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**Title**

**Exploring the Use of Audio-Visual Aids in Enhancing EFL  
Learners' Listening Skill:  
The Case of First Year Students of English at El-Bachir  
El-Ibrahimi University of Bourdj Bou Arreridj**

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# DEDICATION

This work is dedicated for the pillars of strengths and the apples of my eyes, the ones who brought me to life and sacrificed for my happiness, my parents who support me to do my best in my dissertation.

Special thanks to my beloved husband and his modest family.

To my lovely brother and sister.

To my kindly sisters and their husbands and kids.

To my biggest family.

To my best friend and partner Asma.

To all my friends.

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To my dearest brothers and sisters.

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## ABSTRACT IN ENGLISH

This study sheds the light on the role of audio-visual aids in improving EFL learners' listening skill. It aims at questioning the most appropriate audio-visual means and highlights their effects on students' listening competence. To achieve this aim and collect data, we choose mixed-method (quantitative and qualitative methods). We administered a questionnaire to 100 1<sup>st</sup> year students of English, and conducted a semi-structured interview with all the Oral Expression teachers. The results show that audio-visual aids can play a crucial role in improving learners' listening skill through learning.

### Key Words

Audio-Visual Aids – EFL Learners – Improving Listening Skill.

## ABSTRACT IN ARABIC

تهدف هذه الدراسة إلى تسليط الضوء على دور الوسائل السمعية البصرية في تحسين مهارة الإستماع لدى متعلمي اللغة الإنجليزية كلغة أجنبية، كما تهدف إلى السؤال عن أنسب و أفضل الوسائل السمعية البصرية، و كيفية تأثيرها على كفاءة الإستماع لدى الطلاب، و لتحقيق هذا الهدف و جمع المعلومات، قمنا باختيار طريقة تمزج بين الكم و النوع من خلال تصميم إستبيان لطلاب السنة الأولى إنجليزية المقدرين بمئة طالب، إضافة إلى مقابلة شفوية مع جميع الأساتذة المختصين في التعبير الشفهي، حيث أظهرت النتائج أن الوسائل السمعية البصرية تلعب دورا فعالا في تحسين مهارة الإستماع لدى المتعلمين خلال تعلمهم.

### الكلمات المفتاحية:

الوسائل السمعية البصرية- طلبة اللغة الإنجليزية- تطوير مهارة الإستماع.

**List of Abbreviation**

- **AVA:** Audio-Visual Aid.
- **EFL:** English as a Foreign Language.
- **ESL:** English as a Second Language.
- **L1:** First Language.
- **L2:** Second Language.
- **1<sup>ST</sup>:** First Year
- **Q:** Question.

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# *General Introduction*

### Introduction

Encouraging learning in the classroom is one of the teachers' goals. Learning is defined as a process and not as a product; it is something internal that can be developed by acquiring new information. However, language learning nowadays requires a wider use of technology.

In fact, technology is a part of society in which teachers need some relevant technologies to facilitate the teaching and learning process and to make the learning process enjoyable. Audio-visual means are one of the best ways to facilitate learning a foreign language and improve teaching skills especially listening.

Listening skill is one of the fundamental skills in learning a foreign language. According to **Meskill (1996)**, listening is an active and interactive process which is hard for every teacher to enhance. Learners can interact with all the multimedia means especially audio-visual materials, like: Videos, films, television, computers and others which play an important role in improving the quality of teaching and learning. They make lessons interesting, save time and improve listening. They also help teachers to teach new concepts which are hard to understand or grasp and allow them to illustrate things to students which are difficult when they are listening.

It is agreed by most of language teachers and researchers (e.g., **Brinton, 2001; Mollica, 1979**) that audio-visual materials would be a great help in the process of enhancing EFL learners listening skill.

#### 1) Statement of the Problem

The world has seen a change in every domain (economic, social, cultural, and political), the educational system has been a significant advancement especially in the field of teaching. There are numerous methods in teaching that are used to increase students' interest and motivation in order to deliver successful teaching and learning and it is now a huge responsibility to use technology. The use of audio-visual aids such as videos, broadcasts, and PowerPoint presentations in the classroom, particularly during listening tasks appears to have dramatically modified traditional approaches.

In the EFL learning process, the learner generally reaches an intermediate level in different skills like reading, writing and listening. But a noticeable number of EFL learners at BBA University have a weakness in the listening skill, especially when they listen to a native speaker, and even if they read, write well, talk fluently, but they face troubles to understand native speakers. In fact, the teacher uses different audio-visual tools which are highly

important in increasing students' interests and motivation. So, this research endeavors to explore the role of audio-visual aids in enhancing EFL learners' listening skill.

## **2) Significance of the Study**

The common way for language teachers is the use of audio-visual aids in the process of language teaching. This paper will give an insight into language teachers of using audio-visual means in facilitating listening skill for learners. The reason for this study is to make learners overcome the difficulties faced with listening through the use of new technology like audio-visual materials.

This research paper brings new strategy that helps to develop teaching, especially to enhance learners' listening skill through the use of audio-visual means. It will be helpful with the development of new multimedia tools to avoid the problem of listening that learners face during the listening tasks.

The present research will help both teachers and learners. It aims at exploring all the audio-visual materials and their effects in enhancing EFL learners' listening skill. In addition, it will help teachers to know more about the appropriate audio-visual means for a better use.

## **3) Aims of the Study**

The present research focuses on exploring audio-visual aids in enhancing EFL learners' listening skill. It aims at questioning the most appropriate audio-visual means and highlights their effects on improving first year EFL learners' listening skill.

## **4) Research Question**

- ❖ What are EFL learners' and teachers' attitudes toward the use of Audio-Visual tools in enhancing the listening skill?

## **5) Research Methodology**

This research aims to describe two variables: exploring audio-visual aids as an independent variable, and improving EFL learners listening skill as a dependent variable. It relies mainly on a mixed research approach: quantitative and qualitative data collection approaches.

Two major research tools are selected: questionnaire for EFL learners which consists of 100 students from 270 of the whole population that were chosen randomly, and an interview with all the teachers of oral expression module at BBA University.

In this research, quantitative approach is chosen because we will generate the number of students who are suffering from this problem as well as show us their difficulties. The data

obtained in the study is mainly descriptive and this may help to analyze the answers of the questionnaire and draw a conclusion. So, the data collection in the questionnaire will be static numbers which will then be analyzed through percentages, tables and pie charts and qualitative approach with semi-structured interview with all the teachers of Oral Expression module to gather information about teachers' attitude and perceptions towards the use of audio-visual means in their classes. The data collection is analytical which help to analyze and discover the reasons behind learners' problems in listening and the effectiveness of the use of audio visual aids in their classes.

### **6) Structure of the Study**

This dissertation is divided into two main parts: A theoretical part which contains the literature review about the two variables and a practical part which deals with the results of the data gathering tools and data analysis. A general introduction includes statement of the problem, significance of the study, aim of the study, research question, research hypothesis, research methodology and background of the study.

The first chapter deals with listening skill, the definition of listening, its characteristics, its process, activities for developing listening skill, its significance, its types, its problems, and strategies for developing listening and conclusion.

The second chapter includes an overview of audio-visual aids, its definition, its types, selecting the appropriate aid, characteristics of a good audio-visual aids, technical problems, effects of audio-visual aids on listening skill and conclusion.

The third chapter constitutes the results and the data analysis. It deals with the discussions and the analyses of the questionnaire and the interview for oral expression teachers, in addition to limitations, some recommendations and general conclusion.

### **7) Background of the Study**

Teaching and learning are two difficult process, they differ from one place to another but they still with the same basics and rules. Teachers always work for a better teaching and learning process, everyone has his/her style in teaching as **Rao & Jyoti** said "teaching is an art" (2012, p.311). It is the process of imparting and sharing knowledge or communicating meaning between the teacher and the learners. Teaching is regarded as an art in which the teacher uses his/her artistic abilities in order to create positive, comfortable and wonderful situation in the classroom to enable students to learn as well as it is a science because it has a procedural steps to be followed during the lesson for a better achievement of objectives. According to **Jeremy Harmer** in 2001, teaching and learning are related to each other,

teacher & learner may feel comfortable when they exchange ideas to one another. He describes a teacher as a teaching aid, he says that in EFL classroom, there are specific methods which can help learners to listen and understand language at the same time. Nowadays, teaching and learning process have been changed, they have increased with the development of the new technologies and materials which play an important role in EFL classroom. One of these methods is the use of audio-visual aids which are used for the purpose of enhancing language skills especially listening.

**Harmer (2001)** defines listening as receptive skill which involves receiving information. As it is defined by **Rost in 1991** as an active process that push the learners to use their active thinking to become a good listener. **Brooks** classified it as a primary skill, as the first and the foremost communication skill. **Rivers & Temporley 1978; Oxford 1993; Celce-Murcia 1995** show that the time a learner is engaged in communication is approximately 45 percent to listening than the other skills. Thus, learners need to develop higher level in listening. (**Trico Hedge, 2002**)

Listening skill has a great importance in teaching & learning process although some learners face problems with this skill when they listen to a native speaker and to understand his/her speaking in the target language. “listening comprehension plays an important role in the process of language learning acquisition, and facilitating the emergence of the other skills” (**Vandergrift, 1999, p. 168**). He means that listening is very helpful for learners in facilitating the target language (English) especially language skills like reading, writing and speaking. **Harmer in 2001** shows the effectiveness of listening. He says that it has a great effect on the students’ acquisition of a good pronunciation and other speaking habits. This means that the more they listen and understand the native speaker speaking in English, the more they develop their listening as well as got the appropriate intonation, stress and sounds. It is also good for the speaking skill. So, listening plays an effective role in everyday life and even in classroom to learn the foreign language and facilitate the other skills.

**Good & Kappa (1973)** stated that Audio-visual aids are anything that can be used to encourage or continue the learning process using the senses of hearing or sight. In other words, audio-visual aids are tools used during the leaning process to facilitate it.

**Rautrao (2012)** defines Audio-visual aids as instructional resources and equipment that help students learn more effectively. They are planned materials such as wall-charts,

illustrated pictures, pictorial materials, videos, sound films, radios, televisions, and mobile phones and other two-dimensional objects that can be developed locally or commercially.

Audio-visual aids are educational gadgets which are employed in English classes to help teacher and student scenario to be altered. In a teaching and learning environment, using audio-visual aids is a key aspect in facilitating comprehension for students. Also, by incorporating audio-visual aids into the teaching process, especially in the case of languages.

The teaching process can be improved, and students can receive practical learning experiences at all stages of the learning process. It's worth noting that the majority of trained teachers and professional training courses can use some of these learning tools to improve learning outcomes, and it is done purposefully as evidenced by the teaching process.

According to **Byk**, audio-visual aids are very useful for teachers to recognize the value of audio-visual aids in the classroom in which the teachers employ to supplement their classroom instruction, to show their students information that might otherwise be difficult to convey, to express new or abstract concepts that are difficult to visualize or comprehend and to offer students with additional information by using videos, music snippets, flip charts, slideshow presentations, and overhead transparencies. The effectiveness of using audio-visual aids makes the Students absorb more information through the audio-visual experience if you can show something visually and vocally, students quickly catch on.

In some researches related to the use of audio-visual aids, language teachers seem to agree that media or audio-visual aids can enhance language teaching, as **Brinton** stated “Audio-visual materials assist teachers in their jobs, bring the outside world into the classroom as they make the learning task more meaningful and exciting one for learners”. (2001, p. 459)

Finally, audio-visual aids may stimulate students’ senses. They are tools for learning and teaching which always facilitate the task of learning for both instructed and non-instructed learners (**Mollica, 1979**).



**Chapter One**  
**An Overview of Listening**

## Chapter One

### An Overview of Listening Skill

#### Introduction

In learning English as a foreign language, there are four language skills that learners should master: listening, speaking, reading and writing. All of these skills are the basic language abilities that are needed today. They are communication abilities that allow the learner to express himself/herself clearly and precisely. In fact, developing all of these linguistic abilities will assist the learner to become a skilled communicator who understand how to move from one point to another efficiently.

According to **Koichi Nihei** in **2002** listening is a vital skill for English learners because no one can communicate with others without first listening to and understanding the speakers' words. He claims that the goal of learning English is to be able to communicate in the actual life and to understand English movies, TV shows and public announcement.

Although listening is an important part of the learning process that students must master, it is not a simple task. Students find difficulties to listen and understand the native speaker speaking in English. This chapter is devoted to a general overview of listening skill: Definition of listening, its characteristics, its process, activities for developing listening, then its significance, its types and problems in listening. This chapter will be closed by discussing strategies for effective listening and conclusion.

#### 1.1. Definition of Listening

Nowadays, listening is considered as an important skill. Many studies have been classified it as the first and the foremost communication skill in language learning. **Holmes and Jumaria** in **2019** defined listening as the process of attending to oral symbols with the intent of obtaining information, capturing material and comprehending the meaning of communication in which the speaker does not indicate this through testing or spoken words.

Listening is receiving or responding deliberate sounds with paying attentive attention to what others say that has started to involve the mental element, means indicating that mental activity has emerged, though not to the same extent as listening activities. It is also defined as a psychological process which involves receiving messages, assembling meaning from it and responding to verbal/non-verbal messages. In fact, understanding and responding to the sounds of environment are part of listening, they are considered as important aspects of the concept of listening. So, people who pay less attention to other peoples' conversations, even if

their body stance suggests that they are monitoring them, will be revealed to be uninterested in what is being said. A really when a person is interested in what others are saying, he/she will be a good listener.

Other researchers defined listening as an active process like **Rost** in **1991**. He said that listening is an active process which requires active participation. Students must use active thinking while listening to improve their listening skills. They can and will improve if they acquire an active attitude towards sense of what they hear. However, teachers can assist and help learners developing this orientation by carefully organizing activities and responding to their efforts.

## **1.2. Characteristics of a Good Listener**

The majority of learners feel that communication is limited to speaking. However, if they want to connect with others, they must listen.

In fact, examining the intent with which learners are listening is one way to identify if they are good listeners or not. They can only listen until have the response that they are looking for so they can respond. However, listening to someone solely to answer or reject their opinions is not good listening.

According to **Harappa Diaries (2020)**, there are five characteristics of good listeners:

- **They do not get distracted easily**

It is something wrong to listen to someone and do something else at the same time.

One of the traits of a good listener is not being distracted by another work. When learners are listening, they must put phone away, tune out any side of conversations and noise, and shut their laptops because it is not time to show their multitasking skills.

- **They are eager to learn from others**

One of the main characteristics of good listeners is listening with great interest till the end. When learners have the characteristics of effective listening, they will listen intently.

- **They do not interrupt**

Good listeners give the speaker time by letting him/her complete his/her point. If they possess the qualities of good listeners, they don't interrupt the speaker. Rather, they patiently wait until the end for their turn to share their thoughts and feedback.

- **They ask the right questions**

Asking thoughtful questions shows that they are paying attention and are interested in the speakers' points. Asking questions is one of the characteristics of a good listener. Most

learners forget that communication is two-way process, they must try asking clarifying questions at the appropriate moment.

- **They accept other opinions**

Many learners lack the characteristics of effective listeners and refuse to consider the others' opinions. Knowing and practicing the qualities of a good listener can help to see the world through the eyes of others. So, one of the most important characteristics of a good listener is the ability to be open to diverse perspectives.

Being an effective communicator needs first to possess the above qualities of a good listener.

### **1.3. Process of Listening**

The process of listening starts with good recognize of specific fallacies or erroneous concepts, then with good comprehension of the procedure. (Kline, 1996). According to Kline "listening is a complex process" (1996, p. 15). It is a complicated process as well as an important aspect of the learning process. Although it is an important aspect of the whole communication process, it is often overlooked. However, there are two things that are mostly to blame for this carelessness (Kline, 1996).

First, speaking and writing (productive skills) are much more obvious and easy to assess rather than listening and reading (receptive skills). Reading behavior can be assessed more readily and frequently than the listening behavior test. For this reason, people are frequently judged on the basis of what they read rather than on what they hear. (Kline, 1996).

Second, many people refuse to work on their listening abilities. Much of this unwillingness outcomes come from a lack of complete comprehension of the process and it is possible that understanding the process in general will show them how to improve. However, in order to comprehend the listening process, they must first define it.

Over the years, various definitions of listening have been presented. The most useful one describes listening as the act of receiving, attending and understanding auditory messages, also responding and remembering are included.

**Kline in 1996** classified them in this order:

#### **1.3.1. Receiving**

Sending an E-mail message that is both well written and plain may cause the receiver to be quiet concerned. However, not turning on the computer will prevent the message from reaching. The intended receiver and the message will linger somewhere between the sender

and the receiver. **Kline** stated that for the same reason, a lot of people listening fails, the receiver is just not available and connected to the senders or “turned in” to them. The issue could be psychological such as the receivers’ hearing loss as a result of genetic condition: weakness, an accident, a sickness or long term loud noise exposure.

It is important to remember that hearing and listening are not the same thing. Hearing is the act of receiving sounds while listening is the act of attaching meaning to it. On the other hand, hearing is an essential pre-requisite for listening as well as crucial part of the listening process.

### **1.3.2. Attending**

**Kline** stated that by turning on the computer, the message is received. Furthermore, in order to continue the process, the receiver must attend the message himself. Any interruption such as phone call prevents him/her from attending to the message. In any event, the message might be unattended. Human hearing is frequently ineffective or absent for similar reason “Receiving occurs, but attending does not.” (**Kline, 1996, p. 18**)

### **1.3.3. Understanding**

**Kline** stated that Communication starts with understanding which means that effective communication does not occur until the receiver understands the message. Although the message is delivered and received as well as being attended by the receiver, there is no effective communication occurs. “Effective communication does not take place until the receiver understands the message.” (**Kline, 1996, p. 20**)

The misunderstanding could be due to a variety of circumstances. Perhaps anticipating something in the message that it does not contain, the interpretation of it may match what was expected rather than what was actually contained. **Kline** in **1996** said that people often hear or read what they expect rather than what is actually said or written.

### **1.3.4. Responding**

Because misunderstanding can disrupt the listening process, responding is a vital aspect of the communication chain. However, there are four types of responses (Direct verbal responses, responses that seek clarification, responses that paraphrase and nonverbal responses). For that reason, a response may be required – or at the very least beneficial.

### 1.3.5. Remembering

According to **Kline**, facts memorization is not the key to effective listening. When it comes to listening, memory is often a crucial and integral component of the process. When someone tries to remember someone's first name, he/she often says "I can remember faces, but I cannot remember names". (**Kline, 1996, p. 26**)

In fact, hearing a clever joke is enjoyable at times, but the inability to remember it causes a great deal of confusion.

### 1.4. Activities for Developing Listening Skill

According to **Kate (2013)**, Students are frequently instructed to listen to records or their teachers speaking but encouraging them to actively listen to each other can be just as beneficial. Learning to listen more intently to one another will improve their skill and confidence in real life circumstances where they will need to concentrate on both listening and speaking. The activities below are a fun method to get learners pay more attention, remember knowledge as well as improve their listening skill:

#### \* Dual Dictation

Instruct learners to work in pairs to develop a dialogue. Student B should write down what student A is saying and vice versa. When they have finished talking, they should go over what they have written and put the two halves of the conversation together. Then ask learners to repeat their discussions for the rest of the class or exchange with other pairs. However, if the teacher gives them a theme or role play, this activity will be more effective, for instance: Conversation between friends, an interview with a famous person and a scene from a film.

#### \*Class Memory Quiz

Teacher can ask one student to go to the front of the class and at the same time allow the rest of learners to ask him/her whatever questions they want but not too personal such as:

- What do you think about football in Algeria?
- What do you think about tourism in Algeria?

#### \*Listen for Lies

Divide learners into two groups A and B, then ask one student to come to the front of the class and read aloud a paragraph that you have selected, such as: A story or newspaper article. Then have them read it aloud again but this time with a few tweaks. Learners must stand up each time a lie is read out. A point is awarded to the first group stand up. The game helps

them to pay attention and recall or remember essential details by requiring them to listen carefully.

On the other hand, students should listen to a variety of authentic materials as **Kochi Nihei** in **2002** stated. There are different authentic materials such as: Films, TV programs, real conversation ...etc. Teacher must choose the appropriate material by making tasks which include focused listening, such as “listening for gist” and “listening for main ideas”. All of these materials play an important role in enhancing listening skill.

And within these materials, teacher can use different activities like: “listening to a weather forecast on a radio”. After learners listen, they determine what clothes to wear when they go out. In other words, teachers do not inquire and ask their learners for a single correct answer, but rather help them select what to do based on what they have heard and learned. **Kochi** in **2002** argued that this activity gives learners confidence that they are learning English in the context of real communication and for a good purpose.

### 1.5. Importance of Listening

In order to learn a language, it is necessary to listen. According to **Rost (1991, p. 141)** there are a number of reasons of why listening is so important in language learning:

1/ In language classroom, listening is essential because it provides the learner with input. Any learning cannot begin without the correct level of understanding ability.

2/ Learners' failure to understand what they listen to should be a motivator not an obstacle to interaction and learning.

3/ Attempting to understand authentic spoken language as it is used by native speakers presents a difficulty or challenge for the learner.

4/ Teacher can use listening activities to make students focus and pay attention to new vocabulary, collocations, grammar and interaction patterns in the language.

According to **Hedge (2002)**, the purpose of listening is to enjoy the gossip and also to contribute the occasional amusing comment or anecdote. Sometimes the basic goal of participatory listening is to obtain the necessary information and to perform a certain task, such as: Asking a passer-by for directions or enquiring with a clerk about how to fill out the necessary information on a reservation form.

On the other hand, **Holmes & Jumaria** in **2019** said that the ability to actively listen is critical to the success of any communication. Listeners will be more focused on capturing the heart of the message provided if they actively listen. As well as they will be able to

understand and provide feedback to the messages' senders if the message is delivered in this manner, suggestions, replies and questions are all acceptable.

## 1.6. Types of Listening

**Kline** claimed that: "Different situations require different types." (1996, p. 29). He argued that people may listen to obtain information, develop a relationship, gain appreciation for something, make a discriminations or engage in a critical evaluation. While certain fundamental skills are required for all forms of listening (receiving, attending and understanding), each type requires its own set of special skills.

**Kline** identified four different types of listening:

### 1.6.1. Informative Listening

**Kline** in 1996 defines informative listening as a situation in which a student is attempting to comprehend the message. Listeners are capable to comprehend when their understanding of the messages' meaning is close to the senders' intended.

Listening to understand also known as informative listening, it is prevalent in many aspects of life. Informative listening accounts for a large portion of learning, for instance: Listen to lectures which are: Vocabulary, concentration and memory, or teachers' instructions and what students learn depends on how attentive they are. There are three important elements to consider when it comes to informative listening. Knowing these factures can assist learner to enhance his/her informative listening skills; that is, he/she will be able to become more successful at figuring out what is going on the speaker means.

### 1.6.2. Relationship Listening

According to **Kline**: "The purpose of relationship listening is either to help an individual or to improve the relationship between people" (1996, p. 32). Therapeutic listening brings images of scenarios in which a distressed individual is allowed to talk through a problem by counselors, medical staff or other professionals. But it is also useful for listening to friends or acquaintances and gives them a chance to "get things off their chest". Although interpersonal listening requires information gathering, the focus is on understanding the other person. Three behaviors are necessary for a successful relationship: Attending, supporting and empathizing.

### 1.6.3. Appreciative Listening

According to **kline**, appreciative listening is the response of the listener not the source of the message (1996, p. 34). That is to say for one person, what provides appreciative listening may provide something else for another. Appreciative listening includes listening to music for



pleasure, to people because of their appealing styles and to play in theater, television, radio or film. However, there are three elements influence the quality of appreciative listening which are: Presentation, perception and previous experience.

#### **1.6.4. Critical Listening**

According to **Kline** “The ability to listen critically is essential in democracy.” (1996, p. 38). It is important everywhere: On the job, in workship, in the family; there is no area or place where critical listening is not valued. Critical listening is a topic that demands more consideration. However, there are three things to consider. Aristotle the classical Geek rhetorician articulated these three points in his treatise, the rhetoric more than 2.000 years ago. They are as follows: Ethos, logos and pathos.

#### **1.6.5. Discriminative Listening**

It is the final type of listening. It is considered as the most important type for its basic to the other four types. In this type of listening, the informed listener can only discern differences in meaning through detecting changes in the speaker’s rate, volume, force, pitch and emphasis.

However, many people have excellent discriminative listening abilities in some areas but not in others. Although discriminative listening encompasses all four forms of listening, there are three things to keep in mind when using it which are: Hearing ability, awareness of sound structure and integration of nonverbal cues.

### **1.7. Problems in Listening**

**Poelmans (2003)** stated that listening problems which lead to mis-communication can stem from a variety of causes, they can be strictly physical such as damage to the inner ear; they can be linguistic such as a problem with speech recognition or they can be more abstract cognitive nature such as a problem with message interpretation.

The detection of L2 – phonemes is one sub-process that can cause issues. “Native speakers identify speech sounds due to the so-called perceptual magnet effect, which means that they recognize sounds by comparing them to prototypical phonemes.” (**Poelmans, 2003, p. 19**). These prototypes are within a permissible variance range; the qualities of the input sound must be in this range in order to appropriately categorize it. Knowing the prototypes of the L2 leads to inaccurate classification which might be the first problem for second language learners in processing spoken language. Therefore, L2 learners must have sufficient

knowledge of the specific phonemes of L2 in order to appropriately categorize the input sounds. The ability of Chinese English learners to discern between the sounds /l/ and /r/ is an example of this. Because the Chinese people do not perceive the difference between the two sounds in their own tongue, it takes a lot of work for them to recognize. It is important to realize that not all the L2 sounds are problematic.

According to **Poelmans (2003)**, language users learn to recognize speech sounds in terms of phonetic categories of their L1 before the age of seven (in reality, they begin as early as birth). When the categorization of L1 sounds is complete, new sounds such as L2 sounds must be categorized, young children, unlike older children and adults.

Another sub-process is the recognition of spoken words which makes listening comprehension extremely difficult. One element of continuous speech that makes listening comprehension difficult is the lack of clear aural equivalent to the basic inter-work white spaces found in written text. **Poelmans** argued that it is necessary to remember sounds that are fluently assimilated in continuous speech, not just within words but also beyond words borders.

Problems can also be caused by language barrier for example, if two different languages are spoken at the same time. Word recognition issues whether driven by incorrect word-boundary identification or a lack of lexical knowledge are major source of listening comprehension misunderstanding. On the other hand, anxiety as **Poelmans** stated, is characterized by apprehension or difficulty in fully comprehending what is being communicated. As a result, the L2 listeners' ability to distinguish between important and less important topics becomes a distinguishing quality and an important element of the L2 listeners because essential words are said more slowly and thoughtfully. For that, it is clear that difficulties in L2 listening can be attributed to recognition and comprehension issues.

### 1.8. Strategies for an Effective Listening Skill

Listening to a native foreign language speaker is difficult since most of learners are unable to comprehend all what he/she says. Even in their native language, individuals may not grasp all what the speaker says for a variety of reasons. However, language learners feel compelled to understand everything, even the most insignificant details, they have disturbed, discouraged and even thrown off balance if they come across an incomprehensible term. **Koichi** in **2002** argued that there are some strategies that learners should be taught to compensate for their

lack of understanding, such as guessing, inferencing and so on. He divided the strategies into five kinds:

### **1.8.1. Listening for the Gist (Main Ideas)**

Throughout this listening strategy, learners are not asked specific questions. For instance, they can only be asked: “Where are the speakers talking?”, “What are they talking about?” and “Why are they talking?”. In other words, they should focus on the big picture rather than the little points.

### **1.8.2. Listening for Specific Information**

Learners are asked more precise questions during this listening, such as: “What time did this event happen?” and “Who are they talking about?”.

### **1.8.3. Listening to Predict**

Learners would be asked to guess what they cannot understand or what would come next by using many clues, such as speakers’ gestures and facial expressions. For instance, if listeners hear the words “One of the most important is...”, they can predict that the speaker will say an important thing next.

### **1.8.4. Listening to Make Inferences**

It is different from predictions, for instance: **A**= a son **B**= a mother

**A:** I’m going out to play tennis.

**B:** it’s cold outside, isn’t it?

Students must infer and then possibly conclude, that since it is cold outside, the mother’s intention is that the son should not go out. That is, in this type of listening, students need to understand that everything is comprehensible, but there is meaning to the discourse.

### **1.8.5. Using Non-Verbal Cues**

Paying attention to paralinguistic signals is an important part of using non-verbal cues. Body language, gestures, facial expressions, speakers’ lip movements, conversational situations and so on are all examples of paralinguistic cues. In listening sessions, teachers should encourage students to use these visual signals. Analyzing videos will be required for this, and teachers should use them to assist learners in comprehending what speakers are saying.

In teaching strategies, lessons should be organized to take learners through the listening process when teaching the skills. It is better to avoid lessons in which learners simply listen to the entire segment and answer questions without any directions because this is testing not teaching. That is to say, that through using the above listening strategies, teachers can make learners know the effectiveness of the strategies they use. Even if they cannot know the correct answer, they can experience the significance of using listening strategies.

### **Conclusion**

To sum up, we discussed in this chapter listening in general and how important it is in achieving an ultimate communication objective. Through practice, the learner can develop this skill and then integrate it into his/her other communication skills. In this chapter, we have seen the definition of listening, characteristics of a good listener, process in which listening takes place, activities and their role in enhancing the listening skill, its importance, its types, problems with listening and strategies for an effective listening.

## **Chapter Two**

### **An Overview of Audio-Visual Aids**

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### An Overview of Audio-Visual Aids

#### Introduction

English as a foreign language is taught and learned using both productive and receptive skills. Listening is seen as a key skill that many EFL students desire and need to improve.

Nowadays, one thing that cannot be denied is that we live in the media world, in which most of the information are provided by audio-visual input through different technology devices. In order to make language acquisitions more meaningful for the students, a teacher should adopt different techniques to teach language more efficiently and more interestingly. Audio-visual aids work as powerful tools in this aspect, as they give the teachers the opportunity to show the culture of the target language. All of this make students understand that the use of the target language has a purpose; the real purpose of the real-communications.

There is a variety of tools and teaching aids that can assist students in improving their listening abilities in order to communicate effectively. The only way to introduce native speakers' natural language into the classroom is to use these tools. Audio-visual aids are essential tools for both learning and teaching since they make the process easier. They expose students to listen to English, allowing them to learn about grammar, intonation, vocabulary, and pronunciation. Furthermore, these tools inspire pupils and assist them in both understanding and doing effectively when they listen.

The relevance of using audio visual aids in teaching and learning is discussed in this chapter. This chapter will deal chiefly with the definition of audio-visual aids, their significance in teaching English, types of audio-visual aids, selecting the main appropriate aid, characteristics of good audio-visual aids, some technical problems, students' distractions, and finally the effect of audio-visual in enhancing listening skill.

#### 2.1. Definition of Audio-Visual Aids

Audio-visual has different definitions:

According to **Good's dictionary of education (1973)**, audio visual aids are tools which are used to facilitate and encourage the learning process through hearing and seeing.

Audio-Visual Aids are those instructional devices which are used in the classroom to encourage learning and make it easier and enjoyable. This is in line with what **Farooq (2014)** said "aids which attempt to make the knowledge clear to us through our sense are called 'Audio-Visual Aids' or Instructional Material" (p.56). Meanwhile, according to **Francis**

(2011), the term “audio-visual materials” refers to instructional resources that can be utilized to transmit meaning without relying just on verbal symbols or language. In other words, audio-visual aids are instructional materials used by the teachers to deliver the material in an attractive way in order to facilitate auditory and visual senses of the learner.

They are one of the most significant instruments used in teaching classes for decoding the numerous difficult and complex concepts and make them obvious and understandable, like: LCD projectors, televisions, computers, VCD players, multimedia, and so on. Audio-visual aids, according to **Khan (2013, pp. 13-22)**, are instruments that make the teaching-learning process more efficient and successful. Students believe that they enjoy learning through these tools as they totally change the atmosphere of the class and make the class more interactive. **Al-Jibouri (1978, p. 107)** refers to audio visual aids as “any material program or machine used to help the teacher explain his lesson better is included under learning aids”.

## **2.2. Significance of Audio-Visual Aids in Teaching English Language**

Some materials have traditionally been given more significance. This includes hands-on experiences such as excursions and expeditions, as well as real-world objects such as natural specimens and exhibits in museums. This covers graphic and pictorial materials as well. Projected materials and moving visuals are currently employed. All of these aids are difficult to come by, and their application in ordinary instruction is only temporary. Visual perception contributes for over 90% of all human learning. Visual aids assist in achieving the desired outcomes by accentuating what is being communicated. Clear photos help the audience understand what they're seeing, and they should be used to reinforce your message, clarify points, and create enthusiasm. Visual aids engage the audience and need a transition from one activity to the next: Listening to seeing. When visual aids are used, they tend to encourage body language and movement on the part of the user. This additional movement aids the speaker in gaining control of the presentation. Using visual aids, then, benefits both the speaker and the listener. Visual aids add impact and intrigue to a presentation. They aid in the simultaneous stimulation of multiple senses, hence boosting audience comprehension. The notions or ideas provided with visuals are no longer just words - they are words plus images. People are naturally visual, thus the impact that visual aids have on a presentation is critical. Experimental psychologists and academics have discovered in numerous researches that information retention three days after a meeting or other event is six times stronger when information are delivered visually and orally rather than verbally. According to educational

studies, around 83% of human learning takes place visually, with the remaining 17% occurring through the other senses: 11% through hearing, 3.5% through smell, 1% through taste, and 1.5% through touch. According to Helga, we receive 94% of our knowledge through our senses of sight and hearing. According to the studies, people remember 10% of what they heard during an oral presentation, 35% of what they saw during a visual presentation, and 65% of what they saw during a visual and oral presentation three days later. **(Rautrao, 2012).**

According to **Kelley & Serb (1961)**, “the use of audio-visual aids in the classroom will free the teacher from work.” **(p. 81)**. As a result, the utilization of visual aids is critical in the classroom. Without them, the presentation's impact on the audience may dissipate quickly after the audience has left. By preparing teaching English with visual aids that reinforce the essential themes, you will be able to contact the audience much more successfully, and you may even be able to "touch" them long after the presentation is over. **(Rautrao, 2012)**. Because audio-visual aids are so important these days, the sorts are unavoidable to include.

### **2.3. Types of Audio-Visual Aids**

Audio-visual aids are becoming increasingly important in the classroom because most of students use technology in their daily habit. The usage of audio-visual aids components helps to improve the listening process. **(Moss, ‘Types of audio-visual material used in teaching, n.d.)**.

#### **2.3.1. Graphic Aids**

Graphic aids are effective tools which are used to provide students with realistic information, to attract their attention, make them motivated and help them to understand the abstract ideas by making them more clear and simple.

#### **2.3.2. Charts**

These visual symbols have been used to summarize, compare, contrast, and perform other functions in the explanation of subject matter. A chart is a visual tool that represents pictorial and written key information in a systematic way to summarize and compare it; chart is described as a visual help that depicts pictorial and written key information in a systematic way to summarize and compare. **(‘Audio-visual aids in teaching,’ n.d.)**.



### 2.3.3. Pictures

Pictures are visual aids that help students visualize the lesson. They increase learners' attention and engagement in tasks, as well as their ability to express themselves creatively about any topic, character, or play. They take on a more realistic and contextualized tone. Learners gain a greater understanding of the subject and are better able to generate suggestions. As **Kerop (1978, p. 129)** says: "A picture is better a thousand words".

Photographs, paintings, and illustrations clipped from publications are among the most often used and readily available graphical aids. They help communication by reminding the learner of the meaning. They assist the teacher in saving his or her voice as well. However, too much details can be confusing and distracting, and too little can be difficult to recognize something. (**Oakley & Garforth, 1985**).

### 2.3.4. Diagrams

Diagrams "aid in bringing before students' eyes a picture of the world and the things upon it." (**Chandler & Cypher, 1948, p. 26**). A diagram is a simplified picture of an object, brand, appliance, or process that is used to illustrate the finer features of that object, product, appliance, or process. Without the use of pictorial elements, a diagram is designed to show relationships using lines and symbols.

### 2.3.5. Graphs

An appropriate graph may be as a great help by delivering information just by a slight glance at it. (**Joseph, 1982**). "Charts, particularly those showing time lines and historical sequences, help to visualize historical development." (**Chandler & Cypher, 1948, p. 26**).

Graphs are visual teaching aids that are used to illustrate statistical data and compare current situations and changes in specific features. Graphs are used to portray quantitative data in an easily interpretable and understandable format. The usage of large amounts of data and a long list of figures are always tedious, but graphs capture students' attention and encourage them to think. (**'Audio-visual aids in teaching,' n.d.**).

### 2.3.6. Maps

A map is a visual tool and a part of diagram that displays the surface of the globe, the world, or parts of it. A map is usually drawn to scale, as indicated on one corner.

The following information should be included on every map: A title, a grid, a scale, a key, and dates of preparation. (**'Audio-visual aids in teaching,' n.d.**).

### 2.3.7. Posters

Posters are visual tools that convey short, simple, and common messages through eye-catching artwork. (Oakley & Garforth, 1985). Posters are a large size pictures which help to wide range of illustrative techniques, information and ideas. And aid for permanent records.

### 2.3.8. Flash Cards

Flash cards are small cards, typically 25 to 30cm in size, that are displayed in front of the class for a few moments to convey a message or transmit an idea. The flash card idea should be succinct. Many subjects benefit from the usage of flash cards in the classroom. Additionally, using Flashcards in combination with other graphic aids increases the effectiveness of the instruction in a given lesson. ('Audio-visual aids in teaching,' n.d.)

#### 2.3.8.1. Using the Flashcards:

Flash cards should be used properly in teaching classroom for a better interaction among students. When presenting flash cards, apply the procedures below:

1. Holding the flash cards high in front of the class with both hands so that all of the learners can see it.
2. Give the students a brief introduction of the lesson.
3. Encourage the learner to answer according to the instructions that have previously been given.
4. While flashing the cards, provide students instructions on their actions.
5. Selectively use flash cards to review the lesson. ('Audio-visual aids in teaching,' n.d.).

### 2.3.9. Films

Films are one of the most important tools in teaching EFL classroom because they allow students to comprehend what is taught in their classes and give them a chance to visualize the reality. Film communicates through oral, written, and physical means. As a result of catering to various capacities, it has been proven that film encourages both students and teachers, with the result of improved attainment of learning process. As Rivers (1981, p. 24) claims that films “give a vivid representation of life of the people and the place where they live, thus providing much useful information as a background to reading and as a basis for oral discussion” and as Mrs. Larabi stated in her expose of post-graduation studies, “Instead of focusing on the assessment of students’ written and oral skills, film widens the teachers’ objective in exploring various aspects of a given thematic topic. By such, he will succeed in the mutual reinforcement of content and language”. (2005, p. 3)

### 2.3.10. Film Strips

Filmstrips are mostly utilized in educational settings. (Joseph, 1982). Because using this medium entails making films to observe and improve learning, they are ideal for independent study and small groups. Studying literature and drama can benefit from learning English through filmmaking. A full class filmmaking project may generate a live atmosphere in the classroom, where students can engage in highly motivating activity while learning. (Rautrao, 2012).

### 2.3.11. Language Laboratory

According to Deepika & kalaiarasan (2012), “Language laboratory is an audio-visual installation used in modern teaching methods to learn the foreign languages”. In other words, any professionals’ success hinges on their ability to communicate effectively. To communicate with individuals, one must first learn their language. The English language in particular has become significant in the life of young people who want to improve their professions anywhere on the planet.

Reading, writing, listening, and speaking are the four skills that really should be developed. In the language acquisition process, the language laboratory is crucial. When a language laboratory is used in the classroom, students are more focused on the topic and feel more secure knowing that they are in charge of the equipment. It is a technology learning aid that offers a variety of innovative features that can assist a learner to learn a language and communicate effectively. An active simultaneous participation of all students in a class is provided in listening and listening speaking practice. “It is also useful for the teacher as it frees him from the tiring task of repetitive presentations, therefore puts him in a dual role simultaneously.” (Rautrao, 2012, p. 4).

### 2.3.12. Television

The most effective and sophisticated audio-visual aid available today is television which appeals to both the senses of sight and hearing at the same time. It was described as “The queen of audio-visual aids” (Rautrao, 2012, p.4), It is used in over a hundred countries today for educational reasons T.V to combine a variety of instructional resources for English, including recordings, models, videos, charts, maps, diagrams, and more. All of this contributes to a dynamic and useful television lesson.

### 2.3.13. Power Point

In every research study or presentation in the classroom, the most popular Microsoft tool used by teachers or students is Power Point. It makes lecturing easier and provides a dynamic atmosphere. Furthermore, “the use of power point for teaching presentations has considerable potential for encouraging more professional presentations” (Jones, 2003). So, a structured and targeted power point presentation improves the teaching and learning process of teachers and learners. It makes an appropriate presentation for almost learning style members, it encourages and stimulates the learners, at the same time, it supports and helps teachers.

PowerPoint is a tool for drawing pupils' attention to your ideas and arguments. It is a form of presentation software that lets you display colored text and images with basic motion and sound. There are many different types of presentation software, and PowerPoint is just one of them. It is a handy tool that is now found in a lot of classrooms.

### 2.3.14. Internet

It is an excellent source of knowledge and documentation, as well as a resource for students' projects and study. You can imagine literally any topic and find it on the World Wide Web and in class, you can use the Internet to present images of websites, goods, or information that are related to the theme of your session. You might also have individual students or groups look for materials that they will present to the class in short “teach backs.” This type of event can assist learning to be increased, offer diversity to your presentation, and allow participants to become more actively involved in their own learning. (Lucas, ‘The power of audio-visual aids,’ n.d.). Knowing the categories is not enough to get the right help; it has to be relevant and fit for both the teacher and the students' needs.

## 2.4. Selecting the Appropriate Aid

According to (Chandler & Cypher, 1948, p. 46), “In selecting audio-visual aids, the teacher should strive to get those which give as realistic and natural pictures of subjects as possible.” That means when choosing audio-visual aids, the teacher should aim for those that present things in the most realistic and natural way feasible.

Selecting the proper aid for a specific subject depends on the knowledge of the need and types of audio-visual aids. As Oakley & Garforth in 1985 claim that Audio-visual aids are only effective if they are appropriate for the context and used appropriately by the agent. Unsuitable or improperly used aids can at best distract and at worst mislead the audience.

According to (**Chandler & Cypher**), the following questions help determine which type is necessary and appropriate in a given situation:

- What exactly are you seeking to convey?
- Which tool will best help you achieve your goal?
- Which tool is easily accessible?
- Can it be used in the classroom situation?
- Can it be applicable in other situations like outside of the classroom ... etc.
- Is it possible to use the same aid again? Knowledge of the importance of these tools should also be present in order to enhance the learning process.

## **2.5. Characteristics of Good Audio-Visual Aids**

The proper use of audio-visual aids depends on the proper commands of these aids and the knowledge of their essence, as **Chandler & Cypher** said: “There is no one perfect audio-visual aid. The sooner we find this out, the better.” (**1948, p. 47**). So, selecting appropriate audio-visual aids depends on: They should be significant and purposeful, simple, inexpensive, impromptu, accurate, and large enough to be seen by all learners studying the content for which they are intended. (**Patil, 2010**).

## **2.6. Technical Problems**

Regardless of the equipment, there are several things that may go wrong and cause the presentation to be interrupted. The projectors’ bulb may have burned out, or it may be blurry or difficult to focus. Fonts and colors may appear differently on screen when utilizing a PowerPoint presentation, and music and sound may not play. CDs have the ability to skip. It is possible that the DVDs are scratched or that the player is not compatible with them. (**Liberty, 'Disadvantages of audio-visual aids in teaching,' n.d.**).

### **2.6.1. Student Distractions**

When visual aids are employed throughout the presentation rather than during key points, they become a distraction. The projectors’ special effects and light can pull attention away from the speaker. Too much data can be distracting since students will be trying to read and/or take notes while the speaker moves on to the next subject. It is also possible that there are too many slides for the students to interpret, or that the audio and visual may not match up. A fun movie can draw attention away from the speaker and the presentation, yet a dull film and dim

lighting can put pupils to sleep. (**Liberty, 'Disadvantages of audio-visual aids in teaching,' n.d.**)

### **2.6.2. Expenses**

Audio-visual aids that have been professionally assembled might be costly. Videos and films can be expensive unless they are acquired from a library, and the requisite equipment, such as a television, might be prohibitively expensive. Some schools may not have adequate audio-visual equipment for every classroom due to budget constraints, and availability may be limited. (**Liberty, 'Disadvantages of audio-visual aids in teaching,' n.d.**)

### **2.6.3. Time**

The preparation of audio-visual can take a long time. Producing ones' own film or slide takes time. Films can be difficult to obtain and obtaining permission to use them can take a long period. Posters may require a lot of work. Creating a PowerPoint presentation can also be time consuming. The time spent preparing these documents could be diverted from creating a clear and well-organized lesson plan. (**Chandler & Cypher, 1948**).

### **2.6.4. Space**

The size of the space should be taken into account if you decide to use an audio-visual aid. It is necessary that all of your students can see and hear your presentation. Some students will struggle to keep up with your lecture if the space is too large for everyone to see the visual aid, or if part of your audience is forced to see the presentation at odd angles. (**Liberty, 'Disadvantages of audio-visual aids in teaching,' n.d.**)

## **2.7. The Effects of Audio-Visual Aids on Enhancing Listening Skill**

**Rosdiana (2018)** claims that the usage of audio visuals as media can enhance the listening capacity of learners. Learners' means and means of communication or knowledge are referred to as learning media. It is expected that the use of media in teaching and learning will aid educators in improving learning outcomes. Learning is defined in teaching and learning as the process of generating new interests and benefits, motivating and encouraging learning behaviors, and providing psychological benefits to pupils. Based on the findings of English students, the learning process appears to be slower than in another study. Good media and teaching resources capable of captivating learners over time and not diverting from the

curriculum should be sponsored in order to meet the goal of teaching and studying the curriculum.

**Marian Tyson (1989)** writes in his thesis about "the effect of media on the listening comprehension scores of intermediate ESL students." Learners listening to an audiotape will score higher in an instant recovery process that hears more text than students viewing the identical content. Support for the fourth hypothesis implies that students who listen to a superior audiotape may recognize the texts' important points more than those who view the movie. Listening to an academic lecture requires more work than viewing and listening to a dramatic sitcom on television, which is a significant difference if done later. The listening test was conducted in response to the improvement in the concentration of L2's instruction. Students are listening to their comprehension of their understanding by recalling and understanding certain information.

**Cicih Nuraeni (2014)** said that the impact of using media and learning encouragement students' listening comprehension. Teachers should maintain and boost students' motivation to learn by creating a comfortable environment in which to teach media learning. The beneficial aspects found in the teaching center while employing media might make it easier for teachers to listen to students' learning processes. Students will be more intrigued about multimedia education since it will explore their thoughts, motivate them to burst, spark their enthusiasm in learning, boost class productivity, and generate more appropriate teaching results. Students are interested in learning from natural students' learning dynamics. In comparison to kids with low learning motors, students with high learning motors pay attention to classroom learning events. Internal motivation of students must be improved.

Technology is still seen as a positive step forward in the language learning process. This idea is supported by the widespread use of computers in language training programs during the last decade. (**Meskill, 1996**).

## **Conclusion**

Throughout this chapter, we have discovered that using audio-visual aids can assist students in improving their listening skills. These tools give learners valuable exposure to the authentic foreign language, allowing them to learn how to communicate effectively in English. Furthermore, we have discussed several types of audio-visual aids such as films, the internet, television, and images, all of which have the potential to encourage students and provide a relaxed classroom environment conducive to improved learning. As a result, these materials

should be used responsibly to assist students in honing their listening skills, as they are one of the ways to expose them to real-world application of the foreign language.



## **Chapter Three:**

# **Research Methodology and Data Analysis**

## Chapter Three

### Research Methodology and Data Analysis

#### Introduction

The following chapter describes the whole research methodology used in this study. It is mainly divided into two main parts. The first phase discusses the research design and how it is employed including: The methodology design, population and sampling, data collection tools as well as their description and aim. The second part is devoted to the analysis and discussion of the results obtained, limitations, some recommendations and general conclusion.

#### 3.1. PART ONE: Methodology

##### 3.1.1. Research Methodology and Design

In this research, we adopted a mixed research method between quantitative and qualitative. To answer our research question, we designed a questionnaire to first year English students of Mohamed El-Bachir El-Ibrahimi University along with an interview for oral expression teacher of the same University in order to collect data about students' and teachers' opinions towards the effects of using audio-visual aids in enhancing EFL learners' listening skill.

##### 3.1.2. Sampling and Population

The choice of population, first year undergraduates English student, was mainly due to the fact that the researchers experienced this difficulty at that level and the use of audio-visual aids helped them to improve their listening skills. The sample consists of 100 students who are chosen randomly, in addition to all the oral expression teachers (3 teachers).

##### 3.1.3. Data Collection Tool

The current study implies mixed method to obtain reliable results. The quantitative research was used in a form of questionnaire adopted to the first year English students since it is helpful and useful tool for collecting data about a particular problem from a large number of students. It provides numerical data and it can be administered without the presence of the researcher. Besides, an interview was administered to Oral Expression teachers to address their perceptions towards the use of audio-visual tools in enhancing EFL learners' listening skills.

## **Students' Questionnaire**

### **3.1.4. Aim of the Questionnaire**

This questionnaire pointed to research the use of audio-visual aids in the process of learning English as a foreign language and their effectiveness in enhancing first year English LMD students' listening skill.

### **3.1.5. Description of the Questionnaire**

This questionnaire includes two types of questions: Closed ended questions and open ended questions. It is divided into three parts:

Part one: Students' perceptions of listening skill; there are four questions in this part which are: The most difficult skill in learning English (Q1). The next question is about their level in listening (Q2) and the other one is about the listening activities that they prefer during oral expression session (Q3). Then the students were asked if they face difficulties while listening (Q4).

Part two: The use of audio-visual aids; this part contains five questions: The first question asks the students whether their teachers of oral expression use audio-visual aids in their classes or not (Q 5). The second question is about the teachers' frequency of using audio-visual aids (Q6). The third question has to do with the type of audio-visual tools do they much prefer (Q7). The fourth question concerns the students view whether the use audio-visual aids beneficial or not with justification (Q8). The last question in this part refers to the most helpful aids used to improve their listening skill outside the classroom (Q9).

Part three: The effect of audio-visual aids in enhancing listening skill; which contains two questions: The first one is about whether they agree that audio-visual tools improve their listening skill or not with justification of their answers (Q10). And the other one is about evaluating their listening improvement after using audio-visual aids (Q11).

## **Teachers' Interview**

### **3.1.6. Aim of the Interview**

This Interview aims to get teachers' perception towards the use of audio-visual aids in their classes and their effectiveness in enhancing first year English LMD student at BBA University listening skill, as well as exploring the difficulties that their learners face during listening tasks.

### 3.1.7. Description of the Interview

The interview was distributed to all oral expression teachers at BBA University. It is a semi-structured Interview in which there are two kinds of question: Yes/No questions and open-ended questions.

Ten (10) questions were presented to the teachers: The first question (Q1) concerns teachers' evaluation of their students' level in listening. The second question (Q2) is about the type of activities do they choose in teaching listening. The third question (Q3) asks the teacher whether they use audio-visual tools in their teaching or not by stating how often they used them. The fourth question (Q4) is about the most frequently used type of teaching aids and why they use it. The fifth question (Q5) considers the teachers' evaluation of the student interaction and performance when using tasks based on audio-visual aids. The sixth question (Q6) was asked in order to see the role of audio-visual aids in teaching. The seventh question (Q7) focuses on the difficulties that students face during listening session. The eighth question (Q8) asks whether their students listening skill improved after using those aids or not and how. The ninth question (Q9) is about the way they select the appropriate tools. The last question (Q10) concerns the solutions provided by the teachers in order to overcome or at least minimize their listening difficulties.

## 3.2. PART TWO: Data Analysis

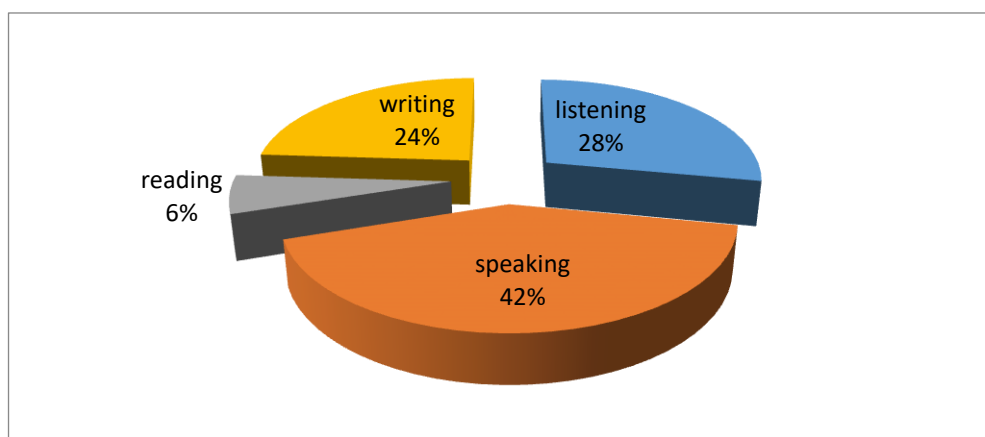
### 3.2.1. Students' Questionnaire Analysis

#### Part one: Students' Perceptions of Listening Skill

##### Item 01: The Most Difficult Skill in Learning English

Options	Responses	Mean	Standard deviation
Listening	28	25	12.85
Speaking	42		
Reading	06		
Writing	24		

**Table 01:** The Most Difficult Skill in Learning English



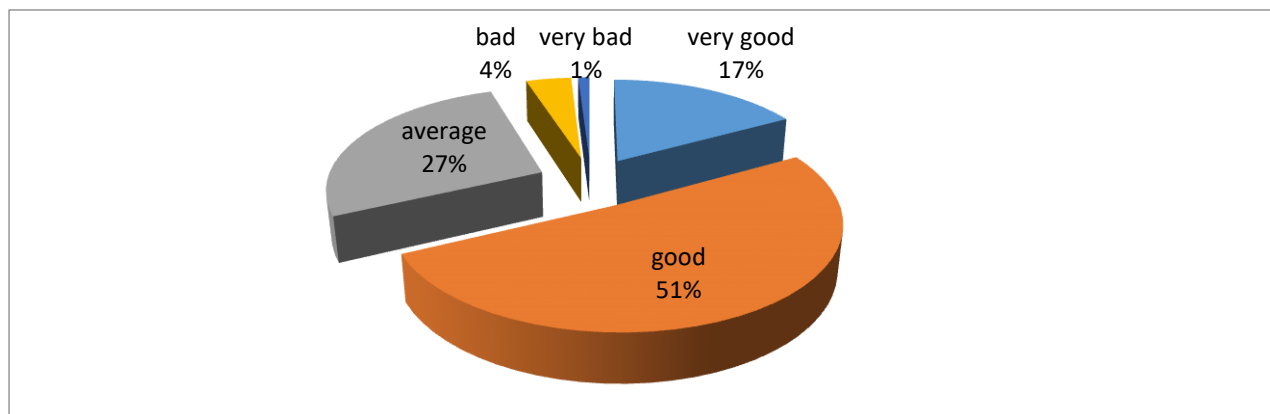
**Figure 01:** The Most Difficult Skill in Learning English

This question aims to find out the most difficult skill in learning English according to students' perceptions. They had different opinions on the most difficult skills. The speaking skill was rated as the most difficult skill by forty-two students (42) with 42%, while listening skill was considered as the second most difficult skill by twenty-eight (28) learners which represent 28% of our sample. On the other hand, twenty-four (24) learners choose writing with 24%, and six learners with 06% rated reading as the most difficult skill to learn English. However, the scores of the table shows that the mean is (M=25) and the standard deviation is (SD=12.85).

**Item 02:** Students' Listening Level

Options	Responses	Mean	Standard deviation
Very good	17	20	18.09
Good	51		
Average	27		
Bad	04		
Very bad	01		

**Table 02:** Students' Listening Level.



**Figure 02:** Students' Listening Level.

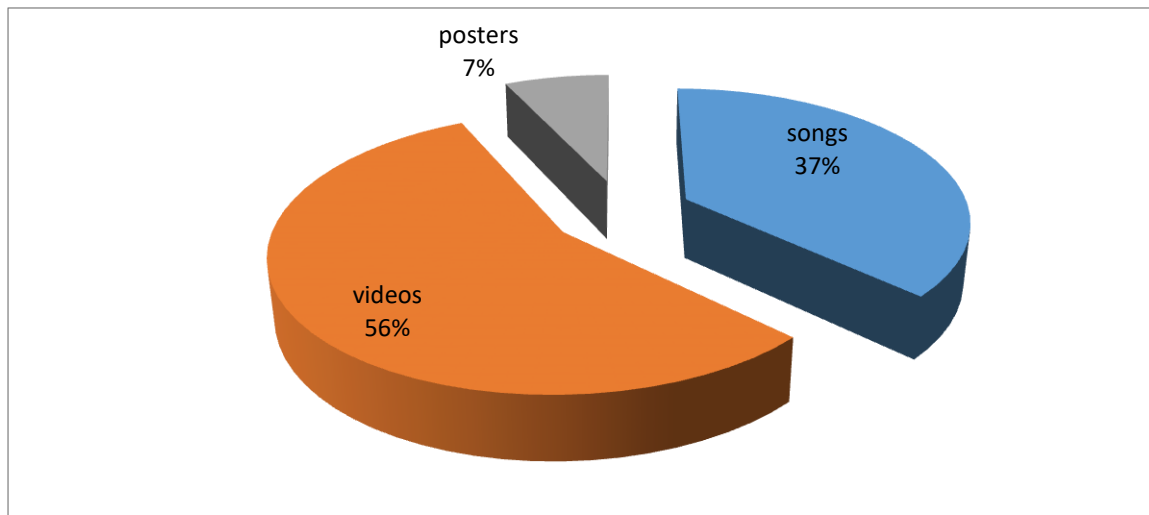
The aim of this question was to know how each student evaluates his /her level in listening. We provide them a range of options to pick from best to worst. This table represents that the majority of students with 51% consider their level in listening as good which is good thing in comparison to the four learners who rate it as bad with 4%. While 27% consider their level in listening as average. 17% evaluate their listening ability as very good (a) whereas one percent (1%) have very bad listening skill ability.

The table presented that the mean of students' listening level is (M=20) and its standard deviation is (SD= 18.09).

**Item 03:** Listening Activities Most Preferred by Learners

options	Responses	Mean	Standard deviation
Songs	37	33.33	20.17
Videos	56		
Posters	07		

**Table 03:** Listening Activities Most Preferred by Learners



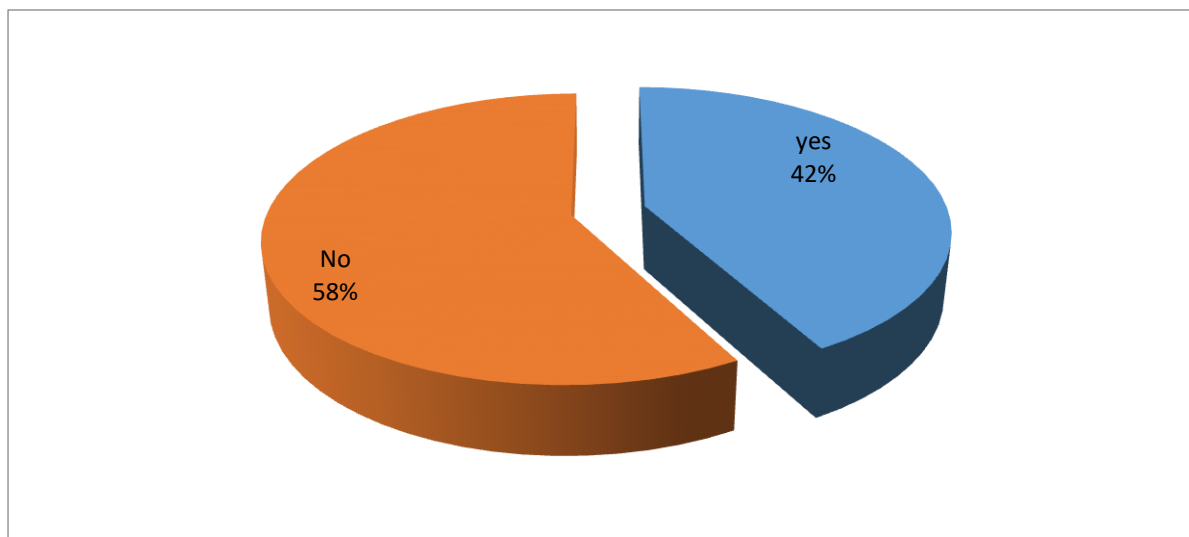
**Figure 03:** Listening Activities Most Preferred by Learners

This question was asked for the purpose of exploring the listening activities that are most preferred by learners during oral expression session. The result demonstrates that the majority of our sample choose videos as the preferable listening activities during oral expression session with 56% who find it more attractive, interesting and enjoyable. Whereas the second choice was songs with 37% and the last point was posters with 7% of our total sample. On the other hand, the table indicates that the mean is ( $M=33.33$ ) and the standard deviation is ( $SD=20.17$ ).

**Item 04:** Learners' Difficulties While Listening

Options	Responses	Mean	Standard deviation
Yes	42	50	08
No	58		

**Table 04:** Learners' Difficulties While Listening



**Figure 04:** Learners' Difficulties While Listening

This question was asked in order to identify whether first year English LMD student faced difficulties while listening or not. The statistics revealed that the majority of our sample with 58% do not face problems while listening. On the other hand, 42 learners with 42% stated that they face problem when they listen. So, approximately the half of our sample face problem with listening. As it can be seen in the table the mean is (M=50) and the standard deviation is (SD=08).

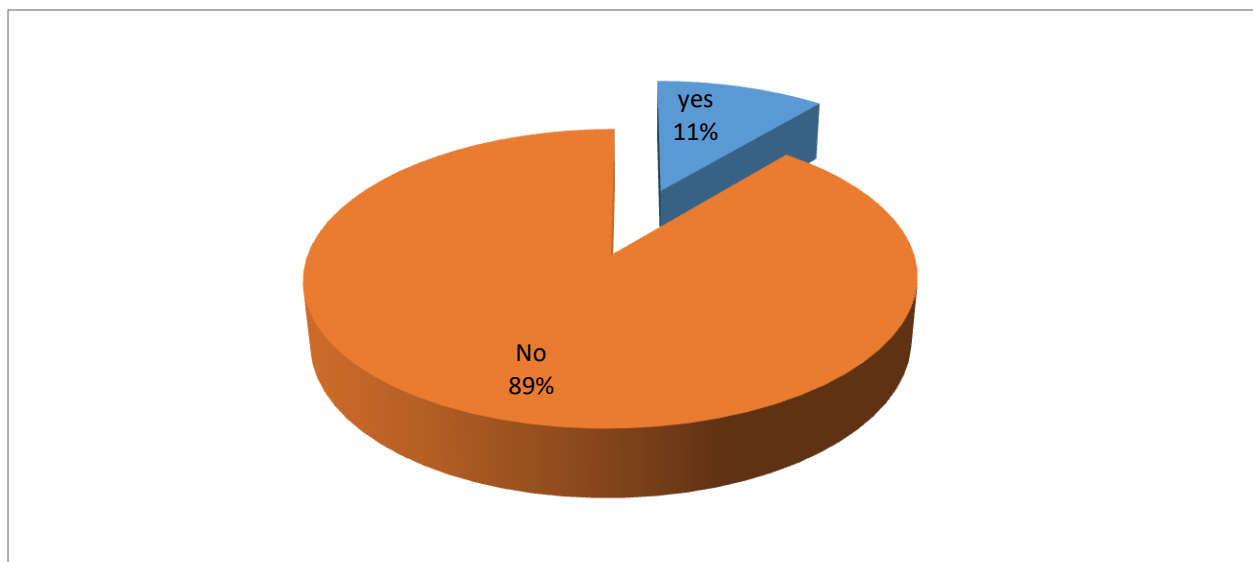
### Part two: The Use of Audio-Visual Aids

#### Item 05: Oral Expression Teachers' Use of Audio-Visual Aids in Their Classes

Options	Responses	Mean	Standard deviation
Yes	11	50	39
No	89		

**Table 05:** Oral Expression Teachers' Use of Audio-Visual Aids in Their Classes





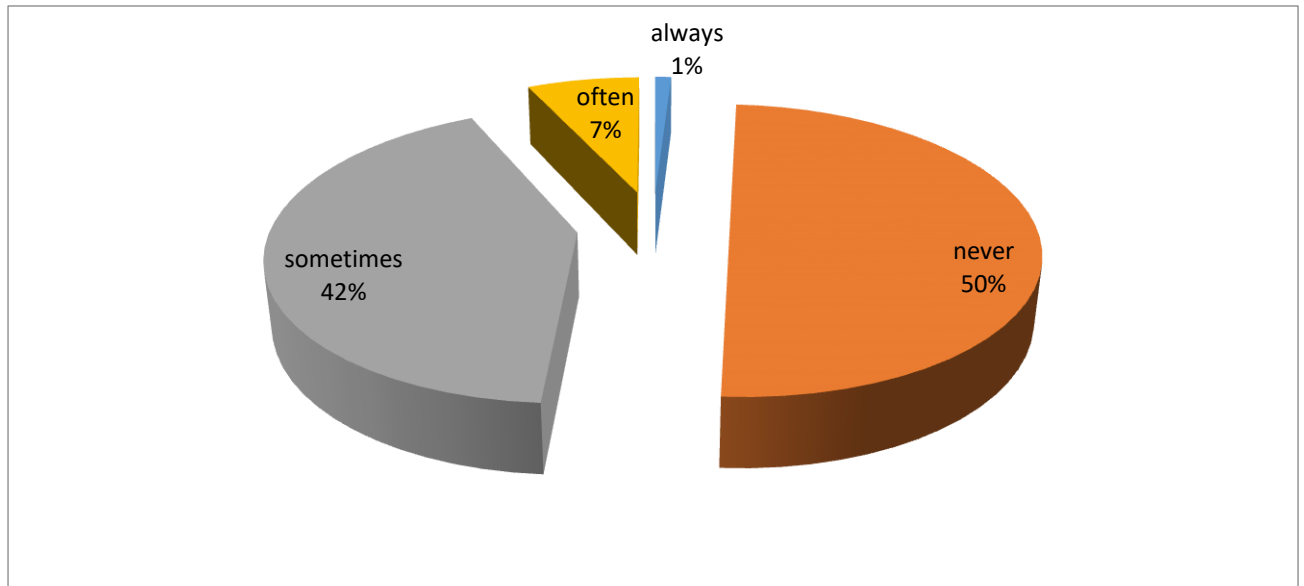
**Figure 05:** Oral Expression Teachers' Use of Audio-Visual Aids in Their Classes

This question aims to demonstrate whether the oral expression teachers of BBA university use audio-visual aids (like TV, power points...) in their classes or not. The majority (89%) claimed that teachers do not use these tools in their classes. On the other hand, 11 learners declared yes with 11% which means few teachers use audio-visual aids in their classes. In other words, based on the participants' answers, most of oral expression teachers at our university do not use technology while teaching. And based on the table the mean is ( $M=50$ ) and the standard deviation is ( $SD=39$ ).

**Item 06:** The Frequency of Using Audio-Visual Aids by Teachers

Options	Responses	Mean	Standard deviation
Always	01	25	21.30
Never	50		
Sometimes	42		
Often	07		

**Table 06:** The Frequency of Using Audio-Visual Aids by Teachers



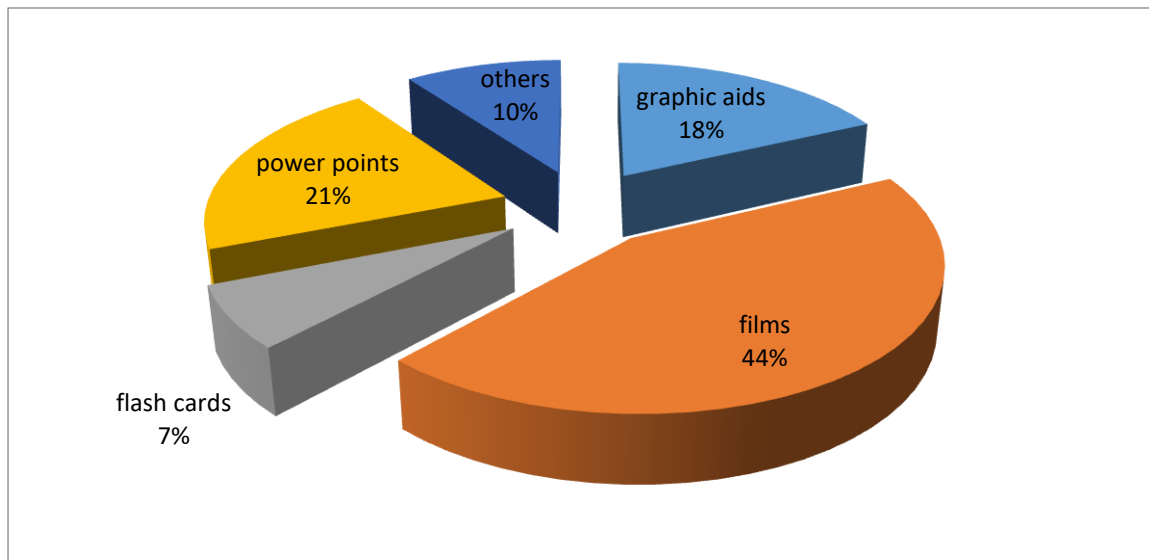
**Figure 06:** The Frequency of Using Audio-Visual Aids by Teachers

The participants rate their teachers' frequency of using audio-visual aids in the classroom as follows: Never 50%, sometimes 42%, often 07% and always 1%. And since our sample is chosen at random, each student formed his/her opinion based on what he/she had been taught by each teacher. The result shows that the majority of the teachers do not use audio-visual aids in their classes, and they rely on their teaching abilities and books. Others utilize them sometimes while other teachers use them frequently and only one teacher use those aids all the time. The scores of this table shows that the mean ( $M=25$ ) and the standard deviation ( $SD=21.30$ ).

**Item 07:** The Most Preferable Type of Audio-Visual Tools

Options	Responses	Mean	Standard deviation
Graphic aids	18	20	07.40
Films	44		
Flash cards	07		
Power points	21		
Others	10		

**Table 07:** The Most Preferable Type of Audio-Visual Tools



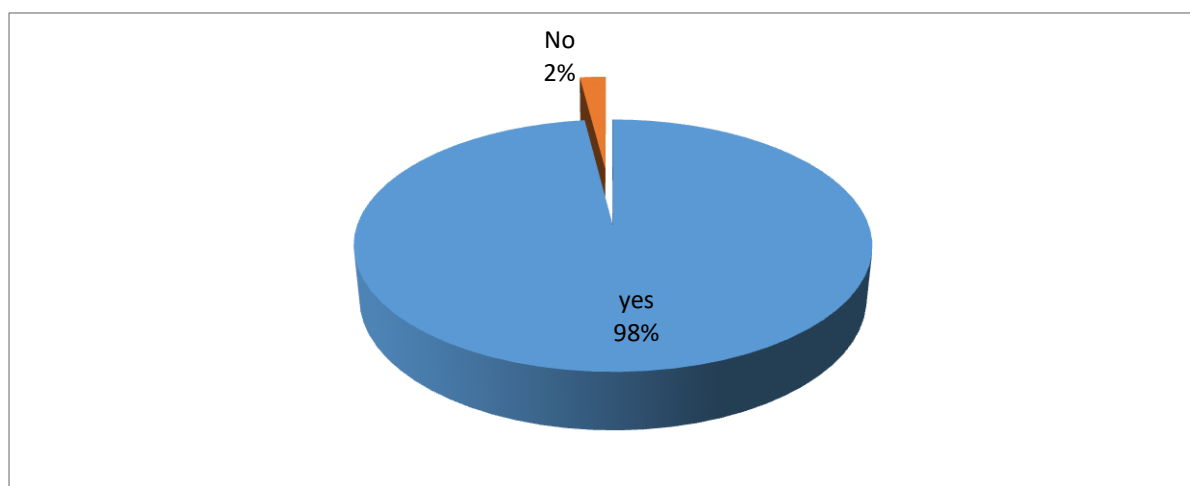
**Figure 07:** The Most Preferable Type of Audio-Visual Tools

This table demonstrates that 44% of the learners prefer films, 21% prefer power point presentations, 18% prefer using graphic aids such as: pictures, maps... etc. while 07% prefer leaning with flash cards. Furthermore, some students with 10% highlighted other audio-visual aids that they believe are significant such as: Audios, songs, videos, and series. The results show that most of the students like using films as learning aids because of their nature and qualities of mixing both audio and visual components. This table illustrates that the mean is (M=20) and standard deviation is (SD=7.40).

**Item 08:** The benefits of using audio-visual aids.

Options	Responses	Mean	Standard deviation
Yes	98	50	48
No	02		

**Table 08:** The Benefits of Using Audio-Visual Aids



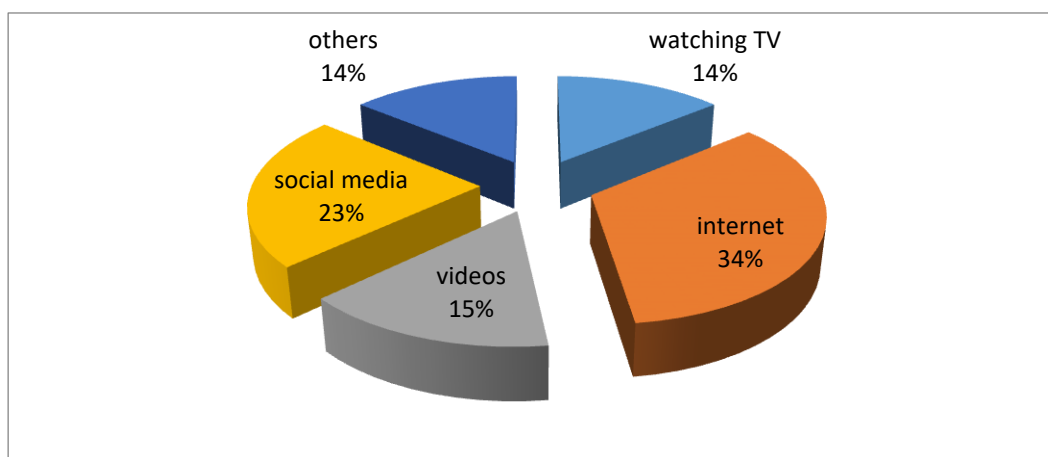
**Figure 08:** The Benefits of Using Audio-Visual Aids.

This question aims to find out whether audio-visual aids are beneficial or not from the students' perspectives. The results show that most of our sample with 98% chose yes concerning the use of audio-visual aids as good strategy, ensuring their answers by making the learning process more interesting and enjoyable, helping them to learn new words and pronunciation, improving their learning skills especially listening, also helping them to get more information by easy way, remember it as well as allowing them to practice language. On the other hand, 2% chose No without justifying their opinions. This table presented that the mean is ( $M=50$ ) and the standard deviation is ( $SD=48$ ).

**Item 09:** Students' Use of Audio-Visual Aids Outside the Classroom

Options	Responses	Mean	Standard deviation
Watching TV	14	20	07.77
Internet	34		
Videos	15		
Social media	23		
Others	14		

**Table 09:** Students' Use of Audio-Visual Aids Outside the Classroom



**Figure 09:** Students' Use of Audio-Visual Aids Outside the Classroom

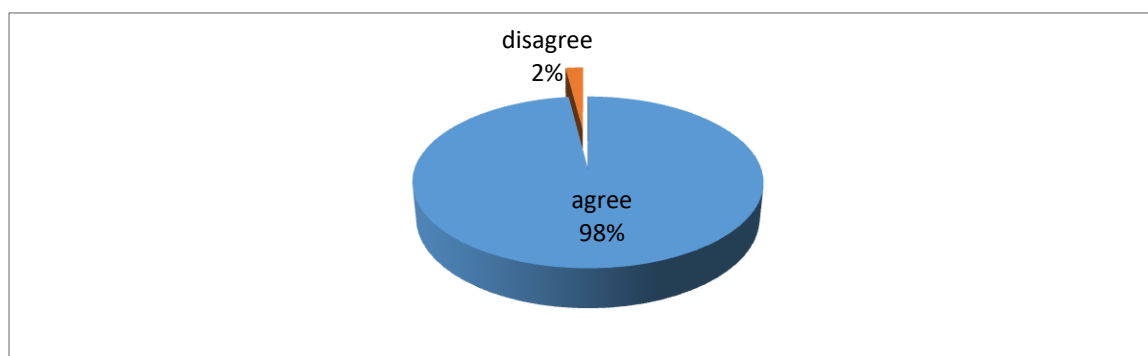
This question aims to investigate Students' use of audio-visual aids to improve their listening skill outside the classroom. The statistics revealed that most of the participants choose internet with 34% which represents the highest percentage compared to social media with 23% of students. On the other hand, 15% choose videos as a tool to improve their listening ability outside the classroom while 14% prefer watching TV. In addition, some students with 14% stated other audio-visual tools like: Podcast, movies, music, English songs, films and watching videos. The mean of this table is ( $M=20$ ) and the standard deviation is ( $SD=7.77$ ).

### Part three: The Effects of Audio-Visual Aids on Listening Skill

**Item 10:** Students' Opinion Towards the Use of Audio-Visual Aids in Improving Their Listening Skill

Options	Responses	Mean	Standard deviation
Agree	98	50	48
Disagree	02		

**Table 10:** Students' Opinion Towards the Use of Audio-Visual Aids in Improving Their Listening Skill



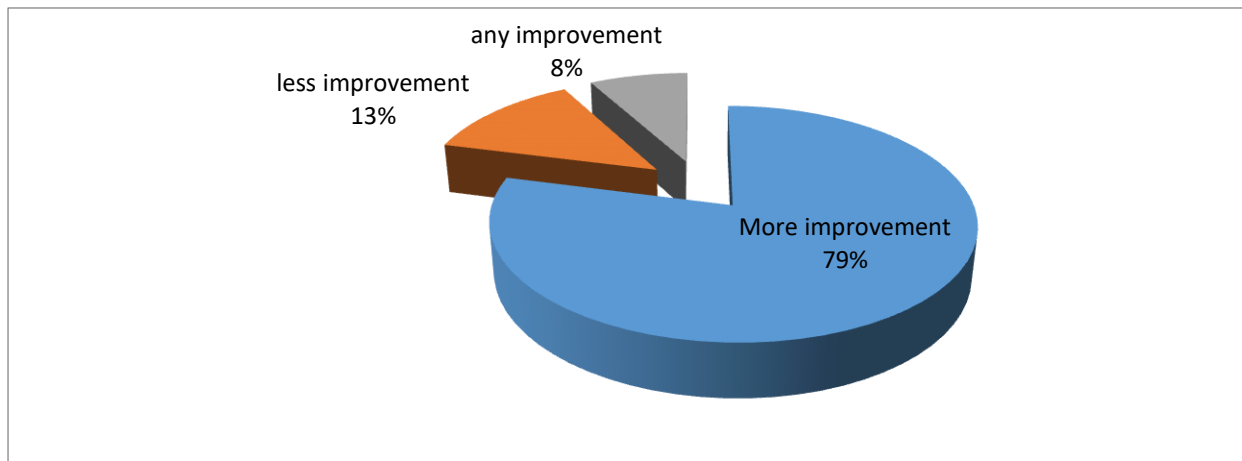
**Figure 10:** Students' Opinion Towards the Use of Audio-Visual Aids in Improving Their Listening Skill

This item is designed to acknowledge whether they agree or disagree about the importance of audio-visual aids in enhancing their listening skill. The researchers found out that the majority of students with 98% agree with this point ensuring that the use of audio-visual tools help them to understand and get what the teacher and the audio said, making listening more active, help them to differentiate between different sounds as well as allowing them to see and hear the topic in which the lesson will be enjoyable. They also agree because it links audio with visual, so their brains will work with both ears and eyes which makes the listening skill improve. On the other hand, 2% of the students disagree and see that audio visual aids do not have a positive impact on listening skill without justifying their answer. As it can be seen in this table the mean is ( $M=50$ ) and the standard deviation is ( $SD=48$ ).

**Item 11:** The Evaluation of Listening Proficiency After Using Audio-Visual Aids

Options	Responses	Mean	Standard deviation
More Improvement	18	33.33	23.36
Less Improvement	44		
Any Improvement	07		

**Table 11:** The Evaluation of Listening Proficiency After Using Audio-Visual Aids



**Figure 11:** The Evaluation of Listening Proficiency After Using Audio-Visual Aids

This question deals with the evaluation of listening proficiency after using audio-visual aids. The statistics show that the majority of the students with 79% state that the use of audio-visual aids enhances students' listening proficiency and makes it more improved, as it helps with the pronunciation of words, accents.... While 13% of the students see that there is less improvement after using these tools. And just 8% of students see that there is no improvement after using audio-visual aids. And as it can be seen in the table the mean is ( $M=33.33$ ) and the standard deviation is ( $SD=23.36$ ).

### 3.2.2. Teachers' Interview Analysis

The interview was the second data collection tool which was used to collect data from oral expression teachers about exploring the use of audio-visual aids in enhancing EFL learners listening skill. All teachers' answers helped to answer these research questions.

**Item 01:** How do you evaluate your students' level in listening?

The overall answers rely on the fact that teachers may evaluate their students' level in listening by designing exercises to enable the teacher assesses their learning abilities such as: Making them listen to a conversation then provide them a set of questions about it. And all of these help the teacher to evaluate students' language function in general and oral competence in specific. They also help to evaluate grammar, vocabulary and pronunciation.

**Item 02:** What type of activities do you choose in teaching listening?

The major activities provided by interviewees are: Make the students listen to songs and conversations, filling in gaps, in charts, diagrams or tables as well as using dialogues and games. They said that they did not follow specific type of listening activities. On the other hand, one of the interviewees argued that note-taking is a useful exercise to test students'

understanding.

**Item 03:** Do you use AVA in your teaching? If yes, how often do you use them?

All the oral expression teachers at BBA university use audio-visual tools in their classes but they do not use them quite often because they are not always available.

**Item 04:** What type of teaching aid do you use? Why?

Concerning the type of teaching aids, teachers used different tools, such as the students' mobile because it is available, easy to use, saves time and it helps to search for any topic in any space. Also they use handouts, white boards and speakers because all the materials related to the activities was given. In addition to that, some teachers provide their learners with links to videos because they think that they are helpful to improve their level.

**Item 05:** How do you evaluate your students' interaction and performance when using tasks based on AVA?

One of the interviewees insured that when he uses modern technologies such as audio-visual aids, students usually interact and perform better than with the traditional method. And in order to evaluate students' interaction and performance, teachers rely on question/answer to check whether students were able to grasp the information. Whereas other teachers remark their students' interaction towards audio-visual tools by guiding, supervising and correcting them as well as reinforcing by different emotional remarks which are helpful to create much motivation, such as (good, excellent ...).

**Item 06:** What is the role of AVA in teaching?

From their experience, all the oral expression teachers agree that audio-visual aids play a crucial role in teaching. They have mentioned the following roles:

- Audio-visual aid permits students to get an almost world like type of experience especially in improving their listening and speaking skills.
- It helps to guide, motivate, set varieties of activities, research reference and also establish oral performance.
- Audio-visual aid captures the interest of students for the aim is to get them learn and have fun.

**Item 07:** What kind of difficulties do students encounter during listening sessions?

The interviewees can notice the difficulties that encounter students during listening sessions by:

- Students usually cannot keep up with speakers' speech rate, and sometimes they do not quite understand different accents.



- They have fear of errors, lack of vocabulary, deficiency in oral proficiency and a lack of using English as a mean of communication since it used mainly in classroom.
- They also have a problem with speaker thick accent or may be if their vocabularies are too limited or if they are not familiar with a discussed topic.

**Item 08:** Has your students' listening skill improved after your reliance on AV tools? How?

All teachers argue that students' listening skill improved after using these tools, where students deduced that there is more than one way to learn, they can depend upon other means to acquire knowledge, expand their vocabularies and improve themselves. Moreover, since they listen to different speaker with different accents, they have started improving their listening skill where most of them can guess the general idea of a given conversation. Other teachers can notice students' listening improvement during the interactions, discussion, interview and presentation.

**Item 09:** How can you select the appropriate tools?

To select the appropriate audio-visual tool, oral expression teachers firstly need to test their students' needs and level. After that, they match the need and the level to the right tool as well as will uncover the right tool to use for a specific group of learners with focusing on the topic and difficulties that students face.

**Item 10:** How can students overcome or at least minimize their listening difficulties?

To overcome or at least minimize their listening difficulties, teachers suggest different solutions which they think are helpful for their students:

- Learners can use audio books, music, TV show...
- Learners can practice listening through new teaching means, watching videos, films, plays, monologues, interview, talks, shows, lyrics and speeches.
- Learners can listen to different speakers in which the accent is the best way that some teachers always suggest. They also have to make an effort to expand their vocabularies, thereby being able to understand others through listening.

### 3.2.3. Discussion of the Results

After analyzing data, the results demonstrated that the use of AVA improve students' listening skill which answer our research question.

From the analysis of the students' questionnaire which is divided into three parts, we have concluded that: The first phase was assigned to study students' perceptions of listening skill. The received information shows us that there is a difficulty in listening skill although

the speaking skill takes a high percentage. While the second phase was devoted to explore the use of AVA since those tools are available now and each student has his preferable materials to use. The results of this part ensure the misuse of audio-visual aids by the teachers which make students face a difficulty with their listening since oral expression teachers used them quite often. In addition, students believe that those aids are beneficial, interesting and fit their needs as well.

Lastly, the third phase addressed the effects of audio-visual aids in enhancing listening skill which prove that those tools have a great impact in the improvement of listening skill. Moreover, the majority of students stated that audio-visual aids enhance their listening proficiency, make it more improved, as they help for the pronunciation of words and accents. To sum up, we concluded from students' questionnaire analysis that AVA can enhance students' listening skill inside and outside the classroom especially in oral expression module. It helps them listen to different accents in easy way, speak fluently and interact with foreign speakers.

On the other hand, after the analysis of the teachers' interview, it is clear that students face difficulties in listening specially when the teacher designs exercises that enable him/her to assess their learning abilities. Those problems are caused by fear of errors, lack of vocabulary and the lack of using English as a mean of communication which lead them to not being able to keep up with the speakers' speech and accent, grasp the ideas and listen effectively. Although teachers use specific type of listening activities with few frequencies that help them to improve their students' ability in listening especially AVA like videos, speakers, boards, mobiles.... But they still have a difficult. Besides, they select them appropriately according to the students' level and needs to make them interested and focused on the topic.

Moreover, oral expression teachers insure the positive role that AVAs play in teaching specially in improving listening and speaking. In which they argue that those tools are very helpful in motivating the learners and making them enjoyed as well as facilitating the learning process. On the other hand, the interviewees assumed that AVAs are a good strategy to enhance students' listening skill than the traditional methods. In this sense, teachers insured that the more they use AVA in classroom, the more listening proficiency of students increased. So, they will enjoy, interact and perform better.

To conclude, the interviewees hand us and the readers with very interested advices which help students to overcome their listening difficulties by utilizing some tools that are helpful and easy to improve their listening ability like audio books, films, music... etc especially

outside the classroom by practicing English more as a mean of communication.

### **Conclusion**

As a conclusion, this chapter is divided into two different data collection tools which are: A questionnaire for first year EFL learners and an interview for all expression teachers at BBA University. And after collecting answers from students and analyzing them, we have noticed that there is a contradiction in their answers, because they have answered us randomly but this does not prevent the possibility of an exist problem in listening. The data in the questionnaire show that there is a difficulty in listening, although the speaking skill takes a high part, and according to students' answers, teachers did not use audio-visual aids in their classes much which led to a slow improvement of the students' listening skills. At the end, it is obvious that the use of audio-visual aids was needed as well as beneficial by both students and teachers. For the second data collection tool which is the interview that is designed for oral expression teachers. We have noticed that most of them did not use specific audio-visual aids but they provide their students with tools that can help them to improve their listening.

### **3.3. Limitations**

This work presents the effect of audio-visual aids in enhancing EFL learners' listening skill, and as in any study, there are some limitations which face the researchers when conducting their research. The first issue that we faced is the problem of supervising; there is a limited number of teachers to supervise a large number of students. And we are among the victims who stayed without a supervisor after a long period of time. Another limitation of this study is the data collection tools; a questionnaire which was delivered on the first year students' Facebook group and was planned for all of them did not work well since they did not interact and answer us which led us to go to the university and conduct our research with only 100 learners. We also face another problem while conducting the interview with oral expression teachers where we could not meet the teachers since they did not work all the weeks.

# *General Conclusion*

### **General Conclusion**

Nowadays, technology has a great influence in the educational field especially in learning a foreign language like English. This development leads us to conduct a research about the effect of these technologies such as audio-visual aids in enhancing EFL learners' listening skill since listening is considered as the main important skill in learning English and through it, the students can communicate effectively.

The current study examines the usefulness of audio-visual aids in enhancing EFL learners' listening skill. This is supported by the results gathered from both the questionnaire and the interview which are conducted for both students of the first year LMD and oral expression teachers at BBA University. In fact, the purpose of this study is to see the effectiveness of audio-visual aids and their positive role at helping EFL learners to improve their listening skills. However, it is demonstrated by the analysis of the questionnaire and the interview that with the employment of audio-visual aids by teachers, student will enhance their listening. Another purpose is to see whether the employment of AVA in our university exist or not and to what degree they improve listening skill. Finally, concerning the research question, the result gives us a clear answer to our question.

We hope that this study covers all the important aspects of the present research and it will be helpful for Students to improve their listening skill and teacher as well.

#### 4.1. Further Suggestions and Recommendations

Based on the previous findings, it would be ideal if we made some recommendations that the administration, particularly the teachers and learners should consider.

And in order to reduce Learners' challenges faced with listening, we recommended the following:

- Teachers and Learners have to apply audio-visual aids in learning and that is happen when the administration provides them with these tools.
- Teachers have to use audio-visual aids in their classes since they play a crucial role in their students' performance.
- They can also advise them to start using those aids for motivating them to participate more actively in class as well as encouraging them to use audio-visual aids outside the classroom to improve their listening skill.
- Learners have to use Technology because it allows them to learn variety of items in a short time.
- Audio visual aids are extremely beneficial for EFL learners to learn specially who safer in listening, they allow them to stay connected to the foreign language being learned through numerous means such as videos, films ... etc.
- To learn, listen effectively and increase learners' motivation, audio-visual aids can be good strategy, but it seems difficult for teachers to use and one reason which is stated by the majority of oral expression teachers during our interview is the lack of audiovisual materials at BBA University.

As a result, the administration should look for new technologies and offer teachers with appropriate materials to give a higher quality for the lesson as well as help learners to improve their skills.

To conclude our questionnaire findings show us that there is also a difficulty in speaking that is why we advise other researchers to conduct research about the role of audio-visual aids in enhancing EFL Learners speaking skill.

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**Appendix One:****Students' Questionnaire**

Dear students,

This questionnaire is designed for first year EFL learners at BBA University, English Department for the first time to reach our researcher objective. It aims at developing our Understanding about the use of audio-visual aids in improving EFL learners listening skill, and what the difficulties do EFL 1<sup>st</sup> year students of English face during listening sessions. Your answering this questionnaire will be of a great help to this research study in achieving its objectives.

Please choose the right answer or write your information where necessary.

**Part One: Students' Perceptions of Listening Skill**

1- Which skill do you find difficult in learning English?

- a. Listening
- b. Speaking
- c. Reading
- d. Writing

2-How do you evaluate your level in listening skill?

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

3-What kind of listening activities do you prefer during the oral expression sessions?

- a- Songs
- b- Videos
- c- Posters

4-Do you face difficulties while listening?

- a- Yes
- b- No

**Part Two: The Use of Audio-Visual Aids**

5-Do your teachers of oral expression use audio-visual aids (TV, PowerPoint....) in your classes?

- a-Yes
- b-No

6-How often do your teachers use audio-visual means?

- a- Always
- b- Never
- c- Often

d- Sometimes

7- What type of tools do you much prefer?

a- Graphic aids (pictures, maps)

b- Films

c- Flashcards

d- PowerPoints

Others:

.....  
.....

8-Do you find audio-visual aids beneficial?

a-Yes

b-No

Justify in both

.....  
.....

9-What do you use as an audio-visual aid to improve your listening outside the classroom?

a-Watching TV

b-Internet

c-Videos

d-Social media

Others.....  
.....  
.....

**Part Three: The Effect of Audio-Visual Aids on Listening Skill**

10-Do you think that audio-visual tools improve student's listening skills?

a-Agree

b-Disagree

Justify your answer

.....  
.....  
.....

11-How can you evaluate your listening proficiency after using audio-visual aids?

a-More improvement

b-Less improvement

c-Any improvement

***THANK YOU IN ADVANCE FOR YOUR TIME AND EFFORTS***

**Appendix Two****Teachers' Interview**

Dear teachers:

This interview is designed for all oral expression teachers at the university of BBA, English department. It serves as a data collection tool on the effect of audio visual aids to enhance EFL learners listening skill of the 1<sup>st</sup> LMD students. The aim of this interview is to elicit information about teachers' perceptions and opinions towards the use of audio-visual aids in EFL classes as well as to gather information on the important issues of EFL classroom, teaching and learning process that their students face during the listening tasks. In addition to that explore the effect of audio-visual aids in improving listening skill.

Your contribution will be a great help to make the research work achieve its objectives. You are kindly requested to answer our questions.

**Question 01:** How do you evaluate your students' level in listening skill?

**Question 02:** What type of activities do you choose in teaching listening?

**Question 03:** Do you use audio-visual aids in your teaching? If yes, how often do you use them?

**Question 04:** What type of teaching aids do you use? Why?

**Question 05:** How do you evaluate your students' interaction and performance when using tasks based on audio-visual aids?

**Question 06:** What is the role of audio-visual aids in teaching?

**Question 07:** What kind of difficulties do students encounter during listening sessions?

**Question 08:** Has your students' listening skill improved after your reliance on Audio-visual tools? How?

**Question 09:** How can you select the appropriate tool?

**Question 10:** How can students overcome or at least minimize their listening difficulties?

***THANK YOU IN ANVANCE FOR YOUR TIME AND EFFORTS***