful and ineffective.

**B. Indifference of Students**

The judicious use of teaching aids arouses interest but when used without a definite purpose they lose their significance and purpose.

**C. Ineffectiveness of the Aids**

Because of lack of proper planning and lethargy of teacher as also without proper preparation, correct presentation, appropriate application and essential follow up work, the aids have not proved their usefulness. A film like a good lesson has various steps-preparation, presentation, application and discussion. The Boards of audio-visual aids have been set up by central and state governments for chalking out interesting programs for the popularization of teaching aids but the lack of finances is not enabling them to do their best.

**D. Absence of Electricity**

Most of the projectors cannot work without electric current and so the non-availability of electricity is creating a hurdle in the proper use of audio-visual aids.

**E. Lack of Facilities for Training**

More and more training colleges or specialized agencies should be opened to train teachers and workers in the use of audio-visual aids.

**F. Lack of Coordination between university and States**

Good film libraries, museums of audio-visual education, fixed and mobile exhibitions and educational should be organized both by university and states.

**G. Language Problems**

Most of the education films available are in French and we need such films in French and other Languages.

**H. Not catering to the Local Needs**

Most of the audio-visual aids being produced do not cater to the local needs and not in accordance with the social, psychological and pedagogical factors.

**Conclusion**

To reach successful and effective results with teaching language through audiovisual aids, the learners and the teachers should perform their tasks perfectly. Moreover, they should be informed of the new methods and techniques in foreign language teaching. To do this, teachers should be well prepared, because they are the most important aid, without forget to mention the environment or the classroom, which is so important too. Audiovisual aids should be modern, interesting and in parallel with the syllabus.

In a word, it can be concluded that the use of technology is nowadays inevitable in the classroom. When used appropriately, audiovisual aids are quite beneficial for learners and teachers as long as they are considered only as mere entertainment.

Besides this, audiovisual aids are one of the best materials that enables students to practice what they have learned through various techniques. One describe them, at the most basic level of instruction, are a form of communication and it can be achieved without the help of language, since we often interact by gesture, eye contact and facial expression to convey meaning. Thus, it is clearly true such kind of materials present complete communicative situations by means of the dynamic, immediate and accessible combination of sound and vision.



# Chapter Three

**The Field Work**

### **3.1 Introduction**

It is known that teaching English, as a foreign language, is a difficult task, especially the writing skills. Teachers can use different practical materials of audio visual aids such as video, PowerPoint, tape recorders, computer, etc in order to enhance and develop the level of students. In this study, the researcher aims to determine the effectiveness of audio visual aids in teaching the writing process. The data collected deals with the main study which comprises both student's and teacher's questionnaires. Finally, in this chapter a description and analysis will be given from classroom students and teachers' questionnaires and then the researcher end up the chapter with a summary finding and a conclusion.

### **3.2 Sampling and Popular**

The population of the study consists of second year students of English as a Foreign Language (EFL) at the Department of English at University of Saida, during the academic year 2017-2018; and the teachers at the same department. The students are from different streaming languages backgrounds, and from different geographical regions in Algeria and different gender. The teachers have different degrees and experiences in teaching at University of Saida.

This population has been chosen for two reasons. The first reason is that the 2nd year students have already studied at least one year at University level; thus, they have experienced working with audiovisual aids in different courses. Therefore, we expect them to have developed opinions and attitudes toward these pedagogical aids. The second reason is that the 2nd year students take a course in written expression, which is the case of third year students.

### **3.3 The means of research**

This examine ambitions at making correlation between two variables: using audiovisual aids in the teaching process and their contribution to the achievement of students in the writing skill. We have chosen the descriptive method. In order to emphasize our hypotheses the tool that we used it to represent this method is the questionnaire. The questionnaire is composed of a series of

written questions that particular persons would answer it for gathering information. This qualitative way of researching is used in this study to answer a particular question.

### 3.4 Students' Questionnaire

#### - Aims of the Students' Questionnaire:

This students' questionnaire deals mainly with the efficiency of using audio visual aids in teaching writing skill and investigate the students' views about the current subject.

#### - Description of the Students' Questionnaire:

The questionnaire was submitted to sample of sixty (60) students of English second year LMD at Saida University for the academic year 2017-2018, they are selected randomly and the questions vary from "yes" or "no" questions to open questions. The questionnaire consists of 11 questions are divided into three sections: Students' background information which consists of 03 questions, students' perceptions about individual differences in learning English as a foreign language which is composed of 03 questions and finally the third section is about the impact of audiovisual aids in teaching English as a foreign language and it is composed of 05 questions.

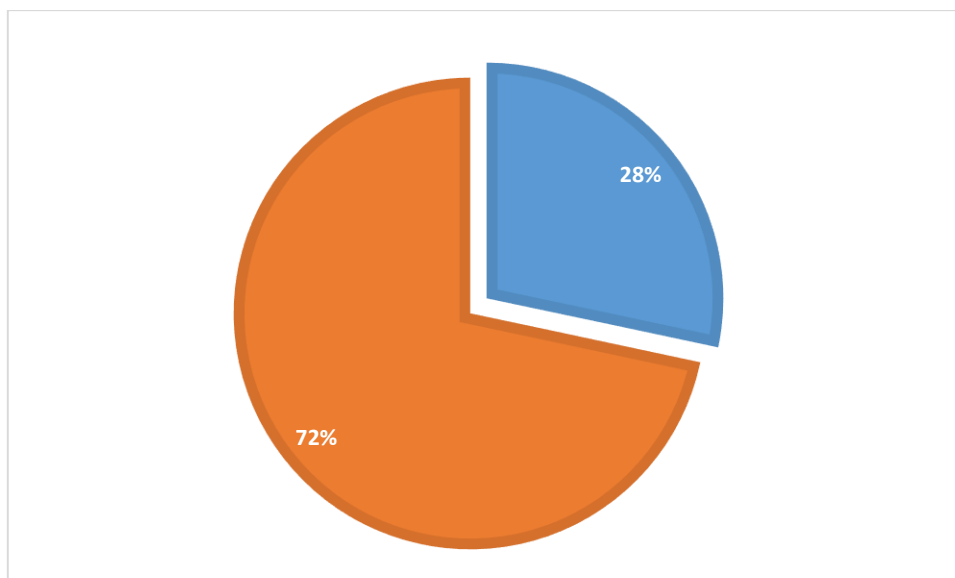
### 3.3 Students' Questionnaire results and interpretations:

#### Section one: Background information

##### Question one: Student's gender

Gender	Number	Percentage
Male	17	28,33%
Female	43	71,66%
Total	60	100%

**Table 3.1: Students' Gender**



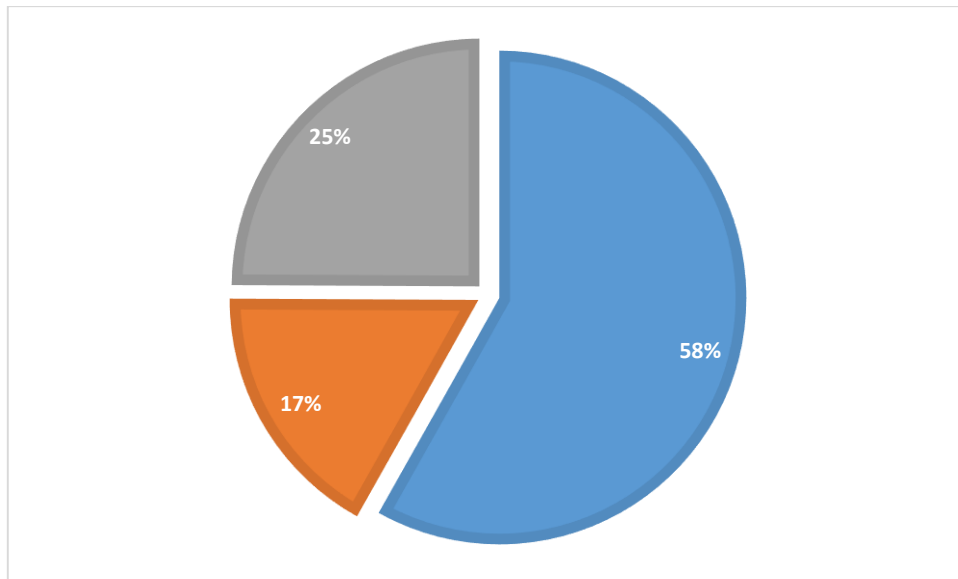
**Graph 3.1:** Students' Gender

It is indicated in the table above that females are forty-three. They constitute 71, 66 of the whole population whereas males represent only 28, 33 %. These rates indicate that English is the target foreign language for girls rather than boys.

**Question two:** Students streaming

Gender	Number	Percentage
Languages	35	58,33%
Literary and philosophy	10	17%
Sciences	15	25%
Total	60	100%

**Table 3.2:** Students streaming



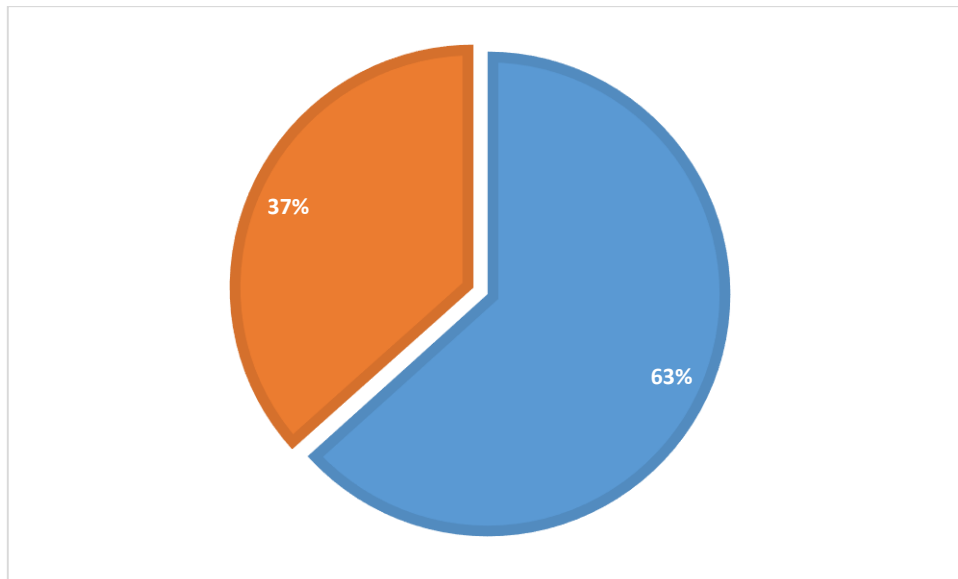
**Graph 3.2:** Students streaming

The majority of the students 35 (58, 33%) answer that their streaming was languages, others 15 (25%) answer that their streaming was sciences and the rest 10 (17%) answer that their streaming was literary and philosophy.

**Question three:** Student's personal choice to study English

Options	Number	Percentage
Yes	38	63,33%
No	22	36,66%
Total	60	100%

**Table 3.3:** Students' choice to study English at the University



**Graph 3.3:** Students' choice to study English at the University

The population of 38 students (63, 33%) have claimed that English is their choice, whereas 22 students (36, 33%) are imposed to learn English, which somehow indicates that students have a determination and a desire to learn the language. As a result, the majority of the population is motivated since they have an intention to study English.

#### **-Justify**

After, the researcher has asked the students to state the reasons behind their choice to study English language. Their responses are summarized as follows:

- It is Lingua franca and because of its globalization.
- Because it is an international language.
- They like language pronunciations; they wish to speak a native people.
- To work as a teacher and easy to learn.
- Numerous students show their love, interest and curiosity towards this language by stating, “I like” and “I love very much”.

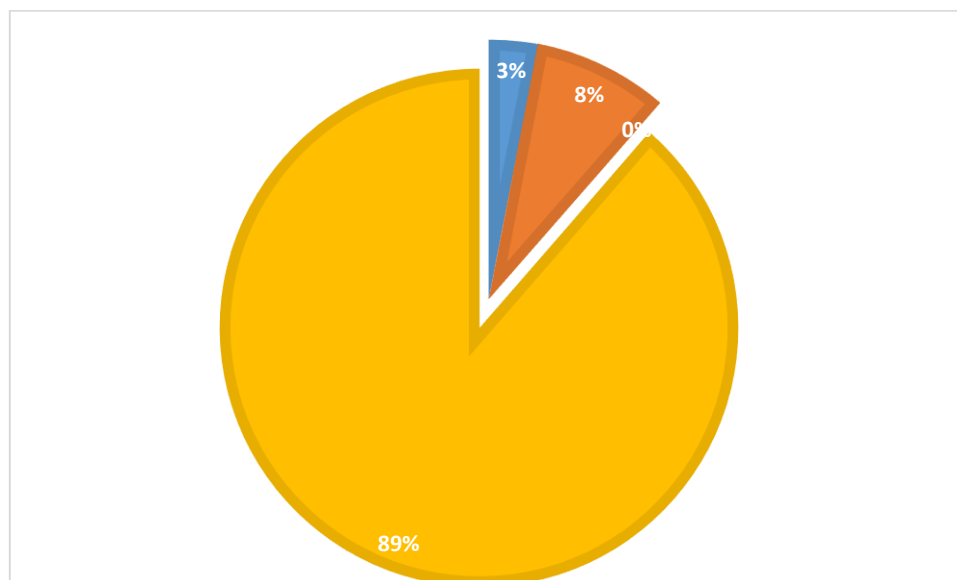
-Study English was their dream and passion since middle school and they wish to travel to England or USA. However, students who imposed to choose English language was because of their baccalaureate average, they could not study other fields they prefer so they was obliged to choose English language.

**Section two:** Individual differences in learning English as a foreign language

**Question four:** Do you consider yourself an audiovisual learner?

Options	Number	Percentage
Audio	02	3%
Visual	05	8,33%
Audiovisual	53	88,33%
Total	60	100%

**Table 3.4:** Student's preferable aids



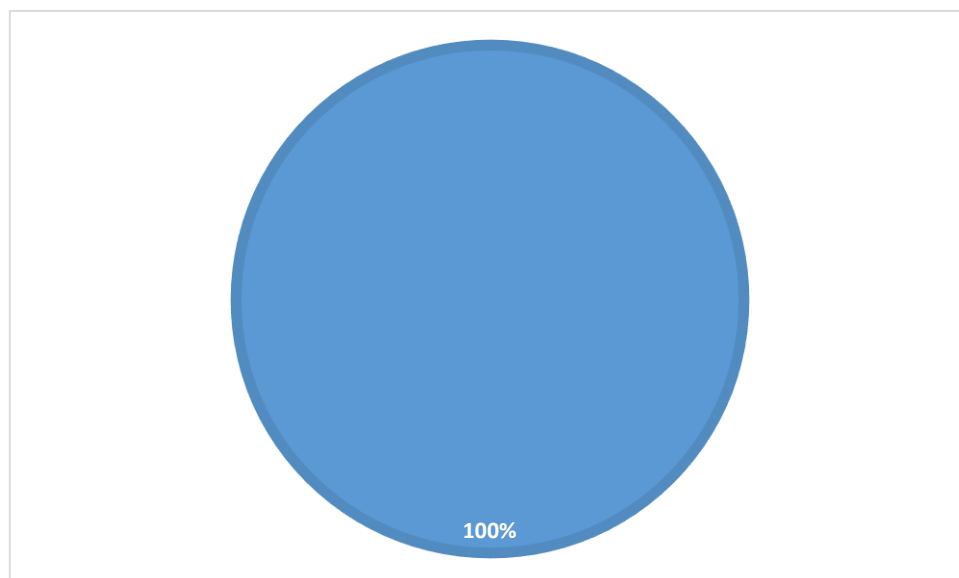
**Graph 3.4:** Student's preferable aids

The most preferable aids to the students to learn with, according to their answers in question number 06, is audiovisual aids which is chosen by 53 students (88%) , and 05 (8, 33%) prefer visual aids, and just 2 (03%) prefer audio aids.

**Question five:** Do you think that audiovisual aids are good way to present a lecture?

Options	Numbers	Percentage
Yes	60	100%
No	00	00
Total	60	100%

**Table 3.5:** Students view about if audiovisual aids are good way to present lectures



**Graph 3.5:** Students view about if audiovisual aids are good way to present lectures

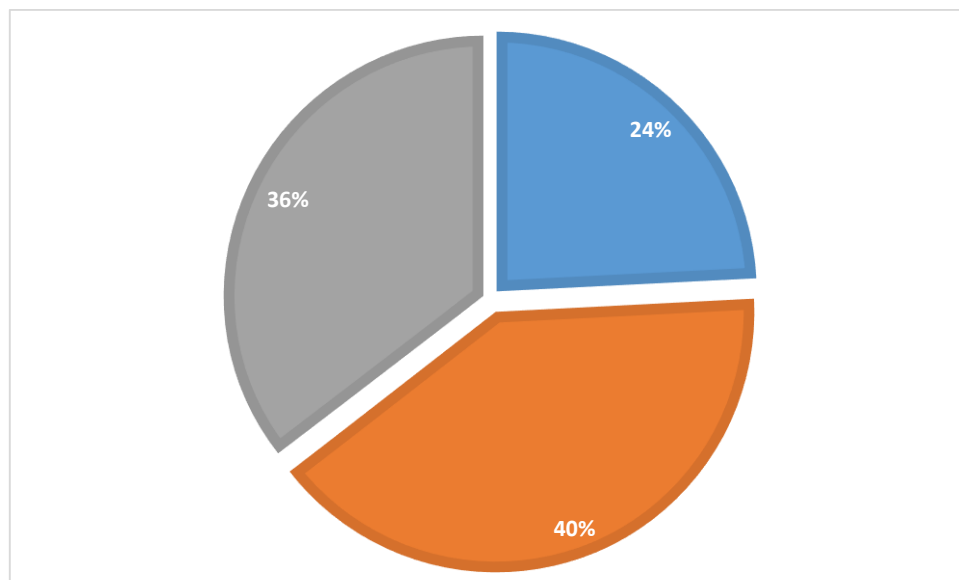
All students 60 (100%) think that audiovisual aids constitute a good way to present a lecture.



**Question six:** If yes is it because of what?

Options	Numbers	Percentage
Help you to focus	15	25%
You enjoy learning with	25	41,66%
It motivating you	22	36,66%
Total	60	100%

**Table 3.6:** Students explication about if audiovisual aids are a good way to present lectures



**Graph 3.6:** Students explication about if audiovisual aids are a good way to present lectures

Among 60 students, 25 (41%) answer because they enjoy learning with audiovisual aids, 22 (36, 66%) answer because it motivate them, 15 students (25%) answer that it help them to focus.

**Question seven:** What do you think about using audiovisual aids in teaching English as a foreign language?

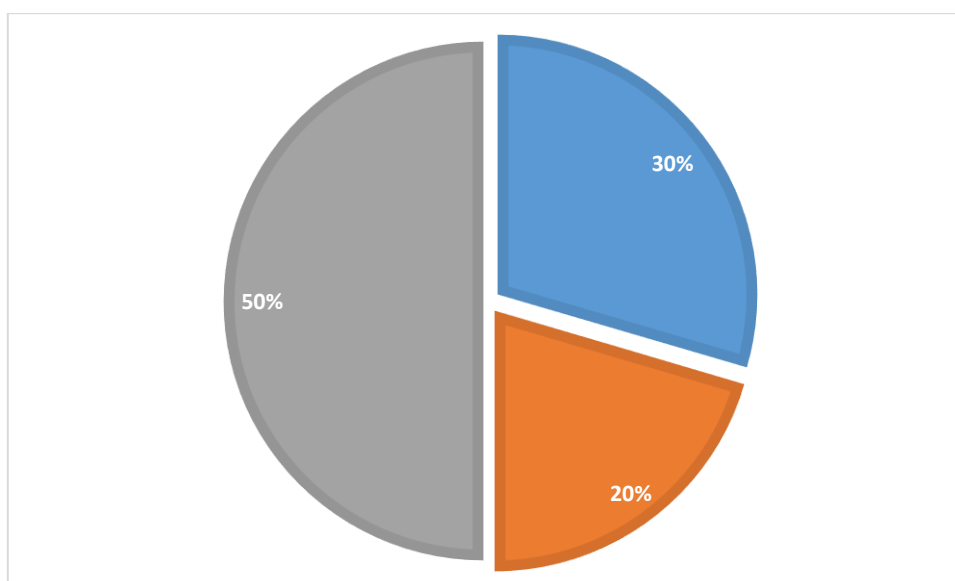
The students' responses on question 07 about what they think about using audiovisual aids in teaching foreign language as follows: 25 (41, 66%) think that is very important to use them in teaching, 18 students (30%) think that the teacher is enough for them and that they don't need aids, and 17 (28, 33) answer that they never use audiovisual aids so they cannot answer this question.

### **Section Three: The impact of AVA in teaching writing**

**Question eight:** What is your attitude toward using authentic materials and audiovisual aids in enhancing the writing skill?

Options	Numbers	Percentage
Positive	13	21,66%
Negative	09	15%
Non answer	22	36,66%
Total	60	100%

**Table 3.7:** Student's attitude toward using authentic materials



**Graph 3.7:** Student's attitude toward using authentic materials

When students' asked about their attitude toward using authentic materials in enhancing the writing skill, 13 students (21, 33%) say that they have a positive attitude, 09 students (15%) say that they have negative attitude and the majority of the students do not answer this question.

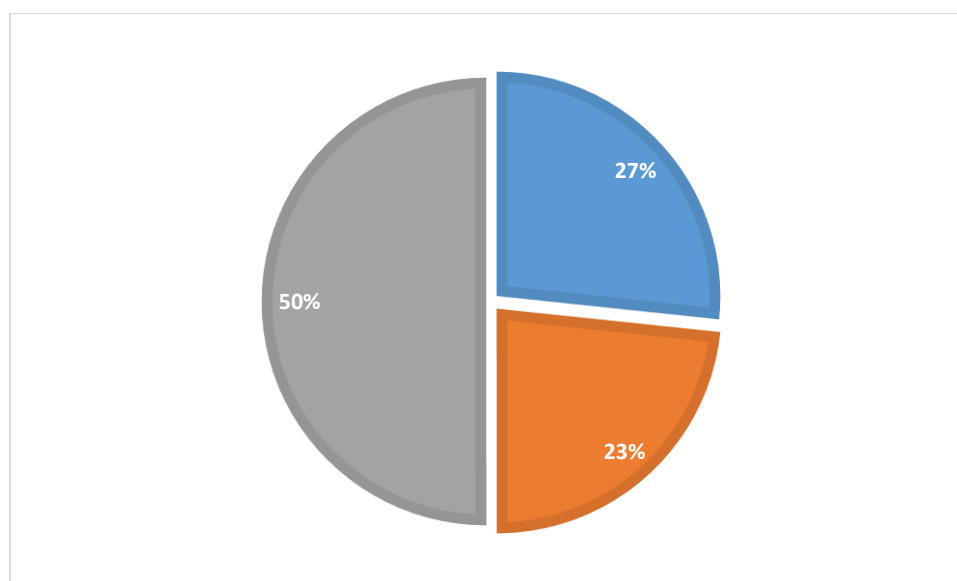
**Question nine:** Do you prefer to learn it with audiovisual aids?

The majority of the students 42 (70%) answer by the word "yes".

**Question ten:** How you learn it, through?

Options	Numbers	Percentage
Audiovisual aids	16	26,66%
Teacher	14	23,33%
Teacher and audiovisual aids	30	50%
Total	60	100%

**Table 3.8:** Student's preferable method of teaching



**Graph 3.8:** Student's preferable method of teaching

Number of 30 students (50%) prefer to learn through audiovisual aids and the teacher as shown in the answers to question 12, 16 (26, 66%) answer through audiovisual aids only and 14 students (23, 33%) answer with the teacher only.

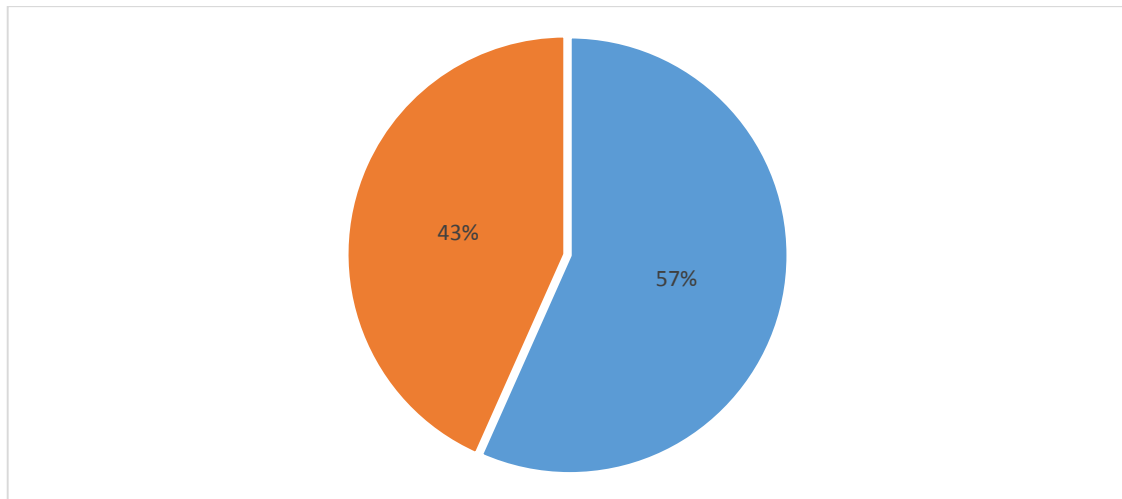
**Question eleven:** What kind of audiovisual aids do you prefer to learn with?

The majority of the students 45 (75%) answer that they prefer to learn with videos and 15 (25%) answer with pictures.

**Question twelve:** Do you think that audiovisual aids can facilitate writing skills and make it more enjoyable?

Options	Numbers	Percentage
Yes	34	56,66%
No answer	26	43,33%
Total	60	100%

**Table 3.9:** Student's view about if audiovisual aids facilitate writing skills



**Graph 3.9:** Student's view about if audiovisual aids facilitate writing skills

The majority of the students 34 (56%) think that audiovisual aids writing skills and make it enjoyable; the others do not answer at all.

**Question thirteen:** If yes, why?

The majority of the students 34 (56, 66%) justified their support for the audiovisual aids by saying that this aids make them enjoy the course and give them a push to learn by it and the other students do not answer at all.

### 3.4 Discussion of the Results of the Students' Questionnaire

The answers from question 01 to question 03 indicate the background information that helps to know the students.

The answers from question 04 to question 07 represent the individual differences in learning English as a foreign language. They show that students prefer to use audiovisual aids in lectures because they enjoy learning in this way especially during the writing expression class. The answers from question 08 to question 13 indicate the impact of audiovisual aids in teaching writing. The students have positive attitude toward using authentic materiel and audiovisual aids, also they believe that audiovisual aids enhance the writing skill. In addition, the students also value the teacher's role particularly when he or she uses the audiovisual aids, which greatly facilitate the writing expression course and make it more enjoyable.

#### **4. The teacher's Questionnaire:**

The teacher's questionnaire is submitted to 10 teachers' of second year who are teaching written and oral expression at the Department of English, University of Saida during the academic year: 2017-2018. The teachers' questionnaire is mainly used to analyze the extent of similarities and differences that exist between teachers and students with regard to their perception of audiovisual aids. In addition, we try to investigate the question whether or not the 2nd year writing expression teachers at the Department of English at the University of Saida implement audiovisual aids in teaching writing expression. It is also used to have an overview about the teacher's evaluation of the outcomes of using audiovisual aids in teaching.

The questionnaire is composed of section one which concerns personal information about the teachers' degrees and the length of their experience. The second section that is about teachers in using audiovisual aids into classroom and its outcomes is of 08 questions. The results of the questionnaire show that our sample is composed of two different types of degrees and different years of experience and this situation justifies the diversity of opinions and attitudes.

#### **4.1 Data Analysis**

##### **Question one:** Teachers' qualification

Teachers, who were given the questionnaire, are highly experienced educators, and have been teaching different courses such as oral expression and written expression. Their experience and the degree they hold let us consider their testimony and suggestions as very reliable and especially the vital role they play and their evaluations and observations of learners' needs and requirements.

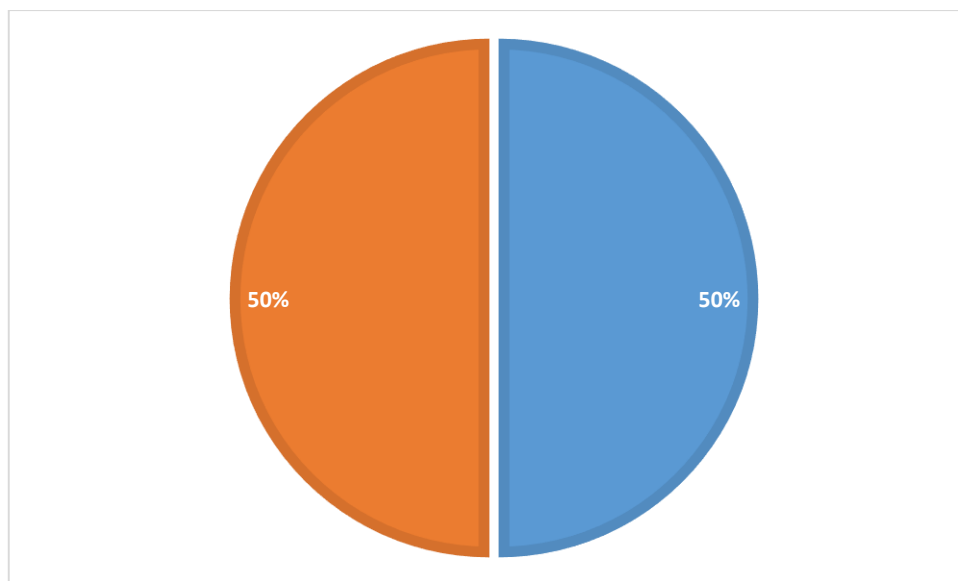
**Question two:** Do you think that audiovisual aids are more significant than the traditional teaching?

In the answers of this question (50%) teachers think that is true and they totally agree, and equal number of teachers (50%) think that traditional teaching

have its importance and the audiovisual aids are just an extra aids to students from the routine.

Options	Numbers	Percentage
The use of audiovisual aids in teaching	50	50%
The use of traditional method in teaching	50	50%
Total	100	100%

**Table 4.1:** The use of audiovisual aids verses the traditional method

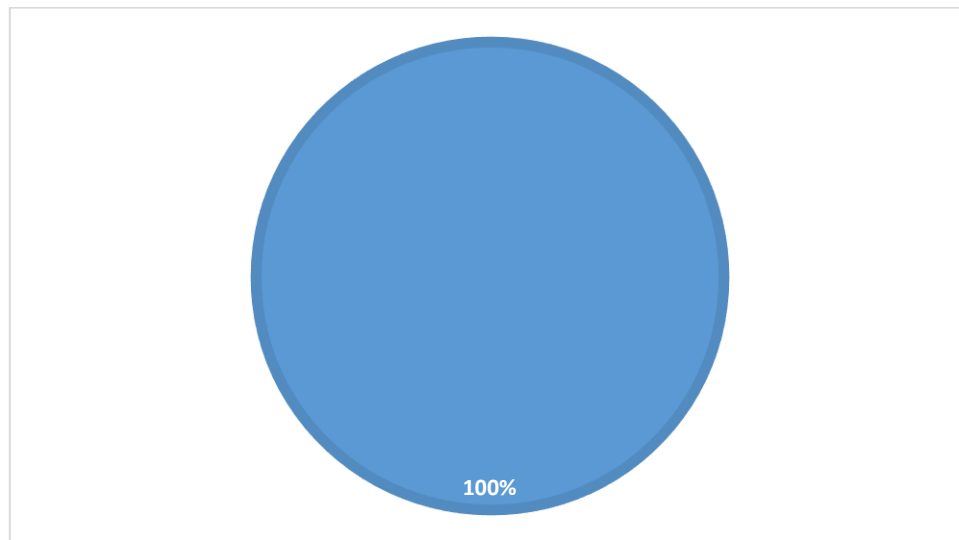


**Graph 4.1:** The use of audiovisual aids method verses the traditional method

**Question three:** Do you think that audiovisual aids enhance student's motivation in the writing skill?

Options	Numbers	Percentage
Yes	10	100%
No	00	00%
Total	10	100%

**Table 4.2:** Teachers view about student's motivation in the writing skill



**Graph 4.2:** Teachers view about student's motivation in the writing skill

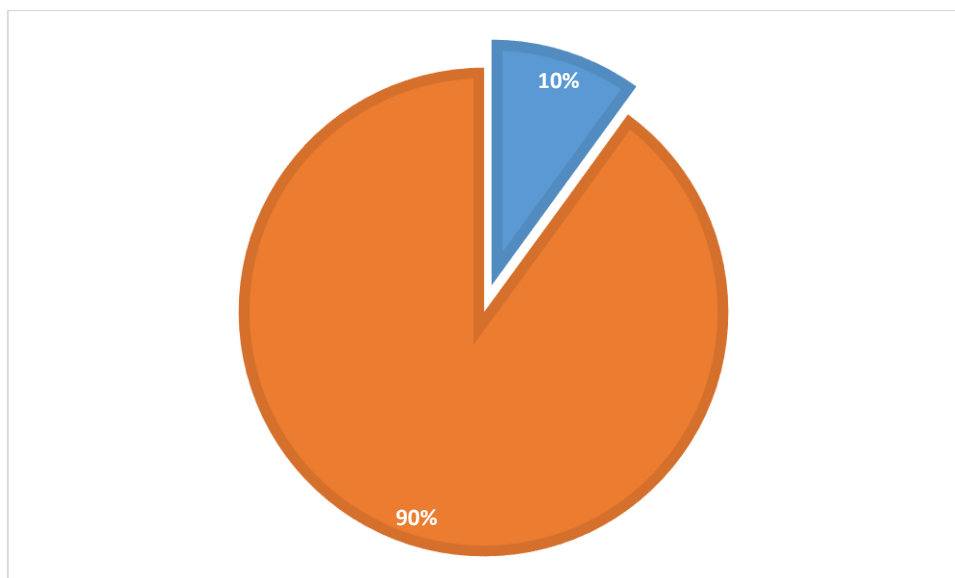
In their answers, all the 10 teachers (100%) confirm that audiovisual aids enhance student's motivation in the writing skill. These results signify that all teachers who use audiovisual aids to teach writing expression are aware of the importance of them; however depending on the teacher, each one thinks that certain aid (s) is (are) more important than others.

**Question four:** Are you satisfied with the student's general achievement?

Options	Numbers	Percentage
Yes	01	10%
No	09	90%
Total	10	100%

**Table 4.3:** Teacher's satisfaction about student's general achievement



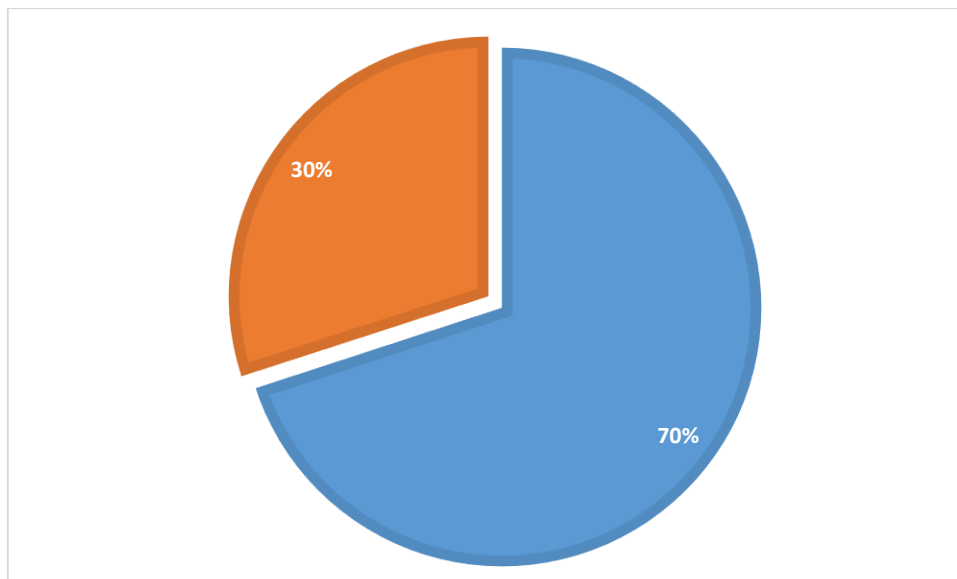


**Graph 4.3:** Teacher's satisfaction about student's general achievement

**Question five:** Do you think that student's deficiency or even failure could be related to the fact that the choice of English language studies has been imposed on them?

Options	Numbers	Percentage
Yes	07	70%
No	03	30%
Total	10	100%

**Table 4.4:** Teacher's view about student's deficiency



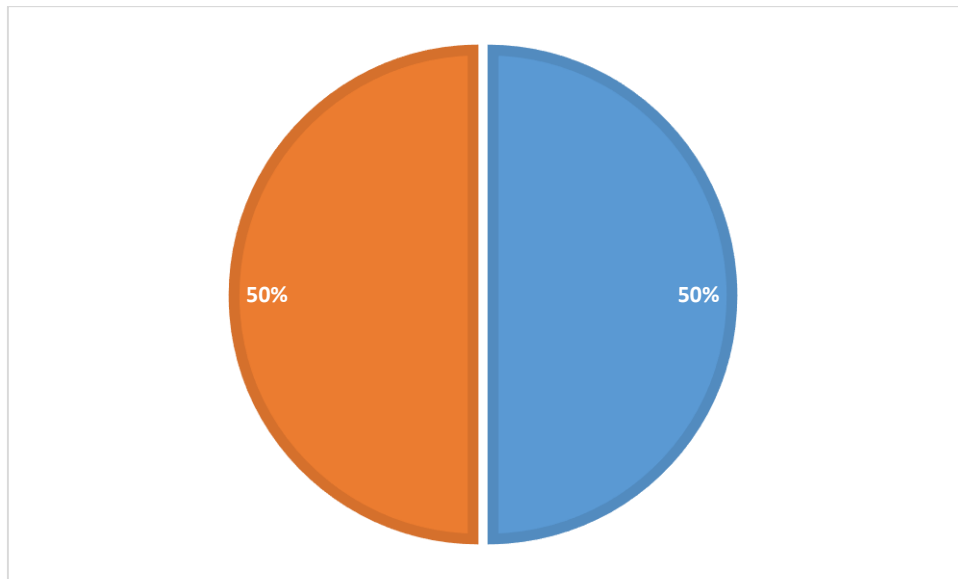
**Graph 4.4:** Teacher's view about student's deficiency

In the five question of the second section, 07 teachers think that the imposed choice of English language could result failure, and 03 teachers think that is not a correct fact. This means that the majority of teachers are with this idea.

**Question six (section two):** Do you think that the student's under-achievement is related to teacher's use of traditional method of teaching, lack of ICT?

Options	Numbers	Percentage
Teachers use of traditional methods of teaching	05	50%
Lack of ICT	05	50%
Total	10	100%

**Table 4.5:** Teacher's view about student's under-achievement



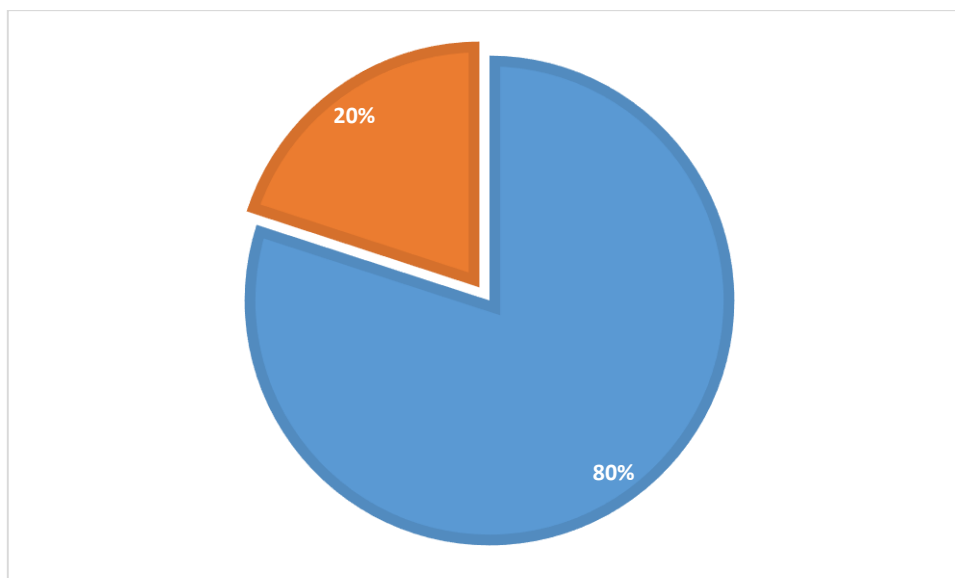
**Graph 4.5:** Teacher's view about student's under-achievement

In this answer, 05 teachers (50%) think that the student's under-achievement is related to the traditional methods, and equal number (50%) think that is because of lack of ICT.

**Question seven:** Do you think that the use of audiovisual aids in classroom is important for student's achievements?

Options	Numbers	Percentage
Yes	08	80%
No	02	20%
Total	10	100%

**Table 4.6:** Teachers view about the importance of audiovisual aids



**Graph 4.6:** Teachers view about the importance of audiovisual aids

In the answer of this question of the second section, 08 teachers think that the use of audiovisual aids in classroom is important for student's achievement, and two teachers think that is not that important.

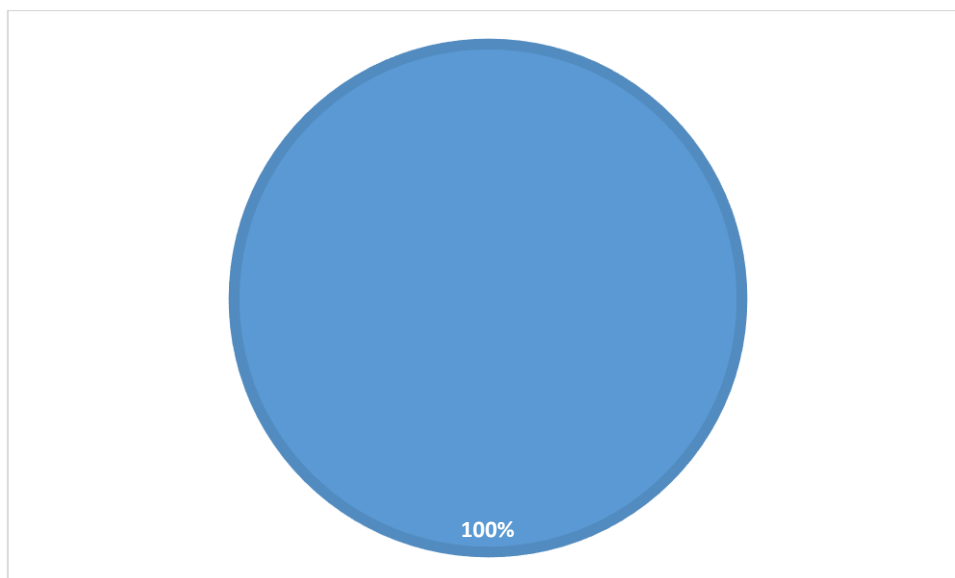
**-If yes do you use any kind of audiovisual aids in your lectures?**

The statistics of this question in the second section shows that only two teachers (20%) reports that they never used audiovisual aids in their lectures, the other eight teachers (80%) claim that they often use audiovisual aids in the classroom activities.

**Question eight:** Do you think that each course has its appropriate aids?

Options	Numbers	Percentage
Yes	10	100%
No	00	00%
Total	10	100%

**Table 4.7:** Teachers view about the appropriate aids to each course



**Graph 4.7:** Teachers view about the appropriate aids to each course

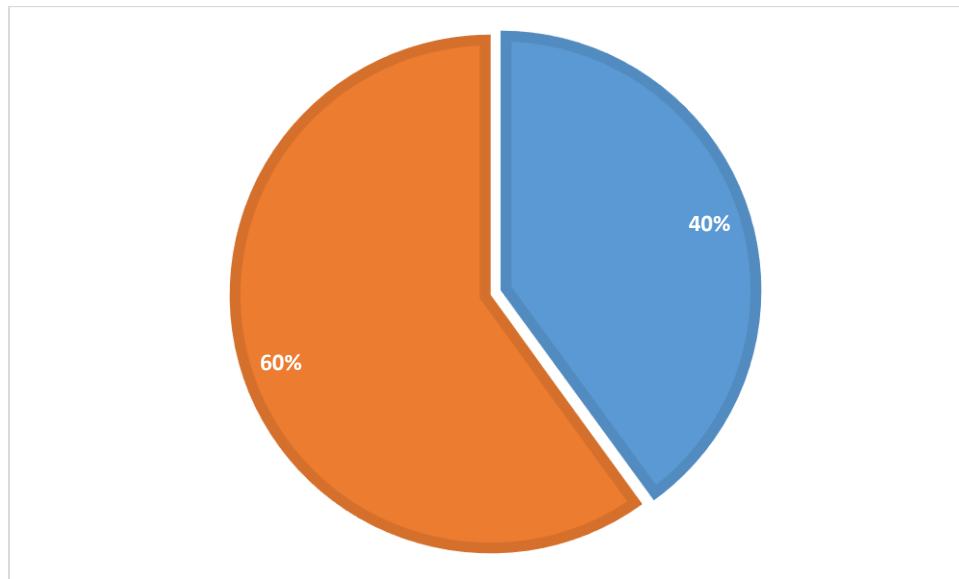
**Question nine:** How can you select the appropriate aids for each course?

The answer of this question was very short because 07 teachers from 10 respond as follows “according to the module and to the existent aids in the university “, the other 03 teachers answer that they use their personal aids.

**Question ten:** Do you think that the lack of audiovisual aids could be an important reason for student’s failure?

Options	Numbers	Percentage
Yes	04	40%
No	06	60%
Total	10	100%

**Table 4.8:** Teachers view about the lack of audiovisual aids



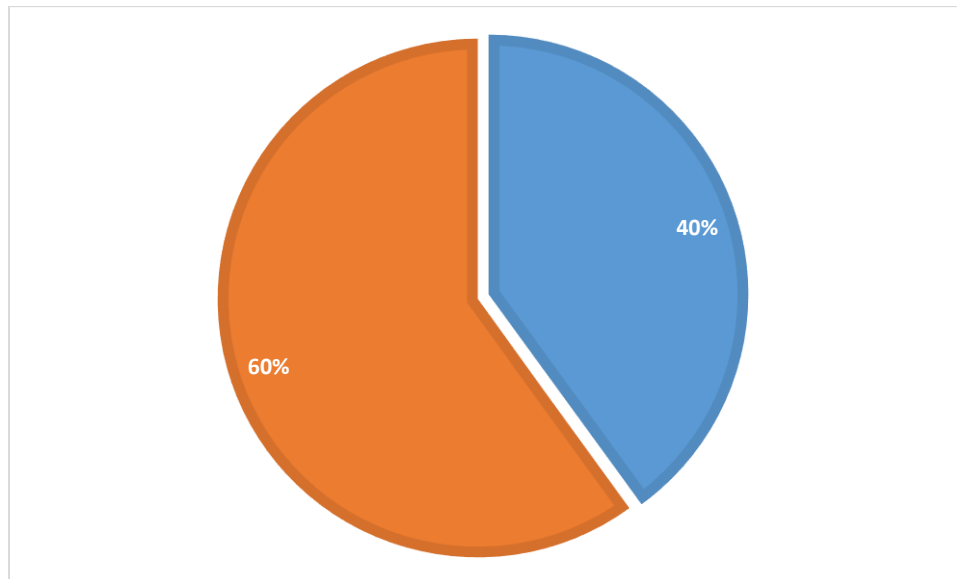
**Graph 4.8:** Teachers view about the lack of audiovisual aids

In the answers of this question in the second section, 04 teachers think that the lack of audiovisual aids could be an important reason for student's failure, and 06 teachers think that the lack of audiovisual aids could not be an important reason for student's failure.

**Question eleven:** What are the obstacles that prevent you from using audiovisual aids in your lectures?

Options	Numbers	Percentage
Lack of financial	06	60%
Limited time	04	40%
Total	10	100%

**Table 4.9:** The obstacles that prevent teachers from using audiovisual aids



**Graph 4.9:** The obstacles that prevent teachers from using audiovisual aids

When they are asked about the obstacles that prevent them from using audiovisual aids, most of teachers 06 from 10 (60%), inform that because of lack of financial, and 04 teachers (40%) says that because of the limited time.

#### 4.2 Discussion of the Results of Teachers' Questionnaire

The Answers from the beginning of the questionnaire until the end demonstrate that teachers have a positive perception about audiovisual aids. This would be considered as a modern method for the students to learn the writing skill through audiovisual aids.

However, a significant number of teachers are not satisfied with the students' general achievement though all the teachers use certain techniques to encourage their students to build their positive self-esteem. Simultaneously, all teachers who use audiovisual aids think that it is an important way to enhance student's motivation and interest. The strategies that the teachers use to build the students' self-esteem can be easily implemented in writing expression lectures. Audiovisual aids can be used as a solution to encourage the students who are de-motivated and to increase the motivation of the others. These results confirm our first hypothesis, which states that there would be a positive correlation between audiovisual aids and the improvement of the student performance. The majority of the teachers who

use audiovisual aids insist on their great usefulness and the help and benefits they provide to the learners.

In addition, they insist on using English to interact with each other, which they think can be a solution to the ungrammatical spoken English they produce. Moreover, all teachers report that audiovisual aids enhance their students' participation, which in turn, helps in correcting mistakes and exchanging ideas and information. As a result, students would be able to build their own writing style and enhance their knowledge. The last results comfort our second hypothesis about positive effects of audiovisual aids in teaching writing expression.

### **5. Comparison between Students' Questionnaire Results and Teachers' Questionnaire results:**

After the analysis, interpretation and discussion of the results of both students' and teachers' questionnaires, we proceed now with a comparative analysis of both outcomes.

The objective of the comparison is to check if students and teachers have the same perception about the significance of audiovisual aids and if they have the same opinion towards them. The first elements indicate that students and teachers have agreed on the importance of audiovisual aids for foreign language learning. Learners state that audiovisual aids are very much important for English learning; moreover, teachers are also fully aware of their value. Students and teachers deplore the lack of audiovisual aids in the University of Saida, which are really needed to improve on the writing expression course. Concerning the frequency of using audiovisual aids in the classroom, most students, on the one hand, says they never or rarely use audiovisual aids; and the majority of teachers, on the other hand, inform that they often use audiovisual aids. This diversity can be explained by the fact that students sometimes use audiovisual aids during a short period but they do not think that they are an integrated part of their studies.

In addition, students inform that they prefer to learn with both teacher and audiovisual aids; they see that the teacher plays an important role in the



presentation of the lecture. As far as the benefits that can be gained from audiovisual aids are concerned, student's opinions emphasize their effectiveness; in addition, all the teachers value the role of these aids in enhancing students' motivation and participation.

**Conclusion:**

This chapter is concerned with getting real data about students' attitudes, opinions, and teacher's perception concerning the significance of audiovisual aids in teaching, as well as, about implementing them in teaching and learning writing skills and the outcomes of this method. The information was gathered through two steps. The first step is the students questionnaire, which is administered to a large number of students to check how much our question are understood and how much the answers would serve our study. The second step is the teachers' questionnaire, which aimed at checking the writing teachers' perceptions about using audiovisual aids and about what they think concerning its effectiveness on the affective and learning domains. It noticed from the findings that audio-visual aids are supported by both the teachers and the students. Above all, the University has to supply sufficient materials for teaching EFL learners due to its significance in enhancing students' English ability.

### **General conclusion**

To conclude, the researcher provides answers to the research questions that our work are based on, the data obtained from students and teachers'' questionnaire that are summarized as follow:

Based on the findings, audio-visual aids has a great, positive effects on teaching writing skills to EFL learners, in terms of making the lectures more realistic, enjoyable and attractive. Students are dynamic, more active to participate with the teacher; they are engaged with each other; rather than the traditional classroom using just chalkboard and textbook. Particularly, it related to the fact that our new life is highly affected with technologies as well it has an obvious role in how the individual live, work and more importantly learn. Audio visual aids could boost the learners'' interest and motivation to produce their own writing style successfully.

The students and teachers'' attitude towards teaching writing skills with using audio visual aids was rated as great and perfect views. Both of them are completely supported integrating technological aids such as audio-visual aids in developing learning foreign languages in teaching writing skills. Based on the result obtained from teachers and students questionnaire, all of them are have a positive attitudes by percentage 100% agreed implementing these aids in EFL classrooms.

The four language skills are interrelated, so learning a language needs the Proficiency in these important language elements. Finally, it is important to make a deeper investigation on the effectiveness of the learners' level and background knowledge on writing expression.

### **Recommendations**

Given the findings and the limitations of the present study, several recommendations can be made for the future research to further investigate the effectiveness of using audio visual aids in teaching writing skills. Those recommendations are summarized into the following points:

- Teachers must integrate audio-visual aids in classroom since it broke the routine and create a comfortable atmosphere that helps learner to improve their level in writing skills.
- In order to respect students' learning style, teachers should show different strategies and methods in teaching writing skills.
- The teacher should motivate his/her students to use audio-visual aids outside the classroom like watching TV shows of native speakers and to use internet for education ,for example, download videos.
- Teachers should take into consideration that learners preferred all types of audio visual aids and they believe that their improvement in using writing skills will be accomplished successfully.
- Hopefully, the researcher wishes that our University provide the department of EFL with sufficient audio visual materials in order to enhance the teaching and learning process.

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- <https://www.bcps.org/offices/lis/writing/secondary/process.html>
- <https://www.liferichpublishing.com/AuthorResources/General/5-Step-Writing-Process.aspx>

# Appendices

## Appendix 01: Questionnaire for students

Dear students

This questionnaire serves as a data collection tool to determine “**the effectiveness of audio visual aids in teaching writing process**” case study of second year students of English at Saida University. This questionnaire is designed to identify students problems in using writing skills and how well audio visual aids can motivate and facilitate its teaching process. Your contribution is vital to achieve the objective of this study, we will be very grateful if you take this work seriously.

Note: A.V.A (audio visual aids).

### Section one: background information

1- **Gender:** male ☐ female ☐

2- **Streaming:**

Languages ☐

Literary and philosophy ☐

Sciences ☐

3- **Your choice of English was :**

Personal ☐

Imposed ☐

-Justify.....

.....

---

**Section two: individual differences in learning English as a foreign language**

**4- Do you consider yourself an audiovisual learner?**

Yes ☐

No ☐

**-If yes, what kind of aids you prefer to learn with:**

Audio ☐

Visual ☐

Audio visual ☐

**5- Do you think that the audio visual aids are a good way to present a lecture?**

Yes ☐

No ☐

**-If yes is it because:**

Help you to focus ☐

You enjoy learning with ☐

It motivate you ☐

**6- What do you think about using audio visual aids in teaching writing skill inside classroom?**

.....  
.....

**Section Three: The impact of AVA in teaching writing**

**7- What is your attitude toward using authentic materials and audiovisual aids in enhancing the writing skill?**

Negative ☐

Positive ☐

---

**8- Do you prefer to learn it with audiovisual aids?**

.....  
.....

**9- How is you learn it? through.....**

AVA ☐

Teacher ☐

Teacher and AVA ☐

**10-What kind of audio visual aids do you prefer to learn with?**

.....  
.....

**11\_ do you think that audio visual aids can facilitate writing skill and make it more enjoyable?**

.....  
.....

**-if yes, why?**

.....  
.....

Thank You





## Appendix 02: Questionnaire for teacher's

Dear teacher,

This questionnaire serves as a data collection tool to determine “**the effectiveness of audio visual aids in teaching writing process**” Case study of second year students at Saida University. Your contribution will greatly help me to prepare my Master dissertation and achieve the research work objectives. You are kindly requested to answer the following questions.

### Section one: general basic information

1\_How long is your experience as a teacher at the University?

.....  
 .....

2\_Do you think audio visual aids are more significant than the traditional teaching?

.....

3\_ Do the AVA enhance students motivation in the writing skill?

Yes ☐ No ☐

4\_Are you satisfied with the student's general achievement?

Yes ☐ No ☐

5\_Do you think that student's deficiency or even failure could be related to the fact that the choice of the English language studies has been imposed on them?

Yes ☐ No ☐

---

**Section two: Using audio visual aids inside classroom**

**6\_Do you think that the student's under-achievement is related to:**

Teacher's use of traditional method of teaching ☐

Lack of ICT ☐

**7\_Do you think that the use of audio visual aids in classroom is important for students achievements?**

Yes ☐

No ☐

**\_If yes, do you use any kind of audio visual aids in your lectures?**

.....

**8\_Do you think that each course has its appropriate aids?**

Yes ☐

No ☐

**9\_How can you select the appropriate aids for each course?**

.....

**10\_Do you think that the lack of audio visual aids could be an important raison for students failure?**

Yes ☐

No ☐

**11\_If yes, what are the obstacles that prevent you from using AVA in your lectures?**

.....

**-Any other comments concerning this issue:**.....

Thank you



## الملخص

يهدف هذا البحث الى تسليط الضوء على تأثير استعمال الوسائل السمعية-البصرية ضمن حصص تدريس مهارات الكتابة لطلبة اللغة الإنجليزية. كما يهدف الى دراسة مواقف الأساتذة اتجاه استعمال هذه الوسائل في تدريس اللغة الأجنبية بصفة عامة وتدريس مهارات الكتابة بصفة خاصة. لتحقيق الهدفين اتبعنا الطريقة الوصفية في بحثنا من خلال تصميم استبيانين موزعان على عينة مكونة من 60 طالب للسنة الثانية للغة الإنجليزية بصفة عشوائية وعلى 10 من أساتذتهم في قسم اللغة الإنجليزية بجامعة الدكتور مولاي الطاهر بسعيدة. ان تحليل النتائج كشف عن أهمية والتأثير الإيجابي في استعمال الوسائل السمعية-البصرية في تدريس الكتابة ومساعدة الطلبة في التعبير عن أفكارهم ومخيلاتهم كون هذه الأدوات تساعد في جذب انتباه الطلبة وتحفيزهم على استعمال مهارات الكتابة.