

Algerian People's Democratic Republic
Ministry of Higher Education and Scientific Research
University of dr. Tahar Moulay – Saida
Faculty of Letters, Languages and Arts
The Department of Literature and English Language



The Effectiveness of Audio-Visual Teaching on Writing Performance

The Case of Second Year Student at Talbi Boutaleb Secondary School
(Ain el Hadjar) - Saida

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Submitted by:

Miss. AICHA Souiah

Board of Examiners:

Dr. SOUHILA Boukhelifa Supervisor

Dr. MAMA Gacem President

Mrs. HAYAT Mokadem Examiner

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Dedication

In the name of Allah, most gracious, most merciful
all the praise is due to Allah alone. I dedicate this
work,

To my parents,

To everyone I love.

Acknowledgement

I am very grateful to Allah almighty and most merciful. All praise be to Allah who has blessed me with so many awesome things in my life. By his blessing and help I could finish this dissertation.

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Abstract

This study aims to investigate the effectiveness of the use of audio-visuals as means to enhance students' writing competencies and performance. Thus, in order to meet the best teaching tool, forty questionnaires have been submitted to second year students in Talbi Boutaleb secondary school whereas three interviews have been given to three english language teachers from the same school in order to know whether they use audio-visual aids in their classrooms on the one hand and to know their opinion about the use of audio-visuals. The data has been gathered through questionnaires, interviews and classroom observations i.e, Mixed Methods Research.

List of abbreviation

AVT : Audio-Visual Teaching.

AVA/M : Audio-Visual Aids /Material.

CALL : Computer Assisted Language Learning.

ELT : English Language Teaching.

EFL : English as a Foreign Language.

ICT : Information and Communication Technology.

List of figures

Figure 1.2.1. Research Design Methodology.

List of tables

Table 3.1. Students' English Language Level.....	32
Table 3.2. The Most Difficult Skill to English Language.....	33
Table 3.3. The Relationship between all of the Skills.....	34
Table 3.4. Students' Viewpoint about the Difficult of Writing Skill.....	35
Table 3.5. Students' Writing Level.....	36
Table 3.6. Difficulties Affecting the Students' Writing Performance.....	37
Table 3.7. Students' Use of Audio-Visual Aids outside the Classroom.....	38
Table 3.8. Students' Preferable towards the Use of Audio-Visual Aids.....	39
Table 3.9. Teachers' Use of Audio-Visual Aids in the Writing Expression.....	40
Table 3.10. Students' Opinion about the Benefit of Audio-Visual Aids.....	41
Table 3.11. The Impact of th Audio-Visual Aids inside the Classroom.....	42
Table 3.12. Students Improvement using Audio-Visual Aids.....	43
Table 3.13. The Enhancements of Language Components Using Audio-Visual Aids.....	44
Table 3.14. Students' Opinion towards the Use of Audio-Visual Aids to Improve their Writing Performance.....	45
Table 3.15. Students' Opinion about the Employment of Audio-Visual aids in Writing Expression.....	46
Table 3.16. Teachers' Viewpoint about Learning the Foreign Language.....	48
Table 3.17. Teachers' Evaluation of their Students' Writing Level.....	49
Table 3.18. Students Participation During the Writing Expression Sessions.....	49
Table 3.19. Difficulties Faced Most by Students in their Writing Performane.....	50
Table 3.20. Teachers' Type of Activities in Teaching Writing.....	51
Table 3.21. Teachers' Attitude towards the use of Audio-Visual Teaching.....	51
Table 3.22. The teachers' Use of Audio-Visual Aids while Teaching.....	52
Table 3.23. The Frequency of the Use of Audio-Visual Aids.....	52
Table 3.24. Teachers' Preferable Type of Audio-Visual Aids.....	52
Table 3.25. The Importance of Audio-Visual Aids inside Classroom for Students' Achievements.....	53
Table 3.26. Teachers' Opinion about adopting the Audio-Visual Teaching.....	53

List of pie-charts :

Pie-Chart 3.1. Students' English Language level.....	32
Pie-Chart 3.2. The Most Difficult Skill to Learn a Foreign Language.....	33
Pie-Chart 3.3. The Relationship between all of the Skills.....	34
Pie-Chart 3.4. Students' Viewpoint about the Difficulties of Writing Skill	35
Pie-Chart 3.5. Students' Writing Level.....	36
Pie-Chart 3.6. Difficulties Affecting the students' Writing Performance.....	38
Pie-Chart 3.7. Students' Use of Audio-Visual Aids outside the Classroom..	39
Pie-Chart 3.8. The Students Preferable toward the Use of Audio-Visual Aids.....	40
Pie-Chart 3.9. Teachers' Use of Audio-Visual Aids in the Writing Expression Sessions.....	41
Pie-Chart 3.10. Students' Opinion about the Benefit of Audio-Visual Aids.	42
Pie-Chart 3.11. The Impact of the Audio-Visual Aids inside The Classroom.....	43
Pie-Chart 3.12. Students' Improvement Using Audio-Visual Aids.....	44
Pie-Chart 3.13. The Enhancement of Language Components Using Audio-Visual Aids.....	45
Pie-Chart 3.14. Students' Opinion toward the Use of Audio-Visual Aids to Improve their Writing Performance.....	46
Pie-Chart 3.15. Students' Opinion about the Employment of Audio-Visual Aids in Writing Expression Sessions.....	47

Table of content

Dedication.....	I
Acknowledgements.....	II
Abstract.....	III
List of Abbreviation.....	IV
List of Figures	V
List of Tables.....	VI
List of Pie-Charts.....	VII
Table of Contents.....	X

General Introduction

CHAPTER ONE

EMPIRICAL LITERATURE ABOUT WRITING SKILL & AUDIO-VISUAL TEACHING

Introduction.....	3
1.1. An Overview about Writing Skill.....	3
1.2. The Purpose of Writing.....	4
1.3. The Process of Writing.....	5
1.4. Writing Ability.....	6
1.5. Teaching Writing at Secondary School.....	7
1.5.1. Problems in Learning Writing.....	7
1.5.2. Writing Techniques.....	8
1.5.3. Teaching Focus.....	9
1.6. Assessing Writing Skill.....	11
1.7. Overview about Audio-Visual Teaching.....	13
1.8. The Use of Technology in Language Teaching.....	14
1.9. A Study of Usefulness of AVA in English Language teaching	14
1.10. Traditional VS Modern Methods of Learning.....	15
1.11. Teaching Aids.....	16
1.11.1. Using PowerPoint and Pictures as Visual Aids inside the classroom.....	16
1.11.2. Using Videos as AVA.....	17
Conclusion.....	18

CHAPTER TWO

Field of Investigation

Introduction.....	19
2.1. Research Objective.....	19
2.2. Reserch Design	19
2.3. Research Setting.....	20
2.4. Research Instruments.....	21
2.4.1. Observation.....	21
2.4.2. Questionnaire.....	21
2.4.3. Interview.....	21
2.5. Data Collection Techniques.....	21
2.5.1. Quantitative Approach.....	22
2.5.1.1. Students' Questionnaire.....	22
2.5.1.1.1. Description.....	22

2.5.2. Qualitative Approach.....	23
2.5.2.1. Classroom Observation	23
2.5.2.1.1. Description.....	23
2.5.2.1.1.1. Checklist.....	24
2.5.3. Interview	24
2.5.2.2.1. Description.....	24
2.6. Population and Sample.....	25
2.6.1. The Teachers' Profile.....	25
2.6.2. The Students' Profile.....	25
2.7. Validity and Reliability.....	26
Conclusion.....	26

Chapter Three Findings & Data Analysis

Introduction.....	27
3.1. The Analysis of Classroom Observation	27
3.1.1. The Analysis of Classroom Observation Without the Use of AVA.....	27
3.1.2. The Analysis of Classroom Observation with The Use of AVA.....	28
3.1.3. Discussion of the Results.....	31
3.2. The Analysis and Interpretation of Students' Questionnaire.....	31
Section 01: Perceptions of Writing Skill.....	32
Section 02: The Use of AVA.....	38
Section 03: The Effectiveness of AVT on the Writing Performance.....	43
3.2.1. Discussion of the Results.....	47
3.3. The Analysis and Interpretation of Teachers' Interview.....	48
3.3.1. Discussion of the Results.....	54
Conclusion.....	55

Chapter four Discussion & Recommendation

Introduction.....	56
4.1. Interpretation of the main results.....	56
4.2. Recommendation	57
4.2.1. Ideas and Activities for Teaching Writing skill.....	58
4.3. Audio-Visual Aids in Enhancing the Writing Performance.....	59
4.4. Audio-Visual Aids as a means in Making the Class Dynamic.....	60
4.5. The Advantages of the Teaching Aids.....	60
4.6. Challenges of Using AVA inside the Classroom.....	60
Conclusion.....	61

General Conclusion

Bibliography.....	64
Apendix (A).....	69
Apendix (B).....	70
Appendix (C).....	74
Glossary.....	75

Learning English as a foreign language is not an easy task for many students. In the very early years of studying English, the researcher have been noticed that many students have difficulties in writing English accurately. They do not write English as it is, and many of them still have the same problems, there is no progression or improvement. This is the fact that writing is the productive skill which seem to be the most difficult one even for native ones of the language since it includes not only a graphic representation of speech but also the representation and the development of thoughts in the structured way. Thus, to be a good writer is not the matter of being talent, efficient and native. Not only talented or native ones can be a good writers if they did not make effort to achieve the goal and this is the same for foreign language students. In fact, it is the duty of the teachers to look for strategies that may help students to write better and to reach the required level in writing ability.

For that, the researcher looks for a strategy to enhance students' writing capacities. It has been found that it is crucial to spot the light on the use of audio-visuals as an effective strategies to reinforce teaching and learning writing English. However, using technology in Teaching English as a Foreign Language (TFL) setting has to be taken as a natural development in the field and english language teachers should look at the advantages that technology brings to students. Thus, using technology including Audio-Visual Aids (AVA) in (TFL) setting allow for a combination of sounds, graphics, texts and videos to be presented in one programme, which facilitates efforts to improve all the four language skills especially the writing skill. Audio-visual aids may play a considerable role of making learning permanent in one hand and may contribute the clarity of information presented by allowing students to visualize what is learned in the other hand. Thus the saying,

- what I hear, I forget,
- what I see, I remember,
- what I do, I know.

It has been found that students of Talbi Boutaleb secondary school continually face a dilemma in their writing, lack of vocabulary and grammar,

spelling mistakes, punctuations, capitalization, and sentence structures which they need it mostly in their Academic writing. Thus, students are still suffering from low achievement in writing. This may due to the methods that the teachers adopt and the lack of using materials that reinforce the students' learning and enhance their writing capacity. Therefore, this study has been designed to measure the effectiveness of the use of audio-visuals as a means to enhance students' writing competencies and their performance.

In relation to the problem formulated above, the objective of the study is to integrate audio-visual aids into english teaching. To determine the effectiveness of audio-visuals in facilitating learning, and to improve the students' writing performance by using the teaching aids.

The researcher believes that this work may benefit and inspire the english language instructors to conduct and utilize new techniques for teaching english via audio-visual equipment. They may also benefit from this small piece of research in designing new syllabus to teach the other language skills.

This study has been designed to find out answers for the following questions,
1/Is Audio-Visual Teaching pedagogically effective to reinforce the students' writing performance ?

2/ Do audio-visual aids enhance students' writing capacities ?

3/ How often do teachers use audio-visual materials while teaching ?

This study is based on three main hypothesis which state that :

1. Audio-visual teaching is pedagogically effective to reinforce students' writing performance.
2. Audio-visual aids may enhance students' writing capacities.
3. Teachers do not use audio-visual materials frequently while teaching.

Chapter One

Writing Performance and AudioVisual Aids

Introduction

Writing is very important in education today so every teacher would like to know the best way to teach it. But that can challenge because there are so many different ideas, methods, techniques to do that. In the past, teaching depended widely on verbal instruction and communication and it was limited to the use of traditional teaching such as printed materials and blackboard. Fortunately, in the contemporary world teaching becomes very effective and efficient because of the progress of technology that led to an explosion of knowledge and has contributed to an overflow of information. Thus, writing skill becomes very easy to teach by the emergence of new modern materials or what is known as the audio-visual aids (AVA) since writing skill is the essential element of successful instruction.

This directs the researcher to assign chapter one chiefly to writing skill and audio-visual aids. Starting with a brief overview of writing. Then, the purpose and the process of writing. Also, writing ability as well as teaching writing and focus. After that, assessing writing skill. Moving to audio-visual aids and the use of technology in language teaching. Then on, giving a study of the usefulness of audio-visuals in English language teaching and another study to compare traditional/modern methods of learning language through audio-visual aids. Finally, classifying the kinds of teaching aids from using slideshares and pictures as a visual teaching aids to using videos as audio-visual teaching aids.

1.1. An Overview about Writing Skill

Most of people have certain ways to convey and deliver their message in communication. Among these ways of communication , there is a writing way. Hughey(1983) points out, “ writing is transcription of composing idea; it is not the product of thought but it is actualization and dramatization” (p. 38). On the other hand, Troyka (1993) states, “ Writing is a way of communication to express writers' feeling or convey their messages to readers” (p.3). Based on the expert's statements, writing is a combination of ideas in a structured way in the media such as a paper, that has a certain purpose to convey messages. Also, Nunan(2003) argues that writing can be defined by a series of contrasts,

“ It is both a physical and a mental act, Writing is the mental act of committing

words or ideas to some medium. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader; its purpose is both to express and impress, the writers have to master themselves and their own desire to express an idea or feeling. And readers who need to have ideas expressed in certain ways then choose the best form of their writing; it is both a process and a product, the writer imagines, organizes, draft, edits, reads and rereads are the process. Meanwhile, what the audience sees is the product ” (p. 88).

Based on the definitions above, it is concluded that writing. First, is a form of communication to express or deliver ideas. Second, is a process of activities which includes thoughts and mental efforts.

1.2. The purpose of writing

The writer has purposes to convey meaning /messages to the reader. No matter what kind of writing the writer does. He/she should have a specific and clear purpose. Grenville(2001) describes the purpose of writing on three main aspects; to entertain, to inform and to persuade. Grenville(2001) states,

“ writing to entertain generally takes the form of imaginary or creative writing. It means that the writer needs to use his/her creativity. It does not make the readers laugh but engage their feeling in some ways. writing to inform has purpose to tell the reader about something. This kind of informative writing can focus on objects, places, procedures, and events. It can be seen in newspaper and articles, scientific or business reports, Instructions and Essay for schools/universities. To persuade, means that the writer tries to convince the reader about something like that a point of view is valid by presenting the fact/ data so that readers follow writer's opinions and act upon it” (p. 1).

To conclude, writing is not only express thoughts, feelings and ideas through writing symbols. But it has also specific purposes such as entertaining, informing and persuading the readers.

1.3. The process of writing

Teaching writing is an ongoing process. Most learners agree that writing skills or teaching writing may be more challenging than other skills. Furthermore, effective writing is a vital life, is a skill that is important in almost every subject in academic settings as well in the professional world. Thus, students think that “Learning to Write” is primarily a question of grammar. It is true that grammar is an important component of teaching writing but after a little thought, the researcher has found that while grammar is an important part of writing, effective writing requires much more writing process. Students begin to understand writing as a form of communication. Furthermore, writing helps students to recognize that they have opinion, ideas and thoughts that are worth sharing with the world. Syafi'i et al(2007) in his book ‘ The Effective Paragraph Development -The Process of Writing for Classroom Setting –’ states that “ Writing is not an easy work. It takes time to study and practice to develop this skill” (p.114). Another additional information that “Writing requires extensive previous learning. The writer must know and use orthographic forms, lexis, syntax and morphemes”(Hughey et al,1983, p.38). Therefore, writing requires much more complex mental effort because writing is a complex thing to do, the writers must concern and consider about every single important aspect in writing. Besides, they also should use their prior knowledge about writing.

Taylor(1989) claims that in writing process, there are four elements- writer, subject matter, reader and the form of language- need to be balanced. These four elements are reflected in four main characteristics of a piece of writing language. They all must be handled together in the act of writing.

“ Writer's point of view must merge, not as mere opinion but as a justified judgment. Writer needs to treat his/her subject matter as comprehensively and as precisely as the paragraph topic demand. Writer must presents his/her work in an appropriate fashion for academic readers. It means that he/she has to learn certain conversation of academic writing. The text of the writer (paragraph) needs to forge a

coherent unity from the many diverse elements of a language ” (p. 2).

As cited in many authors above, there are four steps that the writer have to respect.

a/ Prewriting, is a way to get ideas. In this step , writers choose a topic and collect ideas to explain the topic.

b/ Planning (outlining), in the planning stage, the writer needs to organize the ideas generated by brainstorming. The most successful way to organize the ideas generated is that making an outline from brainstorming.

c/ Writing and revising draft, after doing brainstorming and outlining as the first and the second process of writing. The writer can start to write and revise several drafts frequently until the writer has produced a final copy to hand in.

d/ Writing the final draft, the last stage is that to write the final copy or product to hand in. Based on the experts' description about the process of writing above. It is concluded that there are four main important elements of writing, they are writer's point of view, subject matter, reader and the form of language.

Besides, there are four steps in writing process which are pre-writing, planning, writing and revising draft and writing the final draft. Thus, the writing process is a series of steps to help the students to write a paper. It is like using a map to get an unfamiliar place.

1.4. Writing ability

The term ability is defined as Skill or Power. The meaning of writing ability is the skill to express ideas, thoughts, and feeling to other people in written symbols to make other people or readers understand the ideas conveyed. In the other words, writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with message. Brown(2007) proposes that there are two kinds of writing; micro and macro skills. Brown(2007) describes the two kinds as,

“ Micro-skills: produce graphemes and orthographic patterns of English, produce writing at an efficient rate of speed to suit the purpose, produce an acceptable core of words and use appropriate word order patterns. Use acceptable grammatical systems (tense, agreement, plural), patterns and

rubrics and express particular meaning in different grammatical forms”.

“ Macro-skills: use cohesive device in written discourse. Use the rhetorical forms and convention of written discourse. Appropriately accomplish the communication functions of written text according to form and purpose. Convey links and connections between events and communicate such relation as main idea, supporting idea, new information, given information, generalization and exemplification. Distinguishing between literal and implied meanings when writing. Correctly convey culturally specific references in the context or the written text. Develop and use a battery of writing strategies such as accurately, assessing the audience's interpretation, using prewriting devices ” (p. 398).

The mastery of those skills determine the type of writing that can be made by the students. Generally , the micro-skills are suitable for imitative and intensive writing. Meanwhile, the macro-skills are essential for the successful mastery of responsive and extensive writing. As a result, both macro and micro skills are important to be learned by the students in order to have better writing.

1.5. Teaching Writing at Secondary School

Teachers can not teach students to write by looking only at what they have written. Thus, teachers must understand how the product came into being, and they have to try to understand what goes on during the act of writing if they want to affect its outcome. Hairston(1982) reports, “ We have to do the hard thing, examine the intangible process rather than the easy thing, evaluate the tangible product” (p. 84).

1.5.1 Problems in learning writing

“ The relationship between thought and word is a living process : thought is born through words. A word devoid of thought is a dead thing , and a thought un-embodied in words remains a shadow ” Lev Vygotsky. Along with the same lines, E.M.Forester asked, “How do I know what I think , until I see what I say ? ”.

Teaching students to write effectively across many of the disciplines is an ongoing challenge for instructors. That is why, the teacher asks himself; Why do

students come into schools poorly prepared to write?. Writing is a complex intellectual task involving many component skills, some of which students may lack completely, some of which they may have only partially mastered. Thus, the most common cause of the problems faced by a learner of the English Language as a Foreign Language is existence of the inherent structure of their first language or their mother tongue. As such the problems that are faced by the students trying to learn the language are,

- 1- Misunderstanding the grammar structure of the new language.
- 2- Inability to understand or comprehend new words.
- 3- Most often students use the translation method to understand the foreign language, in this case English, they think of the reply in their mother tongue first and then form a reply translating .
- 4- Vocabulary becomes a huge problem.

The above mentioned problems are just a few in comparing with other problems. But these are the major ones. The hardest for a teacher in this case is to actually create a new structure of the English grammar while trying not to dismantle or break up the existing language structure of their mother tongue. The student should be able to use both languages with ease. Otherwise, they will lose the learning language.

1.5.2. Writing Techniques

Harmer(2007) claims that “ Teaching writing is one of the essential part of education. In teaching writing, the teacher can focus on the product of the writing or the process of writing itself” (p.257). In concentrating the product of writing, it seems that the writer is only interested in the main idea of task and the end of the task. Meanwhile, if they focus on the process of writing it means that the teacher will be together with the students on the process of pre-writing phase, editing, redrafting and publishing students' product. Actually, the teacher has a big role in determining the ability of students' writing.

One of the roles is how and what technique do teachers use in teaching writing. In the area of writing Experts use Word to Word Technique, Strategy, Approach and Method interchangeable. When teaching writing using a particular

technique can help teacher to make the students become better in writing. There are several techniques that can be used by instructors in teaching writing. But in reality more teachers use un-appropriate techniques and even do not adopt techniques in their teaching carrier. For example, teacher explains the material; gives the questions and answers session. Than, gives the related topic and asks the students to write down the answers. Thus, this method usually makes students bored and not too effective. As a result, teachers should change their way of teaching from time to time, in order to make learning some how easier for the learners, and choose a technique that help them to improve their leaning especially writing performance. In this case, the researcher suggests using audio-visual aids as a technique that help both teachers and students to have better result in learning.

1.5.3. Teaching Focus

Hyland(1996) suggests that there are many different views a teacher can have on what the best focus for effective writing instruction is ?. Hyland(1996) presents a list of different teaching focuses which is described in the following sections (p.2).

1. Language Structures; The first focus Hyland introduces is the focus on language structures, the building blocks of written language. For example, the writing of words. Nunan(1999) states, “Teachers who focus on language structures view writing as a product and therefore teach accordingly, and require the learner final written to be a coherent, error--free text” (p.272). In order to achieve this, Hyland(1996) asserts, “Pupils need to command grammatical and lexical knowledge” (p. 3). The method used within this approach are often the teaching of grammar and vocabulary. Hyland(1996) reports that “ Writing using fixed patterns, imitating model texts and final using the learnt patterns to produce a written product” (p. 4). However, this focus when used in isolation can cause serious problems which means that when the pupils learn only the language structures might struggle to write. In this light, Nunan(1999) claims that “ The product approach was mainly popular until the mid-1970s, when the process of writing was discovered” (p.271).

2/ Process; during the 1970s, “The focus on writing changed to the writing process

and the writer came to be viewed as an independent procedure of text” (Hyland,1996, p.10). Accordingly, teaching focused on suggestions to the learners on how to “perform a writing task” this include planning, drafting, revising and editing texts. However, this was not a leaner process but it could be done in different orders as well as be repeated several times. Again, Hyland (1996) argues that “This focus alone can not be used to teach pupils how to write , as learning how good writers write does not necessarily make one a good writer” (P.14).

3. Text functions; this leads to the third focus which is on the function of text. Drew(1998) states, “Here the pupils learn how to structure their texts by using certain communicative functions in order to convey meaning”. For examples of such a focus are the teaching of topic sentences in paragraphs, or the " Introduction-Body-Conclusion " text structure. Eventhough this focus teaches how to structure a text for meaning to be displayed, it does not teach how to write according to context or prospective readers. Therefore, “A focus on text functions alone detaches the learners from the practical purposes and personal experiences of the writer”(Hyland,1996, p.7). However, Nunan(1999) describes text function as a functional writing.

“Functional writing can also include teaching genres with practical functions meaning; they are used outside of school and are functional of nature. Examples of functional genres are Letters, Reports or Emails; by teaching such functional genres pupils can learn to be aware of organization and use of language”. (pp. 88-89).

4. Genres; by focusing on the genre of writing. Hyland(1996) argues that “Teachers see writing as attempts to communicate with readers” (p.18). The attention is on what to write in order to achieve a purpose of writing. This is taught according to the social conventions connected to the organizing of a message with a certain purpose normally called ' Genre'. According to Martin(1992) and Hyland(1996) define genre as " Goal-Oriented " meaning that it is used to achieve something. Furthermore, Hyland(1996) states, “ Teachers should provide their pupils with samples of different genres in order to show the differences and similarities between them as well as how they are constructed” (p.87). Such genres can be functional as

explained above, argumentative or creative / expressive.

5. Creative Expression; teachers who focus on the genre of creative expression want to encourage their pupils. Hyland(1996) states, “ To find their own voices to produce writing that is fresh and spontaneous” (p. 8). The pupils should be given the opportunity to express themselves creatively. In this perspective, Hyland affirms that “writing is learned, not taught” (p. 9). The teacher becomes more of facilitator and guider, providing the pupils with a place to make meaning. Oftentrough, free writing. Furthermore, Nunan(1999) states that “ Children normally enjoy creative writing and often find it easier to be creative in writing than in speech” (p. 88).

6. Content; finally, a teacher can choose to focus on content, what the pupils are supposed to write about. In this view, Hyland(1996) reportes,

“ Pupils are provided with topics they have some personal knowledge of which will result in them being able to write in meaningful way; this focus is rarely used on its own but is combined along with other focuses on writing. Teachers normally mix these focuses instead of relying on one simple focus to writing instruction” (p. 14).

Hyland(1996) also states that “ Instead of choosing one or the other, they should be combined as The strengths of one might compliment the weaknesses of the other” (p. 23). As a result, students can not rely on one focus in his/her writing, it is better if the writer or the student mix all of these to have a meaningful writing because each of these focuses complete each other.

1.6. Assessing writing skills

According to Hyghey(2003) describes assessing writing on three main issues:

“ Writing tasks should be set that are properly representative of the range of tasks we would expect students to be able to perform. The tasks should elicit writing that is truly representative of the students' writing ability. The samples of writing can be appropriately scored” (p. 83).

Hyghey(2003) emphasizes that a valid writing test should test only writing ability and not other skills, such as reading skills. A test that contains a variety of writing tasks gives a more representative picture of student's writing ability than one that contains only one writing task. The most difficult part of producing a writing

test. However, is developing the scoring procedures that will be used with the test.

Many tests make use of an analytic scoring procedures; that is, a score is give for different aspects of a piece of writing, such as grammar, content and organization. Other tests make use of a holistic scoring method where a single score is assigned to writing samples. Based on an overall impressionistic, assessment of the student's performance resort to the test, Wolfe-Quintero, Inagaki and Kim(1998) argue that writing assessment include three main categories,

“ There are three categories of writing skills which show Second Language Learners' Development in writing. These are: Fluency, Accuracy and Complexity both grammatical and lexical. The argument is that learners' written language becomes more fluent , accurate and complex as they become more proficient” (p. 4).

The methods for measuring these skills promoted by Wolfe-Quintero et all (1998) are by the use of quantifiable measures. For example, by counting the amount of spelling errors in a text for measuring accuracy. Nevertheless, it can be suggested that this method is not one teacher would prefer when assessing pupils' writing. One could argue that such a method would require a particular focus on one or two aspects of the texts instead of assessing it holistically (p. 4).

A/ Fluency; Oxford English Dictionary(2010) defines fluency as “the quality of being able to speak or write a language, especially a foreign language easily and well” (p. 596). A similar definition of the term fluency explains by Nunan(1999) as “the ability of an individual to speak or write without undue hesitation” (p. 307). On the other hand, Wolfe-Quintero et al(1998) state, “writing fluency means accessing more words and structures in a limited amount of time if only a few words or structures are accessed , this means the learner has a lack of fluency” (p. 14).

B/ Accuracy; Oxford English Dictionary(2010) defines accuracy as “the state of being exact or correct; the ability to do something skillfully without making mistakes” (p. 11). Another agreement with this definition by Wolfe-Quintero et all(1998) stating that “accuracy is the ability to be free from errors while using language to communicate in either writing or speech” (p. 33).

C/ Complexity; Oxford English Dictionary(2010) defines complexity as “the state of being formed by many parts ; the state of being difficult to understand” (p. 306). On the other hand, Wolfe-Quintero et al(1998) divide complexity in two parts, distinguishing between lexical and grammatical complexity; lexical complexity is defined as the learner having a range of 'basic and sophisticated words' which can be " accessed quickly ". On the other hand, Grammatical complexity is a variety in basic and sophisticated structures '. This is shown in the categories " overall structure and range of information " and " sentence structure and grammatical accuracy (p. 101).

Hasselgreen et al(2011) argue that the first category assesses the use of different tenses as well as the ability to present a variety of ideas and use linking words. Sentence structures within the second category, measures the variety of clause types and variation of sentences and phases. As a result, when teachers would assess their students' writing , they either assessing within holistically or focus on the three categories of writing skills which are; fluency, accuracy or complexity.

1.7. An Overview about Audio-Visual Aids

Subathra(2012) describes the important sides of audio-visual aids that make the learning quite exciting,

“The best side of Audio-Visual Aids that they made the process of learning has become quite exciting for the students with the audio-visual aids. It helps the students generating an open mind for learning. At the same time, it develops team work among the students as they are required to work in teams for such project-based learning within a short period of time. These audio-visual aids gained much popularity and have shown their dominance”.

Ahmed(2013) argues that audio-visuals develop the skills of the students,

“ In audio-visual Aids, both the listening (ears) and viewing (eyes) facilities are involved. Such aids include television programs, video films, motion pictures, synchronized audio-slide projectors, computers and computer-assisted instructions and so forth. Cartoon films are also a

useful medium for developing and chiseling the skills of the students”.

Both of Subathra(2012) and Ahmed(2013) affirm that audio-visual aids are useful medium to develop the students’ skills students. Furthermore, they are tools which make the learning more exciting and permanent. They help students generate ideas so that, students may have to write in an appropriate way.

1.8. The Use of Technology in Language Teaching

Science has been contributed a lot in the field of technology which has made human life easier and powerful. Thus, the field of education and training is not out of this. Now-a-days, teacher are using different technologies in their classrooms to make it different and effective from the traditional ones. The recent emergence of Computer Assisted Language Learning (CALL) in the field of English Language Teaching (ELT) has spread the use of technologies in language teaching. Now, teachers are well aware of trend of incorporating (ICT) in language teaching in diverse ways. Due to the availability of computers and multimedia projectors, it has become easier for the language teachers to bring innovation in language teaching. Moreover, distant learning and E-learning have become popular in the recent time due to the effective use of technology in language teaching. There are different online courses which are conducted by different (ELT) organization; So that, learners can attend different virtual courses using technologies. As a result, Technology simplified language teaching and make the teaching/ learning process more easier for both teachers and students. Even-though, students can attend different courses wherever they are.

1.9. A Study of Usefulness of Audio-Visual Aids in English Language Teaching

Mathew and Aldimat(2013) report on a study conducted to find out the usefulness of resourceful English language teacher equipped with eclecticism in English as a Foreign Language classroom. The study was conducted at undergraduate level at Aljouf University, Saudi Arabia. The findings of the study gives insights on English as a Foreign Language (EFL) Students' approach to using technological aids, that (EFL) textbooks with technological aids are often viewed to

be an inspiration and to provide motivation in classroom instruction. However, a close examination of classroom teaching aids and resources unveil many issues in (EFL) teaching and learning contexts. The findings of the study suggest that using audio-visuals as a teaching method stimulates thinking and improves learning environment in a classroom. Effective use of audio-visual aids substitutes monotonous learning environments. Students develop and increase personal understanding of the areas of learning when they experience a successful and pleasant learning in the (EFL) classroom. Findings, also suggest that students find audio-visual sessions useful and relevant when it has some direct relation to the course content. The present research gave insights on students' perception and opinions on the use of audio-visual aids and resources. However, it is also important to consider (EFL) teachers opinions, perceptions, experiences, failure and success while using audio-visual resources.

1.10. A Study to Compare Traditional and Modern Methods of Learning language using audio-visual aids

Arora (2013) studied the development of students with the use of audio-visual aids with complete virtual learning and their impact. The researcher compares the use of traditional method with the modern teaching methodology where the impact and use of audio-visual aids learning on the student of Indore at University level, an objective type questionnaire was developed to collect the data. A sample size of 30 students was taken and the questionnaire was made to fill by them. It has been found that there is a great impact of audio-visual aids in the teaching/learning process in Indore. According to the students, they find this method of teaching very effective. They have said, “ if the topic shown to them are all related to their curriculum and gives them additional knowledge then they get more attracted towards this technology”. It motivates students to attend lectures as they are very curious to see or hear what the teacher is going to show them in the upcoming class. They have said, “ By seeing animated effects, colorful presentation and hearing recording they are able to concentrate more in class”. Further it has been found; it develops a strong bonding between students and teachers and students open up with their queries, and those who used to hesitate to ask a question; they do not feel shy

now. Thus, it makes an interactive learning and makes the teaching/learning process more effective. Students say that “ Textbooks are knowledgeable but if they need updated knowledge; they prefer presentation and videos shown front of them in class”, and they also said that “ It saves there time from copying notes from the board; So that, increasing more communication in class”. This is what Craig and Amernic(2006) assert, “The use of audio-visual materials make the learning more long-lasting than the use of traditional textbooks (pp. 152-153).

1.11. Teaching Aids

Teaching aids are of three types; visual aids, audio aids and audio-visual aids. In choosing the right teaching aid the teacher should consider their suitability, size, cost, portability and availability.

1.11.1. Using PowerPoint and Picture as Visual Aids inside the Classroom

In the modern teaching system, another essential aid for the teachers is powerpoint slides. The powerpoint slides have become popular among the teachers from all the disciplines. This tool has made teaching more dynamic with attractive presentations and audio-visualized equipment. Ozalan and Maden(2013) argues that “ Students learn better if materials are presented through some visual tools (pp. 38-45). Ozalan and Maden(2013) also states that “ Teachers also believed that powerpoint makes the content more appealing which draw the attention of the students easily” (p. 42). On the other hand, some people think that PowerPoint slides are not always helpful for teaching. It may draw a border between the presenter and the audience as the presenter concentrates more on the slides than the audiences. This goes hand in hand to what Norvig(2003) claims, “ PowerPoint makes it harder to have an open exchange between presenter and audience , to convey ideas that do not neatly fit into outline format” (p.44). However, Corbeil(2007) states that “ Students like PowerPoint slides for their brightness, liveliness, clarity and interactivity. It helps the learner to understand better as they can see the visual with examples ” (p.645). In this light, powerpoint is very helpful to convey the meaning. Students can learn better through seeing and they can

remember, and memorize their learning. Then, they write with ease and enhance their writing.

The second essential aid in language teaching and learning is pictures. The use of picture in language teaching has become a common phenomenon at present. pictures are effective additional aids inside the classrooms. Using different relevant pictures in classrooms make the class interesting and interactive, and it makes the learners more attentive and engaged in tasks. When, pictures are used to introduce any topic to the learners; it becomes more real and contextualized. The learners get an overview of the lesson and can generate ideas better. Also, it improves the learners comprehension ability. The following point must be considered while using the pictures; pictures should be bold, direct and sufficiently large. They should not be over loaded with information. One picture should convey only one idea. when a teacher select pictures, he must see whether they can be utilized as a visual aid during his day to day teaching. Also, pictures are useful in many ways; they are useful for direct illustration, Textbooks are made interesting through pictures. They are used to enlarge students vocabulary, to improve the taste and imagination of the students, to help the teacher to avoid the use of mother tongue, to create real atmosphere and situations in the classroom and they are useful in oral and written composition. As a result, pictures may express thousands words which are more effective than giving only verbal lecture. So that; by using pictures, students can enlarge their vocabulary. And then, they write without barriers. It can break up the misunderstanding of some students who do not grasp the meaning which the teacher would to convey.

1.11.2. Using Videos as Audio-Visual Aids

The use of videos in teaching English as a foreign language (EFL) classroom has become a common practice for the (ELT) practitioners. Now-a-days, internet facilities and the availability of different technologies have been made the task of the language teachers easier. Ozkan(2002) argues,

“ Teachers can download different videos from internet appropriate for the students. As there are thousands of ready made videos designed for language teaching. Teachers can easily choose according to their needs”

(p. 37).

Thus, videos may facilitate language teaching in diverse ways like making the classroom interesting, removing the monotony of the learners. Moreover, it helps the learners to generate idea. Also, it makes the class more interactive and effective. As a result, watching a video helps the learners to conceptualize the ideas and get in depth thought on such topics.i.e., videos give the opportunity for students to have better understanding of the target language use. So that; they can write in meaningful way with chronological order and structured way.

Conclusion

This chapter designs to discuss the empirical side of the current study. The researcher has been started with the writing performance including overview of writing, the purpose and the process of writing, the writing ability, the teaching techniques and focus, the writing assessments. Moving to audio-visual aids including an overview about audio-visuals, the use of technology in teaching, the study of usefulness of audio-visual aids in English language teaching (ELT) and another study to compare traditional and modern methods of learning English Language using audio-visual aids. Then on, presenting teaching aids from using slideshares and pictures as visual aids to the use of videos as audio-visual teaching aids inside the classroom.

Chapter Two

Field of Investigation

Introduction

THE mixed method research design has been applied in this study to investigate the EFFECTIVENESS OF AUDIO-VISUAL TEACHING ON WRITING PERFORMANCE. In relation to this, this work also looks at how the Audio-Visual tools are able to develop writing skill. This study further examines students'/teachers' perceptions on the audio-visual tools when they are used for teaching and learning purposes. In this chapter, the research objectives, methodology design, research settings, population and sample as well as the description of the three research tools and the aim of each instrument are discussed in detailed.

2.1. Research Objectives

This academic work aims at looking for THE EFFECTIVENESS OF AUDIO-VISUAL TEACHING ON WRITING PERFORMANCE AMONG STUDENTS. The researcher's objective is to integrate audio-visual aids into English Language Teaching (ELT), to determine the effectiveness of audio-visuals in facilitating learning and to improve the students' writing performance by using the teaching aids.

2.2. Methodology Design

If ever there were a time and strategy that were right for each other. The time is now and the strategy is action research. Burns(2010) states, ‘ Action research is part of broad movement that has been going on in education generally for some time’ (p.2). In other word, it is a system approach that help the researcher gain valid and reliable data on their developing virtuosity. In order to collect data for this academic study. Two Dimensional Mixed Methods Sampling Model have been used. In this model both quantitative and qualitative research designs have been made sequentially. On one hand, quantitative phase of this study a questionnaire is submitted to students of second year both literary and scientific stream in order to support this work with solid arguments.

On the other hand, for qualitative phase. The researcher have been made observations and interviews. For the classroom observations, the researcher have been attended seven sessions with different groups of 2nd year students as a passive

observer using observational checklist and as an active observer which means that the researcher has act as a an English Language teacher. For the interviews, the researcher has been contacted with three teachers of 2nd year level. Classroom observations and interviews have been used to collect reliable information about the study. The mixed methods have been used by administrating a questionnaires interviews and classroom observations as research instruments in order to collect quantitative and qualitative data respectively.

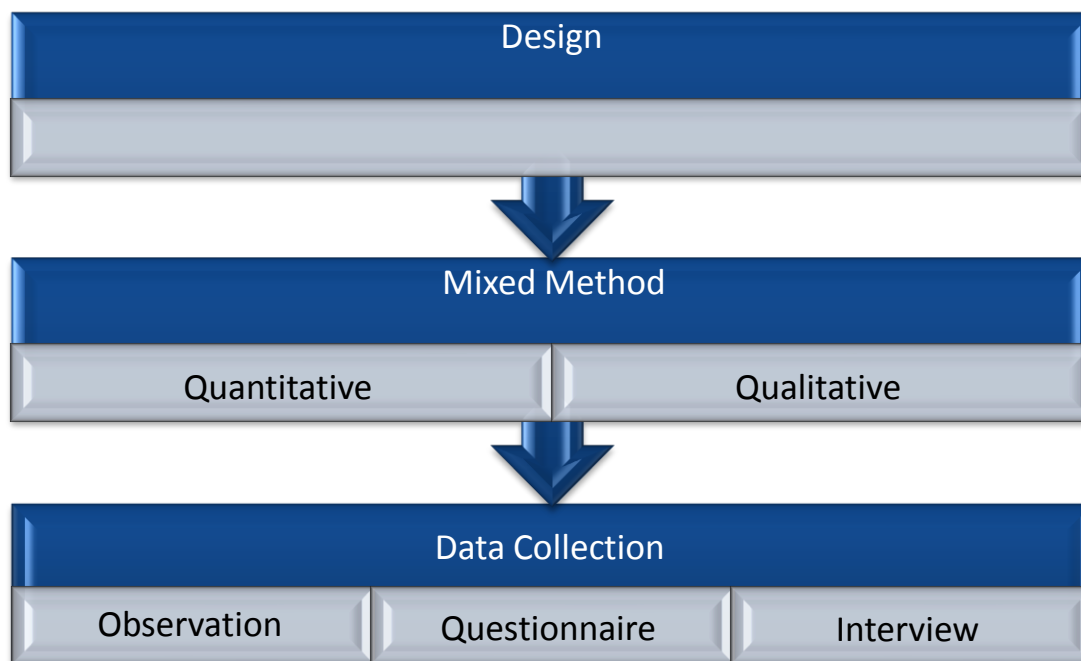


Figure 2.2.1. Research Design Methodology.

2.3. Research Setting

In order to fulfill the aims and goals of the current academic work. The researcher has been done the practical side of this investigation on a work place at a particular time to gather more information and to confirm the hupothesis. This academic research has been conducted at " Talbi Boutaleb " . On the second semester of the 2017/2018 academic year. This Secondary School is located in Ain El-hdjar. Saida-Algeria. It has 24 classrooms. For the facilities, it has two fields, one for basketball and the second for football. One large library. Four large laboratories. One large hall. There are six corridors. One computer rooms. One canteen. One teachers' room. One staff room. One headmaster's office. The

condition of this school is quite clean, big, wide and bright. It is not crowded because it is some how far away from the village at about 1 Kilometer away. The classrooms are very big, sufficient for about twenty to twenty five students. There are also sufficient chairs, tables in every class. There are fourty three teachers. Four of them are English Lnaguage teachers all graduated from English Department Dr.Moulay Taheur Saida University. They are teaching for many years. Their experiences also support their teaching skills. There are five hundred and four students, one hundred of them are 2nd year students. Most of their parents are farmers, sellers and few of them are civil servants. Generally, students at Talbi Boutaleb Secondary School have high-motivation in learning English. The research is conducted in the second semester of the academic year 2017/ 2018. Started from 1st to 26th April.

2.4. Research Instruments

In order to gain quantitative and qualitative data. The researcher used three instruments for collecting the data which are in the forms of

2.4.1. Observation is a mainstay of action research. It enables the researcher to conduct and reflect systematically upon classroom interactions and events as they actually occur. Burns(1999) states that

‘ It refers to using procedures that ensure that the information collected provides a sound basis for answering research questions and supporting the inter-pretations that are reached’ (p.80).

2.4.2. Questionnaire is best to use questionnaire - so-called; survey, checklist, schedule –‘ When a researcher wants to get responses from several people and he do not have time to interview . The questionnaire was used to gain information about the audio-visual aids/ tools and what the students' want / need. (Burns, 2010, p.81).

2.4.3. Interviews are a classic way in a research to conduct a conversation that explores a research's focus area. Burns(2010) describes interviews as ‘ Conversation with a purposeThe researcher was used interviews to gain information which can not be gained through questionnaire’ (p.74).

2.5. Data Collection Techniques

The present study involves quantitative and qualitative approach. A mixed method to obtain reliable results. The quantitative research has been used in the form of a questionnaires which are administered for the 2nd year students. Besides, in the qualitative approach the researcher adopted. First, an interview for English language teachers. Second, classroom observation using a checklist. However, the research has been done at " Talbi Boutaleb " Secondary School where the researcher deal with a specific category which is the English Division of the 2017 / 2018 academic year. The 2nd year students and their English Language Teachers were targeted in this study to collect data.

2.5.1. Quantitative Approach

The researcher adopts the quantitative research approach in order to get the quantity or in other words it deals with numbers more than facts. Because the researcher uses statistical or mathematical data to understand the subject matter. That is why, the researcher has been adopted to use it. Since it requires less time, effort, in addition to the fact that it suits the research aim. The 2nd year students are very collaborative. They help the researcher by answering the administered questionnaire. The questionnaires are consisted of both open-ended questions and close-ended questions.

2.5.1.1. Students' Questionnaire

The researcher has been worked with 2nd year students at Talbi Boutaleb Secondary School from different groups, different gender and age. It is consisted of fifteen various questions divided into three sections including some close-ended questions such as Yes / No. WH questions and multiple choices, in addition to open-ended question asking them to justify their answers. The researcher avoid making a section about personal background because it does not serve the study.

2.5.1.1.1. Description

The questionnaire includes three sections divided as follow ; The first section, is entitled ' Perceptions of writing skill ' where the researcher concentrated more on how do students percieve the writing skill in both generally and specifically. It includes six questions about writing skill, in addition to the diverse reasons that

prevent students from writing. The second section title, is the use of Audio-Visual Teaching / Tools. It includes five questions asking about their personal use of those tools along with its use inside the classroom during the writing expression sessions. The third section entitled ' The effective and the influence of Audio-Visual tools on the writing performance ' contains four questions, investigating about the students' point of view concerning the influence of what is called the teaching aids / tools on their writing capacities as well as knowing if its use actually improves their abilities in English as a foreign language.

2.5.2. Qualitative Approach

The qualitative method is the contrary part of the quantitative method since this later deals with numbers whereas the qualitative is mostly used in many different academic disciplines. The qualitative research is a broad methodological approach That contains many tools. The researcher choose the most workable ones that serve the purpose of the current investigation. Interviews and classroom observations seem to be the appropriate data collection tools for this academic study.

2.5.2.1. Classroom Observation

The researcher has been decided to use the classroom observation as a tool for this current investigation to give more credibility. The researcher has been selected the 2nd year level as a case study because they have enough experience, they can express themselves better, in addition to the fact that their case serve the research purpose since they have already faced their writing difficulties in the previous years. Before starting the classroom observation, the researcher looks for the teachers who use audio-visual tools in their teaching carrier/ process. Then, the researcher prepares a checklist including the elements that needed to be observed plus two boxes to tick the observed and not observed factors along with another box to write the important notes.

2.5.2.1.1. Description

The classroom observation is conducted in this academic year 2017/2018 with 2nd year students and their English language teachers. It has been accomplished during twenty six days from 1st to 26th April. The researcher has been assisted with three English Language Teachers who use and adopte the audio-visual

teaching tools. Consequently, the researcher has been attended seven sessions. Besides, the time of the observation is varied according to the teachers' responsibilities along with the availability of the teaching tools / aids. The classroom observation focuses more on the variables of this investigation or in other words, the researcher has been concentrated more on observing the students' writing performance as well as the influence of the educational tools / aids on the students along with the teachers' roles during the writing expression sessions.

2.5.2.1.1.1. Classroom Observation Checklist

Concerning the checklist, it includes one page starting with the title, the date, the teachers' name and the activities of the session as well as the classroom observation number. In this way it has been organized and the researcher may not forget the details. Accordingly, it has been divided into four boxes; the first box includes the elements that should be observed. Second and third boxes were devoted to tick the observed factors. Final box was left for the comments and remarks.

In addition to a little space at the end of the page where supplementary notes has to be taken. Moreover, in the checklist fourteen elements to be observed for instance; time, motivation, accuracy, participation. By these elements, the researcher has been concentrated on analyzing the students inside the class along with the difficulties a student's may face as well as the teacher's role such as the way he/she provided feedback or their reactions. The second part devotes to analyze the use of audio-visual including the kind of the tools also its advantages / disadvantages.

2.5.3. Teachers' Interview :

The researcher has made an interview with three (3) English Language Teachers at Talbi Boutaleb secondary school. It is consisted of eleven (11) structured questions as a total. It is included also with the name of the teacher, years of teaching and the institution.

2.5.3.1. Description :

The interview has been conducted in the Academic year 2017/2018 with three English Language teachers out of four. This interview has been accomplished

during three days based on the teacher's schedule from 24th to 26th April. The researcher directs the interview to the English Language teachers who are adopting the audio-visual teaching because they are using it and they can help the researcher to accomplish the study and to prove the research hypothesis.

The researcher is interviewing each teacher alone in order to have different answers and reply. Also, the researcher has been focused on eleven issues that the researcher finds them more interesting and serve the objective of the current study. Eventually, the three English Language teachers are very helpful and not talkative, they give the researcher with precise answers.

2.6. Population and Sample

In order to achieve the research goal, to test the hypothesis and to use the research tools. The researcher decides to work with 2nd year students at TALBI BOUTALEB Secondary School. The researcher has been chosen the 2nd year students for different reasons. First, they have been in touch with English Language for many years. i.e., they are mature enough to express their thoughts. Second, they are motivated more to learn and to enhance their writing capacities. In short, the researcher has been considered that they represent the best target that may serve the purpose of this current work.

Besides, the teachers have been chosen, they have the experience to use different teaching methods including the use of audio-visual approach / method / technique. The population is consisted of forty students and three English Language Teachers. The researcher have been selected to work with three different classes of 2nd year. One literary stream. One scientific stream and the other one language class. Each class contains thirteen students. The researcher has been administered forty questionnaires for the students. Three interviews for teachers, in addition to the fact that the researcher has been assisted seven classroom observation.

2.6.1. The Teachers' Profile

The researcher has been considered to target 2nd year English Language teachers because they are aware of their students' abilities / disabilities in this case improving writing performance. The research involves diverse teachers in age,

career. In the teachers' interview, the three English Language teachers are involved and engaged by using the audio-visual tools in their teaching process. Eventhough, in the classroom observation, the researcher has been noticed that the interaction between teachers and students is much more higher than the ordinary teaching.

2.6.2. The Students' Profile

The researcher deals with forty students as a sample of this study. The researcher has been noticed a huge difference in gender in most of the 2nd year students, the majority of the participations are females. Although, the researcher has been tried to distribute the questionnaires for all students as well. Indeed, the researcher has been attempted to collect the answers from a variety of students whom differ in gender, age, situation and English level as well.

2.7. Validity and Reliability

To ensure reasonable VALIDITY AND RELIABILITY, the researcher avoids to rely on any single source of data. Thus, the researcher has been used a process called TRIANGULATION to enhance the validity and reliability of the findings. Basically, triangulation means using multiple independent sources of data to answer one's questions. It is like studying an object located inside a box by viewing it through various windows cut into the sides of the box. Observing a phenomenon through multiple " windows" can help a single researcher to find, describ, compare, contrast what is beeing seen through a variety of lenses. Fortunately, classrooms and schools are by their nature data rich environments. Each day a student is in class, he/she is producing work, interacting with his / her classmates or experiencing difficulties in various situations, completing assignments either proficiently or poorly under the teacher's control. However, classrooms and schools are the key that help the researcher to managing triangulated data collection EFFECTIVELY AND EFFICIENTLY.

Conclusion

In this chapter, the researcher describes how the FIELD INVESTIGATION is presented including QUANTITATIVE AND QUALITATIVE measures And how the researcher is combining them using mixed method approach. Then, An explanation of how the data has been collected including CLASSROOM

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OBSERVATION CHECKLISTS, QUESTIONNAIRES AND INTERVIEWS that lead to the process of TRIANGUALTION that seeks for the VALIDITY AND RELIABILITY of the findings through multiple data sources.

Chapter Three

Findings and data analysis

Introduction

This chapter reveals the findings and discussion which refer to the effort in order to improve and enhance students' writing skill by using audio-visual aids to support the teaching / learning process. Furthermore, the researcher has been analysed the collecting data via tables and pie chart where necessary focusing on the interpretation of the results. Then, presented a discussion for the main results.

3.1. The Analysis of Classroom Observation

In order to obtain consistent outcomes from the classroom observation, the researcher has been conducted with second year students along with their teachers of English Language from different classes; Mathematics, Languages, and Letter. The researcher has been divided the work into two parts, those where the researcher has been assisted as a passive observer and those who has been assisted as a teacher not an observer and do the lecture for the second year students by adopting the audio-visual teaching. In this way, the researcher has the opportunity. First, to compare between the lessons from the degree of understanding and creativity with the use of audio-visual materials and without using them. Second, to confirm that adopting the Audio-Visual Teaching had a great importance to enhance all the language skills and its effectiveness on the writing performance.

3.1.1. The analysis of classroom Observation Without the use of Audio-Visual Aids

The researcher has been started to analyze the sessions that he attended with different classes and different teachers who do not use and adopt audio-visual teaching in their courses. The first class (2nd year LP1) from 13:30 to 14:30. The teacher give them activity in order to do individually without explanation but the researcher found it some how difficult for the students to do. It seems obvious for them. Then, the teacher asks them to correct it together. There are just four or six students who are participate and the rest do nothing. While the correction the teacher is explaining the rules. The second activity, students do it well not all the class but better than the first one. When they have been finished, their teacher asks

them again to write five sentences per each student using reported verbs in the indirect speech.

The second class (2nd year TM) from 14:30 to 15:30 with the same teacher. The researcher has been noticed that all of the class are boys and just two girls. The teacher here do the same activities and adopts the same method in every class she teaches. Although, in this class the researcher has been found that the students much more interesting to learn the English Language and of course the researcher is sitting back as a passive observer.

The third class (2nd year LE) from 08: 30 to 09: 30 with another teacher. In this class the teacher asks her students to look at two pictures in their book "Getting Through" and discussed together what do they see. Then, the teacher tells them to read the text above the pictures one by one. While students' reading, the instructor write four questions on the board about the text. The questions are as follow :

1. What is the topic of the text ?
2. What is the main idea of the text ?
3. What type of the text is ? Circle the best choice.
a/ descriptive b/ argummentative c/ narrative d/ expository.
4. How many examples does he give to illustrate his / her point ?

After the students' reading, the teacher has been asked them to answer those questions and they have been wrote it down on double sheet of paper and give it back to their teacher. Accordingly, the researcher has been observed that the whole time is between the teacher talking time and the students' talking time.i.e., asking and reply, and working with few students. There is no high frequency for participation, motivation, interaction, creativity... etc. Another point that has been observed is that students feel boredom in the class which means that they have nothing to do or to say although they have the chance to be more creative and active but they simply do nothing except for a few students. The final elements the researcher has been observed is that the teachers teach their students using only board or book which is considered as an old fashions in teaching and no use of any kind of educational tools; no audio-visual aids inside the classroom.

3.1.2. The Analysis of Classroom Observation With the use of Audio-Visual Teaching

In order to demonstrate the effectiveness of audio-visual teaching to improve the students' writing skill. The researcher has been conducted three sessions with 2nd year students not to observe them but in order to teach them – the researcher in those sessions become a teacher- The researcher has been used audio-visual aids or in other waords, the researcher has been adopted the audio-visual teaching. For that, the researcher has been prepared the lesson for three different classes (TM, LP1, LE) by keeping the same plan of the course but explained it differently per each class.

3.1.2.1. The Course Plan (Developing Skills)

Watching two videos; 1st video was about " How was an earthquake happening ? (www.Dr.benocs.com). The 2nd video was about safety measures before, during, and after an earthquake (www.safety-measures-before-during-after-an-earthquake). Then, discussion i.e., answering the questions that the teacher or the researcher have asked and do the following activities (printed handouts). The first activity is about the earthquake safety measures and its aims is to familiarize students with the safety measures necessary during natural disaster earthquakes, to increase the student's awarness about the steps of precautions when an earthquake happens and their order according to the degree of importance. Students' answers may not be very accurate. However, after the correction they must be ordered as follows :

Degree of importance	The most important	The necessary	The less important	The least important
Measures	B	C	D	A

Before resuming to activity three, the teacher read the listening script which was an interview with an expert. While pupils listen and check their " guessed"

answer to the previous talk. ‘ The listening script, a dialogue with Mr.Clancy, who is a seismic expert is included in the text book ‘Getting Through ’(p. 184).

In activity two students have to check the mistakes in every sentence through listening to the teacher in order to correct them and its aim is to improve pupils listening capacities by looking for specific information while listening to a script, to find the incorrect or the mistake in the sentences given. Then, Introducing the structures: had better / had better not + infinitive without 'to'. For giving advice. The mistake in the sentences is the addition of "To" to the verb after the structures " had better" or " had better not". Students correct the mistakes as follow; If you are inside a building during an earthquake, you had better (to) stand in a doorway. You had better not (to) try to take the stairs and lifts. You had better (to) stand away from building.

In activity three the teacher asks the students to give an advice about what to do before and after an earthquake using the verb idiom had better or had better not and its aim is to learn how to ask for an advice using what should I do, and to learn how to give/make an advice using (you had better or better or you had better not). Pupils work in pairs and exchange role play. To encourage the students' creativity, the teacher chooses the best product and write it on the board. These are the suggested output. Before an earthquake; You :what should I do before an earthquake ? Your Partner : You had better not place objects ober beds. After an earthquake; You: what should I do after an earthquake ? You Partner: you had better clean up dangerous spills.

For the last activity, the teacher tells the students to write a short announcement advertising the precaution that people should take before, during, and after an earthquake. Being motivated and encourage students work in small groups. The best announcement will be written on the board and corrected by the class. Its aim is to write an announcement giving advice about the precautions in times of natural disasters such as an earthquake and to exploit the writing capacities acquired by students about making / giving advice and link words. It is not necessary that students' essays include the same information. But the similarity of the for mis very

essential. In doing so, pupils may rely on the model given in page128 including the introduction. Here is an announcement sample;

Dear citizen,

Our town is situated in an earthquake zone. We can not do anything to stop earthquake, but we should see to it that safety measures are taken in order to limit the loss of human life and material damage. Before an earthquake, we had better not place objects over bed because they may fall over family members and injure them. During an earthquake, we had better not panic and run away in all directions, for we can be injured or killed. We had better stand in a doorway or crouch under a desk or table, stay well away from windows or glass dividers, for our safety. After an earthquake, we had better provide first aids because family members and neighbours may be injured.

3.1.3. Discussion of the Results

Accordingly, the researcher has been divided the time into three parts per each session; the teacher talking time is about 40%. Approximately 35% of the time devotes to students' talking time as well as giving their opinion and exchanging thoughts. In addition to the remaining 25% of the time assigns to the use of audio-visual aids such as the use of data show, videos and so forth. Also, motivation is an observed element during all the sessions since it helps them to express their thoughts. While for interaction is observed between the teacher and the students and sometimes between the students themselves about what concerns the topic. Creativity is observed when the teacher asks the students to imagine themselves if they are live on an earthquake zone; what do they do before, during, and after an earthquake?. The teacher was wondered by their answers because each students give an excellent answer. They have really good imagination.

Basically, the students' participation is observed in the three sessions because it is group work organized by the teacher. In contrast, the researcher does not observe that the students feel boredom in class especially with the use of audio-visual aids where the teacher is motivating them all the time. It is amazing and somehow funny. The researcher assumes that they are very happy and want to know and learn more.

3.2. The Analysis and Interpretation of the students' Questionnaire

The questionnaire is in a printed form that has been distributed hand to hand to forty second year students at Talbi Boutaleb secondary school. However, the forty questionnaires are a sufficient number to take as a sample for the current investigation. Therefore, the quantitative results of the data collection has been transfer manually, counted and calculated using tables.

Then the researcher have been made the percentage to facilitate the work. The purpose of the students' questionnaire is to investigate the second year students' opinion about the effectiveness of audio-visual teaching to improve the writing skill. Moreover, the researcher has been focused on the students' writing difficulties they face to see whether the teaching aids help them to cover those obstacles.

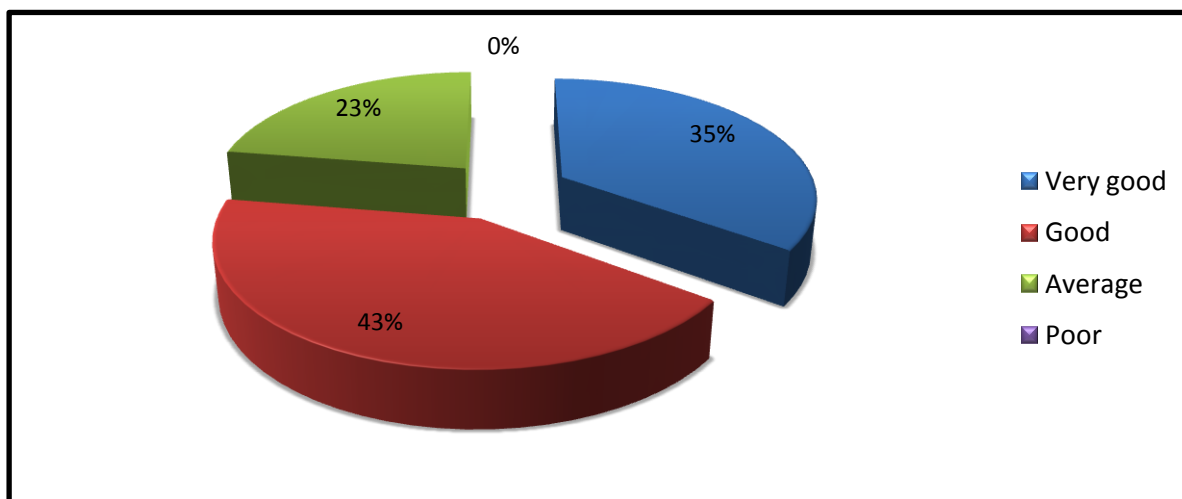
3.2.1. Section 01 : Perceptions of writing skill

1. How do you consider your level in english language ?

Table 3.1 : Students' English language level.

Options	Responses	Percentage
a. Very good	14	35%
b. Good	17	42.5%
c. Average	09	22.5%
d. Poor	0	0%
Total	40	100%

The aim of the first question in section one is to know how does each students consider his / her level in English Language. This includes four options wich are very good, good, average and the last is poor. The researcher thinks that these are the main options that can help students to determine their level in english language and how do they consider it by choosing one of those options. This question helps the researcher to know the level of english language of each students.



Pie-Chart 3.1 : Students' English Language Level.

The received answer has been divided into four (4) answers. Seventeen (17) of the students have been chosen answer (B) good it presents 42.5% . Where the second choice is answer (A) has been considered themselves very good, to be precise 14 students which means 35%. The third answer is (C) average only few which means that nine (9) students with 22.5% . The (D) choice is not chosen at all with 0% of the total percentage.

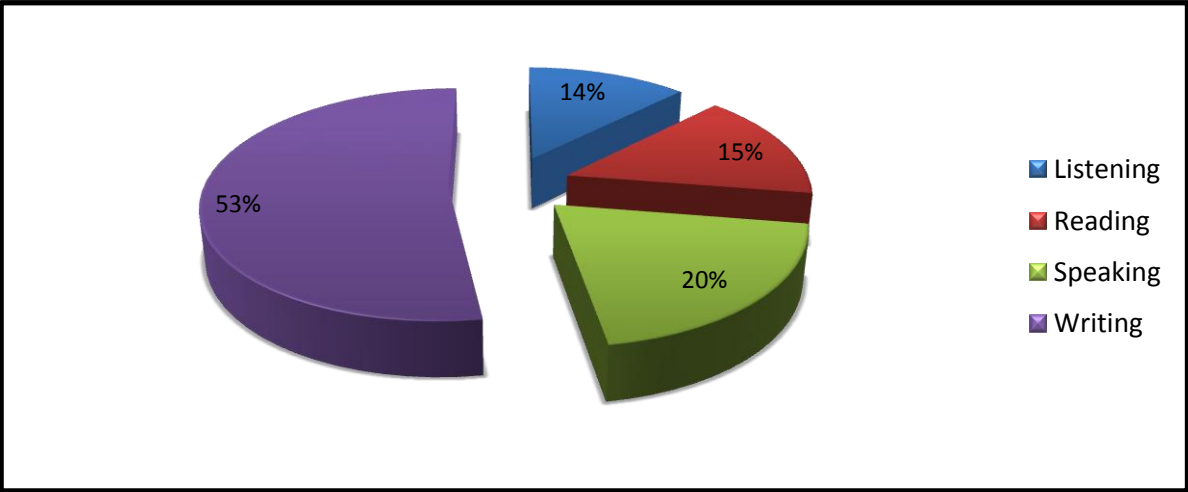
2. According to you, what is the most difficult skill to learn English Language ?

Table 3.2 : The most difficult skill to learn English Language.

Options	Responses	Percentage
a. Listening	5	12.5%
b. Reading	6	15%
c. Speaking	8	20%
d. Writing	21	52.5%
Total	40	100%

In the second question, the researcher would like to discover the most difficult skill to learn the English Language by providing the four language skills; listening, reading, speaking and writing. Usually students might face problems on one or two or three of these skills to learn english as a foreign language or may be

all of them but this later is rarely found. In addition to the fact that this question serves the study purpose.



Pie-Chart 3.2 : The Most Difficult Skill to Learn English Language.

In this item, the students have been chosen the most difficult skill to learn English. The writing skill (D) is considered as the most difficult skill by twenty one students i .e., 52.5% whereas, the speaking skill (C) have been chosen by eight (8) students, it represents 20%. In other hand six (6) students have been chosen reading (B) with 15% and five (5) of them have been considered the listening (D) as the most difficult skill to learn English. In this item the writing skill dominate the students’ choice.

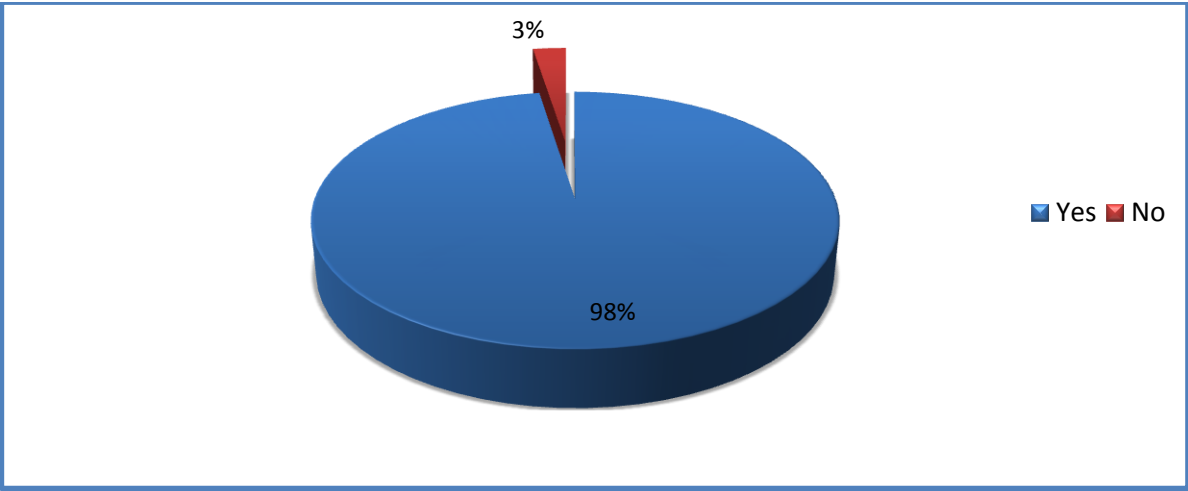
3/ Do you think that there is a relationship between all of the skills ?

Table 3.3 : The relationship between all of the skills

Options	Responses	Percentage
a. Yes	39	97.5%
b. No	1	2.5%
Total	40	100%

The researcher have been discovered from the answer of the third question that all of the students think that there is a relationship between the four language skills and they affect each other except one. In other words, students can not

develops just one language skill in order to learn a foreign language as in this case English language. Students have to develop the four language skills because they are in close relation to learn and acquire a foreign language.



Pie-Chart 3.3 : The Relationship between all of the Skills.

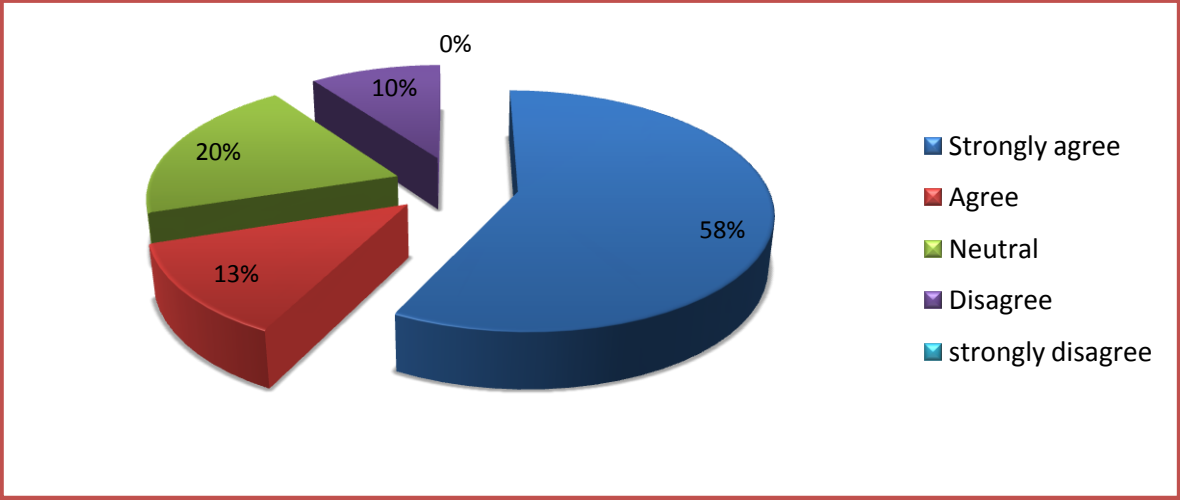
Most of the sample agree that there is a relationship between all of the skills 97.5% answer yes (A) whereas answer (B) just one student has been chosen it with 2.5% . All the participants confirm the question which asks above except one. 4/ The most difficult skill to be developed is writing. To what extent do you agree or disagree with this statements ?

Table 3.4 : Students’ Viewpiont about the difficult of writing skill.

Options	Responses	Percentage
a. Strongly agree	23	57.5%
b. Agree	5	12.5%
c. Neutral (neither agree nor disagree)	8	20%
d. Disagree	4	10%
c. Strongly disagree	0	0%
Total	40	100%

The aim of this question is to explore the students’ agreement or disagreement about the difficulty of the writing skill. Starting from strongly agree, agree, neutral, disagree, to strongly disagree. However, most of the participants

have been focused or agreed that writing skill is the most difficult skill to be developed since it has an important role in academic writing and and in this current study.



Pie-Chart 3.4 : Students’ ViewPiont about the Difficulties of Writing Skill.

The result has been shown that the most of the students have been chosen answer (A) strongly agree with 57.5% . The other participants have been desired answer (C) who are neutral neither agree or disagree with 20% . five (5) students out of fourty (40) goes to answer (B) with 12.5% who are agree. While, 10% of the students are disagree with that statement. And no one has been chosen (E) strongly disagree with 0% on the mentioned statement.

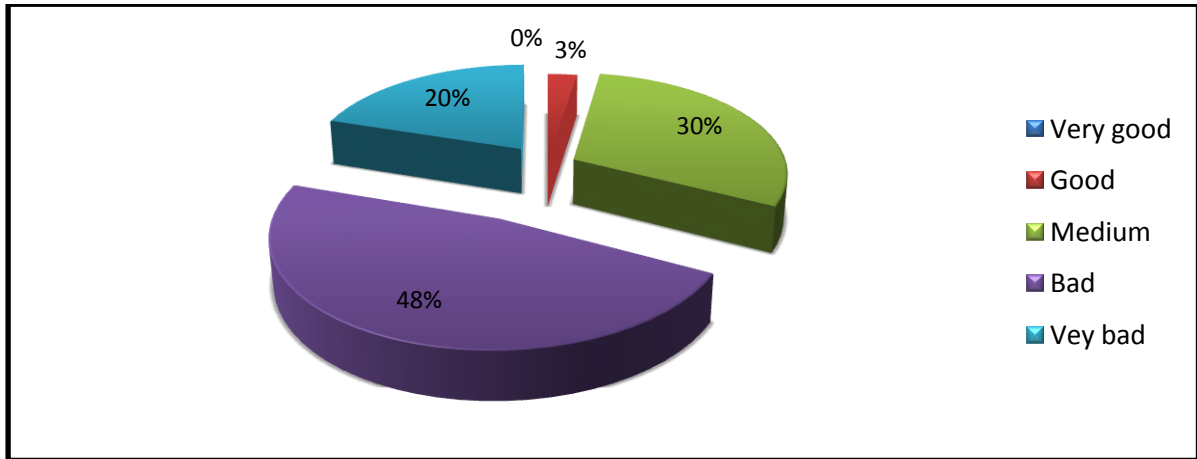
5/ How do you feel about your level in writing ?

Table 3.5 : Students’ writing level.

Options	Responses	Percentage
a. Very good	0	0%
b. Good	1	2.5%
c. Medium	12	30%
d. Bad	19	47.5%
e. Very bad	8	20%
Total	40	100%

The purpose of this question is to explore students’ level in writing. Students are free to choose any option that represents their real level of writing English from

the best (very good) and the Medium to the worst (very bad). This is also helps the researcher to know how students may feel about their level in writing because the study is about the writing performance.



Pie-Chart 3.5 : Students' Writing Level.

From the above pie chart, the researcher have been noticed that the majority or nineteen (19) respondents which represents 47.5% of the total sample have choose answer (D) bad which means that the majority of students have been considered their writing level bad. While, twelve (12) students have been considered their level as medium (C) with 30% which is a good thing in comparison with eight (8) students with 20% who have been considered it very bad (E). Just one student feels or considers his / her writing good (B) with 2.5% . And no of the participants tick the (A) answer.

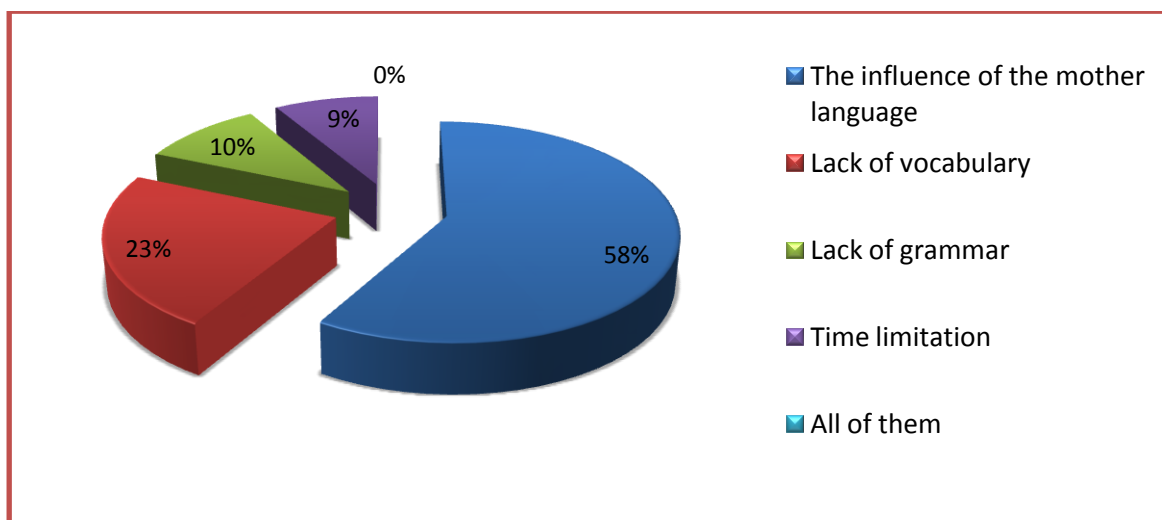
6/ What is / are the difficulty (ies) that affect your writing skill ? (tick the box (es) of your choice(s)).

Table 3.6 : Difficulties affecting the students' writing skill.

Options	Responses	Percentage
a. The influence of the mother language	7	17.5%
b. Lack of vocabulary	7	17.5%
c. Lack of grammar	4	10%
d. Time limitation	4	10%
e. All of them	18	45%

Total	40	100%
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The objective of this question is to investigate the factual difficulties might a students face while writing English language. Furthermore, the researcher has been focused on the problems that might affect negatively the students’ writing skill. Including the influence of the mother language, lack of grammar and vocabulary, time limitation or may have been faced all of these problems.



Pie-Chart 3.6. Difficulties Affecting the Students’ Writing Performance.

The researcher has been provided the participants with the chance of ticking more than one box i.e., they were free to choose more than one difficulty(ies) that they might face in their writing. The researcher has been found that the same percentage 17.5% from the total goes to answer (A) and (B) has been declared that the influence of the mother language and the lack of vocabulary prevent them from writing. Four (4) students with 10% have been chosen (C) lack of grammar along with four other students with same percentage have been chosen (D) time limitation as the reason that affect their writing negatively. 45% of students have been stated that all of the options above were an excuses that prevented them from writing.

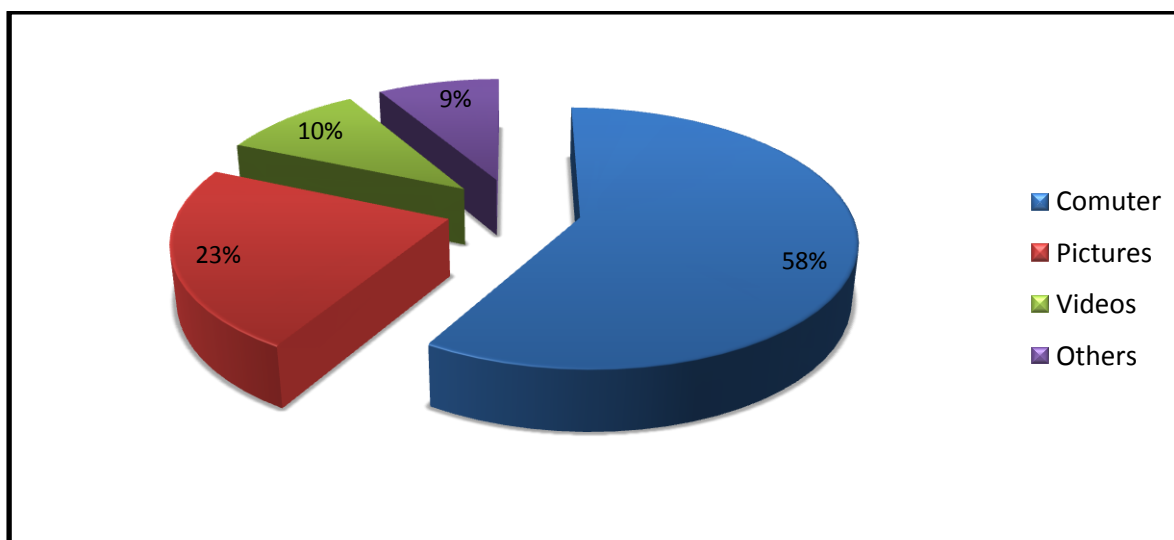
3.2.2. Section 02 : The use of AudioVisual Aids

1/ What do you use as an audio-visual aids / tools to improve your writing skill outside the classroom ?

Table 3.7 : Students' use of Audio-Visual Aids outside the classroom

Options	Responses	Percentage
a. Computer	19	47.5%
b. Pictures	4	10%
c. Videos	10	25%
d . Others	7	17.5%
Total	40	100%

Section two has been designed to investigate students' use of audio-visual aids. In fact, the first question addresses to explore the kind of audio-visual aids a students might use in order to enhance their writing skill outside classroom since different audio-visual tool exist now-a-days which give the students the opportunity to use it effectively in order to improve their writing abilities.



Pie-Chart 3.7 : Students' Use of AVA outside the Classroom.

The researcher has been noticed that most of the students use computer in other word nineteen (19) students have been ticked answer (A) with 47.5% , it represents superior percentage when the researcher have compare dit with videos (C) with 25% . In the other side four (4) students have been chosen pictures as a tool to use it outside the classroom since this latter made them imagine much better

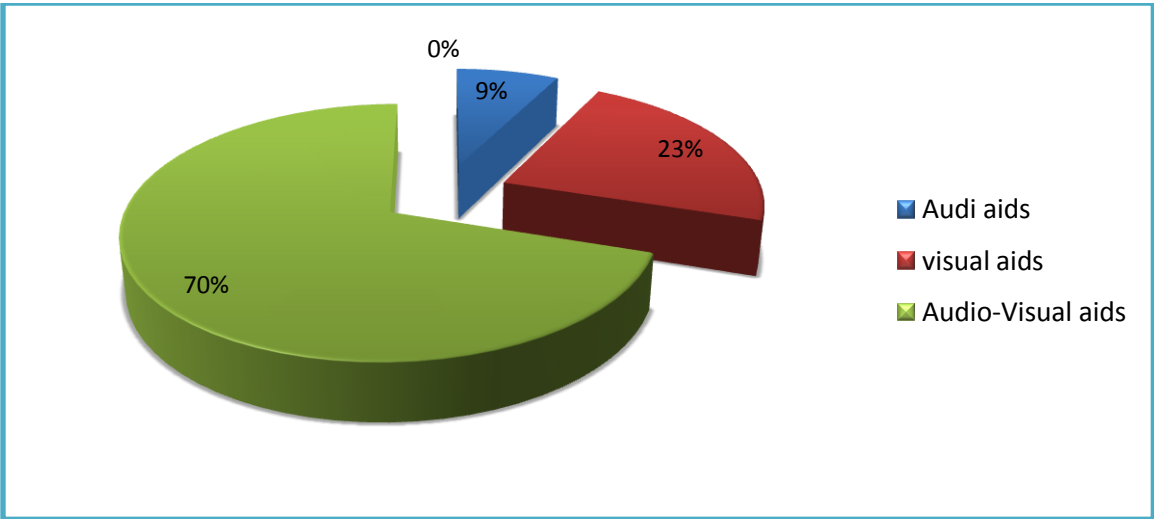
and could write . Seven (7) students out of forty (40) have been chosen (D) as they use other materials to enhance their writing skill.

2/ What kind of audio-visual aids do you prefer ?

Table 3.8 : The students Preference toward the use of audio-visual aids

Options	Responses	Percentage
a. Audio Aids	3	7.5%
b. Visual Aids	9	22.5%
c. Audio-Visual Aids	28	70%
Total	40	100%

The aim of this question is to discover the students’ preferences toward the kind of audio-visual aids. The researcher has been noticed that each individual has his/ her own way of self improvement.



Pie-Chart 3.8 : Students’ Preference toward the Use of AVA

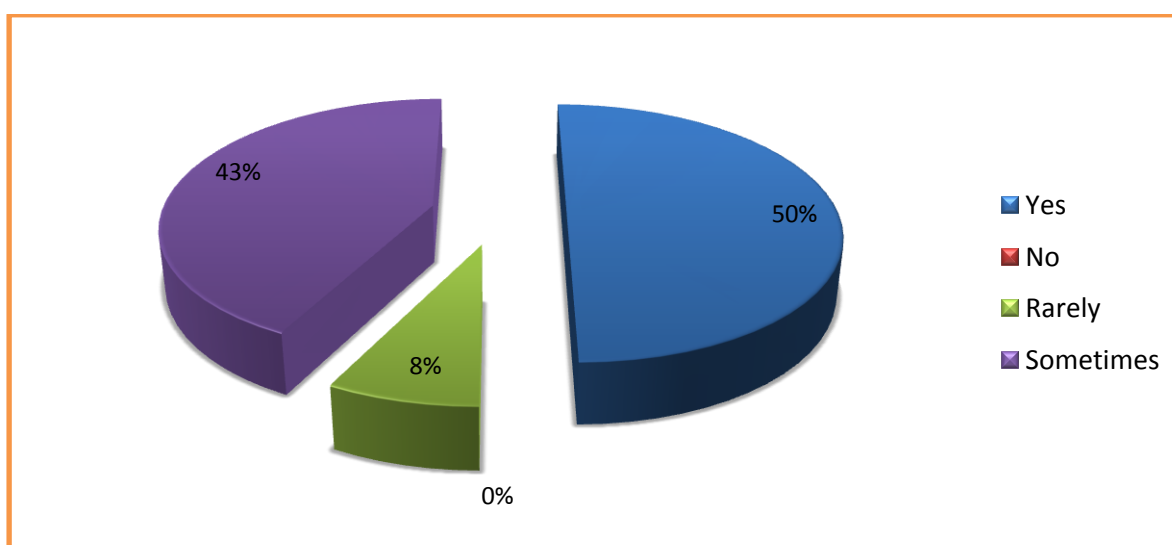
The result has been shown that the majority of the participants, (28) students out of (40) to be exact have been answered (C) the audio-visual aids/ tools as videos and computers with 70% this means that most of the participants would like to hear and see at the same time. Concerning the second choice is (B) the visual aids for instance pictures and powerpoint with 22.5% and the last point is the audio aids (A) such as tape recorder, radio with 7.5% of the total responses.

3/ Does your teacher use Audio-Visual aids in the writing expression .

Table 3.9 : Teachers' use of audio-visual aids in the writing expression.

Options	Responses	Percentage
a. Yes	20	50%
b. No	0	0%
c. Rarely	3	7.5%
d. Sometimes	17	42.5%
Total	40	100%

This close ended question has been asked in order to identify whether the teachers of English Language at Talbi Boutaleb Secondary School use the teaching aids or not since the first variable is about using and adopting audio-visual aids/teaching



Pie-Chart 3.9 : Teachers' Use of AVA during the Writing Expression.

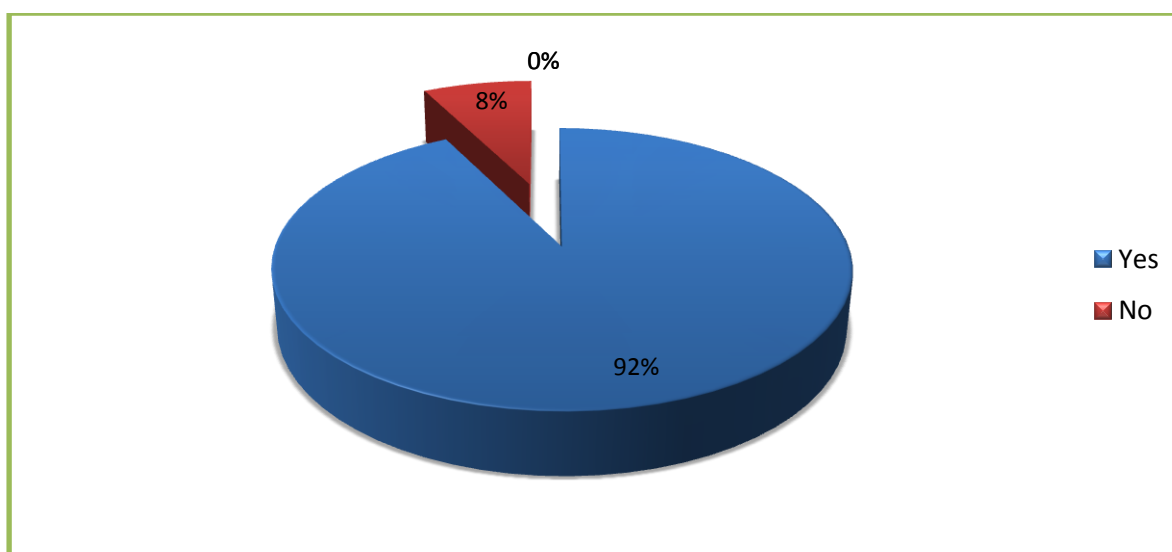
The statistics reveals that the majority of the students, precisely twenty (20) have been declared yes (A) with 50% which means that half number of teachers have been used the audio-visual aids but in other side, the researcher found that 42.5% have been stated that sometimes (D) their teachers use those tools. However, three (3) students have been ticked (C) rarely as well with 7.5% . While no participant has been ticked (B) as an option.

4/ Do you find it beneficial ? Why ? Please explain.

Table 3.10 : Students' opinion about the benefits of audio-visual aid.

Options	Responses	Percentage
a. Yes	37	92.5%
b. No	3	7.5%
Total	40	100%

The purpose from this question is that the researcher needs to recognize the students' personal opinion about the use of these aids whether they have been found it beneficial or not. Also, the researcher has been asked them to justify or explain in order to confirm and adjust their answers whether it is yes or no.



Pie-Chart 3.10 : Students' Opinion about the Benefit of AVT

The majority of the students think that using the audio-visual in English session especially in the writing expression are more beneficial for their learning improvement in general. Thirty seven (37) students have been said yes (A) it is beneficial, in contrast only three (3) students have been ticked (B) no. Additionally, students' explanation are as follow ; yes it is beneficial , this method help us much more better, we learn new vocabularies and get the right pronunciation from native speakers, it reaches their language skills, it is motivating, entertaining and educative

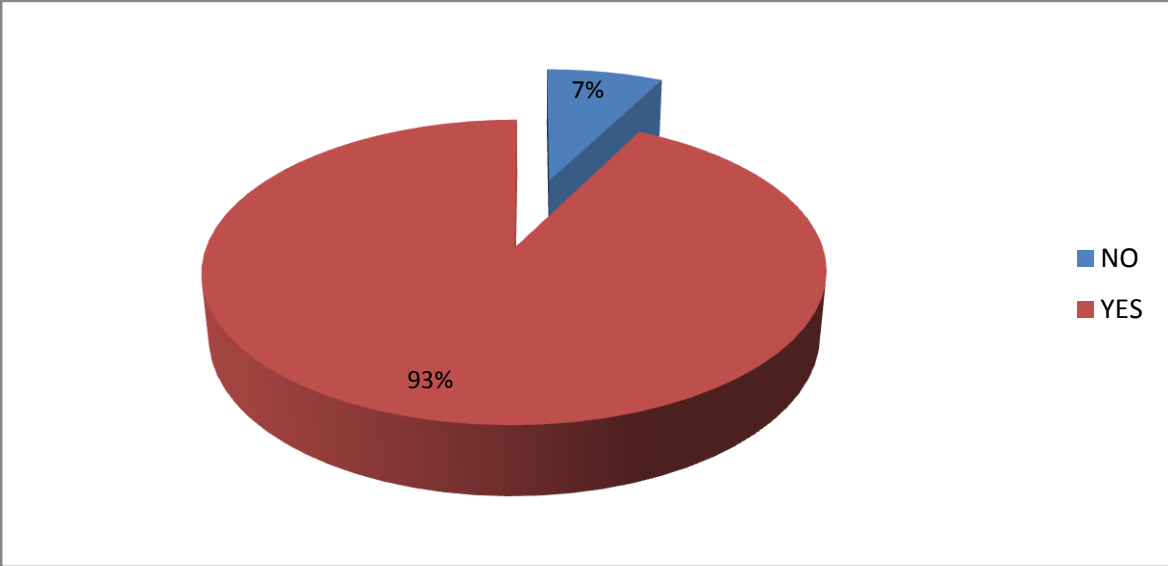
at the same time. Besides, the fact that it develops their understanding ...etc . The researcher has been found that 92.5% out of 100% were with the idea that audio-visual aids are of great help for them and the rest 7.5% which means three (3) students out of forty (40) have been found it not interesting and they prefer to learn and study without audio-visual materials.

5/ Does the class become more interesting and enjoyable when the teacher uses audio-visual aids ?

Table 3.11 : The impact of the audio-visual aids inside the classroom

Options	Responses	Percentage
a. Yes	37	92.5%
b. No	3	7.5%
Total	40	100%

The researcher has been asked this question to know if the class becomes more interesting and enjoyable when the teacher uses these aids or not. Also to detect the influence of using audio-visual aids inside the classroom and its impact on the students.



Pie-Chart 3.11 : The Impact of the AVA inside the Classroom.

The obtained results have been confirmed that yes (A) the class became more interesting and enjoyable with the use of audio-visual aids where thirty-seven (37) participants have been asserted that with 92.5% . The whole sampling agree on

one answer except three (3) of them who believe that it is not interesting for them as well those student has been chosen answer (B) with 7.5% .

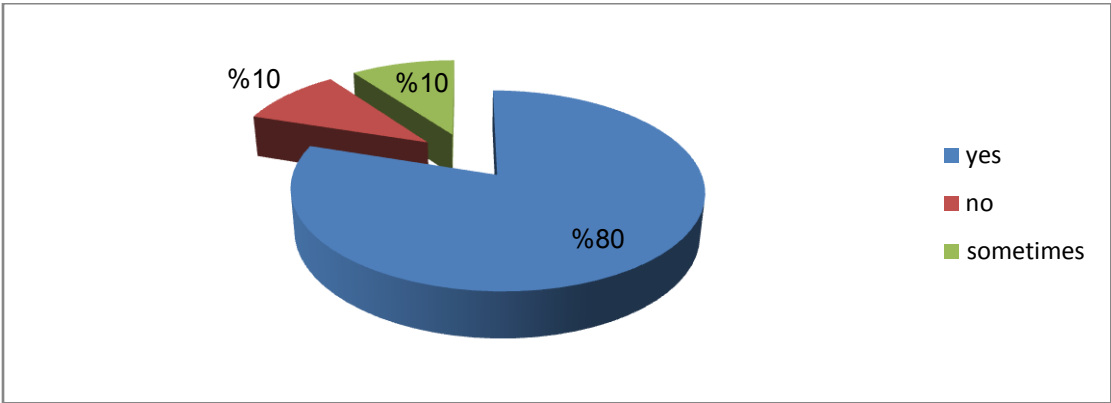
3.2.3. Section 03 : The effectiveness of audio-visual teaching on writing performance.

1 When your teacher use audio-visual tools, do you feel that your writing skill improves ?

Table 3.12 : Students Iprovement using Audio-Visual Aids

Options	Responses	Percentage
a. Yes	32	80%
b. No	4	10%
c. Sometimes	4	10%
Total	40	100%

The third section devotes to explore the effectiveness of audio-visual aids on the writing performance. Where the researcher has been investigated about the relationship between audio-visual aids and the writing skill as a way to ameliorate it. Thus, the first question is to probe the samples about the improvement of writng skill when they use audio-visual aids.



Pie-Chart 3.12 : Students’ Improvement Using AVA

The majority of the students have been chosen answer (A) exactly 32 students have been ticked yes which represents in the graph by 80% of the total percentage which is a good number comparing to the students who decide to choose sometimes (C) with 10% along with the same percentage of Four (4) students have

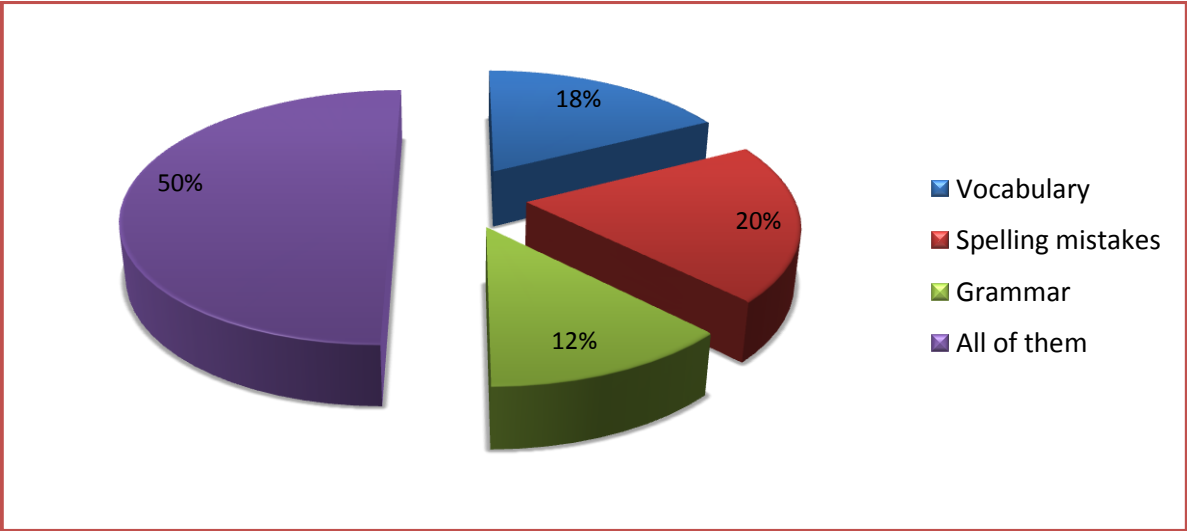
been stated that the use of audio-visual aids does not improve their writing skill who have chosen answer (B) with 10% .

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

Table 3.13 :The enhancement of language components using audio-visual aids

Options	Responses	Percentage
a. Vocabulary	7	17.5%
b. Spelling mistakes	8	20%
c. Grammar	5	12.5%
d. All of them	20	50%
Total	40	100%

The researcher seeks to discover the language components that can be enhanced when using audio-visual aids because each participants might differ from one another depending on their weaknesses lacks and strength.



Pie-Chart 3.13 : The Enhancement of Language Components Using AVA

Most of the participants which represents twenty (20) have been stated that all the language components mentioned above (D) are the most components that can be enhanced by using audio-visual aids with 50% . In the other side, eight (8) of the students have been chosen answer (B) with 20% that spelling mistakes could enhanced by using teaching aids. As well as seven participants have been ticked

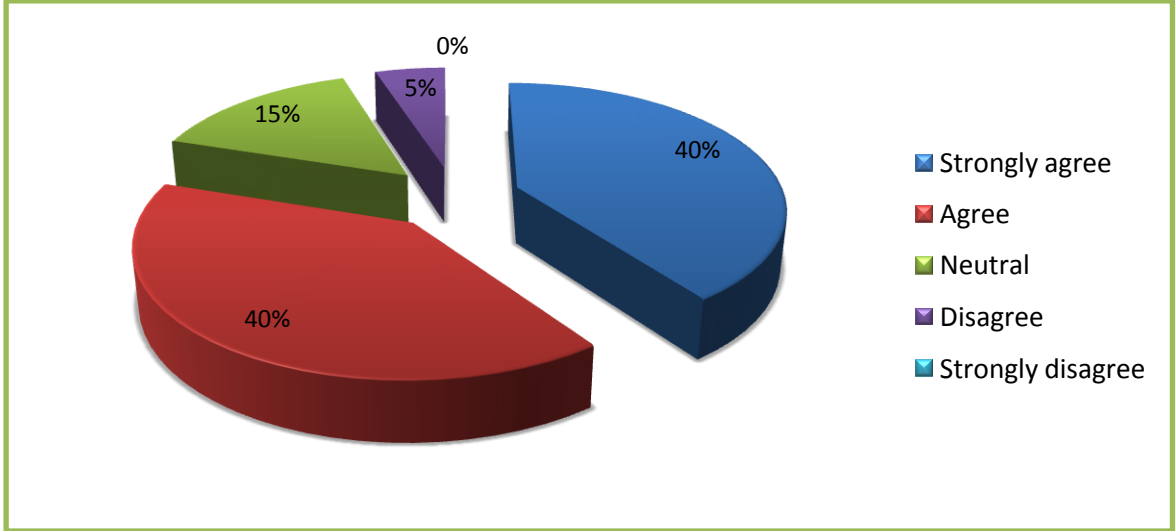
vocabulary (A) with 17.5% along with five (5) students have been chosen grammar (C) with 12.5%.

3/ The use of audio-visual aids always improves your writing skill

Table3.14 : Students’ opinion toward the use of audio-visual aids to improve their writing skill.

Options	Responses	Percentage
a. Strongly agree	16	40%
b. Agree	16	40%
c. Neutral	6	15%
d. Disagree	2	5%
e. Strongly agree	0	0 %
Total	40	100%

The objective of this question is to acknowledge the participants’ viewpoint about the statement where it declares that the use of audio-visual aids always improves students’ writing skill. The researcher has been requested their agreement or disagreement about this statement



Pie-Chart 3.14 : Students’ Opinion toward the Use of AVA to Improve their Writing Performance

The researcher has been found that the same number of participants - sixteen (16) - goes to answer or have been chosen (A) strongly agree and (B) agree with 40% per each on this statement. In addition to six (6) students are neutral (C) with

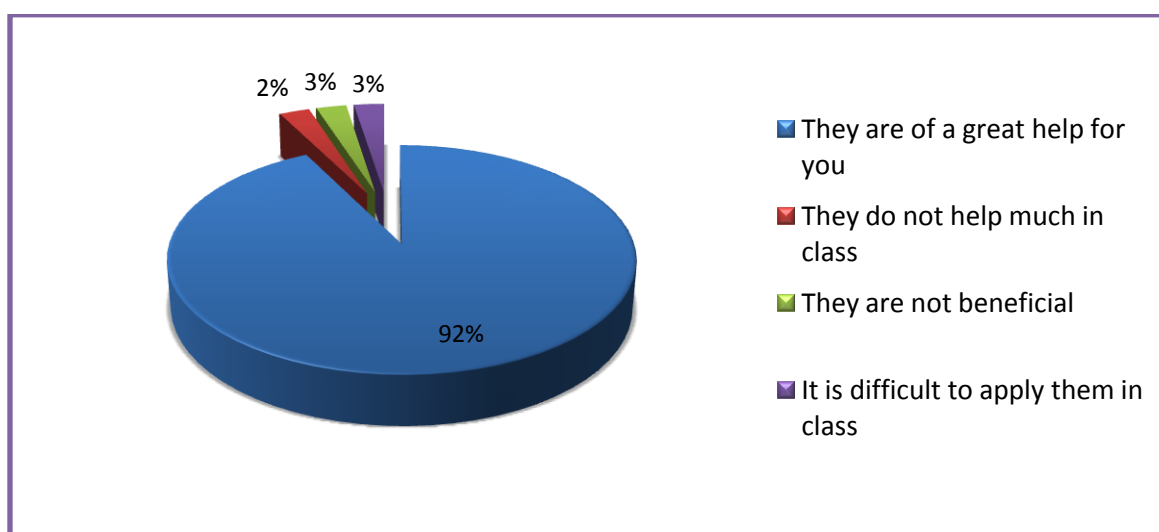
15% on the statement. Two (2) participants are disagree o that with 5% . Nevertheless, no one has been ticked the last options (E) strongly disagree with 0% .

4/ What is your opinion about the employment of audio-visual aids in writing expression session ?

Table 3.15 : Students’ opinion about the employment of the audio-visual aids in writing expression.

Options	Responses	Percentage
a. They are of a great help for you	37	92.5%
b. They do not help much in class	1	2.5%
c. They are not beneficial	1	2.5%
d. It is difficult to apply them in class	1	2.5%
Total	40	100%

The last question in the students’ questionnaire has been devoted to explore the students’ opinion about the employment of audio-visual aids in writing expressions. Although, the researcher took into consideration that some students have been experienced the use of these aids but others do not have this chance. Thus, the researcher has been provided them with different options for better choices.



Pie-Chart 3.15 : Students’ Opinion about the Employment of AVA in Writing Expression Sessions

The researcher has been noticed that the option (A) received by the large amount of responses. Thirty-seven students have been stated that the employment of audio-visual aids in writing expressions are of great help for them with 92.5% of the total sample . Whereas, one (1) student declares that they do not help much in class (B) . In addition to one (1) student, also who has been selected answer (C) they are not beneficial, plus another student (1) argues that it is difficult to apply them in class (D) with the same percentage 2.5% per each of (B, C, D) options.

3.2.1. Discussion of the results

The researcher has been decided to conduct a questionnaire for 2nd year students at Talbi Boutaleb secondary school. The researcher has been selected three different classes the total of forty students as the sample / participants of their current study. The questionnaire included fifteen questions has been asked to be answered. The first section devotes to examine the students' perceptions of writing skill. The received respondents show that students face a lots of difficulties in their writing abilities cause by various reasons, consequently those reasons prevented them from engaging to write well in English Language. While, the second section was assigned to explore the use of audio-visual aids since many kinds of these aids exist now-a-days and each participants had his / her own preferences.

In addition to the fact that they have been stated that those tools are beneficial, interesting and worthy. Besides the third section, the researcher would like to investigate the effectiveness of audio-visual teaching on writing performance from the students' viewpoints and to prove that teaching aids are very essential on the improvement of the students' language components, especially improving their writing level. Moreover, the majority of the students have been declared that the employment of the audio-visual teaching in the writing expressions is of a great help for them. In short, the researcher believes that the audio-visual teaching has a great impact on the students' achievement and can improve the students' writing skill both inside and outside the classroom. So that, audio-visual teaching is of a great effectiveness on students' writing performance.

3.3. The Analysis and Interpretation of the Teachers' Interview

The researcher has been asked for the teachers' permission to make an interview with them in order to support the current study with argument. Three teachers out of four accept to collaborate with the researcher. Thus, the teachers' contribution are of a great help for the study under investigation which seeks to explore the effectiveness of audio-visual teaching to improve students' writing performance. The researcher bases the interview on precise and clear question about teaching the writing skill and the use of educational aids.

Table 3.16 : Teachers' Viewpoint about Learning the Foreign Language

1/ Do you agree that in order to learn Foreign language, students have to write it ?	Responses
Teacher (A)	Yes, I do
Teacher (B)	Yes, I agree
Teacher (C)	Yes of course

The researcher devotes the first question to know whether the researchers agree that in order to learn a foreign language students have to write it. Obviously, all the three teachers agree that in order to learn a foreign language, English in this case, students have to write it. Teachers said ; « If students do not write how do they learn a language » .

Table 3.17 : Teachers' Evaluation of their Students' Writing Level.

1/ How do you evaluate your students' Level in writing ?	Responses
Teacher (A)	Throughout writing expression Tests
Teacher (B)	Tests, Projects
Teacher (C)	Writing paragraphs, Assignments

The researcher has been asked this question in order to discover the teachers' way of evaluating his / her students. Apparently, teachers have been faced problems with their students when they ask them to write. Thus, teachers have been declared that most of the time students do not want to write because they have weaknesses and lacks. Sometimes they are good, sometimes are average, and often are bad according to the topic.

Table 3.18 : Students' Participation in Writing Expression Sessions.

3/ Do students participate in the writingExpression sessions ?	Responses
Teacher (A)	Yes, they do (always)
Teacher (B)	Often
Teacher (C)	Sometimes

The researcher bases this question on the teachers' consideration about their students' nature inside the classroom during the writing expression sessions which is very essential element in the acquisition of English as a foreign language. The aim of this question is to know whether the students participate during the writing expression or not. The researcher has been noticed that the teachers' responses differ from one another. Teacher (A) says, ' yes, they do ' which means always students participate. Teacher (B) says, ' often students participate in the writing sessions ' . Then, teacher (C) claims that students sometimes participate, according to the topic. This is a good sign which means that students would like to learn English as a foreign language.

Table 3.19 : The difficulties faced Most by Students in their Writing Performance.

4/ What are the difficulties faced most By students in their writing Performance ?	Responses
Teacher (A)	They can not use their vocabulary Words In a full sentences
Teacher (B)	Lack of vocabulary, spelling mistakes, Lack organization of ideas
Teacher (C)	Lack of grammar, vocabulary, style

Through this question, the researcher seeks for the reasons or the difficulties that faced most by students in their writing performance. The responses reveal that the students face more than one difficulty in writing performance ; lack of vocabulary, lack of grammar, spelling mistakes, organization of ideas, bad writing style, translating from the mother language (Arabic in this case) word by word to the target language (English). All these difficulties prevent the students from writing well and in a good way.

Table 3.20 : Teachers' Type of Activities in Teaching Writing.

5/ What type of activities do you choose in teaching writing ?	Responses
Teacher (A)	Fill in the gaps + audio-visual aids
Teacher (B)	Reorder, missing words, giving notes To write paragraphs
Teacher (C)	Guessing, checking silent letters

It is clear from the teachers' responses that they try all the time to change the type of activities in teaching writing from fill in the gaps, reorder, missing words, guessing, giving notes to write paragraphs along with the use of audio-visual aids in order to avoid boredom inside the classroom, and to attract their attention by shifting the activities from time to time and to enhance their writing level.

Table 3.21 : Teachers' Attitude toward the Use of AVA

6/ What is your attitude towards the Use of audio-visual teaching ?	Responses
Teacher (A)	I am with, it is so useful
Teacher (B)	Positive attitude
Teacher (C)	Positive

This question probes the teachers' attitude towards the use of teaching aids. The English language teachers are with the use of audio-visual aids in teaching English as a foreign language. They claim that when they are adopting audio-visual teaching, they feel that they are really teaching in the right way that leads to better achievements.

Table 3.22 : Teachers' Use of AVA in their Teaching.

7/ Do you use audio-visual aids in your Teaching ?	Responses
Teacher (A)	Yes, I do
Teacher (B)	Yes
Teacher (C)	Yes

The purpose of this question is to identify whether the teachers use audio-visual aids in teaching or not. However, from the responses above, it has been found that the English Language teachers of Talbi Boutaleb Secondary School are using the teaching aids.

Table 3.23 : The Frequency of Using AVA

8/ How often do you use them ?	Responses
Teacher (A)	Usually
Teacher (B)	Sometimes
Teacher (C)	Sometimes

The English language teachers are using and adopting the audio-visual teaching. One of them uses it usually and the last two teachers use it sometimes. Teachers say, 'it depends on the availability of the materials'.

Table 3.24 : Teachers' Preferable type of AVA

9/ What type of audio-visual aids/ tools Do you prefer to use ?	Responses
Teacher (A)	Visual aids
Teacher (B)	Visual aids
Teacher (C)	Both Audio-Visual aids

Through this question, the researcher probes to explore the teachers' choice on their favorite type of audio-visual aids whether they use audio aids which based on hearing or the visual aids which based on the visual (seeing) or audio-visual aids that concern both ears and eyes at the same time. From the researchers' responses, it has been found that teachers stress on the visual aids which means showing pictures from either books or magazines. Drawing or making gesters more than audio aids such tape recorder, radio or using both audio-visual aids such as videos which are the best teaching aids because they can see and hear at the same time.

Table 3.25 : The Importance of Using AVA on Students' Achievements.

10/ Do you think that the use of audio- Visual aids in classroom is important For students' achievements ?	Responses
Teacher (A)	Yes, I do
Teacher (B)	Yes , audio-visual aids are very Important
Teacher (C)	Yes, they are important

The objective of this question is to discover the teachers' point of view about the importance of the use of audio-visual aids in classroom for the students' achievements. All the teachers agree that the use of audio-visual aids in the classroom is very important for the students' achievements in many ways.

Table 3.26 : Teachers' viewpoint about audio-visual teaching.

11/ How do you find audio-visual Teaching ?	Responses
Teaching (A)	Beneficial
Teacher (B)	Helpful, interesting
Teacher (C)	Motivating / Pleasant

The researcher here with this question, desires to explore the teachers' opinion about audio-visual teaching. Regarding to the teachers responses, It has been found that teaching with audio-visual aids are beneficial, helpful for both teachers and students, more motivating, so interesting and attracting the attention of the students.

3.3.1. Discussion of the Results

From the analysis of the teachers' interview, it has been found that in order to learn the foreign language (English in this case) students have to write it. Then on, teachers evaluate their students in writing expression sessions throughout writing tests, assignments projects ...etc. Hence, students face many difficulties in their writing abilities which prevent them from writing. The researcher has been noticed that the three english language teachers agree that not all the students participate in the class because of the difficulties that hinder them from writing ; lack of vocabulary, grammar, style, spelling mistakes, the lack organization of ideas and so forth. In addition to the fact that teachers do various types of activities which differ from one another in order to break down the routine and make ths students feel all right, and every day students learn something new.

On one hand, teachers agree on the positive attitude towards the use of teaching aids such as audio-visual aids in English as a foreign language. Besides, the English Language teachers confirm that they use the educational aids whenever those aids are available. Therefore, teachers think that the use of audio-visual ai dis very important for the students' achievements. In addition to the fact that they are

motivating, helpful, interesting and pleasant as well. The researcher believes that adopting the audio-visual teaching inside the classroom especially teaching the English language is very necessary for the students' success and achievements, and for improving their writing performance.

Conclusion :

This chapter has been designed to discuss the findings of the three research instruments ; classroom observation, students' questionnaire, teachers' interview in order to collect data, starting with analysing each data collection separately. Then, the researcher presents the results along with the discussion and interpretation of each item in both the students' questionnaire and teachers' interview whether numerically using tables and pie-charts or linguistically such as the analysis of the classroom observation checklist. Thus, the results which the researcher has been obtained, reveals that the use of audio-visual teaching effectively improve the students' writing performance. Therefore, the majority of the participants (sample) agree on its effectiveness on developing students' writing capacities.

Chapter Four

Suggestions and Recommendations

Intoduction

This chapter has been assigned to make a short interpretation of the main results and to provide suggestions and recommendations along with ideas and activities for teaching writing skill. Then, audio-visual teaching in both enhancing writing performance and making the class dynamic. Passing from the advantages of the teaching aids to evaluating audio-visual aids as an instructional tool for a particular class at a particular time. The researcher has conclude this chapter with the challenges of using audio-visual materials inside classrooms.

4.1. Interpretation of the main results

The study under investigation is conduct to examine the Effectiveness of Audio-Visual Teaching on Writing Performance among students at Talbi Boutaleb Secondary School. Where the researcher has been selected the second year students as the target sample for this investigation. The researcher has been provided fourty questionnaires for students and three interviews for English language teachers as well as seven sessions of classroom observations. After collecting the data, calculating, analysing and discussing each tool results in isolation. It has been found that audio-visual teaching really enhance the students writing performance. Although, most of second year students face several difficulties in their writing performance as well as the influence of the mother language (Arabic), lack of vocabulary, lack of grammar, time limitation which prevent them from writing in English language but the teaching aids help students to overcome these problems.

Apparently, teachers do their best to provide an appropriate atmosphere to learn English as a foreign language by varying the activities from fill in the gaps, reorder, guessing plus the use of audio-visual aids whenever possible. Therefore, teachers confirm that the use of audio-visual aids is motivating, more interesting, helpful, beneficial for both teachers and students but unfortunately they are not accessible and available to all the teachers. It has been concluded that students like the use of audio-visual aids in the writing expression sessions more than the ordinary teaching method and they feel that their writing enhanced bit by bit with those teaching aids. In short, the researcher claims from the previous analysis and interpretation of the three data collection tools that the hypothesis of this study

assumes in the beginning of this investigation have been confirmed. In other words, the use of audio-visual teaching has a great impact on students' writing performance, and those teaching aids improve the students' writing skill effectively and efficiently. This is confirmed by the majority of the participants.

It is always better to have something visuals in front of the students so that they can understand well and get the schemata of the lesson. It has been confirmed by Gardener's multiple intelligence. Gardner (1983) argues that ' All the learners do not learn in the same way. Some learn better by watching, some learn by listening and so forth'. Therefore, having something visuals on the lesson are always helpful for the students to understand. Harmer (2001) states that ' The use of pictures in the class makes the lessons appealing'.

Moreover, various related pictures and videos provide the students opportunities to be engaged more and active with the lesson given. Students can predict the topic of the lesson by having some related visuals before-eyes/hands. Then, giving them better ideas of the target language culture. It has been found that the participants think that the great advantage of using audio-visual aids is the creativity (creation) of the lesson. Teachers can make the lessons more effective and create contexts by using the Teaching Aids. Students can easily make coorelation with the visual aids and the lessons.

4.2.Recommendations

It has been found that it would be preferable if the researcher suggests some recommendations that hopefully will be taken into account by the English language teachers and students as well. Both teachers and students have to take benefit from technology since it gives them the opportunity to acquire many things at a limited time using the minimum of energy and the maximum of effectiveness. Audio-visual teaching are of great help for the students, especially for those who encounter obstacles in their writing performance.

Audio-visuals give students the chance to be in touch with the target language (English in this case). They make students learn and acquire a foreign language (English) more effevtively. Audio-visual teaching is a fruitful way to teach students and motivate them to write.According to the negative side of the teaching aids wich

include the lack of audio-visual materials inside secondary schools ; it would be better if each school bring enrich the teachers with new and more devices to reinforce the quality of teaching and for better achievements.

4.2.1. Ideas and Activities for teaching writing skill

Writing is and is not an easy thing to do in the classroom. Especially, nowadays when students do not have long attention and are more and more digital and visual learners. However, it is a vital skill that opens up a world of possibilities for any student written communication in whatever language.

Even with the advent of the internet, writing is a still a necessity. Although, writing allows communication, controlled and deliberate Powerful communication. But how do we get our students writing more and better?. There are some of activities and ideas that can help teachers to do their lessons, and students to get better writing.

A. Dictation: teacher will dictate a few sentences or a passage to his/her students in order to write. It may benefit the students to improve their writing in some ways. There are many online sites where students can do the same by using a computer lab at home Or the teacher can even try in the classroom. As retrieved from:www.listen-and-write.com/audio-for/older/students
www.learner.org/interactives/spelling/- for/young/learners

B. Story Rewriting: teacher reads a story or the class listens to an audio story. After , students make a story board and draw pictures. Then , they write the story based on those pictures. It is very simple and powerful.

C. Visualization: The students close their eyes and the teacher describes a scene. Play some nice background music. Then, the students write and describe the scene they imagined, sharing their scene afterwards with the class or classmate.

D. Short videos: just like a story but this time students watch. Then, they can write/ respond/reflect. Short videos are powerful and if they are well chosen, they can really get students writing in a reflective manner. Students can watch a short video that describes a particular subject. After, the students watch the video several times, they can write out, using transitions which the teacher lists on the board. (First, first off, to begin, then, after that, next, importantly, finally, last but

not least, to finish).

E. Pictures / slideshows: visuals are a powerful way to provide context and background for any writing. Make sure to attractive, stimulating and if possible 'Real' photos to prompt student writing. Students can describe a scene or they can describe a series of pictures from a slideshow. An excellent activity is to show a nice photo and get students to 'Guess' and write their guess in the form of the 5Ws. They answer all the 5W questions and then share their thoughts with the class.

F. Reported speech: do any speaking activity or set of conversation questions. Afterwards , students report back by writing using reported speech , " Susan told me that she" and " Brad said that".

4.3. Audio-Visual Teaching in Enhancing the Writing Performance

Writing is one of the most important language skills . At present, different attractive audio-visual aids are used to motivate the learners in writing. Teachers are using different colorful visuals for teaching creative writing. If the learners are asked to write assembly on some common topic that they are doing from the very beginning of language learning. They lose interest in writing , and get bored. However, if the teacher presents something attractive and ask them to write about it will be more effective than the traditional way of teaching writing. Videos can be used in the class to promote reflective writing. Moreover , pictures can be useful to encourage students for story writing. Harmer(2011) states,

‘teachers sometimes use pictures for creative writing’. They might tell the students to invent a story using at least three of the images in front of them (on cue cards, for examples). They can tell them to have a conversation about a specified topic , and at various stages during the conversation, they have to pick a card and bring whatever that card shows into the conversation’ (p.135).

This type of writing activity is appropriate in group writing rather than working individually; So that, learners can work in small groups which give them more confidence and interest in their writing. To conclude, Audio-Visual Aids are very effective in language teaching/learning process. First, they help learners to enhance their writing in very attractive ways. Second, they help teachers to convey a meaning with ease.

4.4. Audio-Visual Aids as means to Make the Class Dynamic

Audio Visual Aids help the teacher to bring a significant change in the class environment as well as in the teaching process. By using these tools in English language sessions; teachers can present a topic both verbally and visually which is very helpful for learners to pay more attention in the lesson. Thus, can make a correlation between the verbal and non-verbal as well as abstract and concrete issues. Dolati(2011) states,

‘There are some abstract things in language which is difficult to explain verbally. May be the subject matter may not be clear for the learners and they may struggle to catch what the teacher is going to mean. However, by using different audio-visual aids ; teachers can make the students understand better. If the verbal and visual things are presented together; learners can get information quickly. And if the instruction is given in the class using both words and visuals; learning become faster’ (p.6).

As conclusion , presenting the lesson verbally and visually makes students have a meaningful image about the course and get interesting information in a short period of time. Therefore, by using (AVA) in class, students can improve their writing and can write in a good way without obstacles.

4.5. The advantages of the Teaching aids

The teaching aids have several advantages that make the learning quite exciting; They help to avoid empty and meaningless verbalization in teaching English, they help children students to form clear and accurate concepts in English, they make teaching and learning more effective, they provide variety to teaching and provide different tools between the hands of the teacher, they provide interest and inspiration to the students, they create a good atmosphere to language learning. Teaching aids save time and energy of the teacher, they stimulate interest in learning new things, they help to strengthen the student's memory by evoking all his senses and they make near what is at a distance.

4.6. Challenges in Using Audio-Visual Aids inside the Classroom

Although, audio-visual materials help the language teachers to facilitate their teaching; it does not mean that there are no disadvantages. Sometimes, it may be

useless if the selection of audio-visual materials are not effective. The main disadvantages are cost, inconvenience, maintenance and some cases the fear of using technology. Additionally, the sound and vision, quality of copies or home-produced materials may not be ideal. Another important issue in this case is that ‘The teacher should be well-trained on using and exploiting the video. Otherwise , it becomes boring and purposeless for the students’ (çakir,2006, p.68).

Therefore, there are some factors to be considered to use audio-visual aids in classroom. If the materials are not selected wisely , the objective can not be fulfilled. Sometimes, the language level of the audio or video can not be appropriate for the learners. As a result, the materials are not comprehensible for them which make the anxiety level of the learners very high. Moreover, it becomes sometimes very difficult to find the audio materials for the learners of elementary level. If the audio-visual aids are not related to the contents , they may mislead and make learners confused . That is way teachers need to be careful and attentive while selecting the audio-visual materials for their learners.

Conclusion

Chapter four has been assigned to provide the interpretation of the main results along with suggestions and recommendations that include ideas and activities to develop the writing performance among students. Moving to audio-visual aids in enhancing the writing performance, audio-visuals as a means to make the class dynamic, the advantages of the teaching aids. Then on, challenges of using audio-visual aids inside the classroom.

General conclusion

General Conclusion

Over time the language teaching approaches have shifted progressively, and the methodologies used to teach and to learn have got many strategies, one of them focuses more on the use of technology which led to the emergence of the audio-visual aids. Therefore; those materials are of great importance in the educational field, especially in teaching and learning languages. Audio-visual aids are used to improve written presentation for the purpose of enhancing students' writing skill. Thus the audio-visual aids may influence the foreign language learning mainly in mastering all the language skills; the receptive and productive ones, including writing skill which is considered as the most important at the same time most difficult skill to practice and perform well. It is not an easy task for the students to learn English as a foreign language. Although some students face difficulties to practice and perform accurately. This can be due to many factors; social, psychological, cultural in addition to the limited time for practicing the target language even the mother language has a great influence on the students' writing performance. All these problems might be an obstacles to learn English as a foreign language that need to be taken into account.

During the past the audio-visual teaching/aids were used to enhance students level which may be used as a solution for improving students' writing ability. This is the reason why the researcher has been chosen to conduct a study about this issue. Also, it is the fact that the majority of the students at secondary schools encounter various difficulties in their writing performance which consider as a major skill to be learn in any foreign language (English in this case). Accordingly, this work is divided into two main phases starting by an empirical literature about the two variables of the study. Therefore, the researcher has been devoted the first chapter to provide an overview about both of writing performance and audio-visual teaching including the purpose and the process of writing, writing ability, teaching writing at secondary school. Moving to the teaching techniques and the teaching focus, assessing writing skill. Then on, the audio-visual teaching or aids, the use of technology in language teaching, presenting a study of usefulness of audio-visual aids in English Language teaching and another study to compare traditional and modern methods in learning language using Audio-visual aids. Moving to the

General Conclusion

teaching aids from using PowerPoint and pictures as a visual aids to using videos as the audio-visual aids inside the classroom.

Moreover, the practical phase of the study has been conducted with 2nd year students and English Language teachers at Talbi Boutaleb secondary school as a case study. Hence, the researcher has been selected three main research instruments to investigate the validity and reliability of the hypothesis. In one hand, the classroom observations has been accomplished. In the other hand, the questionnaires have been administered to 2nd year students as well. In addition to the interviews have been made with three English Language Teachers. After that, the researcher has been analysed the collected data both numerically and descriptively that lead the researcher to confirm from the results the research hypothesis that audio-visual teaching is pedagogically effective to enhance the students' writing competencies and performance. Also, the researcher has been proved what the experts have been said in the first chapter. Thus, the audio-visual aids make the learning more long lasting than the use of traditional textbooks that make the students open up with plenty of ideas eventhough cohesion and coherence are developed with these educational tools.

To conclude, it is true that most of the students face various difficulties in their writing abilities. Thereby, the use of audio-visual teaching aids inside the classroom at the English sessions improves the students' writing performance not 100% but it enhance that skill in such ways by the actual use of the teaching aids. Therefore, Audio-visual aid motivates students, make them participate and the most important issue the students' interaction with their teachers that lead to the creativity. This can only prove the hypothesis that the researcher has been set in the beginning and it has been confirmed. Audio-visual aids are the sensory objects which reinforce the learning and enhance the language skills.

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Appendices

APPENDIX 01

People's Democratic Republic of Algeria
Ministry of Higher Education and Science Research
Dr.Moulay Taheur Saida University
Faculty of Letters, Languages and Arts
Department of foreign Languages
English Division
Classroom Observation Checklist

Date : / 2018

Teacher :

Classroom observation N° :

The activities of the session :

Elements to BE Observed	Observed	Not Observed	Comments
Time			
Motivation			
Interaction			
Creativity			
Participation			
Boredom in Class			
Educational Tool			
AVA			
Advantages			

Notes :

Appendix 02

PUPILS' QUESTIONNAIRE

DEAR PUPILS

WE WOULD BE VERY GRATEFUL IF YOU ACCEPT ANSWERING THE FOLLOWING QUESTIONNAIRE. YOUR ANSWERS WILL HELP US IN OUR STUDY WHICH IS ABOUT " THE EFFECTIVENESS OF AUDIO-VISUAL TEACHING ON WRITING PERFORMANCE " AMONG STUDENTS.

THANK YOU IN ADVANCE FOR YOUR COLLABORATION.

NOTES:

PLEASE! PUT A TICK () IN THE CORRESPONDING BOX AND MAKE FULL STATEMENTS WHENEVER NECESSARY.

SECTION 01: PERCEPTION OF WRITING SKILLS

01- HOW DO YOU CONSIDER YOUR LEVEL IN ENGLISH LANGUAGE ?

- | | |
|--------------|--------------------------|
| 1- VERY GOOD | <input type="checkbox"/> |
| 2- GOOD | <input type="checkbox"/> |
| 3- AVERAGE | <input type="checkbox"/> |
| 4- POOR | <input type="checkbox"/> |

02- ACCORDING TO YOU, WHAT IS THE MOST DIFFICULT SKILL TO LEARN ENGLISH LANGUAGE ?

- | | |
|--------------|--------------------------|
| 1- LISTENING | <input type="checkbox"/> |
| 2- READING | <input type="checkbox"/> |
| 3- SPEAKING | <input type="checkbox"/> |
| 4- WRITING | <input type="checkbox"/> |

3- DO YOU THINK THAT THERE IS A RELATIONSHIP BETWEEN ALL OF THE SKILLS ?

- | | |
|--------|--------------------------|
| 1- YES | <input type="checkbox"/> |
| 2- NO | <input type="checkbox"/> |

4- THE MOST DIFFICULT SKILL TO BE DEVELOPED IS WRITING. TO WHAT EXTENT DO YOU AGREE

OR DISAGREE WITH THIS STATEMENTS ?

- 1- STRONGLY AGREE
- 2- AGREE
- 3- NEUTRAL
- 4- DISAGREE
- 5- STRONGLY DISAGREE

5- HOW DO YOU FEEL ABOUT YOUR LEVEL IN WRITING SKILL ?

- 1- VERY GOOD
- 2- GOOD
- 3- MEDIUM
- 4- BAD
- 5- VERY BAD

6- WHAT IS / ARE THE DIFFICULTY (IES) THAT AFFECT YOUR WRITING SKILL?

(TICK THE BOX(ES) OF YOUR CHOICES).

- 1- THE INFLUENCE OF THE MOTHER LANGUAGE
- 2- LACK OF VOCABULARY
- 3- LACK OF GRAMMAR
- 4- TIME LIMITATION
- 5- ALL OF THEM

SECTION 02 : THE USE OF AUDIO-VISUAL AIDS / TOOLS

1- WHAT DO YOU USE AS AN AUDIO-VISUAL AID TO IMPROVE YOUR WRITING SKILL OUTSIDE THE CLASSROOM ?

- 1- COMPUTER
- 2- PICTURES

3- VIDEOS

4- OTHERS

2- WHAT KIND OF AUDIO-VISUAL AIDS DO YOU PREFER ?

1- AUDIO AIDS (TAPE RECORDER, RADIO...)

2- VISUAL AIDS (PICTURE, POWERPOINT...)

3- AUDIO-VISUAL AIDS (VIDEOS, COMPUTER)

3- DOES YOUR TEACHER USE AUDIO-VISUAL AIDS IN WRITING
EXPRESSION SESSIONS ?

1- YES

2- NO

3- RARELY

4- SOMETIMES

4- DO YOU FIND IT BENEFICIAL ?

1- YES

2- NO

4- WHY ? PLEASE EXPLAIN

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

6- DOES THE CLASS BECOME MORE INTERESTING AND ENJOYABLE WHEN
THE TEACHER USES AUDIO-VISUAL AIDS ?

1- YES

2- NO

SECTION 03 : THE EFFECTIVENESS OF AUDIO-VISUAL AIDS ON THE WRITING
SKILLS

1- WHEN YOUR TEACHER USES AUDIO-VISUAL TOOLS, DO YOU FEEL THAT YOUR WRITING SKILL IMPROVES ?

1-YES

2- NO

3- SOMETIMES

2- WHICH OF THE FOLLOWING LANGUAGE COMPONENTS CAN BE ENHANCED WHEN USING AUDIO-VISUAL AIDS ?

1- VOCABULARY

2- SPELLING MISTAKES

3- GRAMMAR

4- ALL OF THEM

3- THE USE OF AUDIO-VISUAL AIDS ALWAYS IMPROVES YOUR WRITING SKILL.

1- STRONGLY AGREE

2- AGREE

3- NEUTRAL

4- DISAGREE

5- STRONGLY DISAGREE

4- WHAT IS YOUR OPINION ABOUT THE EMPLOYMENT OF AUDIO-VISUAL AIDS IN WRITING EXPRESSION SESSION ?

1- THEY ARE OF A GREAT HELP FOR YOU

2- THEY DO NOT HELP MUCH IN CLASS

3- THEY ARE NOT BENEFICIAL

4- IT IS DIFFICULT TO APPLY THEM IN CLASS

☺ ☺ THANK YOU A LOT FOR YOUR TIME AND EFFORTS ☺ ☺

APPENDIX 03

People's Democratic Republic of Algeria
Ministry of Higher Education and Science Research
Dr. Moulay Taheur Saida University
Faculty of Letters, Languages and Arts
Department of Foreign Languages
English Division

TEACHERS' INTERVIEW

NAME :

INSTITUTION :

YEARS OF TEACHING :

1- DO YOU AGREE THAT IN ORDER TO LEARN FOREIGN LANGUAGE, STUDENTS HAVE TO WRITE IT ?

2- HOW DO YOU EVALUATE YOUR STUDENTS' LEVEL IN WRITING ?

3- DO STUDENTS PARTICIPATE IN THE WRITING EXPRESSION SESSIONS ?

4- WHAT ARE THE DIFFICULTIES FACED MOST BY STUDENTS IN THEIR WRITING PERFORMANCE ?

5- WHAT TYPE OF ACTIVITIES DO YOU CHOOSE IN TEACHING WRITING ?

6- WHAT IS YOUR ATTITUDE TOWARDS THE USE OF AUDIO-VISUAL TEACHING ?

7- DO YOU USE AUDIO-VISUAL AIDS IN YOUR TEACHING ?

8- HOW OFTEN DO YOU USE THEM ?

9- WHAT TYPE OF AUDIO-VISUAL AIDS / TOOLS DO YOU PREFER TO USE ?

10- DO YOU THINK THAT THE USE OF AUDIO-VISUAL AIDS IN CLASSROOM IS IMPORTANT FOR STUDENTS' ACHIEVEMENTS ?

11- HOW DO YOU FIND AUDIO-VISUAL TEACHING ?

☺ THANK YOU DEAR TEACHERS FOR YOUR PRECIOUS TIME ☺

Glossary

Audio-Visual Aids(n) educational materials directed at both the sense of hearing and the sense of sight; films, recording, photographs, etc., used in classroom instruction, library collections or the like.

Advocate(v) support something publicly, **advocate(n)** person who speaks in favour of somebody or an idea.

Checklist(n) list of items required, things to be done or points to be considered used as a reminder.

Chiefly(adv) means primarily, essentially, mainly, mostly

Dynamic(adj) energetic and forceful, **dynamically(adv)**, **dynamics(n)** branch of physics dealing with movement and force.

Educational Technology(EdTech) (n) using Multimedia technologies or audio-visual aids as a tool to enhance the teaching and learning process.

Effective(adj) producing the result that is wanted or intended, **effectively(adv)**, **effectiveness(n)**.

Efficient(adj) able to work well or producing a good results, **efficiently(adv)**.

Explosion(n) great and sudden increase.

Holistic(adj) incorporating the concept of holism or the idea that the whole is more than merely the sum of its parts, in theory or practice, **holistically(adv)**.

Integrate(v) combine something so that it becomes fully a part of something else, **integration(n)**.

Mature(v) become or make something mature.

Method(n) quality of being well planned and organized, **methodology(n)** (pl-ies) set of methods and principles used to perform a particular activity.

Mixed Methods research(n) a type of research in which the research combines elements of qualitative and quantitative approaches(example; use of quantitative and qualitative viewpoints, data collection, analysis).

Overflow(v) the act of overflowing; flow over the edges of something or to flow over the top.

Pedagogue(n) teacher, **pedagogy(n)** study of teaching methods, **pedagogical(adj)**, **pedagogically(adv)**.

Performance(n) how well or badly you do something or something works.

PowerPoint(n) a computer software created by Microsoft which allows the user to create slides with recording, narrations, transmissions and other features in order to present information Powerpoint is an electronic slide presentation.

Practitioner(n) person who regularly does an activity, especially one requiring skill or a person who works in a profession.

Qualitative(adj) concerned with how good something is rather than how much of it there is.

Quantitative(adj) concerned with the amount or number of something rather than how good it is.

Query(n) (pl-ies) question, **query(v)** express doubt about whether something is correct or not ie, ask a question.

Reliable(adj) that can be trusted to do something well, **reliability(n)**, **reliably(adv)**

Sequentially(adv) characterized by regular sequence of parts, following subsequent, consequent.

Skill(n) ability to do something well, **skilled(adj)** having enough ability, experience, etc to be able to do something well.

Spontaneous(adj) done, happening naturally and not planned, **spontaneity(n)**, **spontaneously(adv)**.

Stipulate(v) state something as a necessary condition.

Supplement(v) add something to something in order to improve or complete it, **supplementary** or **supplemental(adj)** additional, **supplement(n)** thing added to something else.

Teaching Aid(n) material used by a teacher to supplement classroom instruction or to stimulate the interest of students.

Technology(n) study and use of science for practical tasks in industry, business, education, etc.

Technique(n) way of doing something, especially one that needs special skills.

Valid(adj) based on what is logical or true, **validate(v)** make something valid, **validity(n)**.