



Sudan University of Science and Technology

College of Graduate Studies



**Effect of Using Audio-Visual Materials on Students'
Language Achievements**

(A Case Study of Secondary Schools Students at Eastern
Gazeera)

فعالية إستخدام الوسائل السمعية والبصرية على التحصيل اللغوي للطلاب
(دراسة على طلاب المرحلة الثانوية بمدينة شرق الجزيرة)

**A Thesis Submitted to the College of Graduate Studies
for the Requirements of Ph.D. Degree**

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2020

Dediction

I dedicate this work to my family: the soul of my father Ahmed Eltayib Arbab, my great mother Hajja Khadeeja, my dear wife Batoul, and my lovely son and daughters Mohammed, Ieman, Abrar and Ielaf.

Acknowledgements

Great thanks and endless gratitude to my supervisor in this work, Prof. Nada SidAhmed Eljack, who has exerted great continuous efforts, in advising and guiding me throughout this research. I have benefited from her fruitful supervision and guidance during this study. My great appreciation for the English language lecturers: Dr. Hillary Marino Pitia, Dr. Muntasir Hasan Mubarak Al-hafyan, Dr. Mohammed El-Toum, Dr. El-Sadig Osman and Dr. Yousif Ahmed El-faki who have helped me, as referees, in the stage of preparing the tools of data collection, the teachers' questionnaire and the pre-test and the post-test for students. My thanks, also, to the English language teachers at the secondary level in Sharq Al-Jazeera Locality who responded to the questionnaire of the study, and to the students of second year at Ubai Ibn Ka'ab Secondary School, where I have conducted the practical and experimental part of this study. My thanks, also, to the teachers and students at Al-jadeed secondary school where I have done the pilot of the tools, the questionnaire and the tests.

Abstract

This research aims to investigate the importance of using technology and audio-visual materials in classrooms so as to make learners more motivated towards better language achievements. The research tries to answer the following questions: to what extent does the use of audio-visual materials improve students' language achievements? What are the teachers' attitudes towards using audio-visual materials in teaching EFL students in classrooms? What are the students' perceptions towards the use of these audio-visual materials in EFL learning in classrooms? The study investigates the effect of the use of audio-visual materials on second year students' language achievements. The participants, in this study, are 60 male students of the age 15 and 16, represent two groups, a control group and an experimental group (30 students per group). Both of the two groups are taught the same content of subject in the same number of periods. The control group receives instruction in the traditional way, while the experimental group receives instruction by using audio-visual materials. The analysis of the gained scores of marks of the two groups at the pre-test and the post-test indicates the positive effect of the use of audio-visual materials on students' achievements. English language teachers, males and females, respond to the questionnaire as a second tool for collecting data. The SPSS analysis of the questionnaire affirms the positive effect of the use of audio-visual materials on students' language achievements in addition to their role in enhancing students for effective learning, and facilitating learning process and saving teachers' time for more fruitful practice and students' level assessment towards better language achievements. The study, also, asserts that teachers have positive attitudes towards using audio-visual materials in teaching EFL students. In addition to that the knowledge of students' perceptions towards the use of audio-visual materials can facilitate EFL learning. The most important findings of the study are that the use technology and multimedia in addition to other different audio-visual materials help students comprehend lexical items and new vocabulary, and facilitates the learning of the four language skills, writing, reading, listening and speaking. So, the study recommends English language teachers to use audio-visual materials, realia, and technology in classrooms for better lessons instruction, and to enhance learning for better achievements.

مستخلص البحث

يهدف هذا البحث الى تقصي أهمية استخدام التكنولوجيا والوسائل السمعية والبصرية في الفصول الدراسية لجعل الدارسين أكثر تشوقاً نحو تحصيل لغوي أفضل. يحاول البحث الاجابة على الاسئلة التالية: الى أي مدى يؤدي استخدام الوسائل السمعية والبصرية لتحسن التحصيل اللغوي لدى الطلاب؟ وماهي اتجاهات المعلمين نحو استخدام الوسائل السمعية والبصرية في تدريس اللغة الإنجليزية كلغة أجنبية للطلاب؟ وما هو تقبل الطلاب لإستخدام هذه الوسائل السمعية والبصرية في تعلم اللغة الإنجليزية كلغة أجنبية؟ تهدف الدراسة الى التحقق من أثر استخدام الوسائل التعليمية السمعية و البصرية على التحصيل العلمي لطلاب الصف الثاني الثانوي. عدد الطلاب المشاركين كعينة هو 60 طالبا كلهم ذكور تتراوح أعمارهم بين 15-16 سنة يمثلون مجموعتين, مجموعة حاكمة و مجموعة إختباريه (30 طالب في ل مجموعه). يتلقى الطلاب في المجموعتين نفس الماده الدراسيه وفي نفس عدد الحصص. طلاب المجموعه الحاكمه يتلقون حصصاً بالطريقه التقليديه, بينما يتلقى طلاب المجموعه الإختباريه حصصاً بإستخدام الوسائل السمعيه والبصريه. عند تحليل الدرجات اللتي يتحصل عليها الطلاب في المجموعتين في الإمتحان القبلي و البعدي, يتضح أن لإستخدام الوسائل السمعيه والبصريه تأثيراً إيجابياً على التحصيل اللغوي للطلاب. يقوم معلموا اللغة الإنجليزية في المحلية, بالإجابه على أسئلة الإستبانة, وعند تحليل هذه البيانات يتأكد أن لإستخدام الوسائل السمعيه والبصريه دوراً كبيراً في زيادة تحصيل الطلاب اللغوي, بالإضافة لدور هذه الوسائل في تحفيز الطلاب للتعلم, وتسهيل عملية التدريس, وتوفير وقت المعلمين لمزيد من التطبيق المثمر والفاعل والتقويم المستمر من أجل تحصيل علمي افضل. كما تؤكد الدراسة على أن للمعلمين اتجاهات إيجابية نحو استخدام الوسائل التعليمية في تدريس اللغة الإنجليزية كلغة اجنبية, كما أن تقبل الطلاب لإستخدام هذه الوسائل يساعد في تعلمهم للغة الإنجليزية. من أهم مخرجات الدراسة هو أن استخدام التكنولوجيا والوسائط المتعددة بالإضافة للوسائل التعليمية الأخرى يساعد الطلاب في فهم الحصيله اللغوية و إدراك معاني الكلمات الجديدة, بالإضافة لتعلم المهارات اللغوية الأساسية وهي الكتابة, القراءة, الإستماع و التحدث. لذلك توصي الدراسة معلمي اللغة الإنجليزية بإستخدام الوسائل التعليمية السمعية والبصرية, بالإضافة إلى تكنولوجيا التعليم والوسائط المتعددة والوسائل العينية في التدريس من أجل تعليم مثر وفعال نحو تحصيل علمي لغوي أفضل.

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CHAPTER ONE
INTRODUCTION

CHAPTER ONE

Introduction

1.0 Overview

Since English language is the most important language in the world, English language teachers must use audio-visual materials in classrooms in order to ensure maximum benefit in teaching English language as a foreign language. This importance of English language stems from the fact that it has many characteristics or reasons. Firstly, it is the language of scientific research and scientific conferences in addition to that most knowledge resources are written in English language. Secondly, it is the language of all agreements and accords, and the bilateral relationships between countries, in addition to writing negotiations and conversations in the field of politics. Thirdly, most transactions and correspondences in the field of economy are in English language.

The researcher conducts this study in an attempt of providing new insights into language teaching and learning at secondary level and to ensure maximum students' interaction towards better learning by the usage of such audio-visual materials in classrooms. The study tries to relate the usage of audio-visual materials to the usage of teaching methods and learning theories in the field of teaching and learning. Teaching methods like grammar-translation method, the direct method and audio-lingual method. The learning theories such as behaviorist theory, cognitive theory and constructivism theory. The reference to such domains-teaching methods and learning theories- will create an excellent environment to developed audio-visual materials in classrooms in addition to the usage of suitable supplementary materials.

The research wants to accelerate the practical side of teaching English language by setting teachers in the best position to see how well new developed audio-visual materials to teach the core curriculum in addition to suitable selected supplementary materials.

The researcher notices, from his long experience in teaching the language, that English language teachers lack or ignore the related learning theories and teaching methods. So, there is a gap, and the researcher wants to bridge it by conducting this study. He sees that the well presentation of a lesson in the classroom entails the knowledge of learning theories and teaching methods, so as to be applied in the field of teaching and learning. Students, also, can be more interactive participants in the classroom, because the usage of audio-visual materials are the most efficient way of handling the teaching of English language because the usage of such materials gives them more motivation for learning and more activation to participate in the learning process.

The researcher sees that English language teachers must do their best so as to read and gain some suitable information about the above mentioned well-known learning theories in the field of learning to help them in their job of selecting the suitable methods for teaching their students in different levels and at various situations in the classroom. So, English language teachers must exert great efforts to relate the using of audio-visual materials to these learning theories and teaching methods. They must be creative to innovate in preparing these audio-visual materials. They can develop the suitable audio-visual materials to be used in the appropriate situations of lessons instruction in classrooms.

Teachers can, also, apply different teaching methods according to the level of learners and the number of students in the classrooms. So, when English language teachers exploit such knowledge of learning theories and teaching methods in combination with the usage of audio-visual materials, they can offer good environment for teaching and learning process in classrooms. The more organized classroom management with the integration of using audio-visual materials can facilitate the teaching and learning process towards excellent participation of motivated students to reach the targets of the students' language achievements in the field of learning. This is in addition to the teacher's mastery of the subject, attitudes to the usage of audio-visual materials in classroom, motivation of students and his or her good command of English language skills and proper classroom management. This process of continuous promotion can activate and facilitate the teaching process by English language teachers, and can, also, develop and ensure better learning for students or learners towards better English language achievements.

1.1 Statement of the Problem

As learning English language as a foreign language is considered to be a difficult task, this research is intended to investigate the process of using audio-visual materials in English language teaching, in order to see the effectiveness of using these tools on the teaching process and on students' language achievements. From the researcher's own experience, as an English language teacher, he notices that many English language teachers do not use audio-visual materials in their classrooms. They depend only on the textbooks of the intended curriculum for the specific class. He, also, notices that even the teachers who use such audio-visual materials do not exploit them effectively to make suitable environment for classroom management leading to better students' language achievements.

The researcher tries to remind English language teachers of both, the using of techniques in teaching English language in the classrooms, and the exploitation of audio-visual materials to teach the core curriculum and the supplementary materials. The researcher, also, wants to remind English language teachers of the importance of relating classroom techniques and the use of audio-visual materials to the known methods of teaching and learning theories. So, the researcher states the problem through the broad question: To what extent does the usage of audio-visual materials facilitate students' performance and achievements? The study, also, tries to investigate students' perceptions towards using audio-visual materials in learning to know the needs of the students and how to promote their performance and achievements. The study tries to reflect the attitudes of English language teachers towards using audio-visual materials in teaching English language in classrooms. It targets to enhance English language teachers to be creative innovative English language teachers. In other words, the researcher tries to investigate the benefits of using the audiovisual materials in integration with classroom techniques. In this way, English language teachers can deliver their lessons in an effective fruitful manner, and learners can be motivated and activated to accept clear knowledge towards better performance and better English language achievements.

1.2 Research Objectives

The objectives, of this research, can be stated as follows:

1. To improve the students' language achievements.
2. To discover and promote the teachers' attitude towards using audio-visual materials in teaching EFL students.

3. To know students' perception towards the use of audio-visual materials in EFL learning.

1.3 Research Questions

The research plotted the following questions so as to be solved by the end of doing the intended steps and procedures of the study.

1. To what extent does the use of audio-visual materials improve students' language achievements?
2. What are the teachers' attitude towards using audio-visual materials in teaching EFL students inside the classroom?
3. What are the students' perception towards the use of audio-visual materials in EFL learning?

1.4 Research Hypotheses

The research hypotheses are stated as follow:

1. The use of audio-visual materials improves students' language achievements.
2. English language teachers have positive attitude towards using audio-visual materials in teaching EFL students inside the classroom.
3. Knowledge of students' perception towards the use of audio-visual materials can facilitate EFL learning.

1.5 Significance of the Study

The study can be of great benefits for both English language teachers and English language supervisors. English language teachers will exploit the combination of

schoolroom techniques and audio-visual materials to ensure more motivation for their students and great promotion towards innovation and creation. They will, also, exert great efforts to relate their learning techniques to teaching methods and to the known learning theories. English language supervisors will attain some encouragement for more planned and developed training sessions, workshops and practice. In these training sessions, English language supervisors can develop new programs of training and practical procedures on the light of the new achievements that will be fulfilled when English language teachers use the proper audio-visual materials in suitable teaching and learning environments. So, this study can be an important contribution and real addition to the field of teaching and learning of English language as a foreign language. In order to facilitate and promote lessons presentation in classrooms for better students' language achievements, the usage of audio-visual materials in classrooms should be accompanied by the knowledge of learning theories and teaching methods.

1.6 Methodology of the Research

The researcher adopts and uses two tools in the methodology of this study. These tools are tests before and after practical teaching for second year secondary students, and a questionnaire for English language teachers at the secondary level.

The research follows descriptive and analytic approaches in research methodology. A quantitative and qualitative approaches are followed to analyze a pre-post tests and a questionnaire. According to the practical teaching, there will be periods of practical teaching using various audio-visual materials in one class, and traditional periods in the other class. The first class is an experimental classroom; while the other class is a control one. There will be a pre-test for students of the two rooms

before the practical teaching, and a post-test for the two rooms after the practical of teaching. The students' scores of marks in the two tests, pre and post tests for the two groups will be subjected to SPSS analysis so as to withdraw the reached findings of the study.

The questionnaire will be distributed to a randomly chosen number of English language teachers, and after they answer the statements, it will be collected by the researcher. Then, as the scores of students in the pre-test and the post-test are analyzed, the responds of teachers' questionnaire will be subjected to SPSS analysis in order to gain the reached results. The teachers' questionnaire contains three hypotheses, and for each hypothesis there will be five statements to be responded by English language teachers.

1.7 Limitations of the Research

The setting of this research is divided into two categories: time and location.

Time: 2019-2020

Location: Ubai Ibn Ka'ab Secondary School Wad Rawa, Sharq Al-Jazeera Locality, Al-Jazeera State.

CHAPTER TWO
LITERATURE REVIEW

CHAPTER TWO

2.0 Introduction

This chapter concerns with the literature review that relates to this study. It consists of two main parts, the theoretical background, and the previous studies that relates to the subject of this research. The theoretical background consists of three essential sections which are the importance of technology in education, the teaching process by audio-visual materials and the learning process by the use of audio-visual materials. The teaching section consists of some important teachers' traits such as mastery, attitudes, motivation and the usage of audio-visual materials. The learning section consists of learning the language skills, vocabulary and grammar by the use of audio-visual materials. The second part of this chapter shows many previous studies that relate to the research.

2.1 The Importance of Technology in Education

Learning technology has great influence on learning process, and it plays very great role in classrooms. It motivates students and makes them more active and effective in classrooms. The usage of technology can facilitate teaching and learning processes, and will motive learners towards effective learning for better language achievements. There are many educationists who writes in this field of education. Drozdova (2014) clears that information and communication technologies bring many changes to the benefit of the learning process and for improved educational purposes. Technology, like electronic tools, machines, instruments, projectors, radio, TV and computers will enhance the good quality of learning. Aroline, Hanson and Dracos (2019) state that the usage of technology, in classrooms, motivates students and grows their desire towards learning vocabulary and the language skills. It develops their language abilities to learn more and it enhances their participation and interaction during lessons' instruction in the classroom. Thorne and May (2017) affirms that, when English language teachers exploit technology in classrooms, students will be more motivated and active during the delivery of the lessons, and they will achieve better language achievements.

Allen and Seaman (2003) declares that the modern technology improves and increases the online learning, as a type of the new application of learning

technologies. Bates (2005) adds that technology and the electronic learning leads to promote the distance learning or the distance education. This distance education takes place by using the internet to deliver learning, and to get benefits from the online distance learning.

Reiser and Dempsey (2012) assure that the usage of technology in teaching/learning processes helps learners learn and acquire the four language skills, writing, reading, speaking and listening, in addition to the students' self-assessment. Clark (2009) claims that the implementation of technology, in education, will develop students' abilities for learning, and will activate them for more fruitful interaction and activities at computer-based instruction, learning games and practicing drills. This practice will give students self-confidence and more motivation towards better English language achievements.

2.2 Audio-visual Materials

This part consists of audio, visual and audio-visual materials.

2.2.1 Audio materials

There are various audible materials that can be used in classrooms to teach the language to learners. Sabrina (2015) says that teachers exploit audio materials as audible materials that communicate thoughts and ideas through the ears to the mind; they include the spoken words, recognizable sound, songs, music, cassettes and radio. These can expose students to authentic situations for learning the language.

Also, Sabrina (2015) says that the disadvantage of using audio aids in big classrooms with big acoustics will be difficult to ensure that all students in this room can hear equally. Some examples of audio materials are recordings and radio broadcasts. Teachers can use cassette players for recording supplementary materials to be used in the classrooms. Commercial recordings accompany almost all of the available foreign language programs. Driscoll (2005) shows the importance of recordings as a way of exchanging educational radio programs and making of recordings in the classroom. English language teachers must edit appropriate lesson tapes for teaching language in the classroom. One of the advantages of recordings and their use in the

classroom revealed by Robertson and Acklam (2000) by saying that the tape recorder-for example- permits the students to exercise and select their materials by self-pacing, retracing, and recording of their own responses. This means that students may, if they desire, play back their own answers for comparison with the master track to be followed as an authentic example. According to radio broadcasts it is possible to receive foreign language broadcasts. Some broadcasts are specially prepared for language students and are broadcasted on FM stations at regular times. The teacher can tape those broadcasts and bring them into the classroom. Nunan (2015) explains that English language teachers can receive and record foreign language radio broadcasts, which are some of them especially prepared for language students. They can use them, as authentic materials, in their classrooms. ESL teachers will have a wide choice of materials. English language teachers can tape these broadcasts and bring them into the classroom as audio materials.

There are many advantages and disadvantages of audio materials. According to Dubee (2017), audio materials have many advantages such as that they can get the attention of the participants, easy to follow, participants feel more engaged, easier to explain, easier to remember and helps to keep mistakes at a minimum. The disadvantages are that audio materials are easier to lose focus on them, requires a well-designed presentation of material and participants might pay more attention on the graphics than the audio.

Teachers of SPINE 5 can prepare audio materials to fit the topics in the textbook, the dialogues on pages 10, 29, 57, 59, 60, 119, and 156 can be recorded on cassette tape or on mobile phone by the teacher for each lesson, and then by selected students for more practice. Recordings can ,also, be prepared to record selected small meaningful paragraphs from the reading passages in SPINE 5 such as ‘Income Generators’ on page 1, and ‘Collective Work’ on page 53, and ‘Satellites and Computers’ on page 139, and so on. Teachers can also use recordings for teaching pronunciation of new vocabulary in the different chapters of the textbook of SPINE 5.

2.2.2 The visual materials

The visual materials comprises many types such as filmstrips, slides, charts, tables, drawings and so on. Larsen-Freeman (2000) notes that the use of visual materials facilitates the teaching and learning process. He explains the advantages of filmstrips as that they are much less expensive than motion pictures, and they are easily shown, handed, stored, and shipped. In addition to that the material can be stopped, reversed, or advanced rapidly to by-pass unwanted information.

Mutar (2009) clears that, as example of visuals, teachers use slides or transparent pictures that projected by shining light through them, because of the advantages of these projected pictures as to arouse and maintain high student interest and motivation. Parrish (2004) assures that in addition to the traditional visual media such as prints, drawings, and maps, modern technology has enabled people to produce a rich variety of media like technical projected aids like slides, as visuals.

Fish (2003) classifies the visual media into non-technical teaching materials and technical projected materials. According to him, the non-technical teaching materials include materials such as blackboards, magnetic boards, pictures, charts and flashcards. The technical materials include materials like TV, projectors and video recorders. Maria (2012) explains that in order to make presentations effective, teachers must be careful with the visual material and strategies they include in them. Several things must be taken into account, such as the way in which pictures, graphics and visual organizers affect the learners, what is the best way to use them and what are their benefits for learning process.

Yunus, Salehi and Chenzi (2012) add that there are a number of benefits in using visual aids in teaching. The use of visual aids like pictures, drawings and texts increases students' interests in learning process. The technical projected aids include slides, transparencies, films, filmstrips, videotapes and the technical equipment needed for projecting them. Nunan (2015) states that the easiest visuals to use are of the non-projected variety of materials such as charts, posters, maps, and so on. The school can possess several types of these non-projected visuals, including those from commercial materials which have been replaced by newer texts. Often however, the teacher will want to make additional visuals.

Parrish (2004) adds that when teachers exploit multi-media devices in their instruction, they should use a particular medium so as to be always linked to a particular aspect of the teaching / learning process, for example, flashcards to present main lexical items, cassette recordings for conversations printed in pupil's book give listening practice with good quality sound, and language laboratory for intensive practice through contextualized drills, and television brings together the above into visual, living contexts. The advantages of visual materials, as revealed by Mwrali in the website www.hippovideo.io, are that they can make speech more interesting, can help an audience remember facts and details, can make long complicated explanations unnecessary' can heighten audience interest and can give the speaker greater confidence in the presentation as a whole.

According to the same mentioned site, the disadvantages of visual materials are that if irrelevant information is presented, images can also be distracting and impede the understanding of concepts they should be trying to clarify. Palmer (2011) adds that the advantages of visual materials are that they are easy to implement, more inexpensive to make, portable and give better interaction with the audience. Their disadvantage is that they are unsuitable for large groups.

According to SPINE 5, teachers can use visual materials in their instruction and to attract students and motivate them, they can use clear colored materials. These materials can be posters, pictures, tables or slides. Examples, in SPINE 5 there can be posters of matching words with phrases, on page 13, and on 23, and with written rules of tenses such as the present perfect tense on page 46, and the present continuous tense on page 76, and the other tenses in the textbook of SPINE 5. Slides, flash cards, pictures and drawings can be used for presenting lexical items and vocabulary throughout the textbook. Projectors and computers can be very useful to display selected materials from SPINE 5, in addition to that, teachers can bring realia in classrooms to enrich the authentic environment of the classroom. These realia objectives are available and many of them are needed in SPINE 5.

The overhead projector

English language teachers use projectors as audio-visual materials to illustrate their lessons and to motivate their learners towards better language comprehension and

language achievements. Steve (2019) mentions the merit of the overhead projector as the newest type of projectors to project an image from slide or transparency to a screen. Willis (2008) says that the overhead projector uses transparencies, which are thin acetate sheets to write or draw on them. Teachers can obtain them commercially or they can prepare them. If transparencies are to be shown more than once, it is wise to use indelible felt pens. The colors show up brightly on the screen and do not fade with age.

The overhead projector has many advantages. Matt (2013) conveys that one of the advantages of these transparencies is that they may be shown without darkening the classroom. The big advantage is that the overhead projector gives over the conventional chalkboard, of course, is that you can have materials already prepared and need not to turn your back to the group nor take valuable class time for writing. Willis (2008) adds that more uses and benefits of these projectors are that the overhead projectors project horizontally placed transparencies onto a screen. They can be used both in daylight and artificial light. Material can also be prepared beforehand on acetate squares, and a library of these can be built up for future use. Mutar (2009) argues that the use of power point slides help the teachers send their lectures in dynamic ways which becomes interesting to the learners or students.

In SPINE 5, the overhead projector is used to project already prepared materials such as drawings, simple maps, and figures selected from the textbook and prepared on transparencies. There are many challenges that face teachers which are adjusting, operating and the availability of the projector. Generally, the overhead projector is not available in schools, and this is a big challenge.

The opaque projector

Another type of projectors is the opaque projector. According to Matt (2013), English language teachers must use opaque projectors in order to project opaque materials by the use of reflected light. The opaque differs from the slide and film projectors in that the latter are transparency projectors. Trussell (2008) explains that there are two outstanding characteristics of the opaque projector which are its ease of operation and low operational cost. If it is available, the opaque projector can enhance teaching SPINE 5 subjects.

2.2.3 Audio-visual materials

English language teachers implement the audio-visual materials in teaching the language, as materials that can be seen and heard at the same time or simultaneously such as television, video and computer. McNaught (2007) observes that audio-visual materials are very useful teaching and instructional as well as promotional aids. He stresses that where consistency of presentation is desirable and audio-visual materials are useful. They provide experiences not easily secured in other ways and hence contribute to the depth and variety of learning. Teachers can benefit from audio-visual materials to teach materials in SPINE 5 in the different chapters of the book. For example, they can use videos to teach topics like ‘Sudanese Hospitality’ accompanied by comments in English language in students’ level, on page 56, and ‘Wild Life in Sudan’ on page 109, and so on. Unfortunately, preparing videos is expensive and entails knowledge of operation and good supply of electrical power.

Television

Television can be used as an audio-visual material, as an electrical equipment, in classroom by showing programs with moving pictures and sounds to clear and illustrate instruction on screen. Mannan (2005) shows that television can be used to show a scheduled program specifically intended for school use viewed by an organized group in the classroom. It can, also, be used for viewing films or movies recorded on videotape which are intended for literature study.

Video

Language teachers can instruct their lessons accompanied by video as the system of recording moving pictures and sound by using a camera, and showing them by using a recorder and a television. Richards and Renandya (2002) believe that some materials such as videos and software can stimulate teaching language skills. Video can convey what situations look like and offer real situations in the environment of learning. It can help students relate the abstractions of animation with real situations. It also provides rich contextual information essential for recognizing objects and places. Keene (2006) says that information from video materials require processing

different modes of communication which include a visual, verbal, sounds and subtitles to be used in multi-skills lessons to enhance learners to accept and produce language. Canning-Wilson (2001) says that video and audio recordings will allow the student to see and hear him or herself as other pupils see or hear him or her. According to Alber (2019) in the website www.edutopia.org, videos are suitable and good for both small and large groups. But their disadvantages are that they are expensive, entails special equipment and not good for discussion and interaction.

Many materials in SPINE 5 can be supported by supplementary materials recorded from TV educational programs or recorded on video tapes and can be displayed on TV or by connecting with a projector. The big challenge face teachers is the lack of TV sets, or the shortage of electrical power in most parts of Sudan.

Films

Films can develop learning skills. They can give cultural information and real learning situations specially, for teaching literature. Films can, also, create a situation of reality for teaching students. They can have big enthusiasm to learn the language. Harmer (2001) declares that films have a significant role to play in the development of concepts. They can modify motivations, interests, attitudes, and opinions. Teachers can save time and improve instruction by using films. Films can motivate learners for more performance and can activate students for participation. Films can, also, improve vocabulary learning and writing skill, as revealed by Lin (2004) who assures that the usage of films as audio-visual materials will enhance and facilitate vocabulary learning and this will lead to writing improvement.

In SPINE 5, films of educational materials are essential in instruction of many lessons, but it entails TV or computer sets at schools.

Computer

In the field of teaching and learning, English language teachers tend to use computers as important electronic machines that can store and arrange information, make calculations and control other machinery. Brant (2003) explains that

computers have developed in such a way to convey a corpus. A corpus is nothing more nor less than a collection of texts input into a computer. The number of texts will depend upon the uses that will be of the corpus. He adds that this technical device helps children effectively to participate in learning process, and motivates them for better language achievements.

Cuban (2001) reflects that computers, in the classrooms, can mimic and stimulate students' critical thinking. They enhance learning, and they can provide storehouse of important data. They can, also, encourage revision and communication in addition to the use of drills and self- assessment.

McNaughton and Williams (2004) show computers as means of assessment and reinforcement. They say that many software programs for young children are based on operant conditioning with clear re-enforcers for correct answers and they offer the opportunity to redo if incorrect. When the answer is correct, they are rewarded with a computer voice saying 'Well done' or 'Good job' for more motivation and interaction.

Aroline and Dracos (2019) add that the usage of computer, as a type of technology, motivates students to learn to write, to draw graphs and charts, or to display data so that they can communicate their findings to others. Personal computers can also be used for games and for drawings and for practicing learning drills. The schools should encourage the use of educational games, since they reinforce a love of learning. Fernandez, Manuel, Antonio and Vega (2007) advise teachers to engage students in critical thinking especially at the secondary education level nowadays. It is important that they get used to different evaluation systems as well as to the progressive integration of new technologies in the classrooms and at homes.

There are many different learning programs such as CAI, CALI and others. In the future, large numbers of students using CAI (Computer Assisted Instruction) will be an important part of the main stream university. Computers can be used in learning games and drills. Thorne and May (2017) reflects that by allowing individuals to proceed at their own rate through a program of materials, these devices permit

students to proceed as rapidly as their abilities permit. Larsen (2000) states that computer can be used for many programs of teaching.

Computer Assisted Language Instruction (CALI) can deal with teaching grammar and vocabulary, in addition to programs for improving listening and reading comprehension. The main advantages of CALI are the individualization of the learning process and reducing learning time, in addition to providing immediate feedback. Fernandez, Manual, Antonio and Vega (2007) add that in addition to computer as a tutor, another CALL model used for communicative activities involves the computer as stimulus. In this case the purpose of the CALL activities not so much to students discover the right answer, rather to stimulate students' discussion or critical thinking.

Language laboratory

Many universities and language institutes are equipped by language laboratories for teaching the language. Rather (2004) states that language laboratories play a great role in language learning as mechanical and electronic equipment which makes it possible for spoken language to be presented. Language can be presented in a way that enable learners to react to it individually, all at the same time. They can usually also be monitored individually by the teacher. Singh (2005) says that the use of language laboratory will be effective in classrooms. This learning will be in terms of the repetition and overlearning of behavior patterns that are to become habitual. He means that the advantage of the machine over the living person for purposes of sustained repetition. So, the language laboratory is very important to enhance learning and to facilitate the monitored teaching process. Ranasinghe and Leisher (2009) point out that technology can never replace the human mind, but it can help expand it. They opine that teaching students how to use technology as a tool helps their learning.

Thorne and May (2017) clears that technology can be an especially powerful tool in helping students with exceptionalities learn. Assistive technology which includes adaptive tools that help students use computers and other types of technologies, has a particularly important impact on students' exceptionalities. Jacobsen, Paul, Eggen and Donald (2005) write that technology can be used to enhance learning instruction

in different ways. It gives high quality representations, simulations for practical study, giving good quality performance and immediate feedback. It can also be used to pose realistic problems for students to solve.

2.3 Teachers and Teaching with Audio-visual Materials

2.3.1 Teachers' mastery of using AVMs in the classroom

Teachers try to deliver their lessons in a way that students can grasp the intended knowledge in suitable environment of classroom. So, they must employ and use relevant audio-visual materials. Many writers write about teachers and the importance of being master in the usage of audio-visual materials in classrooms. Nation and Newton (2009) say that second or foreign language input will be easily understood when using audio-visual materials in classrooms. These materials must be relevant and useful by relating them to known learner interests and to real-life tasks that students might need to perform in the target language. They advise teachers to select the suitable and appropriate materials each lesson to achieve the intended purpose. This authenticity of learning environment is mentioned by Evans and Green (2006) who state students should be placed in the reality they live in by bringing reality inside the classroom. This authenticity, in learning, is an important issue that should be addressed in the design and development and promoting of learning environment for fruitful learning and well instruction. This authenticity can be fulfilled by using audio-visual materials such as televisions, films or videos; audio materials can be tape records or radios.

Brinton (2001) declares the importance and the need for real life objects or texts to give authenticity. In his opinion, this authenticity can, also, be achieved by conversations, dialogues and songs. And using audio-visual materials can be more effective when the teacher has good competence of the language, with positive attitude towards both, using audio-visual materials in classrooms, and towards their learners' learning different aspects of English language in order to provide them with best mastery of knowledge.

There are some concepts like teachers' competence, attitude, and mastery of language should be known to English language teachers as important characteristics in the field of teaching and learning. In this field of teachers' traits, Musa (2007) states that English language teachers should correct writing errors committed by their students. Teachers, to do so, must be competent and professional, in teaching English language as a foreign language. Musa, also, says that English language teachers must always try to improve their competence in the second language they want to teach. They have to keep nearer to authentic language so as to gain and grasp suitable competence in this field in order to promote the task of teaching and of the effective instruction of lessons. He adds that competent English language teachers try to put learners in an environment which trigger their experiences to learn English language. Those teachers can be competent at teaching, in their classrooms, when they know what to look for in this field of teaching and learning, and they should be psychologically and physically prepared to be ready by having knowledge of content, and they should know the teaching methodology to be implemented during their instruction in classrooms. McNaughton and Williams (2004) add that competent and professional teachers should facilitate students' learning by using proper audio-visual materials in correct suitable manner, and they should plan for scheduling their lessons putting into consideration the selected audio-visual materials that selected, and illustrate their aims clearly, in addition to selecting suitable materials, and they should, also, interact verbally and non-verbally with students in classrooms.

2.3.2 Teachers' attitudes towards using AVMs

In addition to the importance of teachers' mastery and competence, the teachers' attitudes towards using audio-visual materials in classrooms is an essential factor. This issue is reviewed by many writers such as Gredler (2001) who confirms that English language teachers, in addition to the factor of motivation, must possess positive attitudes towards their students. It is very important for them to develop positive attitude or feelings towards their students' performance and success. He sees that teachers should possess positive attitudes when using audio-visual materials in classrooms so as to facilitate their students' learning in an effective manner. Larsen-Freeman (2000) agrees that successful dynamic language teachers use variety of techniques for teaching English language in classrooms, with using suitable audio-visual materials because these materials motivate and activate learners for full

interaction and participation. Teachers should consider audio-visual materials advantages and benefits when using them in classrooms.

Hindocha (2016), in the web site www.quora.com, displays that audio-visual materials keep students on learning track, in addition to that they can be more engaged in their lessons and, and they enliven their imaginations, and can, also, develop their critical thinking. For example, the implementation of video presentations, slide shows, power point and other media have revolutionized the teachers reach their students to motivate them and activate them for better participation. They say that if the teachers feel that their students are going to succeed, this will be positive attitude and this factor can help learning, but if teachers fell that their students are not going to succeed, it will be negative attitude, and this will delay or prohibit their success and learning. So, the selection of audio-visual materials should accompany the positive attitude of teachers, as Bernanus and Gardner (2008) claim that the attitude of the teachers is very essential factor in teaching and learning processes because it affects students' success and positive attitudes on the part of the teachers is essential for learners to success and to learn the language.

Also, students' positive attitudes towards language learning affect the target language learning. Ari (2008) clears that the teacher must realize the nature of knowledge and abilities so as to create positive relationships with his or her students in classroom. It is important to develop flexible attitudes by effective teachers towards performing the desired results by making learners motivated and active during their lessons. Woodfolk (2007) conveys that the attitudes of teachers are essential for instruction and delivery of lessons, and the attitudes of learners towards themselves are also, important for their self-confidence and for performance and achievements. Also, Larsen-Freeman (2000) explains that the attitudes of English language teachers influences students' achievements and success. He assures that if teachers assume that half their of students are incapable of mastering the language, then many of the students or learners will never learn the target language, and if another teachers are confident that all of their students can learn the language, they all eventually find they can learn it. If the teachers feel that modern languages are just for the bright students and that the slower ones will be unable to keep up, then many of the students will drop out at the end of the year.

2.3.3 Audio-visual materials and motivation

It is known that the usage of audio-visual materials, in classrooms, can motivate and activate learners to learn the language. According to Benson (2018), in the website <https://WWW.quora.com>, the use of audio-visual materials in classrooms motivates students to keep their attention and to make them easily follow the lesson instruction, in other words, they become more motivated to engage and participate in the lesson. This motivation of students gives more interaction and effective participation towards better achievements. Canning-Wilson (2001) assures that the usage of audio-visual materials attracts and motivates learners to follow the lessons and activates them for effective learning and high participation, and they can gain better achievements.

Bradshaw (2003) reflects using visuals in classrooms offers motivation and increases learners' interesting. He adds that students' motivation concerns itself with those factors that energize behavior and give it direction, and activate students or learners towards fruitful interaction and well participation in learning process. Mayer (2002) states that the lack of motivation can be due to the lack of exposure to authentic language materials such as visuals audios or audio-visuals. Students can gain an intrinsic motivation by showing their interest in the task that they are doing, or they can gain an extrinsic motivation in response to external stimuli like the approval of their parents, or to receive a reward or to avoid a type of punishment. Motivation depend on the levels of students and on their age, for instance, Gredler (2001) observes that the use of video, as an example, in the classroom is highly motivational for young pupils rather than older students. By the effect of this motivation, they can be stimulated to acquire new words and phrases, while they are learning about the target language and culture, and they can receive renewed input of the target language they study or learn. According to the usage of audio-visual materials, Canning-Wilson (2001) proves that learners prefer colored visuals, like pictures that contain a story, or that visuals which can be related to previous experiences and that can be associated with places, objects, persons, events or animals of which they are familiar. So, using audio-visual materials can help and facilitate teachers' teaching and students' learning. Nation and Newton (2009) seem to treat attitude and motivation as one complex of factors related to second language learning and achievement. That is to say attitude and motivation integrate each other in their role

to help students or learners comprehend the target language they study, and to comprehend their lessons effectively with full interaction and participation.

Spolsly (2012) states that the subjects exhibit a particular type of motivation solely on the basis of their scores on a test measuring their attitudes towards speakers of the target language that learners want to learn. Miller (2009) asserts that motivation is a major affective factor to second language acquisition. The motivation to learn a second language has been conceptualized as a combination of a positive attitude or desire to learn the language and efforts must be exerted and facilitated in that direction. Rather (2004) states that using technology in instruction in classrooms gives great motivation for learning. Students who are highly motivated will be highly receptive to a lesson and will therefore tend to absorb it both more accurately and more thoroughly. So, the researcher concludes that the role of attitudes and motivation in second language learning, is very essential because positive attitudes and motivation are related to success in learning English as a second language, or as a foreign language.

2.3.4 Choosing and using AVMs in classrooms

The master teachers can select the appropriate audio-visual materials to be used in the suitable time for the intended lesson. This fact is revealed by Katherine (2009) who explains that dynamic language teachers choose and use audio-visual materials such as tape videos, and audio materials like recordings, with a variety of techniques in the classroom. They might well be more effective than the very fluent teachers who are less responsive to the needs of the students and lacks imaginative teaching methods because they do not use the audio-visual materials. In modern education, the selection of the suitable audio-visual materials must be according to different factors. This fact is clear when Mannan (2005) states that English language teachers must select the suitable audio-visual aids according to various factors such as the lesson type, students' age, level of the class and the purpose or the objective of this usage. For instance, the teacher can choose visual materials or aids such as pictures, tables and videos as a connection between the mother tongue and English, so direct translations are not needed. Carney and Levin (2002) assert that the using of audio-visual materials in classrooms help teachers to correlate and coordinate accurate concepts making the learning more concrete.

Lankshear and Knobel (2005) add that the long teaching experience and the continuous sessions of training that language teachers receive can enrich and integrate each other for better performance and developed practice and satisfied job for English language teachers. Recently the introduction of technology in the field of education is the most important and common issue, as revealed by Thorne and May (2017) who say that technology is an important equipment in teaching and learning process. It can be implemented with different devices such as smartphones, computers and new projectors. By mobile devices, learners or users can accept knowledge through face book, twitter, you tube and so on. They make it easy for anyone to publish or learn online.

When teachers plan for their lessons, they mention the selected audio-visual materials to be used in classroom. They schedule and arrange for this usage in the plan. This arrangement should follow the basic arrangement plotted by the school. Kinginger (2013) states that students who study abroad or those who study in their countries to learn a second or foreign language, can be influenced by the target culture. They can get an increased motivation to learn. School schedules determine the basic arrangement of teaching time. However, no matter which of the systems is being applied at a particular school, the actual foreign language class is ultimately as flexible or as rigid as the teacher makes it due to the situation.

Ellis (2008) mentions that it is important to enhance learners' involvement during instruction in classrooms via technology. English language teachers must facilitate instruction of lessons as the purposeful, orderly controlled sequencing of experiences to reach a specific goal in order to achieve the intended knowledge for students and to secure the good learning for better learners' achievements.

Brinton (2001) sees that instruction of language in classrooms can be by different materials. Teachers can use media materials or technology as audio-visual materials. This usage can give more authentic situations for better students' participation. Teachers must apply some learning theories such as behavior theory, in their planning, to be used in instruction in order to establish specific learning objectives and to build a sequence of learning activities that proceed from simple to more

complex. This theory can enhance reinforcement through practicing drills using audio-visual materials like computer.

2.3.5 Audio-visual materials and teaching methods

The teacher should know all teaching methods. He or she can adopt the most suitable method of teaching to deliver his or her lesson in the classroom. There are many known methods in the field of teaching such as the grammar-translation method, the direct method, audio-lingual method and the eclectic approach. The researcher, here, gives some examples of these teaching methods. Richards and Rodgers (2001) reflect that English language teachers should select and use the teaching method so as to do a set of procedures or collection of techniques used in a systematic way which is hoped to result in efficient learning. According Ulloa (2018), in the website: www.scielo.org.co, the use of teaching methods refers to the general principles, pedagogy and management strategies used for classroom instruction. Teachers' choice of teaching method depends on many factors such suitability of usage, educational philosophy, the size of the classroom, subject area(s) and school mission statement.

English language teachers must select the suitable teaching method with using audio-visual materials or technology. Jackson (2013) explains that teachers, when using technology, they must select the more appropriate teaching method. School boards should make technology available. Teachers must be trained to use various types of technology such as computers, projectors and the other kinds of technology. Dynarski (2014) states that English language teachers can select and use the suitable teaching method when instructing their lessons in classrooms, with using suitable audio-visual materials for instruction or for assessment and evaluating of students' achievements, or for providing immediate feedback. All these activities in integration with various techniques for learning can result in fruitful teaching and better learning.

2.3.6 Audio-visual materials in students' evaluation and feedback

The process of students' evaluation of understanding is very important to assess and remedy any defect arise in the teaching/learning process. It can also be an assessment

for the audio-visual materials used or for the teaching method followed. For example, computer can be used as an audio-visual material and/or as evaluating tool. Many language experts and educators write in this field of education. Rabbini (2002) says that teachers can allow their students or learners to proceed at their own rate through a program of materials, these devices permit students to proceed as rapidly as their abilities permit. This fact is clear when using computer as learning device and as a self-assessment for giving immediate feedback and fast remedy.

Schmitt and Arnold (2002) state that by using computer, they can perform self-assessment as a type of evaluation which involves learners in making judgments of their language ability and / or their achievement of learning goals and objectives. This self- assessment is an integral part of learner-centered approaches to instruction in order to make active participation of the learner during the teaching process. One of the benefits of assessment and evaluation of students' performance is the positive reinforcement towards effective teaching. Thorne and May (2017) state when teachers implement technology in classrooms, they can receive immediate feedback. Rabbini (2002) adds that the immediate feedback can be followed by positive reinforcement as an important component of teaching effectiveness. Then patterns of pupil attention associated with praise may promote learning by offering reinforcement and the immediate feedback which is necessary for learning the language.

Anderson and Krathwohl (2001) agree that English language teachers, when following Bloom's Taxonomy of educational objectives, must do systematic evaluating of subjects. They need to carry on systematic evaluating of problems, successes, and new ideas in order to modify present and identify future strategies. So, English language teachers must be always ready to accept any guidance in this field. Bailey (2006) adds that there was, in most English language teachers, a curious mixture of superficial confidence that all was well with their teaching, coupled with an excessively polite readiness to accept suggestions from English language supervisors or from inspectors.

Richards and Rodgers (2001) assure that with using technology in classrooms, learners can accept self-assessment. They can offer teachers feedback, oral or

written. The reinforcement or the reward of desirable pupil behavior is a frequently used as teaching skill. For example, a pupil gives a good answer to which the teacher responds by saying words of praise which can be a type of reinforcement. Another example, when a pupil is telling the teacher about an experience, the teacher simply, looks animated and leans forward. So, reinforcement can be verbal by words or non-verbal by body language or sign. They advise English language teachers to put into consideration many factors when they assess or evaluate students' comprehension and achievements. These factors are the students' level, the subject, content of the textbook and the type of the lesson. The assessment can be during the lesson for immediate feedback, and the evaluation can be at the end of a unit in the textbook or at the end of academic year.

Read (2000) says that teachers must assess vocabulary at each lesson of reading comprehension. Teachers must classify questions of evaluation so as to fit the students' levels. There are many ways of classifying questions, and most of these classifications are useful in that they provide a conceptual framework for looking at them. Evaluation of learners' understanding is an important process to know what happened in the classroom. So, the need remains to know all the activities happen in the classroom, and the way that programs are implemented is fundamental to evaluation. In addition to that the use of audio-visual materials can sometimes facilitate assessment and evaluation of learners' achievements, by giving immediate feedback.

Audio-visual materials can be used in classrooms for both, lessons instruction and testing or assessment of students' achievements. McNaught (2007) declares that audio-visual materials, in addition to instruction and motivating students, can be used for testing and evaluating students' achievements. For instance, computer can be used as a device for construction and as a tool for assessment and testing. It is used for drills to give immediate feedback and for printing tests and exam papers.

Payne (2003) states that teachers can use a test as a means of measurement characterized by systematic administration and scoring procedures, formalized objectives, and applications aimed at intra or inter individual comparisons. Payne, adds that teachers should exploit testing as an important instrument or tool for the

process of diagnoses of the learning process. This enables teachers to discover and remedy any students' problems in the classroom.

2.3.7 Audio-visual materials as supplementary materials

English language teachers should use audio-visual materials with the basic program or the core materials of the course to be taught to students. They can also use supplementary materials that designed to be used in addition to the basic or core materials. Adding supplementary materials to the basic program means introducing addition learning materials that entail using various audio-visual materials or multimedia. Mayer and Moreno (2002) convey the benefits for learners when they say that by integrating multimedia into the lesson plan, in addition to considering suitable supplementary materials, attract students' attention to the topic presented in the class, enhance and facilitate comprehension of grammar and language, increase students' motivation. This will, also, try to help students memorize the new vocabulary and structures of English language.

English language teachers can prepare and select suitable audio-visual materials, in addition to related supplementary materials. Anderson and Krathwohl (2001) agree that English language teachers, at schools, must prepare various types of audio-visual materials to be used in classrooms, and they can also make a good collection of supplementary materials of subjects in addition to audio-visual materials as supplementary materials for future using, in classrooms, during teaching and instruction of the language. Students can participate in preparing these audio-visual materials with the guidance of their teachers, so as to develop their self-confidence and to make a good attraction and motivation for the lessons instruction.

2.3.8 SPINE 5 and Audio-visual Materials

SPINE 5 content entails the suitable audio-visual materials to be used in teaching it in classrooms. The basic program itself demands constant curriculum and continuous improving towards efficient learning as Fernandez, Manuel, Antonio and Vega (2007) declare that modern educational process in the secondary education system where the knowledge growth is rapid, entails constant curriculum redefinition and implementation of new methods for efficient learning.

SPINE 5 which is published as a pupil's book for second year students at the secondary level, entail various kinds of audio-visual materials to be used with the instruction of the lessons in it. The audio materials that can be used with teaching subjects in SPINE 5 are, for examples, recordings of dialogues, conversations and vocabulary or structures of sentences. There are many lessons of reading in SPINE 5 in all chapters of the textbook which are twelve chapters. In each chapter there is a passage for reading comprehension, in addition to some dialogues in many chapters of the textbook. The recordings can be recorded on cassette tapes or on mobile phones by selecting some paragraphs or dialogues recorded by teachers as models, or by students in classrooms during practice lessons of speaking.

According to visual materials that can be used with teaching SPINE 5, there are many of them such as maps, posters with rules or structures, flashcards , tables, stick drawings or pictures of objects. There are many lessons in SPINE 5 need teaching with the use of visual materials like pictures of animals, drawings of objects and tables of structures.

Audio-visual materials in SPINE 5 are using computer connected with projector to display recorded conversations, dialogues on screen. These recorded conversations or films or short videos can be selected from SPINE 5 or they can be brought from outside as supplementary materials so as to support the language skills for students. They can bring reality and authenticity into the classrooms, and hence, offer attraction and motivation for more students' participation and interaction.

In SPINE 5 supplementary materials can be introduced into classrooms, and can be exploited to support the core content of the textbook of SPINE 5. These supplementary materials can be instructed by using audio, visual or audio-visual materials, according to the type of the lesson, the age of learners and the size of the class.

Carney and Levin (2002) declare that when language teachers use visual materials with supplementary materials that designed to be used in addition to the main

materials of the intended course, they motivate learners for more participation in classrooms. They usually affirm that these materials are related to the development of the four skills of reading, writing, listening or speaking rather than to the learning of language items. Also, these materials help teachers to make the learning process more concrete.

SPINE 5 needs support of supplementary materials in order to reinforce students' achievements in all aspects of English language, especially the language four skills which are writing, reading, speaking and listening. For example, teachers can prepare and record some dialogues in the level of learners on cassette tapes or on phone mobiles to support speaking and listening skills. They can also bring recorded correct pronunciation of words selected from the vocabulary of SPINE 5 as model for students to follow. The example of using visual materials to support the content of SPINE 5 can be colored pictures or drawings with clear comments, or slides accompanied by simple comments to be projected on screens, or photographs of cities, animals or persons.

The supplementary materials to support SPINE 5 can be displayed by the use of videos of teaching structures or grammar rules, films of short stories or novels, and recorded conversations and dialogues of authentic language in students' level.

2.3.9 Preparing audio-visual equipment and lesson planning

English language teachers must try to prepare their own audio-visual materials. They can share their learners in this task. According to Madu (2000), English language teachers must prepare and implement audio-visual materials in classrooms as useful materials that help them in the teaching process in addition to facilitate students' learning, motivate students, bring freshness to the learning and save their teaching time. Meriem (2015) reveals this fact by saying teachers should use audio-visual materials to support learning in the classroom, and to give students the opportunity to see and hear the foreign language as it is used by native speakers in real life situations.

Meriem (2015) also, divides audio-visual aids into three categories which are audio materials, visual materials and audio-visual materials. Nunan (2015) reflects that

using audio-visual materials give students an authentic learning environment. Authenticity is an important issue which should be addressed in the design and development of learning environments.

English language teachers, who teach SPINE 5 can prepare many different kinds of audio-visual materials to be used in classrooms so as to facilitate language learning. The selection of these audio-visual materials can be according to the lesson type and students' level.

Here, the researcher is going to give some summary of what the teacher is going to practice in the classroom. The role of the teacher comprises many different activities in the classroom. These activities comprise lesson planning, lesson instruction, evaluation, testing, and classroom management.

Once the usage of audio-visual materials is very important in classroom instruction, there must be special consideration when teachers plan for their lessons. This helps teachers to select the appropriate audio-visual materials for each lesson, and to adjust the suitable time for the instruction of the lesson. This is revealed by Harmer (2001) when he affirms that visuals help teachers, who plan well for their lessons, to correlate and coordinate accurate concepts making the learning more concrete and clear. Pictures and videos can serve as a connection between the mother tongue language and English language. Brinton (2001) adds that using audio-visual materials in classrooms allows the teachers to skip excessive explanations and translations and to help them to save time for more practice and assessment. So, teachers can employ all ways of materials to deliver fruitful instruction. He suggests that the visual materials use content-based goes from gestures and pantomimes to pictures, photographs and slides. These aids helps to make the activities more motivating and meaningful for the students towards better achievements.

Lesson planning is a very important process because it shows the teacher the way how to decide what and how his or her students learn. Nunan (2015) explains the importance of planning for efficient teaching. He explains that the more systematic instructional planning, the greater the probability that the teacher will succeed.

Planning instruction or lessons means establishing priorities, establishing goals and objectives. He adds that a good teacher can do the assessment by transferring the teaching objectives into questions. Porter (2004) explains that it is a good idea to create a schedule by English language teachers for each week, or a few weeks in advance. That way the teacher can easily keep track of his daily planning and schedule for his coming lessons and activities. This help teachers to organize their instruction and to manage their classrooms effectively and in a systematic manner.

Al Samawi (2001) advises teachers to plan their lessons before coming to the class, and he says that teachers must not rely on their previous experience because situations change, and circumstances may differ from time to time. He says that there are many different forms of planning for teaching English language in classrooms, comprises the audio-visual materials to be used.

Al Samawi, also, adds that English language teachers must put into consideration characteristics of the learners when preparing a lesson plan. Such questions as the sex of the learners, their age, their linguistic and cultural background and their degree of motivation for learning EFL.

English language teachers must introduce the using of audio-visual materials and multimedia into the lesson plan whenever it suits as Mayer and Moreno (2002) who says that when integrating multimedia into the lesson plan through media, this attracts students' attention to the topic presented in the class, can enhance and facilitate comprehension of grammar and language, and can increase students' motivation, as well as help students memorize the new vocabulary and structures. This multimedia comprises different types of audio-visual materials.

2.3.10 Classroom management with the help of AVMs

The using of audio-visual materials helps teachers to control their classrooms and to practice proper classroom management during their lessons instruction. Jacobsen, Paul, Eggen and Donald (2005) explain that classroom management refers to teachers' strategies that create and maintain an orderly learning environment, and by the usage of the proper audio-visual materials they can facilitate the control of the classroom.

Classroom management involves many procedures as revealed by Alberto and Troutman (2006) who state that classroom management comprises organizing the classroom anticipating and responding to student behavior to provide a suitable environment for efficient learning towards better students' achievements. Coleman and Webber (2002) advice English language teachers to be very consistent from the very beginning to prevent and to eliminate most unwanted classroom behavior, by systematically ignoring it while giving immediate praise and attention for its desirable opposite. Using audio-visual materials in the classroom help organizing the environment of the classroom, for example in teaching writing, they offer help to organize the class, as revealed by Jaffu (2018) who says that using audio-visual materials makes students fully concentrate on the lesson. Teachers can provide a friendly and interesting atmosphere for students to learn the language.

2.3.11 Learning theories and teaching methods

Teachers must try to know the learning theories in the field of education. Different language teaching –learning theories and methods protect the concept of using audio-visual materials in language teaching. Larsen-Freeman (2000) states that Communicative Language Teaching (CLT) uses, in its practical use of language, authentic materials, and teachers are encouraged to use different audio-visual materials in a CLT class.

Language teachers must select learning theories that highly supports the use of audio-visual materials in teaching language. So, English language teachers must learn about learning theories and teaching methods in order to use audio-visual materials effectively in classrooms towards better students' language achievements. In the field of education, the use of audio-visual materials and the selecting of the suitable teaching method, is undermined by the presence of unreconciled theorizations of learning.

2.3.12 Knowledge of learning theories

There are many known learning theories such as behaviorist theory, cognitive theory, developmental theory and social constructivism theory.

Behaviorist theory

Behaviorists believe that learning is affected by changes in behavior as Bush (2006) explains that behaviorists say that only observable, measurable outward behavior is worthy scientific inquiry. Focus is on learning as affected by changes in behavior that can be result from environmental influences. Parkay and Hass (2000) reflect that behaviorism is concerned with observable and measurable aspects of human behavior. They add that changes in behavior result from stimulus-response association made by the learner. They clear that learning entails the desired response to be rewarded by teachers so as to motivate learners for more participation. As an example, Vikoo (2003) states that CAI (Computer Assisted Instruction) designers rely on a behaviorist psychology that emphasizes the importance of learning in small steps, repetition, frequent practice, immediate knowledge if results, and reinforcement. CAI advocates promised improved productivity in achieving conventional goals of education, especially for lower achievers, who will be able to proceed at their own pace.

Morrison, Ross and Kemp (2004) agree that the behaviorist learning theory explains the effects of external conditions. These conditions, such as rewards and punishment, can determine future behaviors for new learning. So, this theory makes learning an observable change in behavior. The modern movement of this theory was initiated by Skinner (1938) who coined the term operant conditioning which considers this term as an adaptation of the stimulus-response concept long used in education.

Ormrod (2009) conveys this theory as a connection between a stimulus or stimulus situation and the organism's response to this stimulus. In psychology, the emphasis is on behavior which may be learned by both humans and animals. Reinforcement can follow any positive response to a given stimulus.

Smith (2001) states that the educators can change variables to change behavior, and that the process of repetition will reinforce the learning of the language properly.

McNaughton and Williams (2004) confirm that reinforcement as a teaching technique is based on the theories of behaviorist psychologists. Students can be

rewarded as a type of motivation. Rewards can be social rewards like praise, or can be material rewards such as offering learners food.

Developmental theory

This learning theory classifies human evolution into intellectual overlapping stages, as Miller (2011) claims and says that this model assumes that humans evolve or develop intellectually in different overlapping stages, and they mention, as an example, Piaget's model, which assumes that there are four stages or periods of development – the sensorimotor stage from two to eight years; the concrete operational stage, from eight to eleven years and up. The last stage is what schools attempt to reach, what we loosely call the thinking and analyzing stage. So, he adds that, depending on this model, the content of knowledge and method of instruction in addition to the audio-visual materials used should be appropriate to learners' levels or ages.

Cognitive theory

One of the known learning theories is the cognitive theory. This theory is explained by many authors such as Smith (2001) who states that the cognitive learning processes are rational activities that help information to move from one memory to another through the process of attention, perception, repetition, coding and retrieving information, and all of these processes are important for learning the target language. Mitchell and Myles (2004) show that cognitivists allege that second language acquisition can be better understood by focusing on how humans' brains process and learn new information. Brown (2000) states that cognitive learning theorists recognize that the amount and rate of learning is influenced by the nature of the subject-matter itself, the way it is broken down and the order in which it is presented, and what audio-visual materials can be applied in instruction. So, language teachers seldom begin planning a lesson in a vacuum, but they usually have a course syllabus which is laid down by the school or an external examining body. Goodwin (2005) suggests that since the term learning applies to a conscious process of accumulating knowledge of the vocabulary and grammar of a language, activities associated with learning have traditionally been used in language teaching in schools. Evans and Green (2006) advise language teachers to set their students in a meaningful context by putting the reality in their environment or in classrooms.

Social constructivism

Another well-known learning theory is social constructivism. McLead (2019), as retrieved in simplypsychology.org, declares that teachers can consider the constructivism as an approach to learning which denote that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner or student. Ormrod (2011) declares that constructivist theories believe that learning is a process where individuals construct new ideas or concepts based on prior knowledge and/or experience. Its important advantage is that it prepare people to solve life problems. Rummel (2008) says that the theory of learning constructivism found in teaching the language, has an advantage in that it is based on the belief that learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information, and this makes students participate actively with the aid of using audio-visual materials. He adds that the constructivists view learning as a search for meaning.

2.3.13 Teaching Methods

There are many teaching methods such as grammar-translation method, audio-lingual method, direct method and eclectic approach. English language teachers must select the appropriate teaching method for their instruction in classrooms. Gorard and Taylor (2004) say that there are a number of constraints facing the combination of different methods in education, and some of these limitations may reflect teachers' own concern. Harmer (2001) suggests that the using of audio-visual materials as teaching methods stimulates thinking and improves learning environment in a classroom. The effective use of audio-visual materials substitutes monotonous learning environments. Many English language teachers fear to use technology with their teaching methods because of its cost and skill it requires. Brinton (2001) explains that one of the most common worries among teachers when using technology is the cost of it, economically speaking, and the amount of time and skills that it requires.

Grammar- translation method

The purpose of the grammar-translation method is to help learners read and comprehend foreign language and its literature, as revealed by Larsen-Freeman (2000) who agrees that it is an effective way of learning vocabulary and grammatical structures. English language teachers in this method give students grammatical rules

and paradigms or lists of forms arranged according to a grammatical pattern, and give students lists of vocabulary together with their translation equivalents in the mother tongue or in their L1 language.

Sabrina (2015) asserts that teachers, when they use grammar-translation method in the classrooms, they offer their students or learners lists of the target language vocabulary words and their native language equivalents and are asked to memorize them, and students are also required to memorize grammatical rules of language they study. Teachers can use audio-visual materials with this method, like using computer. Dornyei (2012) adds that the grammar –translation method lacks communicative aspirations, but it can be viewed and interpreted in several different ways, with application of suitable audio-visual materials, and consideration of the classroom size of students. It saves time and enhances vocabulary teaching and learning. According to Austin (2003), grammar translation method enable English language teachers to use simple language and familiar phrases in the target language. Teachers use traditional techniques of foreign language teaching based on explicit instruction in the analysis of the grammatical translation of the target language and of sentences from the native language into the target language and vice versa. Larsen-Freeman (2000) gives the merits of grammar-translation method in that textbooks occupy important places in teaching, it saves time, enhances vocabulary, and the mother tongue dominates in teaching process and it can be used in overcrowded classes. He, also states the demerits of this method in that no emphasis is put on speaking, reading and writing skills. Speech is neglected and no pronunciation is practiced. In addition to that it is not based on psychological principles.

Audio-lingual method

One of the known language teaching methods is the audio-lingual method. Hamidah (2017), in the website <https://www.slideshare.net>, sees that when language teachers use the audio-lingual method as a method of foreign language teaching, they tend to emphasize the teaching of listening and speaking before reading and writing. They use dialogues as the main form of language presentation and drills as the main training techniques. Larsen-Freeman (2000) assures that audio-lingual method is based on behaviorist theory and by using suitable audio materials for teaching,

listening and speaking skills can be emphasized. Learning is enhanced through reinforcement and practicing drills. Its demerit is that learners have passive role and little control on their learning. Richards and Rodgers (2001) state that teachers use audio-lingual or ‘listening-speaking’ method that consists of presenting an oral model to the students, recorded on tape or in the teacher’s voice, and carrying out a series of pattern drills based on the model. Hussein (2013) affirms that like the direct method, the audio-lingual method advised that students be taught language directly, without using students’ native language. Teachers can exploit different audiovisual materials such as tape recorders, short dialogues, film strips or recorded drills.

The direct method

The direct method is sometimes called the natural method. This teaching method depends on learners’ hearing of the language through conversations and dialogues, as Richards and Rodgers (2001) say that the simple idea behind the direct method, as a teaching method, is that learners learn languages by hearing them spoken and engaging in conversation: reading and writing can be developed later. They add that this direct method is received by strong criticism in that it requires teachers to be fluent and native-like speakers. Larsen-Freeman (2000) explains that the direct method of teaching, which is sometimes called the natural method, and is often used in teaching foreign languages, refrains from using the learners’ native language and uses only the target language. Weidman (2001) adds that the teachers use audio-visual materials to illustrate the new words meaning and usage. Students have to use their sense organs to feel all objects in the class as audio-visual materials or as realia. It helps proving the pronunciation by the use of audio materials such as recordings of conversations and dialogues. Its demerit is that it ignores reading and writing aspects or skills of language learning.

The eclectic approach

When English language teachers vary their teaching methods, in classrooms, it is said that they are eclectic. Mathew and Alidmat (2013) English language teachers can vary their teaching methods, and they use a pluralistic approach to language teaching because it involves the use of a variety of language learning activities or eclectic approach. Al-Samawi (2001) advises English language teachers to be

eclectic in classrooms. He says that there is no single superior method that works all the time for all students under all situations, and with various audio-visual materials.

Larsen-Freeman (2000) conveys that the advantages of the eclectic approach are that it is more flexible and can easily be adapted to suit a wide variety of teaching situations in classrooms, In addition to that a teacher who approaches TEFL eclectically is less likely to become fixed in one single method and more likely to keep an eye open for new techniques and approaches. Weidman (2001) clears that an eclectic view of language teaching is the most sensible and the most sensitive way of approaching the language classroom. English language teachers use a variety of teaching aids to make classroom activities interesting and interactive. It provides accuracy and fluency into the target language. It, also, gives equal importance to the four language skills.

2.4 Presenting the language

Presenting the language in the classroom consists of many topics such as teaching the sound system, teaching grammar, and teaching vocabulary. Teachers can use different audio-visual materials delivering their lessons, or they can use multimedia in the same lesson. Mayer and Moreno (2002) agree that while language teachers vary their teaching methods, they implement multimedia as a content that uses a combination of different content forms such as text, audio, images, animations, video and interactive content, as audio-visual materials.

2.5 Learning with Audio-visual Materials

Students accepts and receives information and knowledge in classrooms effectively, when their teachers deliver the lessons with the usage of audio-visual materials.

2.5.1 Learning the sound system

Teaching the sound system is an important issue in language teaching. It requires English language teachers to use the appropriate audio-visual materials. Warschauer and Meskill (2000) assure that the audio materials such as recordings, radio

broadcasts, and using tapes for recording authentic language speech or dialogue can facilitate learning the sound system in classrooms. Jaffu (2018) claims that teachers must recognize ways and places of producing speech sounds, define the terms of phonetics, explain the characteristics of speech sounds, and differentiate between consonants and vowels. Dubee (2017) explains that language teachers need more training and practice in this field so as to use proper teaching methods and suitable audio materials. Teachers can use recordings to teach the sound system. Hubbard (2008) adds that the tape recorder has increased the exchange of educational radio programs. It has also stimulated the making of recordings of dialogues and conversations in the classroom as authentic language or as practice of students.

2.5.2 Learning grammar

In English language, teaching grammar is the corner stone of learning the language. Scrivener (2003) conveys that in addition to traditional grammar of parts of speech like nouns, adjectives, verbs, adverbs, prepositions, pronouns and conjunctions; English language teachers must consider the category of gender, so as to make learners differentiate between male entities and female entities.

Al-Samawi (2001) gives two ways of teaching grammar, teaching grammar deductively, and teaching grammar inductively. He explains that deductive grammar teaching means to give students the grammatical rules and ask them to apply them to examples of their own, while inductive teaching involves giving students many examples to withdraw grammatical rules from them.

Schmitt (2002) advises teachers to help students overcome the habits of their native language and inculcate those of the target language, by conducting pattern practice drills of various types.

Mannan (2005) explains that the first step in preparing grammar lesson is to consult a variety of grammar reference books and ESL texts in order to establish how a structure is formed, when it is used, and whether there are particular rules or exceptions governing its use.

2.5.3 Learning vocabulary

Students or learners need to comprehend the meanings of the new words that they meet in classrooms. Schmitt (2000) describes learning vocabulary as an essential element of language teaching. He adds that the big challenge is to learn vocabulary, because the lack of vocabulary knowledge will result in lack of meaningful communication. Clark and Lyons (2004) state that audiovisual materials affect vocabulary learning leading to writing improvement. Students can memorize new words and using them in new structures.

Teachers always present new and difficult words, if there are any, at the beginning of each lesson. They use different audio-visual materials and many techniques in the classroom to enhance teaching vocabulary. Clark and Lyons (2004) declare that visual aids result to be very effective to help students in memorizing new vocabulary and structures. According to them, there are many memory-strategies that can be put into practice when using visual materials. Muller (2006) adds that the use of film helps the students to visualize clearly the literary theory and cultural aspects embedded in the texts. Schmitt (2002) declares that what vocabulary to focus on should be determined by two major considerations, the needs of the learners and the usefulness of the vocabulary items. He conveys that teachers can sometimes use the students' language to give equivalent meanings for some words. But they must put in consideration that there are not a one to one correspondence between L1 words and L2 words.

Teachers can exploit realia in teaching vocabulary. Hedge (2003) states that the use of realia in classrooms can facilitates learning new vocabulary. He characterizes realia as an associative bridge between the classroom and the world because it offers learners concert and authentic environments for accurate meaning, and reflects the authenticity of the text. English language teachers can exploit many techniques in teaching vocabulary as Graves (2006) explains that the technique of pre-teaching helps teachers to support the connection of vocabulary and the instruction of comprehension. It can provide students with accurate meaning of words. Realia can refer either to objects in the teacher's own environment used to illustrate vocabulary in the L2 or to objects specific to the culture of the L1 used for the same purpose. Read (2000) declares that the use of audio-visual materials in teaching vocabulary

is more effective than using the traditional way of giving lists of English language and their equivalents in the native language.

Learning vocabulary enhances learning a language as revealed by Hedge (2003) when he adds that learning applies to a conscious process of accumulating knowledge of vocabulary and grammar of a language. Activities associated with learning have traditionally been used in language teaching in schools, and tend, when successful, to result in knowledge about the language studied.

2.6 Developing integrated skills

The four language skills are: listening comprehension, speaking, reading comprehension and writing. Developing of these four skills is considered to be a continuous process that takes place during teaching and learning English language.

2.6.1 Listening comprehension

Teachers by using audio-visual materials in classrooms in teaching listening, they can, also, facilitate learning the language. This fact is revealed by Rost (2002) when he says that the listening makes the hearers know their particular environment for comprehension what they hear or listen to. Spratt (2005) adds that the effects of listening, as an input for writers, can facilitate writing. Students who train themselves to listen for details that will be helpful in their writing. He, also, believes that listening is a receptive skill that requires the listener to make sense out of the sounds of the language. Sabrina (2015) reflects the advantage of recorded materials on listening skill by saying that recorded materials allows students to hear a variety of different voices apart from just their own teachers. The disadvantage of recorded materials is that in big classrooms with big acoustics, the audibility of recorded material often gives cause for concern. It is difficult to ensure that all students in the classroom can hear equally.

Schmitt (2002) explains that listening as a skill for making sense of spoken language, normally accompanied by other sounds and visual input, with the help of people's relevant prior knowledge and the context in which people are listening.

Brown (2006) says that listening can be used for general understanding, in addition to that it is one of the fundamental language skills. The presenter must consolidate his or her speech by using audio materials. Radio or a recording can be used to bring the voice of an authority into the classroom. Teachers can interview and record the ideas of different people. In classrooms, students can listen to them because listening fosters imagination.

Rost (2009) advises learners, so as to develop their listening skill, to spend a good deal of their waking moments listening. The concept of interaction would suggest a mutual responsibility of both the speaker and the hearer in the listening process.

2.6.2 Speaking skill

Many audio materials can facilitate and promote speaking skill such as the usage of recording tapes and radio broadcasts. Spratt (2005) advocates for interactive strategies which comprise a number of speaking skills. Some of these are: making eye-contact, using facial expressions, asking check questions to clarify meaning and confirming understanding.

According to Meriem (2015) speaking is an important language skill which requires a lot of practice, therefore, teachers should design different speaking activities and use different teaching aids to expose students to an authentic foreign language to develop their speaking abilities. Audio materials such as cassette tapes can enhance speaking skill.

Richards (2008) reviews that people should speak in a particular context to be clear and to be understood. He adds that a person always speaks and communicates in a particular situation at a particular time. Without this kind of context language, speaking skill may lose much of its meaning. Dornyei (2012) says that the primary meaning of fluency in linguistics is associated with the temporal aspect of oral language production, referring to a non-hesitant flow of continuous speech with few pauses and interruptions.

So, it is clear that speaking skill can be promoted through more and continuous practice in order to develop the proper pronunciation. Thornbury (2007) states that pronunciation teaching deals with two interrelated skills – recognition or understanding the flow of speech, and production or fluency in the spoken language. These skills rely very little on intellectual mastery on any pronunciation rules. Ultimately it is only practice in listening and speaking which will give the learner the skill he requires. The practice of pronunciation includes imitation of what the teacher says and repetition of it. This fact is revealed by Manseur (2015) who states that imitative speaking refers to the one's ability to repeat some phrases and sentences that produced by the teacher in the classroom. Brown (2001) asserts that intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Rogers (2000) says that a good speaker have some common characteristics. First he holds the attention, his thinking and speaking are clear and logical. As well as, the information included in his speech back up his main point, telling us what he need to know and keeps us entertained with stories and examples that illustrate the points being made. Wallace (2004) suggests that students should be presented with intensive speaking practice so that they will be able to enhance their communication in formal speech.

2.6.3 Reading comprehension

Teachers can use a variety of visual materials in teaching reading such as the textbooks or written posters and projected slides of writings. Alderson (2000) thinks that students or learners, through reading, they will have the opportunity to be exposed to well-written and well-organized pieces of writing which will help them to improve their language abilities and to build language stomata. Students can also discover the meaning or meanings of new words they will meet. They can meet extra meanings of one word in different reading texts.

Huckin (2000) states that English language teachers must take into account many general considerations when teaching the reading skill. First, they should consider the learning sound-symbol correspondences. Then the second step they, must teach students how to read these same words and sentence patterns in new combinations. Then the students' progress to the reading of paragraphs and short passages. Daffalla

(2011) advises teachers to use attractive reading strategies in order to attract learners comprehend reading passages.

Crystal (2003) assures that reading comprehension can be the full interaction of a certain reader with a certain context, which can be a book or a paragraph or a small text. It is rather a skill that makes the separation between a passive, unskilled reader of a text and an active reader who proves to have developed the understanding of the concept of interaction. Brown, Waring and Donkaewbua (2008) claim that readers cannot hope to capture all the possible meanings in a work of writing. But, as they energetically seek out meanings that are available to them, they can expect to discover and communicate meanings that will be new to their audience.

2.6.4 Writing skill

Audio-visual materials such as films, can enhance writing skill for students as revealed by Harmer (2001) who proves that films can create situations for writing classes in which the students had big enthusiasm to learn the process of writing. These situations can facilitate teaching writing. Richards and Renandya (2002) believe that some materials such as videos and software can stimulate writing. Videos are effective for all activities in classrooms towards improving and practicing writing skill. They, also, provide background information and proper stimuli for subsequent reading, writing, speaking and listening activities.

It is important to teach writing because the teacher through it can explain the techniques of learning language to students. Parrish (2004) confirms that English language teachers must teach writing as a merely way of recording language by means of visible marks. Writing should be graded from easiest to more complicated. This is, also, depends on the learners' level. Stovall (2002) says that learners must practice writing as a means of communication in order to reflect ideas, express thoughts and to convey information and messages. It is the process by which thoughts and ideas are translated into words that compose sentences which form paragraphs.

Harmer (2007) classifies writing into three stages: controlled writing, guided writing, and free writing. He adds that by the well practice of writing, learners will be able to express their thoughts and they can develop and encourage their ideas. Musa (2007) says that there are three styles of writing, formal writing which is used in textbooks, magazines and so on; informal writing which is used for ordinary every day or familiar writing, and the colloquial writing is just like everyday speech.

Kabbashi (2007) states many of the difficulties that face writing process such as the poor vocabulary, grammatical errors, the hardly readable handwriting and students' thinking in Arabic rather than in English. Scheineider (2011) mentions the skills that writers need to solve writing problems as getting the grammar right, having a range of vocabulary, using the conventions of layout correctly and using accurate spelling, and punctuation.

Liu (2011) explains that writing helps students or learners to learn the language. It reinforces the grammatical structures, idioms and vocabulary that teachers have been teaching their students. It helps them to express ideas and to reinforce learning process.

Audio-visual materials can be used to develop writing skill as revealed by the following writers. Harmer (2001) confirms that the usage of audio-visual materials in classrooms will motivate learners for practicing writing. So, the students will have big enthusiasm to learn the process of writing. Visual materials can also expose students to well written passages as revealed by Mathew and Aldimat (2013) who reveal that the integrating of audio-visual materials with the prescribed course content has a positive impact on the teaching and learning process. And that through reading learners have the opportunity of being exposed to well-organized and well written pieces of writing to help them improve their language abilities and to build writing schemata. Ghaedsharfi and Bagheri (2012) add that the audio-visual materials have induced a better motivation for the learners to write about the topics provided than any other one. The visual practices (reading) can have better and more efficient results on students' writing ability. It is a great idea if the students could the writing by taking advantage of the audio-visual materials and not just the visual ones.

2.7 Previous Studies

Ali (2017) conducted a Ph.D. thesis entitled (The Impact of Modern Technology on Teaching and Learning English as a Foreign Language) - A Case Study of University of Nizwa, Sultanate of Oman and Saudi Colleges.

The researcher followed the descriptive and analytical-statistic method in this study. The study considers the influence of modern technology in teaching and learning English as a foreign language. The findings of the study are that the use of Information and Communication Technology (ICT) theories and educational psychologists. It is imperative for modern day teachers and learners to keep abreast of the modern trend at improving teaching and learning of English language through the use of information and communication technology. The study recommends English language teachers to facilitate the integration of ICT into language learning, constant and regular supply of electricity, provision of computers in schools for learners. There must be regular computer training and re-training for English language teachers. Internet facilities should be introduced in schools. So, the researcher sees that the positive impact of using modern technology in classrooms is an essential factor in improving learners' language achievements.

Margan (2014) conducted a Ph.D. thesis entitled (The Effect of Using Computer Technology on Secondary School English Language Teachers' performance in Khartoum State). Sudan University of Science and Technology (SUST). The study attempted to investigate the effect of using computer technology on the teaching performance of Sudanese English language teachers at secondary level. The findings of the study are that English language teachers have positive attitude towards the use of computer technology in teaching. Using computer technology is beneficial in preparing lessons. Teachers are not sufficiently trained to use computer in teaching situations. Schools are not provided by computers. The study recommends that secondary schools should be equipped by computers. Regular in-service computer training is important for secondary school English language teachers. Computer technology and the internet should be used in teaching language skills.

Osman (2014) conducted a Ph.D. thesis entitled (The acceptance and use of information and communication technologies by staff members in Khartoum State's universities).

This study attempted to investigate the acceptance and the use of information and communication technologies by staff members in Khartoum state universities. It used the analytic descriptive method. The descriptive method was used by collecting teachers' views by using a questionnaire, and the analytic method took place the analysis of the collected data from the staff members. The researcher used the questionnaire as the main tool for collecting data from the staff members at the universities in Khartoum state. He collected the responds of the staff members and subjected these responds to SPSS analysis to reach the probable results. The most important findings were that most staff members at the universities in Khartoum state accept the use of information technologies at the universities, and that the usage of such technologies was not available in most universities. Language labs were not enough at the universities. The researcher recommends for the encouragement of staff members by facilitating their role and by developing the language labs by the suitable modern equipment.

Idris (2013) conducted a Ph.D. thesis entitled (The Effects of Audio-visual Materials in the Teaching and Learning of the Speaking Skill in Junior Secondary Schools). Damale College Katsina, Nigeria. This work examined the effects of audio-visual materials in the teaching and learning of the speaking skill in Junior Secondary Schools in Kastina local government area of Kastina State. Three null hypotheses were formulated and tested at the probability of 0.05 levels of significance. The study used the Phonetic Assessment Test (PAT) instrument to determine students' entry level in speaking skill. This instrument was face-validated by lecturers from the Department of English of Federal College of Education. The findings of the study are that the use of audio-visual materials for learning speaking skill is significantly better than the conventional method among students. The effect of the use of audio-visual materials on the speaking skill is not significantly different between male and female student. The use of audio-visual materials for teaching and learning speaking skills among students has better retentive memory than the conventional method of teaching. The study recommends English language teachers to use audio-visual materials in teaching speaking skill, and to encourage their students or learners to accept them for better learning and for promoted

achievements in the field of learning English language and in the practice of speaking skill particularly.

Mathew and Aldimat- Ph.D. (2013) conducted Ph.D. thesis entitled (A Study on the Usefulness of Audio-Visual Aids in EFL Classroom: Implications for Effective Instruction). Online Published: April 30, 2013 [URL:http://dx.doi.org](http://dx.doi.org).

The study was conducted on the usefulness of audio-visual aids in EFL classroom at undergraduate level at Aljouf University, Saudi Arabia. The findings of the study give insights on EFL students' approach to use technological aids. The study recommends English language teachers to use EFL textbooks with technological aids in order to bring on inspiration and to provide motivation in the classroom instruction. English language educators, administrators, curriculum designers and English teachers of English language as a foreign language should exploit these technologies in teaching for more advanced teaching and effective learning.

Angeles (2012) conducted a Ph.D. thesis entitled (The Impact of the Audiovisual Aids in the Teaching Learning Process at the Technical University of Cotopaxi during the Academic Period March-July 2012). Technical University of Cotopaxi.

The study aimed to investigate the impact of using the audiovisual aids in the teaching and learning process on students' language achievements. The researcher followed an experimental analytical method in this study. The most important findings of this study are that when audiovisual materials are used, students are encouraged to engage in the use of the audiovisual materials. Learners become more activated and motivated in practice and activities. When used intelligently, audiovisual materials will promote the learning process. Audiovisual materials can be a massive communicational tool. This usage, also, develop and promote continuity of thought. These aids will help English language teachers to present the subjects in concrete way and attractive method. The study recommends English language teachers to select audiovisual materials in some way that reflect the lesson. English language teachers should decide which materials to improve teaching effectiveness. Teachers should employ these materials to help students gain

knowledge quickly and easily. These materials should enhance learners' interest and participation, and create more inviting atmosphere for advanced learning and effective teaching in classrooms.

Ghaedsharafi and Bagheri – Ph.D. - (2012) wrote a thesis in the International Journal of English Linguistics, Vol.2, No.2; April 2012, a subject entitled (Effects of Audiovisual, Audio and Visual Presentations on EFL Learners' Writing Skill). Shirooz Azad University, Iran.

This study was designed to find whether three different presentations, i.e. audiovisual, visual and audio, affect EFL learners' writing ability. The study used experimental method for collecting data by using pre-writings and post writings for three groups of students. The findings of the study are that the audiovisual materials have induced a better motivation for the learners to write about the topics provided in the experiment, than any other one. The visual practices in reading can have better and more efficient results on students' writing ability. The study recommends English language teachers to consider, in their teaching, both the audiovisual materials and visual materials. They should use these audio-visual materials with the suitable subjects of language in the appropriate situations so as to activate and motivate learners for more participation in classrooms. Teachers should be trained to use audio-visual materials and learning technology towards better language achievements.

Yunus et al (2012) conducted a study entitled (Using Visual Aids as a Motivational Tool in Enhancing Students' Interest in Reading Literary Texts). University of Kebangsaan Malaysia.

This study aims to investigate the teachers' perceptions on the use of visual aids as a motivational tool in enhancing students' interest in reading literary texts. To achieve the aim of the study, the mixed method approach was used to collect the required data. The analysis of the collected data indicated that the majority of the teachers had positive perceptions of the use of visual aids. The use of visual aids enable the teachers to engage their students closely with the literary texts despite of

being able to facilitate students of different English language proficiency level in reading the texts with interest. This aspect is vital as literature helps to generate students' creative and critical thinking skills. The study recommends English language teachers to use visual aids in teaching so as students can concentrate on the lesson. By using visual aids, students can be motivated and can grasp the intended knowledge. Furthermore, the implementation of visual aids in teaching literature is less time consuming. As a result, the teachers will have more ample time to create enjoyable classroom activities and conduct an effective teaching and learning process.

Daffalla (2011) conducted a Ph.D. thesis entitled (Developing Effective Techniques in Teaching English Language in Overcrowded Classes at Secondary School Level in Khartoum State)- Sudan University of Science and Technology.

The Study aims to at locating and highlighting problems which encounter both teachers and students in overcrowded classes and how to overcome these obstacles, and also investigating difficulties which hinder secondary school teachers in performing their interaction and activities in overcrowded classes. The research used the descriptive analytical method. The sample was 40 teachers selected randomly from a population of 306 males and females English language teachers in secondary schools level in Omdurman Locality. The second sample was 100 students chosen from the whole population of students which was 1025, males and females. The tool of collecting data from teachers was a questionnaire. After analyzing the collected data, the findings state that interaction techniques can be useful in English language in overcrowded classes. Pair work can be useful technique to help students to master English language. Group work is effective method for motivating students learning, The use of Audio, Visual or Audio-visual materials can motivate and enhance students to master English language. The study recommends English language teachers to attend continuous training programs in various types of methods and techniques of English learning in order to improve their performance. Using modern technology and audio-visual materials in classrooms for effective and fruitful instruction.

Ahmed (2008) conducted a Ph.D. thesis under the title (CALL, History, CALL Development and the Implementing of Courseware Programs on Learning English Language Skills. Nile Valley University (NVU).

The aims of this study are to investigate the CALL history, development and the effect of implementing this program on learning English language skills. This, in addition to investigate teachers' attitudes towards the use of computer technology. The study used experimental analytical methods in collecting data. The findings of the study are that the teachers lack the important training in the field of computer technology. English language teachers have positive attitudes towards the usage of computer technology in classrooms. Computers are very important teaching tools in EFL classroom. The study recommends English language teachers to introduce computer technology in teaching learning process. English language teachers should receive sufficient training sessions in the use of computer in teaching and in learning processes. There should be regular in-service computer training for English language teachers. Teachers should be always prepared to use computers in classrooms towards more effective fruitful learning.

Ahmed (2007) conducted a Ph.D. thesis entitled (The impact of instructional technology on teaching English in high secondary school) University of Khartoum (U of K).

The study aims to investigate the impact of the instructional technology on teaching English Language in high secondary school. The researcher adopts the experimental analytical methodology in collecting data. The findings of this study are that the use of technology in classrooms in high secondary schools motivates learners for more participation and engagement in learning process. This usage, also, facilitates students' performance, makes them more active. Students grasp the knowledge quickly and easily. Most English language teachers are not trained to use such technology in their classrooms. Instructional technology can save teachers' time and help them to control and manage the classroom. The implementing of this technology improves learners or students' language achievements. The study recommends English language teachers to use learning technology in order to facilitate learning process. Teachers should be trained to use instructional technology in their classrooms. Technology should be used in appropriate

atmosphere and controlled classes so as to motivate learners towards more language achievements.

The study aims to investigate the issue of acceptance of the use of the Information and Communication Technologies (ICTs) and to examine the factors that influence and predict acceptance and use of ICTs among staff members of Khartoum state universities. The researcher uses a mixed methodology, mainly a quantitative questionnaire and qualitative methods. The main findings of the study are that relatively low numbers of staff members use Information and Communication Technologies in teaching process. There are some constrains that oppose this usage such as the infrastructure and the proper organization in addition to personal characteristics such as technology acceptance. The study recommends staff members to activate using ICTs, and to prevent the obstacles that hinder staff members use ICTs.

Al-Saif (2005) conducted a Ph.D. thesis entitled (The motivating and inhibiting factors affecting the use of Web-Based instruction at the University of Qassim in Saudi Arabia).

The study aims to investigate the factors that motivate and inhibit the usage of a web-based instruction at the University of Qassim in Saudi Arabia. It tries to reflect the ways of exploitation of technological devices such as the smart phones and computers. The research findings are that there are many factors that motivate instructors to exploit web-based devices. Such factors are like the knowledge of getting information from smart phones, for example, and other forms of technology devices. Not all instructors have the needed skills to implement these methods in their instruction. There are, also, inhibiting factors that inhibit the application of these technological devices in the proper intended ways. Such inhibiting factors are like the lack of instructors' mastery of the usage. Some instructors have no the positive attitudes towards these applications of technology. Not all students are ready to accept such usage of web-based instruction because some of them are not familiar with such usage of technology. The study recommends to use web-based instruction at universities. Labs of such instruction should be available at universities. Lecturers

should be trained to exploit the advanced technology in this field. Learners should be motivated by the implementation of these technologies.

2.5 Summary

The study, in this chapter, tries to reflect theoretical background on the various issues that relate to the subject of the research. The chapter, also, tries to reinforce the different aspects of the subject by adding a suitable number of previous studies in this field of research. The study gives many selected materials of information from different references and variable resources on the subject of the research which speaks about the effect of using audio-visual materials in teaching English language on secondary level students' achievements. It tries to ensure the importance of using such audio-visual materials in classrooms. The study, also, shows the importance of the awareness of English language teachers towards the knowledge of the theories that stand behind learning the language, and the different methods of teaching, because this knowledge of such theories can direct teachers to select the proper teaching method and to exploit the most suitable audio, visual or audio-visual materials in classrooms. All this, in order to encourage teachers to do their best and exploit various techniques and strategies in delivering their lessons in classrooms for better motivation and interactive students' participation for fruitful efforts and best achievements.

CHAPTER TREE
RESEARCH METHODOLOGY

CHAPTER THREE

Research Methodology

3.0 Introduction

This chapter describes the methodology adopted by the study, the population of the study in addition to the sample size of the research. This chapter, also, mentions the tools that are used for data collection. It sheds light on the reliability and the validity of the tools before piloting them. The chapter, also, explains the procedures of implementing the tools used for data collection. At last, the chapter explains the practical teaching, and finally, it gives a summary of the chapter.

3.1 Methods and Methodology of the Study

The researcher has adopted descriptive and analytic approaches in research methodology. The study adopts a quantitative and qualitative approaches to be analyzable. Since the objective of the study is to investigate the effectiveness of using audio-visual materials in English language teaching on students' language achievements, the researcher uses two tools which are addressed to answer the study questions, to achieve the objectives of the study and to test the hypotheses of the research. One of the tools is a questionnaire for English language teachers to investigate the teachers' attitudes towards using audio-visual materials in teaching English language in classrooms. The second tool is the practical teaching for two classes, one class is an experimental one which is subjected to suitable number of periods or sessions using audio-visual materials in teaching the language. The other class is a control class that is taught in the traditional way of teaching. There are two tests for the two classes, a pre-test and a post-test. Statistical analysis is used to highlight and clarify the intended purpose.

3.2 The Population and the Sample Size of the Study

The following are the population and the sample size of the test and the questionnaire.

3.2.1 The population of the test

The population of the test is consisted of all students at secondary level in Al-Jazeera State. The researcher choses Sharq Al-Jazeera Locality to represent the population in the state because it is a big locality in addition to that all conditions and learning environments in all the other localities of Al- Jazeera State are similar. So, the researcher choses Sharq Al- Jazeera Locality to conduct the study in it, as a representative for the whole state.

3.2.2 The Sample Size of the Test

The sample of the test is consisted of students at second year at secondary school level at Obai Ibn Ka'ab secondary school in Sharq Al-Jazeera Locality. The sample consists of two classes; an experimental class and a control class. The number of students in each class is 30 students. The students in the school are all males, their age is about fifteen years old. The students' background about English language is that they have studied the SPINE series. They have studied English language as a foreign language through SPINE one, SPINE two, SPINE three, SPINE four and now SPINE five at this second year at secondary school level. Each class of the two classes, the experimental and the control, is given two tests: a pre-test and a post-test.

3.2.3 The population of the questionnaire

The population of the questionnaire consists of all English language teachers in Al-Jazeera State. The state is consisted of seven localities. The number of English language teachers in Al-Jazeera State is 650 English language teachers.

3.2.4 The sample of the questionnaire

The sample of the questionnaire is consisted of all English language teachers in Sharq Al-Jazeera Locality. The teachers of English language are both males and females. The number of English language teachers in this locality is 130 English

language teachers. English language teachers, in Sharq Al-Jazeera Locality, represents English language teachers in Al-Jazeera State. The cause behind this choice is that Al-Jazeera State is a very big state. It is too difficult to cover all its localities practically. The choice of Sharq Al-Jazeera to be a sample because it is a big locality. It has suitable number of teachers in addition to that it has similar conditions to the remaining localities in the state. The majority of English language teachers have long experience in the field of English language teaching. The age of most of them is over fifty years.

3.3 Tools of data collection

The researcher selects and uses two tools for data collecting, a test and a questionnaire.

3.3.1 The test

There are two tests for second year students, which are a pre-test and a pro-test to be administrated for the two groups, the experimental group and the control group.

The pre-test consists of two sections; which are reading comprehension and language. Section one of the pre-test is reading comprehension. This section consists of a passage followed by questions of comprehension, vocabulary and simple writing to answer short questions. The language section consists of questions about tenses, prepositions, vocabulary and spoken language. In section one, following the comprehension passage, there are three questions: (A), (B) and (C). Question (A): Give short answers (three questions). Question (B): State whether the following statements are (True) or (False), and this part consists of (four statements). Question (C): Draw a circle round the letter of the correct answer from a, b, c or d (three questions).

Section two of the pre-test consists of four questions in language. Question one: (Put the verbs in brackets in their correct forms), eight questions with nine blank spaces. Question two: (Complete the following sentences using the suffixes given below), five suffixes and five sentences with five provided spaces. Question three:

(Complete the following passage from the list given below), five words and five spaces in short passage. Question four is pronunciation question, and students are asked to read a selected paragraph from SPINE 5 individually. The full mark of the pre-test is 50 marks (20 marks for reading comprehension and 30 marks for language section). The post-test is similar to the pre-test in its format and marks distribution, but it is different in contents; “see appendix (1) for the two tests”.

The post-test comprises the same number of sections and the same types of questions as in the pre-test. The rationale behind selecting the different components of the content is to examine many academic aspects. The first aim of this variation of questions is to reflect a real image about students’ academic achievements in the field of language learning. These different questions are designed to test students’ performance of the four language skills: writing, reading, speaking and listening, in addition to grammar. These questions are designed in a way that they could test what is taught in the classroom. The designed syllabus consists of both, the content of pupil’s book 5 of SPINE, and additional supplementary materials at this level of students. So, these test questions are intended to evaluate and to assess what was learned by students in this duration of the eight weeks’ teaching in the two groups. The results of these tests can give feedback and can reflect data of scores of marks to be analyzed. The analysis must be expected to lead to the probable results and conclusions.

3.3.2 The questionnaire

The questionnaire is written to be distributed among English language teachers who represents the intended sample of the study. The questionnaire consists of three hypotheses, and each hypothesis has five statements. So, there are fifteen statements in the questionnaire. The scale of each statement is composed of five alternatives which are: strongly agree, agree, neutral, disagree and strongly disagree. The respondents are going to choose one alternative in each statement.

The rationale behind forming these statements is to enrich each hypothesis by the required information that supports it. Each section of the questionnaire has a main topic and meaning which is related to the hypothesis in the section.

Hypothesis one is: The use of audio-visual materials improves students' language achievements. Statement one is designed to see teachers' opinion about the role of flashcards, real objects and filmstrips in helping learners to comprehend lexical items and new vocabulary. Statement two is to know the role of cassette recordings of conversations in facilitating the skills of speaking and listening. Statement three is to know the usage of audio-visual materials in classroom as to give correct model of pronunciation. Statement four is to assure that audio-visual materials can make the drills more attractive for students towards better performance in the classroom. Statement five is to see that if the use of audio-visual materials to convey meaning can enhance students' language achievements. So, the main topic of this section is to examine teachers' views about the role of audio-visual materials in students' language achievements.

Hypothesis two is: Teachers have positive attitudes towards using audio-visual materials in teaching EFL students. Statement one is to discover teachers' attitudes towards the effectiveness of using audio-visual materials in delivering lessons in classrooms. Statement two is written to assure that the implementation of audio-visual materials can save teachers' time for more learners' participation and their language achievements assessment. Statement three is to agree that this usage of audio-visual materials can increase students' interest to accept the lessons. Statement four is stated to discover the role of realia in creating an authentic environment for better language performance. Statement five is to make sure that by the use of audio-visual materials, students can master the four language skills which are speaking, writing, listening and reading. So, the main topic of this section is to reinforce the positive attitudes towards the use of audio-visual materials in teaching English as a foreign language.

Hypothesis three is: The knowledge of the students' perceptions towards the use of audio-visual materials can facilitate EFL learning. Statement one is to assure that the use of audio-visual materials can offer positive interaction between teachers and students. Statement two is to see how the using of audio-visual materials may draw students' attention for better learning. Statement three is to discover that how students' critical and analytical thinking will be improved. Statement four is to reinforce the idea of that using audio-visual materials can help students retain the

concepts better for longer time. Statement five is to agree that the use of audio-visual materials in classrooms can help learners organize their work in classrooms. So, it is clear that the main topic of this section is to facilitate EFL learning, and this means that the agreement about these statements, in this section, will assure this hypothesis.

3.4 Reliability and Validity of the Tools

The researcher is going to clear and explain the reliability and validity of the tools to be used in data collecting so as to give accurate results and reasonable solutions for the research problem.

3.4.1 The questionnaire

The reliability is calculated using Cranach’s alpha equation that is shown below:

$$\text{Reliability coefficient} = \frac{n}{n-1} * \frac{1 - \text{Total variations questions}}{\text{variation total grades}}$$

$$\text{Validity} = \sqrt{\frac{n}{n-1} * \frac{1 - \text{Total variations questions}}{\text{variation total grades}}}$$

Cronbach alpha coefficient = (0.75), a reliability coefficient which is high and it indicates the stability of the scale and the validity of the study.

Validity coefficient is the square root of the value of validity, so reliability coefficient is (0.87), and this reflects that there is a high sincerity of the scale and that is to the benefit of the study.

Table (3.4.1): The questionnaire

No.	Statement	Reliability	Validity
1	The use of audio-visual materials improves students’ language achievements	0.69	0.83
2	Teachers have positive attitudes towards using audio-visual materials in teaching EFL students	0.77	0.88
3	The knowledge of the students’ perceptions towards the use of audio-visual materials can facilitate EFL learning	0.67	0.82

Total	0.75	0.87
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Source: IPM SPSS 24 package

3.4.2 Cronbach's Alpha Method for the pre-test: -

Table (3.4.2): The Pre-Test

No.	Questions	Control		Experimental	
		reliability	Validity	Reliability	Validity
1	q1	0.77	0.88	0.78	0.88
2	q2	0.76	0.87	0.80	0.89
Total		0.77	0.88	0.79	0.89

Source: IPM SPSS 24 package

Cronbach alpha coefficient for the control-test = (0.77), a reliability coefficient is high and it indicates the stability of the scale and the reliability of the study.

Validity coefficient is the square root of the value of validity, so validity coefficient is (0.88), and this indicates that there is a high sincerity of the scale and that is to the benefit of the study.

Cronbach alpha coefficient for the Experimental-test = (0.79), a reliability coefficient is high and it indicates the stability of the scale and the reliability of the study.

Validity coefficient is the square root of the value of validity, so validity coefficient is (0.89), and this means that there is a high sincerity of the scale and that is to the benefit of the study.

Table (3.4.3): The Post-Test

No.	Questions	Control		Experimental	
		reliability	Validity	Reliability	Validity
1	q1	0.80	0.89	0.82	0.91
2	q2	0.81	0.90	0.83	0.91

Total	0.81	0.90	0.83	0.91
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Source: IPM SPSS 24 package

Cronbach alpha coefficient for the control-test = (0.81), a reliability coefficient is high and it indicates the stability of the scale and the reliability of the study.

Validity coefficient is the square of the value of validity, so validity coefficient is (0.90), and this means that there is a high sincerity of the scale and that is to the benefit of the study.

Cronbach alpha coefficient for the Experimental-test = (0.83), a reliability coefficient is high and it indicates the stability of the scale and the reliability of the study.

Validity coefficient is the square root of the value of validity, so validity coefficient is (0.91), and this shows that there is a high sincerity of the scale and that is to the benefit of the study.

Test reliability

The researcher distributes the amended version of the pre-test and the post-test, after they had been validated by experts in the field of ELT, to a group of students selected randomly from outside the group of study. This pilot study is applied to ten students in each group, and after testing them and marking their replies and answers for both the pre-test and the post-test, the feedback from this pilot study confirms the reliability and suitability of the two tests for those students. So, this pilot study shows the reliability of these two tests.

Questionnaire reliability

The questionnaire, after it is validated by a group of experts, is distributed by the researcher to a group of ten English language teachers selected randomly from outside the intended group of study. This pilot study reflects the reliability and objectivity of this tool to be used for collecting data in accurate manner.

Test validity

The pre-test and the post-test are validated by a group of expert teachers in the field of ELT, and the researcher responds to their valuable remarks and recommendations and makes the requested amendments.

The researcher administers the pre-test and the post-test, as a pilot study, for ten students chosen randomly, in other school, rather than the intended school Obai Ibn Ka'ab in Sharq Al-Jazeera.

In this respect, the researcher uses the tools as data collecting instruments in their intended positions so as to reach accurate results, and to perform reliability and validity of these tools.

Questionnaire validity

The questionnaire is validated by a group of experts in the field of ELT who suggests some valuable remarks about it. The researcher amends the questionnaire on the light of these remarks.

3.5 Piloting of the Tools of the Study

The researcher does pilot study by the use of the two tools which are intended to collect data that are the test (pre and post) and the questionnaire. The aim of this piloting is to check the suitability and objectivity of these tools in addition to support the reliability and validity of them.

Piloting of the test

The researcher has administered the pre-test and post-test for ten students selected randomly from outside the intended sample. The students respond to the test by solving it in the time allocated for it. By marking the test papers, the researcher immediately assures its suitability for the study.

Piloting of the questionnaire

The researcher distributes ten copies of the questionnaire papers to ten English language teachers selected randomly from out of the sample. The teachers in this pilot study responds well and reflects the clarity and reliability of the questionnaire.

3.6 Procedure

The procedures, followed by the researcher, of using tools for collecting data are as follow:

The Pre-test

All students of the two groups are given the same pre-test. The researcher collects their papers and marks them. Their marks or scores are registered in lists.

The practical teaching

This is also a tool of the research. The students in second year at secondary level are subjected to teaching for eight weeks that makes 24 hours (3 hours in four periods per week). Group (A) which is the experimental group has been taught by using audio-visual materials, while group (B) which is the control group has been taught in the traditional way. In teaching group (A), the researcher uses various audio-visual materials, such as realia, filmstrips and flashcards. The researcher brings real objects or realia into the classroom. This realia such as coins, stamps, magazines and newspapers in the target language. In addition to records from the net in authentic target language. The filmstrips shows views, illustrations, and photographs with captions in the target language. They facilitates teaching and learning vocabulary items and new words. The flashcards helps learning new words and language structures. They are shown by inserting them in pocket charts or on magnetic boards. The following table is a summary of the procedures that followed in teaching group (A):

	Period	Audio-visual materials	Lesson
One	1	Posters, colored chalk.	<p>(A) Working with words: (p.75) Explaining meaning of words: government, improvement, cruelty, ability, etc.</p> <p>(B) Taking the endings off, what is left: nouns, verbs, or adjectives?</p> <p>(C) Plurals: Most nouns have an 's' at the end when they are plural. The sound at the end of these plurals is /s/ (cats) or /z/ (dogs). The meaning of the words and their plurals: bag, hat, toy, ball, key, bone, chair, book, ship, star, and letter. Give their pronunciation after changing them into plurals. Exercise: Complete the passage with given appropriate nouns (p.75).</p>
	2	Written posters for the roles of the P.P.T. and P.S.T. A Supplementary material: Recorded comparison between the two tenses displayed on a screen by connecting the laptop with the projector.	<p>(A) (Grammar): The Past Perfect Tense The rule is: had+ past participle, e.g. had gone, had eaten, etc.</p> <p>(B) The Simple Tense: Noun or pronoun+ past, e.g. they went, she did work, etc.</p> <p>(C) Compare between the Past Perfect Tense and the Past Tense. Practice on page 91.</p>
	3	Pupil's Book 5, and written new vocabulary on a poster to explain their meanings:	<p>(A) Writing: A newspaper article on page (93) about environmental problems.</p> <p>(B) The student is asked to write a newspaper article discussing the</p>

		pollution, chemical waste, environment, etc.	danger and health problems of pollution. (C) The student is asked to write a letter to his local health authorities complaining about environmental pollution.
Two	1	Pupil's Book 5, relia+ flashcards to present lexical items, such as: newspapers, magazines, radio and T.V.	(A) Reading the passage entitled: Mass Media. Students are asked to read silently and loudly. Explaining the new vocabulary: mass media, library, books, newspapers, magazines, radio and T.V. (p.99). (B) Practicing reading by students. (C) Answering reading comprehension questions on page (100).
	2	Pupil's book 5 in addition to the supplementary material that instructed by using cassette recorder.	(A) Supplementary material, recorded in cassette, as conversation, so as to reinforce students' pronunciation. (B) Practicing the conversation, mentioned above, and replaying the cassette recordings in order to assure the correct pronunciation of students. (C) Students try to answer additional questions from their comprehension of the above dialogue and conversation.
	3	The dialogue on p.101, changed into power point and displayed by the projector on a screen.	Reading (2): Practicing of the dialogue between Ahmed and his father in the passage entitled: A Girl of 14 Wins First Prize. Students must answer the discussion questions.
Three	1	A table drawn in a poster to show some phrasal	(A) Phrasal verbs: Giving some examples of phrasal verbs, and their meanings, such as: carry on = continue, break out = start suddenly,

	<p>verbs and their meanings.</p> <p>Using pupil's textbook, SPINE 5 for reading the passage on page 103.</p>	<p>put on = dress in, call on = visit briefly, give up = stop doing, look for = search for.</p> <p>(B) Students answer question (2) by filling in spaces from the above list, in the given passage.</p> <p>(C) The usage of words beginning with 'wh' - where, which, whom, and who. Students fill in the spaces by these 'wh' words in the passage in question (3).</p>
2		<p>(A) Structural Use to explain the difference between the Past Perfect Simple and the Past Perfect Continuous, Past Perfect Simple: (had + past participle), e.g. She had gone.</p> <p>Past Perfect Continuous: (had+ been + present participle), e.g. The child had been crying all night.</p> <p>(B) Students answer questions (1) and (2) to practice the above mentioned usage in (A), page 105.</p> <p>(C) Students give more examples of Past Perfect, simple and continuous, following the above structures.</p>

	3	SPINE 5 TEXTBOOK, the new words recorded in the mobile phone to explain their correct pronunciation.	<p>(A) Writing: Summary Students follow the teacher reading the passage about ADVERTISING on p.106, then they read it silently. The teacher explains the meaning of some new words such as: advertisement, business, supply, demand, customer, commercial, manufacturer, radio, T.V., and persuade.</p> <p>(B) Students are asked to write SUMMARY in not more than thirty words about the main kinds of advertising included in the passage.</p> <p>(C) The teacher discusses with the students the ideas included and what was left out in summary writing.</p>
Four	1	Pupil's textbook 5, simple drawings or examples of sentences.	<p>(A) Reading (1): Wildlife in the Sudan The teacher reads the passage on page 109, and the students follow by their eyes in their textbooks, then they read silently, then the teacher asks some students to read it individually.</p> <p>(B) They ask students about the meaning of new words: wildlife, preserve, traditional weapons, species, hippo, tourism and park.</p> <p>(C) The teacher explains the meaning of the above words using</p>

			examples or drawings to clear the meaning.
	2	Using drawings, pictures of some animals, and giving examples of simple sentences so as to clear the meanings.	<p>(A) Reading (2): Endangered Species Reading the passage on page 111, by the teacher and then by the students.</p> <p>(B) Explaining the meaning of the new vocabulary by drawings, pictures or examples. The new words are: fossils, museum, dinosaurs, gazelle, endangered, species, extinct and creatures.</p> <p>(C) Students answer the questions of reading comprehension on page 112 in Pupil's Book 5.</p>
	3	Usage of audio materials like cassette recordings, visual materials like projected materials, and audio-visual materials such as projected videos, in addition to some relia.	Revision of what is learned in the previous three weeks, using supplementary materials to ensure students' understanding, and to develop the four learning skills which are speaking, writing, listening and reading. Students must be activated and motivated to participate positively in this revision.
Five	1	Posters show a table written in it the phrasal verbs and their meanings.	<p>(A) Phrasal Verbs: Common verbs are followed by a preposition, an adverb, or a particle. These put together will give one meaning, examples: die out = disappear, get away = escape, looking into = investigating, turn down = refuse, etc.</p> <p>(B) Students answer the question on page 115, and give examples of</p>

			<p>more phrasal verbs for more practice.</p> <p>(C) Students fill in the spaces with the suitable phrasal verb as more practice on page 116.</p>
2	The rules written on a poster paper to show the spelling of some words.		<p>(A) Spelling Practice: The word 'full' by itself has a double 'l' at the end, e.g. The forest is full of animals. But when it is used as an ending to another word, it drops one 'l' as in: It was a painful injury. Examples: helpful, beautiful, careful, successful.</p> <p>(B) Silent 'e' is dropped in the present participle of verbs as in: love – loving, believe – believing, drive – driving, smoke – smoking.</p> <p>(C) Grammar: When a sentence containing two ideas that do not go together, and are in contrast to each other, we use: although, though, even though, even if. Students answer the related questions on page 118 in SPINE 5.</p>
3	Audio-visual materials used in classroom, by using the projector to display the material on screen to compare and differentiate between these tenses.		<p>(A) Past and Present Continuous: Rule of the Past Continuous is: Was/were v + ing, e.g. While they were travelling, they met him. Rule of the Present Continuous is: Is/are v + ing, e.g. She is doing her homework. Students answer the questions on page 119, so as to practice the different between these two tenses.</p> <p>(B) Past and Present Perfect: Rule of Past Perfect: had + past participle of the verb, e.g. When he</p>

			<p>arrived the station, the train had already left.</p> <p>Rule of Present Perfect: Has/have + past participle of the verb, e.g. They have written their homework.</p> <p>(C) Revision of all tenses that students have already studied to practice them on a mixed exercise given to them as a supplementary material.</p>
Six	1	The textbook SPINE 5, a written list of vocabulary on a poster to ask students about their meanings.	<p>(A) Reading: Reading the passage in page 128 in SPINE 5. The teacher explain the new vocabulary. Students practice reading again and again.</p> <p>(B) Students read the passage again and answer the questions on page 129.</p> <p>(C) The teacher choose students to read loudly and check their pronunciation and correct their errors.</p>
	2	Using colored chalk to explain using certain prefixes.	<p>(A) Working with words: Forming new words by using certain prefixes such as: (dis) disappear, disobey, (un) unhappy, undress, untidy, (in) indefinite, incorrect, (im) impossible, improbable. Students answer the lessons on p. 131.</p> <p>(B) Reading the dialogue on page 132, and the teacher asks students to denote the gerund like: I always enjoy watching football matches.</p> <p>(C) Students answer the questions on p.133 for more practice.</p>

	3	Using the projector to display recorded lessons of tenses. For example the Future Tenses.	<p>(A) The Future Simple Tense: The Future Simple can be expressed in three ways:</p> <ol style="list-style-type: none"> 1. Using will + verb, e.g. He will come tomorrow. 2. Using present simple form, e.g. She travels to Port Sudan next week. 3. Using 'going to', e.g. Mohamed is going to be a doctor in the future. <p>(B) Students complete the sentences on p.134 by using the suitable future simple.</p> <p>(C) The Future Continuous: Will be + verb + ing, e.g. Tomorrow I will be working all day. She will be coming by bus. Students answer the questions on p.150 by using the verbs in brackets in the future continuous.</p>
Seven	1	Drawings and pictures of: satellites, computers, T.V., and receivers.	<p>(A) Reading: Satellites and Computers: The teacher read the passage on page 139, and students follow in their books.</p> <p>(B) Students read silently and point out the new words to be discussed with the teacher to know their meanings.</p> <p>(C) Students answer the discussion questions on page 141.</p>
	2	Writing the passage on a mobile blackboard with colored chalk for	<p>(A) Punctuation: revising the punctuation marks and their usage through the previous studied passage, Satellites and Computers.</p>

		explaining punctuation marks.	(B) The teacher clear the usage of these punctuation marks for students. (C) Students give more small passages or sentences with their proper usage of punctuation marks.
	3	Using relia, simple drawings, pictures, clearing examples, and affixes.	Vocabulary: Revision of previous discussed words meanings, that students meet from the beginning of the book till the last lesson.
Eight	1	Using mobile phones for recording selected small passages and dialogues by native speakers.	(A) Listening: The teacher brings into the classroom recorded speech and dialogues by native speakers, taken from the net, for authentic environment of spoken language. (B) The recorded speech repeated many times, and students try to imitate the recorded speech for more practice of spoken language. (C) Students can record their own readings and listen to it and correcting their performance.
	2	Textbook of SPINE 5 to read some related passages to the subject of the composition.	(A) Composition: Students are asked to write about a subject for example: A picnic With Your Friends. (B) The teacher give students guide words and phrases to use in their writing. (C) The teacher correct their writings and gives remarks to follow so to improve their writings.
	3	Using relia, recordings, drawings, pictures, and laptop, in addition to projector.	(A) General revision for all skills of the language, which are: speaking, writing, listening and reading skills. (B) Choosing suitable topic from SPINE 5 that can suit the intended skill.

			(C) Students are motivated by using audio-visual materials to participate actively in this revision.
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The Post-test

At the end of the practical teaching periods, the students of the two groups are subjected to the same post-test. The researcher collects the answer papers and marks them. The students' marks or scores are registered in lists to be ready for statistical analysis.

The questionnaire

After that the questionnaire papers, which are 130 has been distributed for English language teachers in Sharq Al-Jazeera Locality. The collected papers are 120 papers because there are 10 papers has been dropped out.

3.7 Summary of the chapter

This chapter highlighted and guided the researcher to carry on forward in doing this research by doing hard work honestly and systematically in objective manner in specific time and location or place.

CHAPTER FOUR
DATA ANALYSIS
AND DISCUSSION

CHAPTER FOUR

Data analysis, Results and Discussion

4.0 Introduction

This chapter reflects data analysis of the information gained by the two tools, tests and questionnaire. This chapter draws and reflects the results that are reached from data analysis. It, also, shed light on results discussion and interpretation. This chapter, also, views and explains the results of data analysis by using clear and direct tables and figures. The researcher comments appropriately about these results and their illustrations, in addition to the justification of these reached results and discussion of the hypotheses.

First: Test Analysis

4.1 The Experimental Class

Table (4.1.1): Question One

Valid	Pre – test		Post – test	
	Frequency	Percent	Frequency	Percent
Pass	30	100.0%	28	93.3%
Failure	0	0.00%	2	6.7%
Total	30	100.0%	30	100.0%

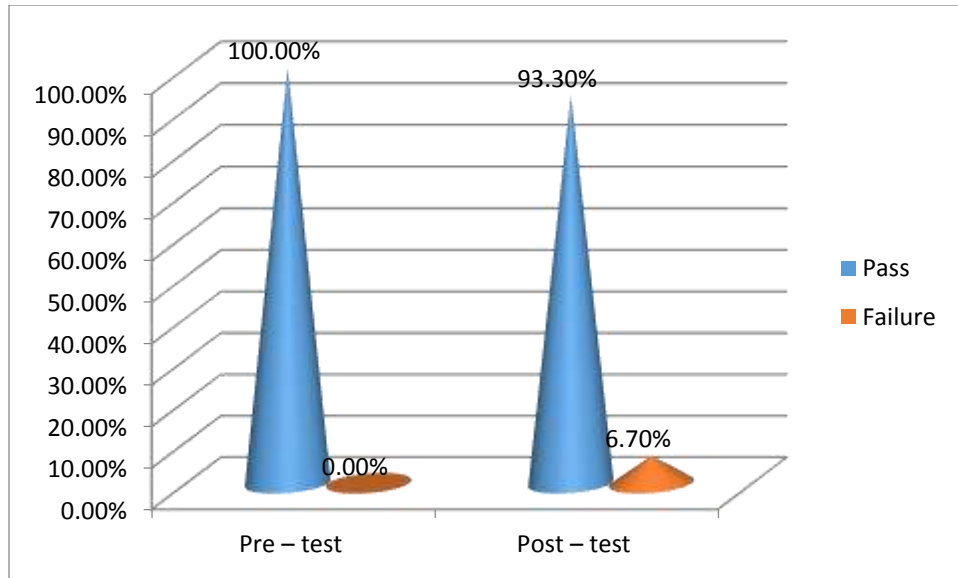


Figure: (4.1.1): Question One

Table (4.1.1) and figure (4.1.1) show: The distribution of the experimental group sample by the statement as follows Pre-test pass by (%100) and failure by (%0.0) , post-test pass by (%93.3) and failure by (%6.7).

Table (4.1.2): Question Two

Valid	Pre – test		Post – test	
	Frequency	Percent	Frequency	Percent
Pass	26	86.7%	27	90.0%
Failure	4	13.3%	3	10.0%
Total	30	100.0%	30	100.0%

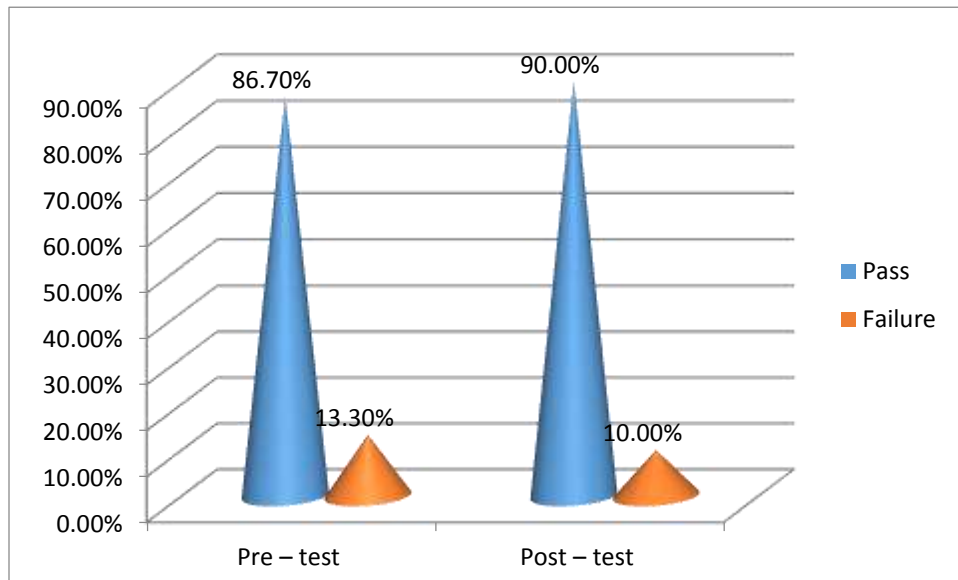


Figure: (4.1.2): Question Two

Table (4.1.2) and figure (4.1.2) illustrate the views of the distribution of the experimental group sample by the statement as follows Pre-test pass by (%86.7)and failure by (%13.3) , post-test pass by (%90.0) and failure by (%10.0).

Table (4.1.3): Total Degree

Valid	Pre – test		Post – test	
	Frequency	Percent	Frequency	Percent
Pass	22	73.3%	29	96.7%
Failure	8	26.7%	1	3.3%
Total	30	100.0%	30	100.0%

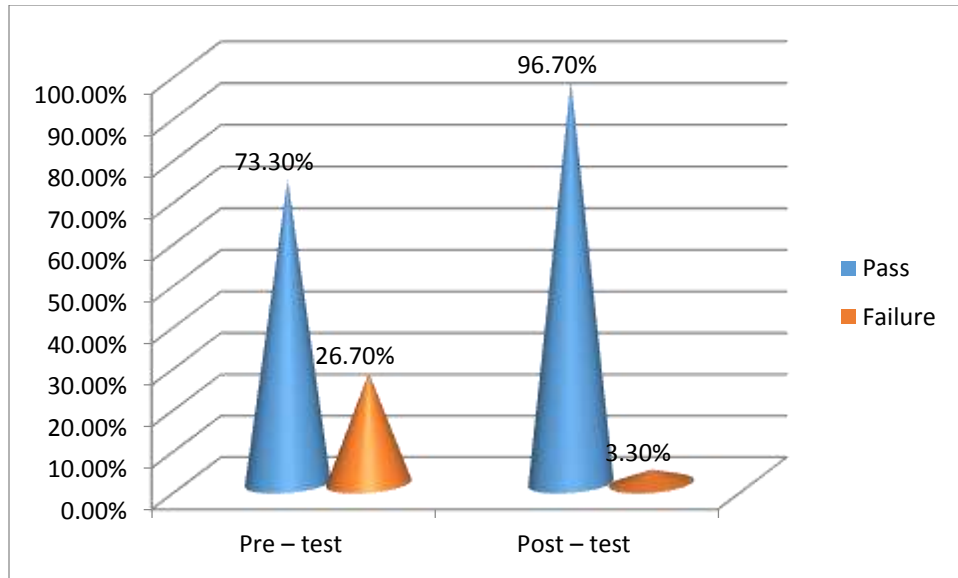


Figure: (4.1.3): Total Degree

Table (4.1.3) and figure (4.1.3) illustrate the views of the distribution of the experimental group sample by the statement as follows Pre-test pass by (%73.3)and failure by (26.7%) post-test pass by (96.7%) and failure by (3.3%).

4.2 The Control Class

Table (4.2.1): Question One

Valid	Pre – test		Post – test	
	Frequency	Percent	Frequency	Percent
Pass	30	100.0%	20	66.7%
Failure	0	0.00%	10	33.3%
Total	30	100.0%	30	100.0%

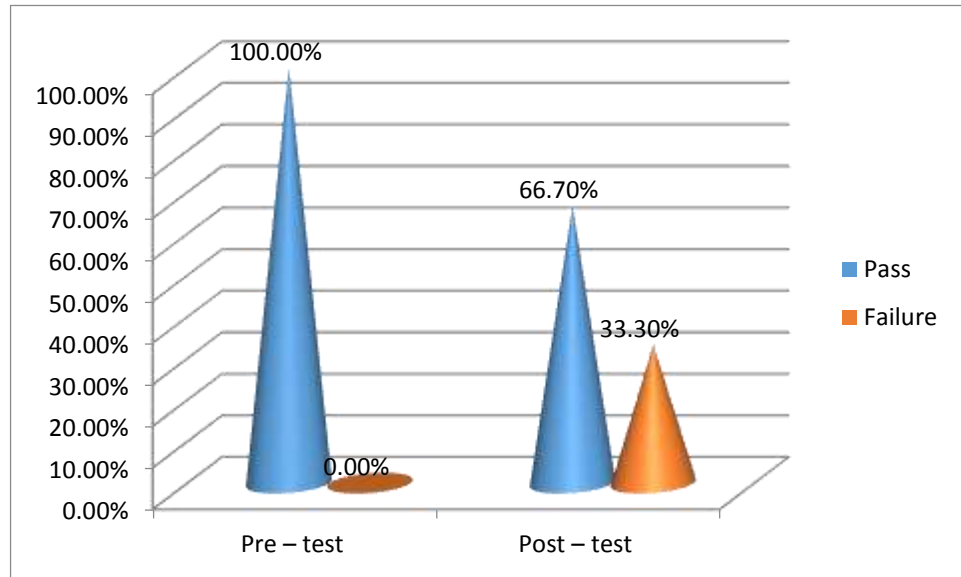


Figure: (4.2.1) Question One

Table (4.2.1) and figure (4.2.1) illustrate the views of the distribution of the control group sample by the statement as follows Pre-test pass by (%100.0) and failure by (%0.00) , post-test pass by (%66.7) and failure by (%33.3).

Table (4.2.2): Question Two

Valid	Pre – test		Post – test	
	Frequency	Percent	Frequency	Percent
Pass	6	20.0%	10	33.3%
Failure	24	80.0%	20	66.7%
Total	30	100.0%	30	100.0%

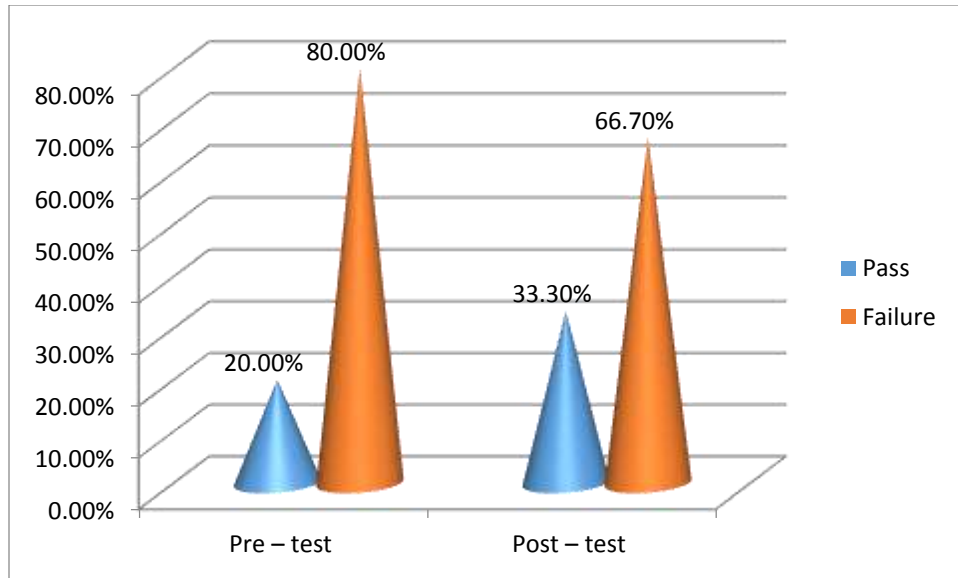


Figure: (4.2.2) Question Two

Table (4.2.2) and figure (4.2.2) illustrate the views of the distribution of the control group sample by the statement as follows Pre-test pass by (%20.0) and failure by (%80.0) , post-test pass by (%33.3) and failure by (%66.7).

Table (4.2.3): Total Degree

Valid	Pre – test		Post – test	
	Frequency	Percent	Frequency	Percent
Pass	15	50.0%	18	60.0%
Failure	15	50.0%	12	40.0%
Total	30	100.0%	30	100.0%

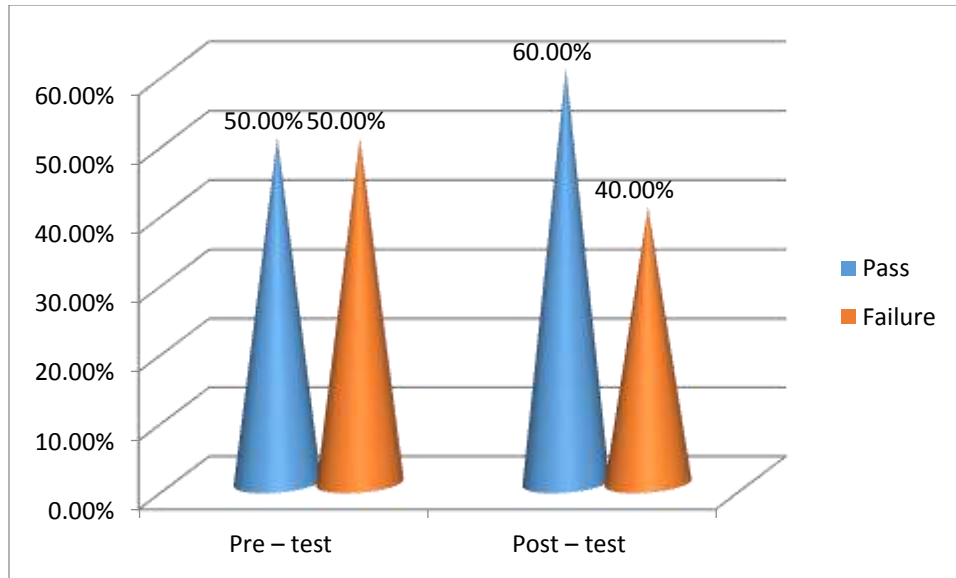


Figure: (4.2.3) Total Degree

Table (4.2.3) and figure (4.2.3) illustrate the views of the distribution of the control group sample by the statement as follows Pre-test pass by (%50.0) and failure by (%50.0) , post-test pass by (%60.0) and failure by (%40.0).

Table (4.3): T-value of the experimental group

Valid	Mean	Std. Deviation	T	df	Sig. (2-tailed)	Scale
Pre-test	28.00	5.477	-7.470	29	0.00	Significant
Post-test	38.43	7.592				

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the hypothesis was (-7.470) with signify value (0.000) which is less than the level of significant value (0.05) These refer to the existence of differences statistically for the Post-test.

Table (4.4): T-value of the control group

Valid	Mean	Std. Deviation	T	df	Sig. (2-tailed)	Scale
Pre-test	24.23	6.061	-0.194	29	0.84	Insignificant
Post-test	24.63	8.356				

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the hypothesis was (-0.194) with signify value (0.84) which is more than the level of significant value (0.05) These refer to the no differences statistically.

Table (4.5): T-test of the pre-test

Valid	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Scale
Experiment	28.00	5.477	2.454	29	0.02	Significant
Control	24.23	6.061				

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the hypothesis was (2.454) with signify value (0.02) which is less than the level of significant value (0.05) These refer to the existence of differences statistically for the experiment group.

Table: (4.6): T-test means of the post-test

Valid	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Scale
experiment	38.43	7.592	6.127	29	0.00	Significant
Control	24.63	8.356				

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the hypothesis was (6.127) with signify value (0.000) which is less than the level of significant value (0.05) These refer to the existence of differences statistically for the experiment group.

Second: The Questionnaire

4.7 The use of audio-visual materials improves students' language achievements

Table (4.7.1): The use of flashcards, real objects, and filmstrips help to comprehend lexical items

Valid	Frequencies	Percentage
Strongly agree	111	92.5%
Agree	9	7.5%
Neutral	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Total	120	100.0%

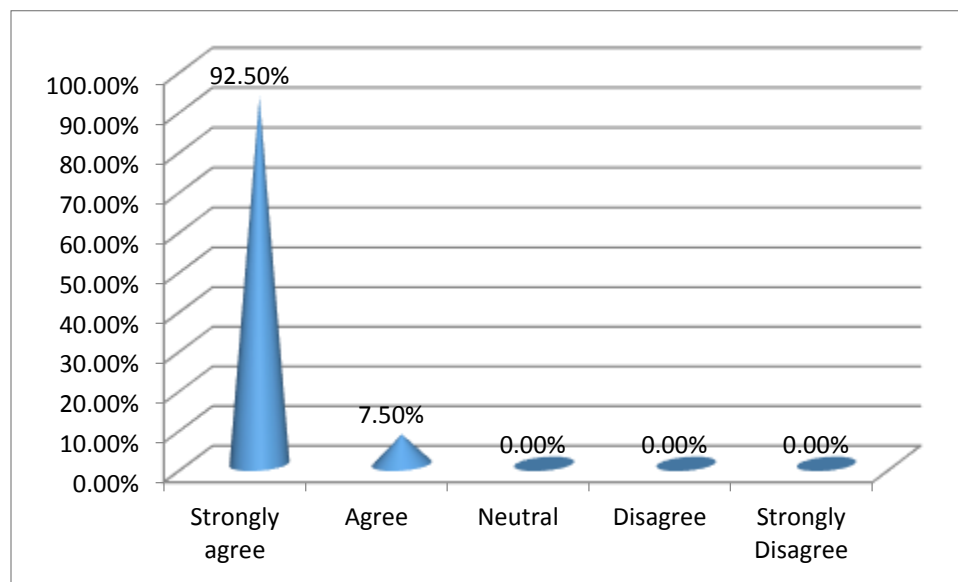


Figure: (4.7.1): Statement one.

Table (4.7.1) and figure (4.7.1) illustrate the views of the distribution of the sample by strongly agree by (%92.5) and Agree by (%7.5) and Neutral by (%0.0) and Disagree by (%0.0) and Strongly Disagree by (%0.0).

Table (4.7.2): Using cassette recordings facilitates learning listening and speaking skills

Valid	Frequencies	Percentage
Strongly agree	76	63.3%
Agree	29	24.2%
Neutral	15	12.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Total	120	100.0%

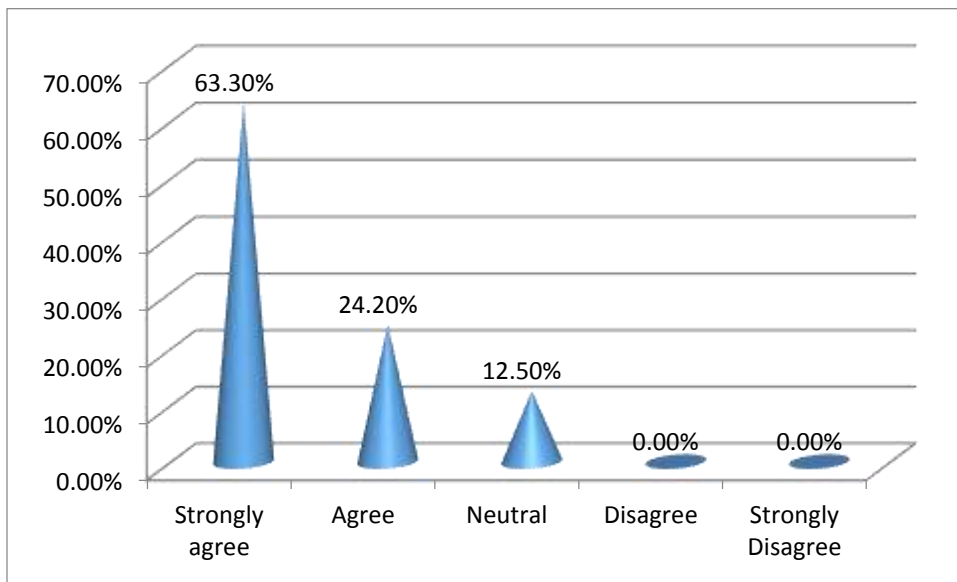


Figure: (4.7.2): Statement two.

Table (4.7.2) and figure (4.7.2) illustrate the views of the distribution of the sample by strongly agree by (%63.3) and Agree by (%24.2) and Neutral by (%12.5) and Disagree by (%0.0) and Strongly Disagree by (%0.0).

Table (4.7.3): The application of AVMs can give a correct model of pronunciation

Valid	Frequencies	Percentage
Strongly agree	70	58.3%
Agree	50	41.7%

Neutral	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Total	120	100.0%

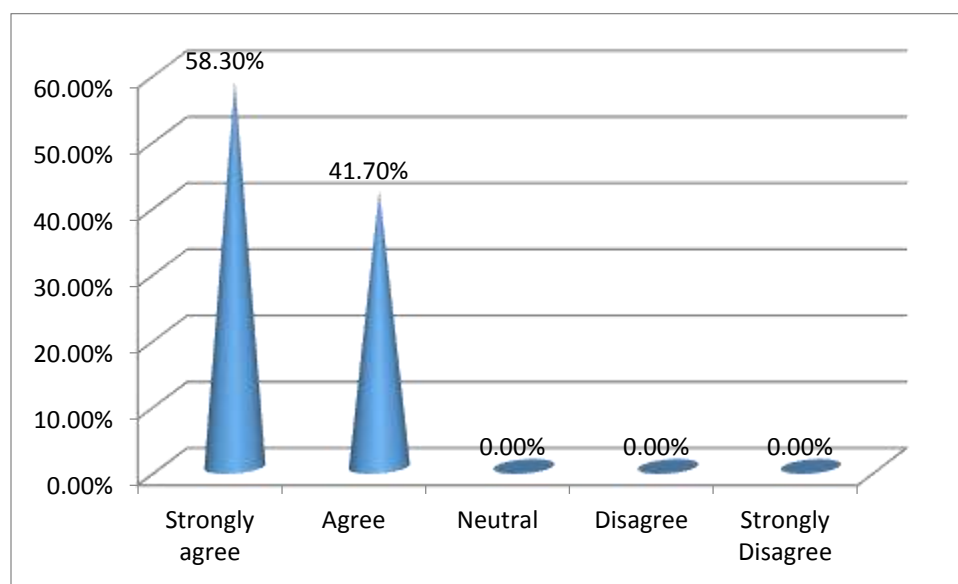


Figure: (4.7.3): Statement three.

Table (4.7.3) and figure (4.7.3) illustrate the views of the distribution of the sample by strongly agree by (%58.3) and Agree by (%41.7) and Neutral by (%0.0) and Disagree by (%0.0) and Strongly Disagree by (%0.0).

Table (4.7.4): The use of AVMs makes the drills attractive for students

Valid	Frequencies	Percentage
Strongly agree	51	42.5%
Agree	68	56.7%
Neutral	1	0.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Total	120	100.0%

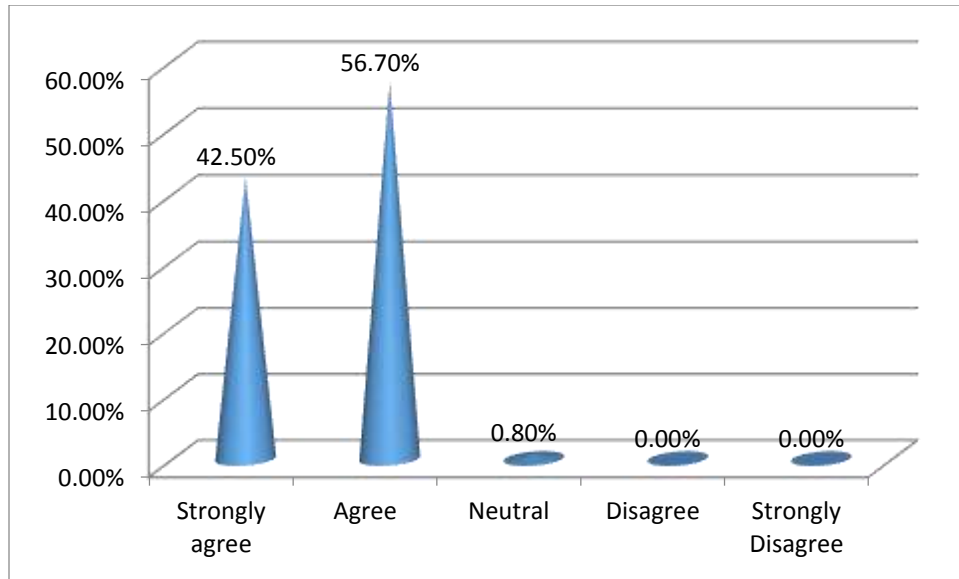


Figure: (4.7.4): Statement four.

Table (4.7.4) and figure (4.7.4) illustrate the views of the distribution of the sample by strongly agree by (%42.5) and Agree by (%56.7) and Neutral by (%0.8) and Disagree by (%0.0) and Strongly Disagree by (%0.0).

Table (4.7.5): Using AVMs to convey meaning facilitates students' language achievements

Valid	Frequencies	Percentage
Strongly agree	62	51.7%
Agree	47	39.2%
Neutral	11	9.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Total	120	100.0%

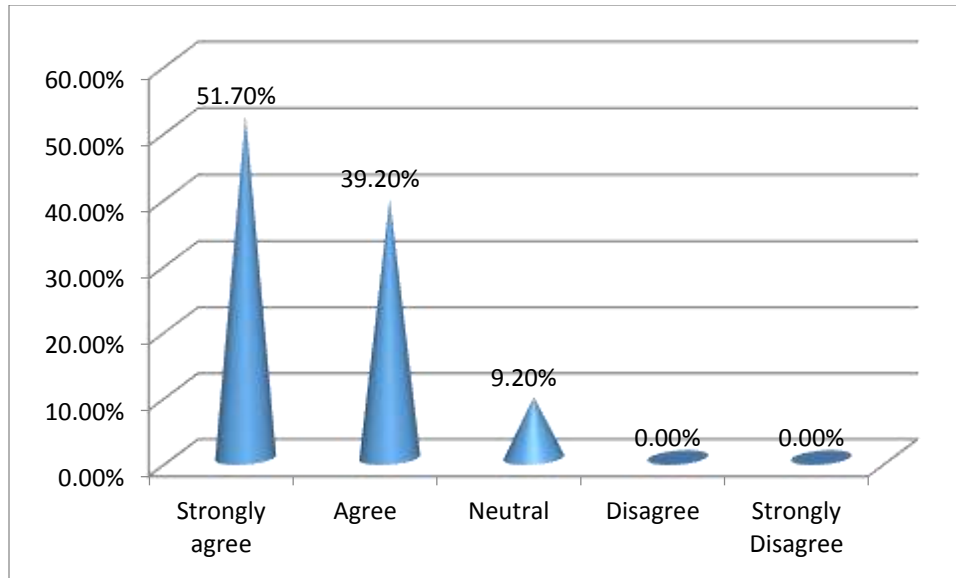


Figure: (4.7.5): Statement five.

Table (4.7.5) and figure (4.7.5) illustrate the views of the distribution of the sample by strongly agree by (%51.7) and Agree by (%39.2) and Neutral by (%9.2) and Disagree by (%0.0) and Strongly Disagree by (%0.0).

Table (4.8): chi-square of: The use of audio-visual materials improves students' language achievements

No	Phrases	Chi-square value	df	Sig.	Median	Interpretation
1	The use of flashcards, real objects and filmstrips helps the learners to comprehend lexical items and new vocabulary.	86.70	1	0.000	5.00	strongly agree
2	Using cassette recordings of conversations facilitates learning listening and speaking skills.	51.05	2	0.000	5.00	strongly agree
3	The application of audio-visual materials in the classroom can give a correct model of pronunciation.	33.33	1	0.000	5.00	strongly agree
4	The use of audio-visual materials makes the drills attractive for the students	60.65	2	0.000	4.00	agree

	towards good performance in the classroom.					
5	The use of audio-visual materials to convey meaning facilitate students' language achievements.	34.35	2	0.000	5.00	strongly agree

The results of table (4.8) are interpreted as follows:

1. The value of chi – square calculated to signify the differences between the use of flashcards, real objects and filmstrips helps the learners to comprehend lexical items and new vocabulary was (86.70) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
2. The value of chi – square calculated to signify the differences between the Using cassette recordings of conversations facilitates learning listening and speaking skills was (51.05) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
3. The value of chi – square calculated to signify the differences between the application of audio-visual materials in the classroom can give a correct model of pronunciation was (33.33) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
4. The value of chi – square calculated to signify the differences between the use of audio-visual materials makes the drills attractive for the students towards good performance in the classroom was (60.65) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

5. The value of chi – square calculated to signify the differences between the use of audio-visual materials to convey meaning facilitate students’ language achievements was (34.35) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

Table (4.9): The use of audio-visual materials improves students’ language achievements

Valid	Frequencies	Percentage
Strongly agree	370	61.7%
Agree	203	33.8%
Neutral	27	4.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Total	600	100.0%

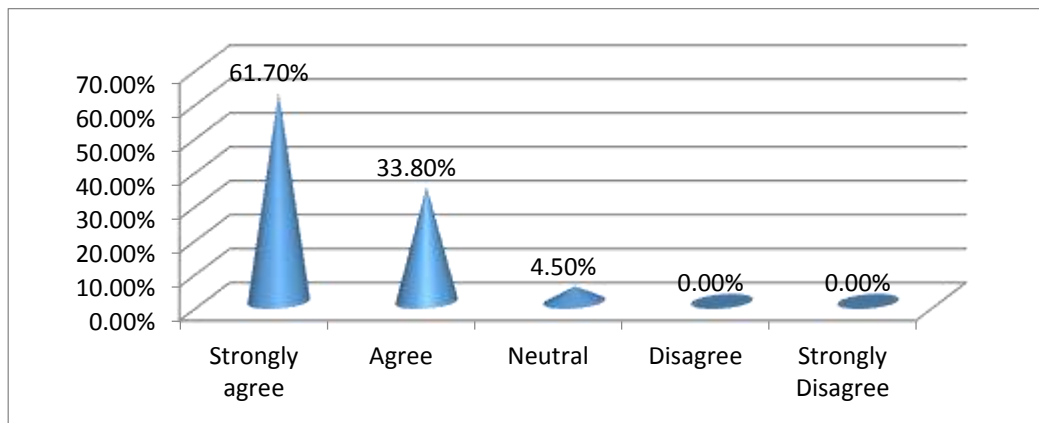


Figure: (4.9) views of distribution of the sample

Table (4.9) and figure (4.9) illustrate the views of the distribution of the sample by strongly agree by (%61.7) and Agree by (%33.8) and Neutral by (%4.5) and Disagree by (%0.0) and Strongly Disagree by (%0.0).

Table (4.10): The use of audio-visual materials improves students' language achievements

Sample size	Chi-square value	df	Sig.	Median	Scale	Interpretation
600	294.19	2	0.00	5.0	Strongly agree	Significant

The table above shows that the value of Chi-square value calculated (294.19) with p-value (0.000) which is less than the level of significant value (5%) these refer to the existence of differences statistically for neutral.

4.11 Teachers have positive attitudes towards using audio-visual materials in teaching EFL students

Table (4.11.1): Using AVMs helps teachers deliver the lesson effectively

Valid	Frequencies	Percentage
Strongly agree	89	74.2%
Agree	29	24.2%
Neutral	0	0.0%
Disagree	2	1.7%
Strongly Disagree	0	0.0%
Total	120	100.0%

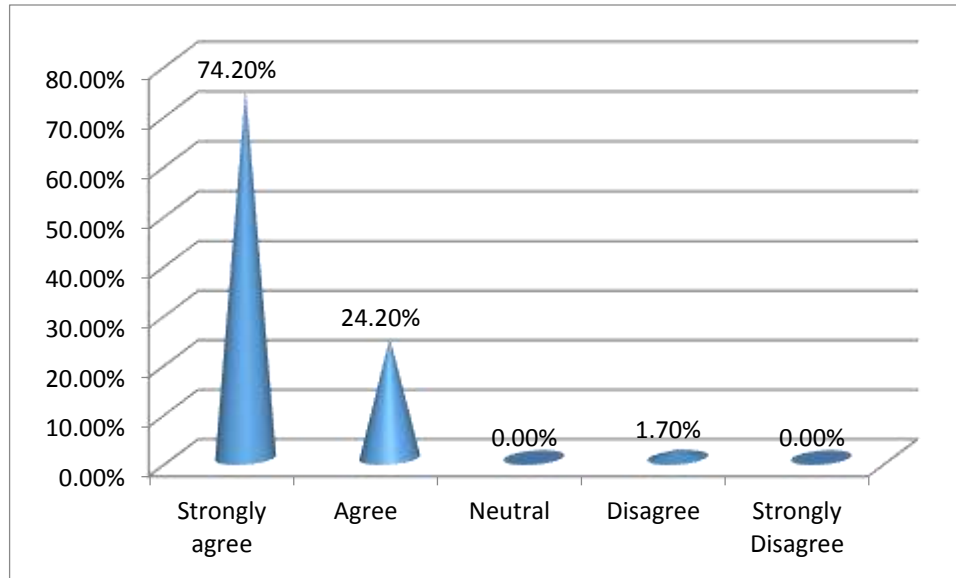


Figure: (4.11.1) Statement one

Table (4.11.1) and figure (4.11.1) illustrate the views of the distribution of the sample by strongly agree by (%74.2) and Agree by (%24.2) and Neutral by (%0.0) and Disagree by (%1.7) and Strongly Disagree by (%0.0).

Table (4.11.2): The application of AVMs saves the teacher's time

Valid	Frequencies	Percentage
Strongly agree	78	65.0%
Agree	40	33.3%
Neutral	0	0.0%
Disagree	2	1.7%
Strongly Disagree	0	0.0%
Total	120	100.0%

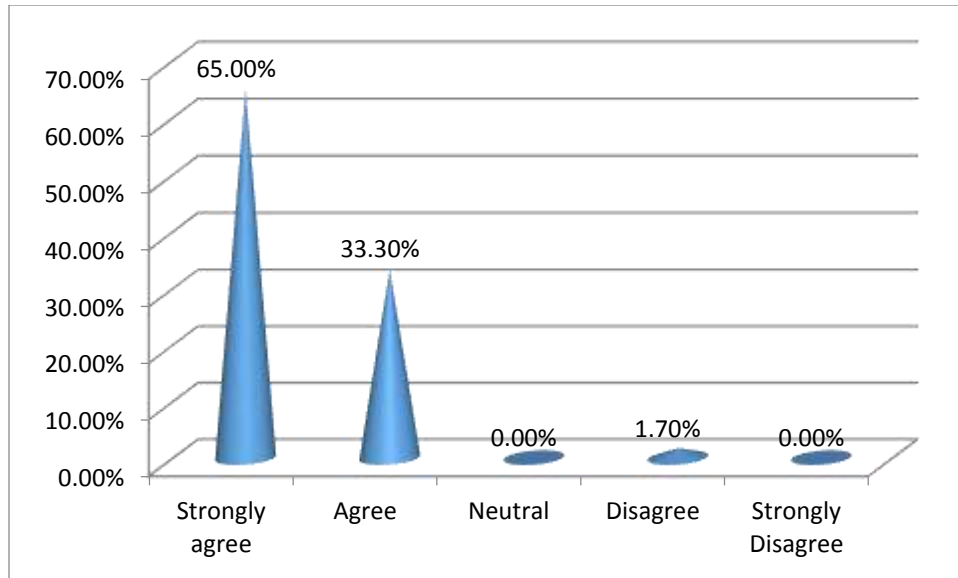


Figure: (4.11.2) Statement two

Table (4.11.2) and figure (4.11.2) illustrate the views of the distribution of the sample by strongly agree by (%65.0) and Agree by (%33.3) and Neutral by (%0.0) and Disagree by (%1.7) and Strongly Disagree by (%0.0).

Table (4.11.3): Using AVMs arouses students' interests towards the lessons

Valid	Frequencies	Percentage
Strongly agree	72	60.0%
Agree	46	38.3%
Neutral	2	1.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Total	120	100.0%

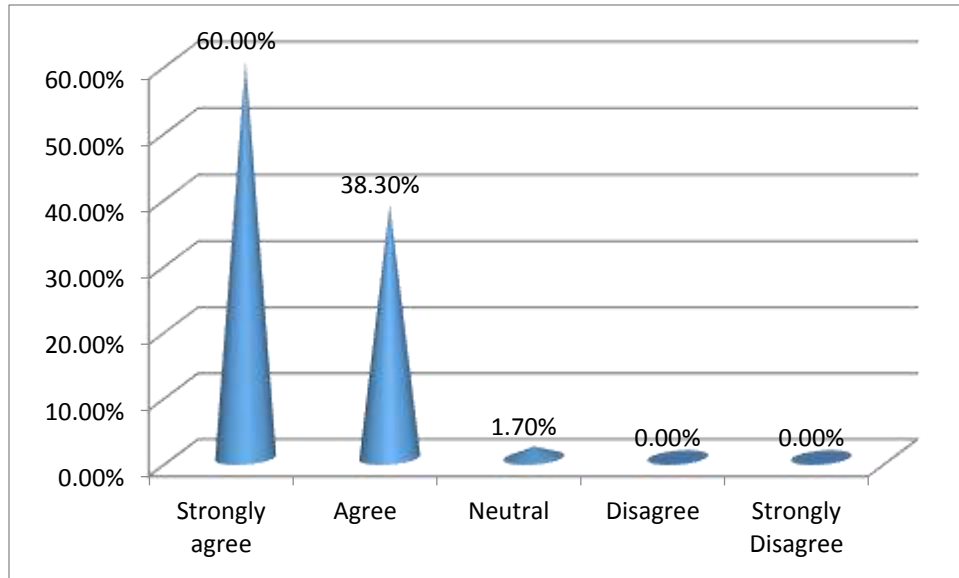


Figure: (4.11.3) Statement three

Table (4.11.3) and figure (4.11.3) illustrate the views of the distribution of the sample by strongly agree by (%60.0) and Agree by (%38.3) and Neutral by (%1.7) and Disagree by (%0.0) and Strongly Disagree by (%0.0).

Table (4.11.4): The use of realia can create an authentic environment for better performance

Valid	Frequencies	Percentage
Strongly agree	55	45.8%
Agree	54	45.0%
Neutral	9	7.5%
Disagree	2	1.7%
Strongly Disagree	0	0.0%
Total	120	100.0%

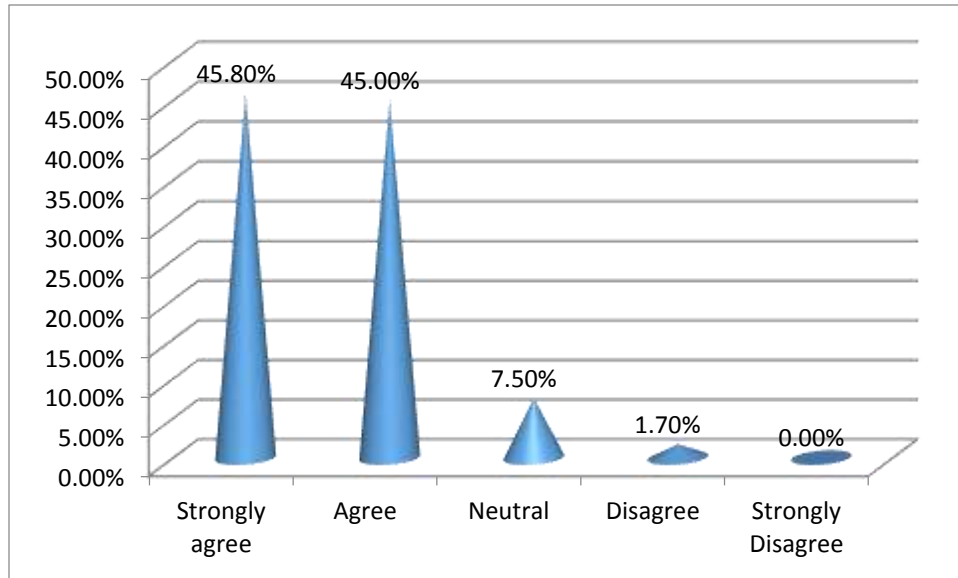


Figure: (4.11.4) views of distribution of the sample

Table (4.11.4) and figure (4.11.4) illustrate the views of the distribution of the sample by strongly agree by (%45.8) and Agree by (%45.0) and Neutral by (%7.5) and Disagree by (%1.7) and Strongly Disagree by (%0.0).

Table (4.11.5): Using AVMs enhances students' mastery of the language skills

Valid	Frequencies	Percentage
Strongly agree	58	48.3%
Agree	55	45.8%
Neutral	7	5.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Total	120	100.0%

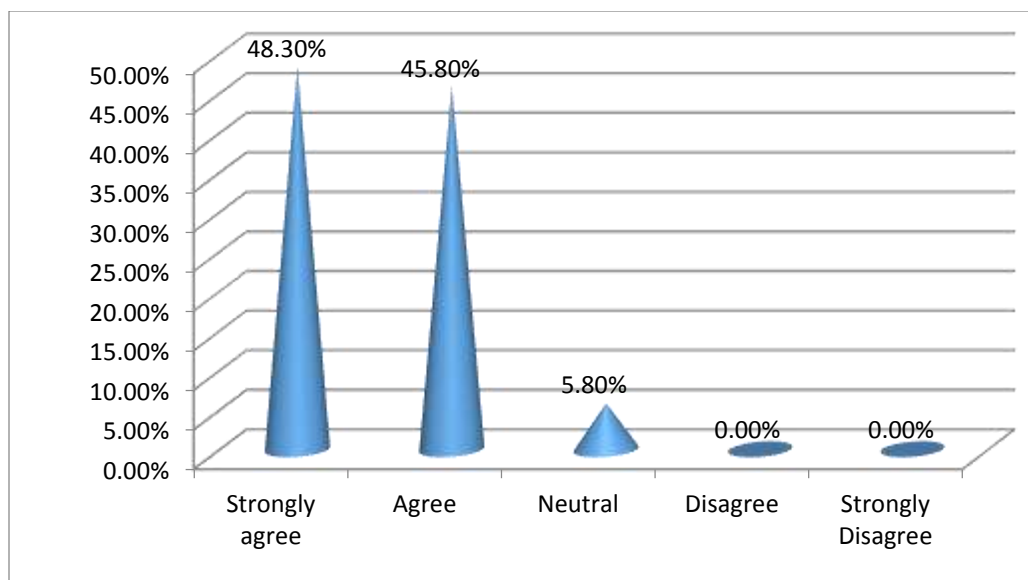


Figure: (4.11.5) views of distribution of the sample

Table (4.11.5) and figure (4.11.5) illustrate the views of the distribution of the sample by strongly agree by (%48.3) and Agree by (%45.8) and Neutral by (%5.8) and Disagree by (%0.0) and Strongly Disagree by (%0.0).

Table (4.12): Teachers have positive attitudes towards using audio-visual materials in teaching EFL students

No	Phrases	Chi-square value	df	Sig.	Median	Interpretation
1	Using audio-visual materials in teaching helps teachers deliver the lesson effectively.	99.15	2	0.000	5.00	strongly agree
2	The application of audio-visual materials in the classroom save the teacher's time in teaching English language and assessment of students' achievements.	72.20	2	0.000	5.00	strongly agree
3	The use of audio-visual materials arouses the students' interest towards the lessons.	62.60	2	0.000	5.00	strongly agree

4	The use of regalia in the class can create an authentic environment for better language performance.	80.86	3	0.000	4.00	agree
5	Using audio-visual materials enhances students' mastery of the four language skills, speaking, writing, listening and reading.	40.95	2	0.000	4.00	agree

The results of table (4.12) are interpreted as follows:

1. The value of chi – square calculated to signify the differences between the Using audio-visual materials in teaching helps teachers deliver the lesson effectively was (99.15) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
2. The value of chi – square calculated to signify the differences between the application of audio-visual materials in the classroom save the teacher's time in teaching English language and assessment of students' achievements was (72.20) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
3. The value of chi – square calculated to signify the differences between the use of audio-visual materials arouses the students' interest towards the lessons was (62.60) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
4. The value of chi – square calculated to signify the differences between the use of regalia in the class can create an authentic environment for better language performance was (80.86) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
5. The value of chi – square calculated to signify the differences between the Using audio-visual materials enhances students' mastery of the four language

skills, speaking, writing, listening and reading was (40.95) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

Table (4.13): Teachers have positive attitudes towards using audio-visual materials in teaching EFL students

Valid	Frequencies	Percentage
Strongly agree	352	58.7%
Agree	224	37.3%
Neutral	18	3.0%
Disagree	6	1.0%
Strongly Disagree	0	0.0%
Total	600	100.0%

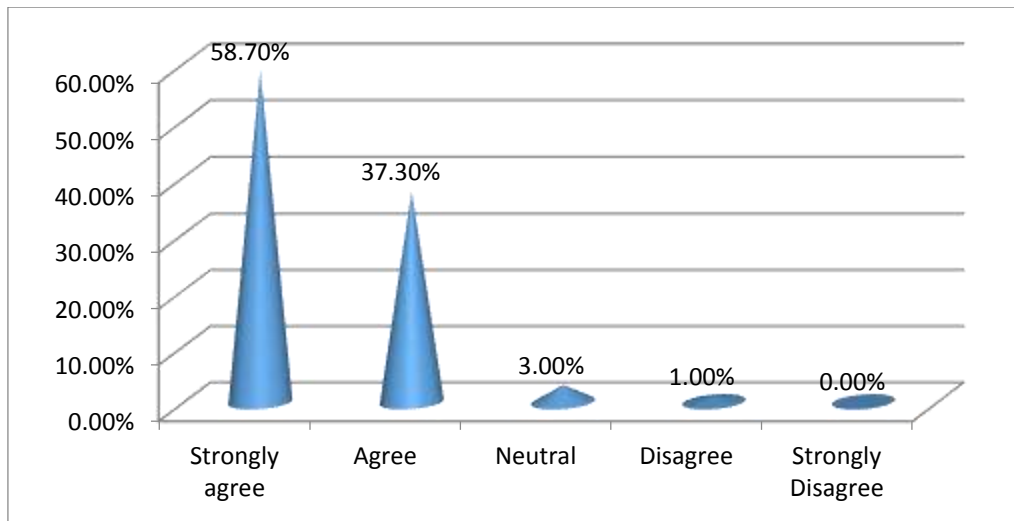


Figure: (4.13) views of distribution of the sample

Table (4.13) and figure (4.13) illustrate the views of the distribution of the sample by strongly agree by (%58.7) and Agree by (%37.3) and Neutral by (%3.0) and Disagree by (%1.0) and Strongly Disagree by (%0.0).

Table (4.14) Teachers have positive attitudes towards using audio-visual materials in teaching EFL students

Sample size	Chi-square value	df	Sig.	Median	Scale	Interpretation
600	562.93	3	0.00	5.0	Strongly agree	Significant

The table above shows that the value of Chi-square value calculated (562.93) with p-value (0.000) which is less than the level of significant value (5%) these refer to the existence of differences statistically for neutral.

4.15 The knowledge of the students' perceptions towards the use of audio-visual materials can facilitate EFL learning

Table (4.15.1) The use of AVMs can offer positive interaction between teachers and students

Valid	Frequencies	Percentage
Strongly agree	76	63.3%
Agree	37	30.8%
Neutral	5	4.2%
Disagree	2	1.7%
Strongly Disagree	0	0.0%
Total	120	100.0%

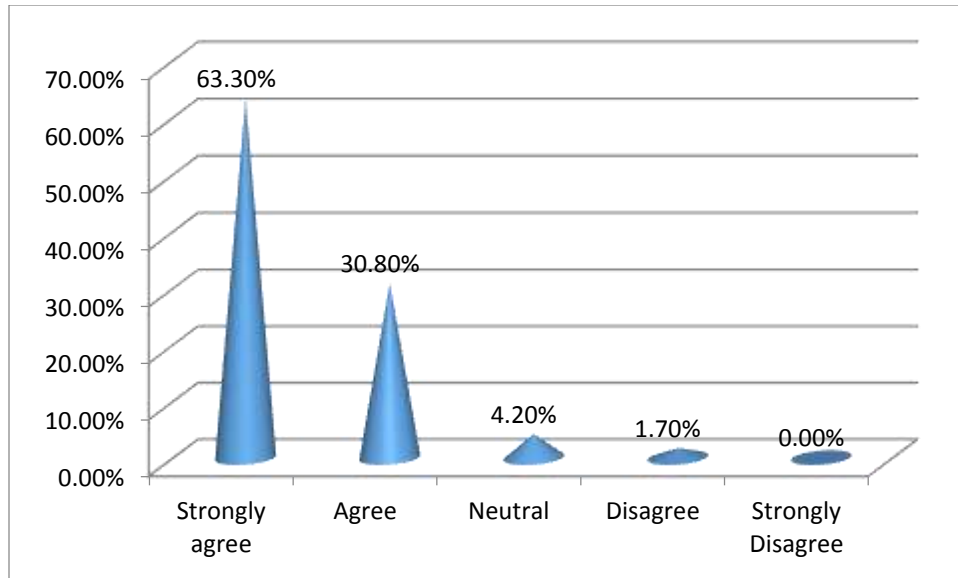


Figure: (4.15.1) Statement one

Table (4.15.1) and figure (4.15.1) illustrate the views of the distribution of the sample by strongly agree by (%63.3) and Agree by (%30.8) and Neutral by (%4.2) and Disagree by (%1.7) and Strongly Disagree by (%0.0).

Table (4.15.2): Using AVMs draws students' attention towards learning

Valid	Frequencies	Percentage
Strongly agree	71	59.2%
Agree	48	40.0%
Neutral	1	0.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Total	120	100.0%

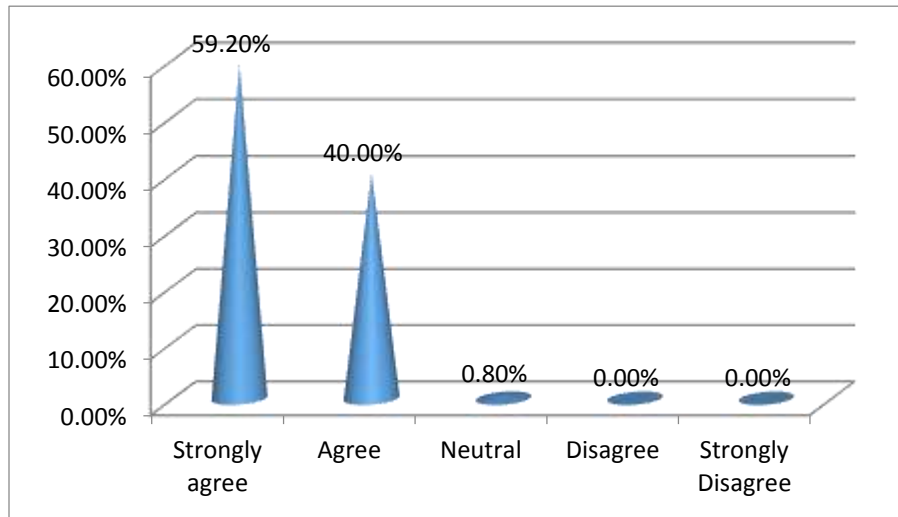


Figure: (4.15.2) Statement two

Table (4.15.2) and figure (4.15.2) illustrate the views of the distribution of the sample by strongly agree by (%59.2) and Agree by (%40.0) and Neutral by (%0.8) and Disagree by (0.0%) and Strongly Disagree by (%0.0).

Table (4.15.3): Teaching with AVMs improves students' critical and analytical thinking

Valid	Frequencies	Percentage
Strongly agree	74	61.7%
Agree	45	37.5%
Neutral	1	0.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Total	120	100.0%

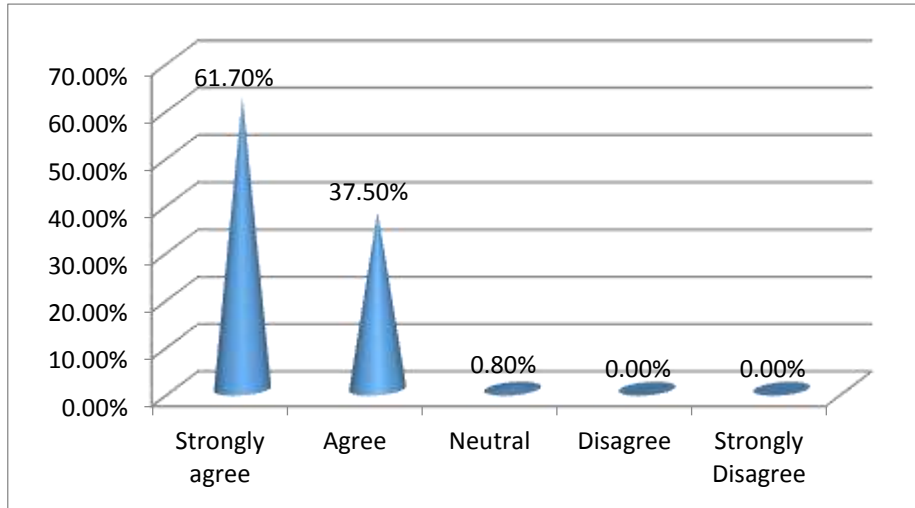


Figure: (4.15.3) Statement three

Table (4.15.3) and figure (4.15.3) illustrate the views of the distribution of the sample by strongly agree by (%61.7) and Agree by (%37.5) and Neutral by (%0.8) and Disagree by (%0.0) and Strongly Disagree by (%0.0).

Table (4.15.4): Using AVMs helps students retain the concepts for a longer period of time

Valid	Frequencies	Percentage
Strongly agree	65	54.2%
Agree	46	38.3%
Neutral	9	7.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Total	120	100.0%

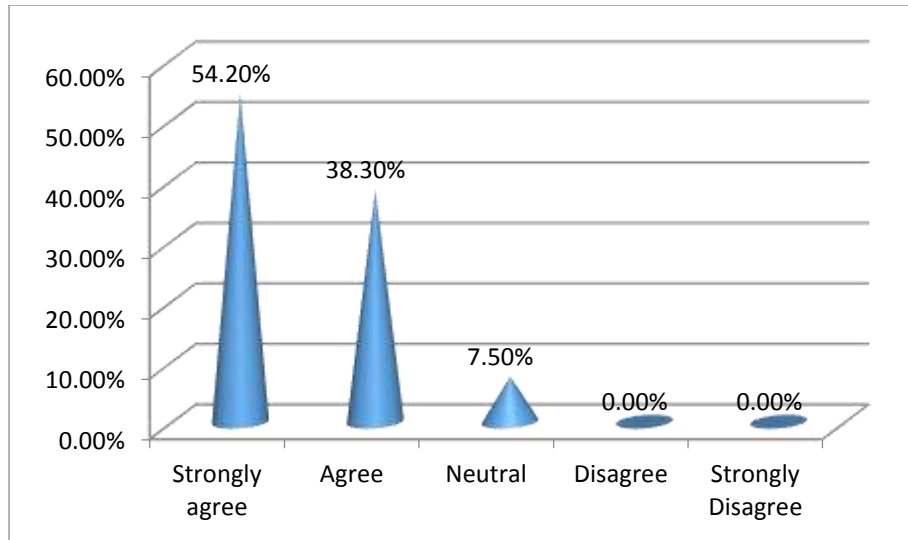


Figure: (4.15.4) Statement four

Table (4.15.4) and figure (4.15.4) illustrate the views of the distribution of the sample by strongly agree by (%54.2) and Agree by (%38.3) and Neutral by (%7.5) and Disagree by (%0.0) and Strongly Disagree by (%0.0).

Table (4.15.5): Using AVMs helps students organize their work in the classroom

Valid	Frequencies	Percentage
Strongly agree	96	80.0%
Agree	15	12.5%
Neutral	9	7.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Total	120	100.0%

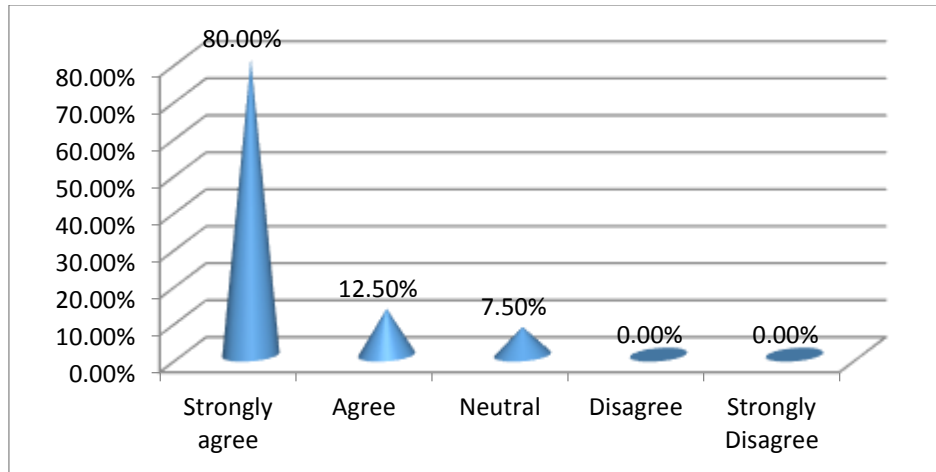


Figure: (4.15.5) Statement five

Table (4.15.5) and figure (4.15.5) illustrate the views of the distribution of the sample by strongly agree by (%80.0) and Agree by (%12.5) and Neutral by (%7.5) and Disagree by (%0.0) and Strongly Disagree by (%0.0).

Table (4.16): The knowledge of the students' perceptions towards the use of audio-visual materials can facilitate EFL learning

N o	Phrases	Chi- square value	df	Sig.	Median	Interpreta tion
1	The use of audio-visual materials can offer positive interaction between teachers and students.	119.13	3	0.000	5.00	strongly agree
2	Using audio-visual materials in the classroom draws students' attention towards better learning.	63.65	2	0.000	5.00	strongly agree
3	Teaching with audio-visual materials improves students' critical and analytical thinking.	67.55	2	0.000	5.00	strongly agree
4	The use of audio-visual materials helps students retain the concepts better for longer time.	40.55	2	0.000	5.00	strongly agree
5	Using audio-visual materials helps students organize their work in the classroom.	118.05	2	0.000	5.00	strongly agree

The results of table (4.16) are interpreted as follows:

1. The value of chi – square calculated to signify the differences between the use of audio-visual materials can offer positive interaction between teachers and students was (119.13) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
2. The value of chi – square calculated to signify the differences between the Using audio-visual materials in the classroom draws students’ attention towards better learning was (63.65) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
3. The value of chi – square calculated to signify the differences between the Teaching with audio-visual materials improves students’ critical and analytical thinking was (67.55) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
4. The value of chi – square calculated to signify the differences between the use of audio-visual materials helps students retain the concepts better for longer time was (40.55) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
5. The value of chi – square calculated to signify the differences between the Using audio-visual materials helps students organize their work in the classroom was (118.05) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

Table (4.17): The knowledge of the students’ perceptions towards the use of audio-visual materials can facilitate EFL learning

Valid	Frequencies	Percentage
Strongly agree	382	63.7%
Agree	191	31.8%
Neutral	25	4.2%
Disagree	2	0.3%
Strongly Disagree	0	0.0%
Total	600	100.0%

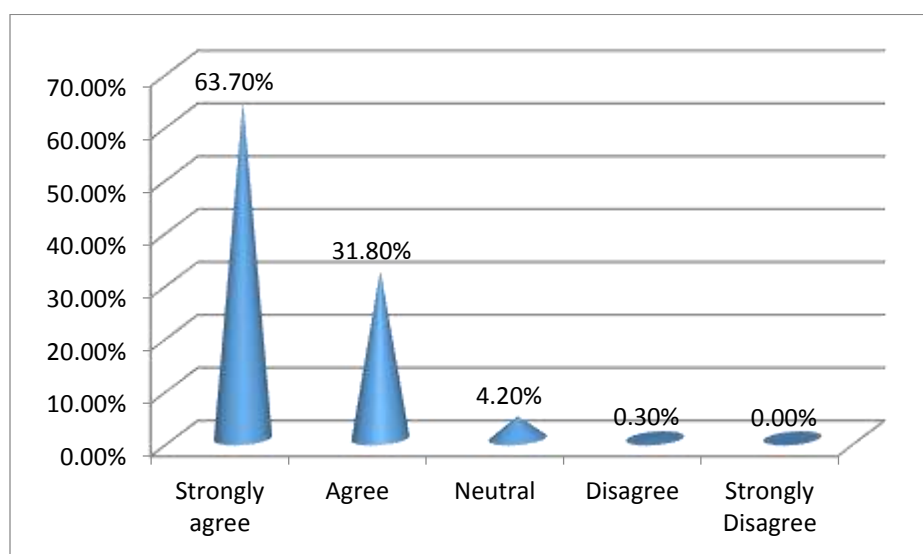


Figure (4.17): Percentage

Table (4.17) and figure (4.17) illustrate the views of the distribution of the sample by strongly agree by (%63.7) and Agree by (%31.8) and Neutral by (%4.2) and Disagree by (%0.3) and Strongly Disagree by (%0.0).

Table (4.18): The knowledge of the students' perceptions towards the use of audio-visual materials can facilitate EFL learning

Sample size	Chi-square value	df	Sig.	Median	Scale	Interpretation
600	620.22	3	0.000	5.0	Strongly agree	Significant

The table above shows that the value of Chi-square value calculated (620.22) with p-value (0.000) which is less than the level of significant value (5%) these refer to the existence of differences statistically for neutral.

4.19 Discussion and Interpretation of the Results

The following comment shows the discussion of the results of both tools, the test and the questionnaire.

The Test

The analysis of the scores of the students, in both the control class the experimental class, reflects that using audio-visual materials in classrooms improves students' language achievements. The percentage of the total degree for the control group in the pre-test is 50% pass, and 50% failure, while the percentage in the post-test is 60% pass and 40% failure, and this is an indication to some improvements in the percentage of the result pass. The percentage of the total degree of the experimental group in the pre-test is 73.30% pass and 26.70% failure, while the percentage in the post-test is 96.70% pass and 3.30% failure, and this result indicates that there is great improvement in the experimental group, and this is a good justification of the result that the use of audio-visual materials has a great effect on students' language achievements.

The Questionnaire

According to hypothesis one, table (4.8) of chi-square results gives the interpretation of the analysis of statements (1), (2), (3) and (5) as strongly agree, while statement (4) is agree. This means that most teachers strongly agree that the use of audio-visual materials improves students' language achievements.

According to hypothesis two, table (4.12) of chi-square results gives the interpretation of the analysis of statements (1), (2) and (3) as strongly agree, while statements (4) and (5) are agree. This means that the majority of teachers strongly

agree that teachers have positive attitudes towards using audio-visual materials in teaching EFL students.

According to hypothesis three, table (4.16) of chi-square results gives the interpretation of the analysis of all the statements (1), (2), (3), (4) and (5) as strongly agree. This indicates that all teachers strongly agree that the knowledge of the students' perceptions towards the use of audio-visual materials can facilitate EFL learning.

The discussion and interpretation of the results mentioned above is supported by the literature review as many researchers write on this topic. Teachers' attitudes towards using audio-visual materials should be positive so as to facilitate the language learning, as Gredler (2001) confirms that English language teachers must possess positive attitudes to the usage of audio-visual materials in classrooms. Bernanus and Gardner (2008) claim that the positive attitudes towards using audio-visual materials in classrooms is very essential for their students' success and to learn the language. The analysis of the questionnaire affirms the fact that the positive attitudes of English language teachers towards the usage of audio-visual materials is essential for students' language achievements.

Students who study the language can have well known perceptions towards the usage of audio-visual materials. This knowledge of students' perceptions towards the use of audio-visual materials will activate and motivate the learners for better learning. Canning-Wilson (2001) assures that the use of these materials and technology improves students' language achievements. Bradshaw (2003) reflects that students' perceptions towards using technology and audio-visual materials in classrooms can enhance the learning process.

From the previous studies in this field, the usage of technology and audio-visual materials will motivate and will attract students to develop their participation in learning process, and to learn easily and effectively towards better language achievements (Mohammed 2005, Al-Saif 2005 and Abdelmageed 2009). During the practical teaching in Obai Ibn Ka'ab secondary school, the researcher has noticed that the usage of technology and audio-visual materials in the classroom, motivates the learners and attract them for better interaction, and facilitates the teaching and learning processes as well, so, this implementation and usage improves students' language achievements.

Testing hypotheses

Hypothesis one is tested by the two tools, the test tool and the questionnaire tool.

The results of the pre-test and the post-test for the two groups, the experimental group and the control group affirms that use of audio-visual materials can improve students' language achievements. The analysis of the teachers' questionnaire, also, confirms the same result to the benefit of this hypothesis. So, hypothesis one is accepted.

According to hypothesis two, teachers' positive attitudes towards using audio-visual materials in teaching EFL are reflected from the analysis of teachers' questionnaire, in addition to the results of the post- test and the pre-test that are given to the two groups of students. The questionnaire is distributed to English language teachers in Eastern Al-Jazeera Locality and the teaching experiment and testing is, also, taken place in this locality. So, hypothesis two is accepted.

Hypothesis three is tested, also, by the two mentioned above tools. The testing tool reflects that the knowledge of students' perceptions towards the use of audio-visual materials can facilitate EFL learning. This knowledge will encourage teachers to select and apply the suitable audio-visual materials and techniques for instructing their lessons in classrooms. The responds of English language teachers, also, confirms this fact to the benefit of hypothesis three. So, hypothesis three is accepted.

4.20 Summary

This chapter illustrates the analysis of the results of the collected data by the two tools, the pre-post tests and the questionnaire, and explains them by using clear accurate tables and figures. The results affirmed that the use of audio-visual materials improves students' language achievements, and English language teachers have positive attitudes towards using audio-visual materials in teaching EFL, in addition to that the knowledge of students' perceptions towards the use of audio-visual materials can facilitate English as a Foreign Language (EFL) learning.

CHAPTER FIVE
CONCLUSION

CHAPTER FIVE

Summary of the Results, conclusions, Recommendations, and Suggestions for Further Studies

5.1 Summary of the Study

This study investigates the importance of using technology and audio-visual materials in classrooms. The objectives of this study are to investigate the effect of the usage of audio-visual materials on students' language achievements, and to find out the attitudes of teachers towards this usage, in addition to find out students' perceptions towards using audio-visual materials towards EFL learning. The study follows descriptive analytic approaches, and a qualitative and quantitative approach for data analysis. The tools used are pre-post tests and a questionnaire for English language teachers. This research affirms that the usage of audio-visual materials in classrooms improves students' language achievements, and the positive attitudes of English language teachers will enhance learning, in addition to that knowledge of students' perceptions can facilitate language learning towards better language achievements.

5.2 Findings

1. The use audio-visual materials and technology in classrooms improves students' language achievements.
2. The use of flashcards, real objects and filmstrips helps the learners to comprehend lexical items and new vocabulary.
3. Using cassette recordings of conversations facilitates learning listening and speaking skills and can give a correct model of pronunciation.
4. The use of audio-visual materials makes the drills attractive for the students towards better performance in the classroom.
5. Using audio-visual materials in teaching helps teachers deliver their lessons effectively.
6. The use of realia in the classroom can create an authentic environment for better language performance.

7. Using audio-visual materials enhances students' mastery of the four language skills: speaking, writing, listening and reading.
8. The use of audio-visual materials offers positive interaction between teachers and students.
9. Teaching with audio-visual materials improves students' critical and analytical thinking.
10. Using audio-visual materials helps students retain the concepts better for longer time.
11. The use of audio-visual materials and technology motivate and attract students during the lesson, and helps them to organize their work in the classroom.
12. By using these audio-visual materials and technology in teaching SPINE 5 to the students, the researcher finds out the great motivation and interaction of the students. They participate effectively and their language achievements improve and progress.

5.3 Recommendations

The study offers the following recommendations:

1. Teachers should use audio-visual materials in classrooms so as to save time and enhance teaching process.
2. English language teachers should use audio-visual materials in order to help learners comprehend lexical items and new vocabulary.
3. Teachers should use technology in classrooms to facilitate drills and to motivate learners for better interaction.
4. Teachers should exploit audio-visual materials to promote and develop the four language skills: writing, reading, listening and speaking.
5. English language teachers should bring realia in classrooms to create authentic environment for effective instruction and better language performance.
6. Teachers should encourage their students to share and participate in preparing the audio-visual materials so as to build in them self-confidence and enhance their interaction.

7. English language teachers should select the suitable technology and the appropriate audio-visual materials to teach EFL students the lessons of SPINE 5 so as to improve their language achievements.

5.4 Suggestions for further studies

According to the study results and recommendations, the researcher suggests the following studies:

1. The influence of using recordings of authentic dialogues and conversations in developing listening and speaking skills.
2. The effect of using smart mobile phones in writing short paragraphs correctly with proper punctuation and neat layout.

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APPENDICES

Appendix (1)

بسم الله الرحمن الرحيم

Pre-test for Second Year Students

English Language

Name:.....Time Allowed: 2 hours .

Answer all questions :

Question One : Comprehension (20 marks)

Read the following passage then answer the questions below :

People are very concerned about improving the lives of their family , society and community by different ways , so great efforts are done to improve the standard of living conditions .

The most effective and popular activities nowadays are family income generating . The government is giving funds to help families improve their income . Ministries of Social Welfare all over the country are starting a programme called the “Productive Families” programme . They offer training courses to people with low incomes to learn certain job skills . They give loans to families to start their own business . They also employ social workers to solve the different problems which the families face .

It is reported that many families have benefited from this programme .Many have managed to repay the loans and make good profits . In addition , they now have a regular income and a better life .

A : Give short answers :

1 . What are the people concerned about ?

.....

5 . How does the government help the poor families ?

.....

5 . What is the programme carried by Social Welfare Ministries ?

- 7 . This bus is(make) in Giad .
- 8 . When she arrived the station , the trainalready.....(go) .

2/ Complete the following sentences using the suffixes given below:

ment - able - est - ion - ful

- 1 . What is themountain in Africa ? (high)
- 5 . I completely disagree with your (suggest)
- 5 . Recently , a lot of money has been spent on(entertain)
- 4 . Look ! Ahmed is driving a car . (wonder)
- 5 . They live in tents . (comfot)

3/ Complete the following passage from the list given below :

duty – available – welcome – hospitality – generous

When guests or strangers come to our homes , we always them in a friendly and manner . We also make it ourto entertain them and to make them feel happy with whatever is This practice is called

Best Wishes

Appendix (2)

بسم الله الرحمن الرحيم

Post-test for Second Year Students

English Language

Name:.....Time Allowed : 2 hours

Answer all questions :

Question One : Comprehension (20 marks)

Read the following passage then answer the questions below:

Water is one of the most abundant substances on earth. Two thirds of the surface of the earth is covered with water. It is found in nature in the forms of ice, snow, liquid or steam. Water is also one of the most **essential** substances for living. All humans, animals and plants need water to survive.

Although water is a renewable source, it is often not available. This shortage of water is the result of increased consumption. The use of water for industry, domestic purposes, irrigation and water power has risen to a much greater rate. A lot of water is also being wasted or misused as a result of broken pipes or leaks as well as leaving taps running carelessly by individuals. In the Sudan, there are many rural areas which suffer from permanent or seasonal shortages of water, for example the Red Sea Hills area, Kordofan and Darfur.

A: Give short answers:

1. What are the forms of water in nature?

.....

2. Is water often available?

3. Give examples of rural areas in Sudan which suffer from shortages of water.....

B: State whether the following statements are (True) or (False):

1. 2/3 of the surface of the earth is covered with water. (.....)
2. All animals and plants need water to survive. (.....)
3. Water is not a renewable source. (.....)

C: Draw a circle round the letter of the correct answer from a, b, c or d:

1. The forms of water in nature are:

- a. snow
- b. gas
- c. liquid
- d. all answers

2. The word essential means:

- a. Enough
- b. Important
- c. Liquid
- d. cheap

Question two: Language: (30 marks)

A. Put the verbs in brackets in their correct forms:

1. The factoryten years ago. (build)
2. Thesebeautiful flowers. (be)
3. They like.....tennis. (play)
4. She.....(not work) hard, did she?
5. Yesterday while he.....(walk) with his mother, they(meet) an old woman.
6. Look! The cat(climb) the wall.

B: Complete the following sentences using the suffixes given below:

ous - ful - tion - ment - ness

1.is better than cure. (protect)
2. Herwas great when she passed her exam. (happy)
3. Bewhen you cross the road. (care)
4. Kabli is asinger. (fame)
5. They watch TV for(entertain)

C: Complete the following passage from the list given below:

countries – improve – income – currency – species – various

National Parks can bring to our country. Tourists come fromcountries to the Sudan to see differentof animals which are not found in their own They bring with them money in hardto spend while they are in the Sudan. We need this money toour economy.

D: Spoken – The student will read a short paragraph in SPINE 5.

Best wishes

Appendix (3)

Teachers' Questionnaire :

Dear colleague

This questionnaire is a part of the requirement of Ph.D in English language teaching, under the title (**The Effect of Using Audio-visual Materials on Students' Language Achievements**). I appeal to you to spare some of your valuable time to answer these statements by making a tick (✓) in the appropriate box of your choice. Thank you very much for contribution and co-operation.

1. The use of audio-visual materials improves students' language achievements.

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. The use of flashcards, real objects and filmstrips helps the learners to comprehend lexical items and new vocabulary.					
2. Using cassette recordings of conversations facilitates learning listening and speaking skills.					
3. The application of audio-visual materials in the classroom can give a correct model of pronunciation.					
4. The use of audio-visual materials makes the drills attractive for the students towards good performance in the classroom.					
5. The use of audio-visual materials to convey meaning facilitate students' language achievements.					

2. Teachers have positive attitudes towards using audio-visual materials in teaching EFL students.

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1. Using audio-visual materials in teaching helps teachers deliver the lesson effectively.					
2. The application of audio-visual materials in the classroom save the teacher's time in teaching English language and assessment of students' achievements.					
3. The use of audio-visual materials arouses the students' interest towards the lessons.					
4. The use of realia in the class can create an authentic environment for better language performance.					
5. Using audio-visual materials enhances students' mastery of the four language skills, speaking, writing, listening and reading.					

3. The knowledge of the students' perceptions towards the use of audio-visual materials can facilitate EFL learning.

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. The use of audio-visual materials can offer positive interaction between teachers and students.					
2. Using audio-visual materials in the classroom draws students' attention towards better learning.					
3. Teaching with audio-visual materials improves students' critical and analytical thinking.					
4. The use of audio-visual materials helps students retain the concepts better for longer time.					
5. Using audio-visual materials helps students organize their work in the classroom.					

Appendix (4)

The following table comprises the names of trustees who checked the data collecting tools and their titles:

Name	Titles
Hillary Marino Pitia	Ph.D. SUST
Mohammed Tom	Ph.D. SUST
Muntasir Hasan Mubarak	Ph.D. SUST
Sadig Osman	Ph.D. SUST
Yusif Ahmed Elfaki	Ph.D. Sudan Open University