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## **Audio-Visual Technology as Pedagogical Devices to Improve EFL Learners' Speaking Skill**

**The Case of Second Year LMD, at The department of English, University of Bejaia.**

**Student**

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## Dedication

In the name of Allah AlMighty, I would like to dedicate my work to :

- ✚ My dearest Parents, I love you so much.
- ✚ All the members of my family.
- ✚ My dearest Fiance and his family.
- ✚ All my classmates and friends.
- ✚ Future researchers, I wish the best of luck for them.

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*The researcher*

## **Abstract**

The present research study examines the effect of audio-visual technology as pedagogical tools to improve EFL (English as a Foreign Language) learners' speaking skill. The purpose of the study is; first, to try to explore whether the use of audio-visual technology tools in oral expression sessions help EFL students to develop their speaking skill. Second, to try to find the difficulties that prevent the students from speaking effectively in the target language. Our population consists of second year bachelor level in the department of English, University of Bejaia. The sample is group two, it comprises twenty one students, eighteen females and three males. To test the effects of this method of teaching, a quasi-experimental method was used, questionnaire were developed and tests were designed by the researcher as well as a classroom observation. The findings gathered from the data collection tools showed that, in fact, EFL learners of second year bachelor level face many difficulties in speaking skill. In addition, all the EFL teachers of oral expression and learners express positive attitudes towards the suggested method of teaching. Furthermore, at the beginning of the training program we noticed that the students had a strong difficulty and reluctance to speak, this behaviour gradually decreased during the experiment and disappeared by the end. Moreover, the results of the post-test and post-observation reveal that the students' performance is satisfactory. Finally, it is clearly noticeable that the research outcomes go in the same sense of our hypothesis confirming the positive impact of audio-visual technology on EFL learners' speaking skill. Thus, the hypothesis of our research study is valid.

**Key Words:** Audio-visual technology, speaking skill, quasi-experimental method.



## **Table of Content**

Dedication.....	i
Acknowledgements.....	ii
Abstract.....	iii
List of Abbreviations.....	iv
List of Tables.....	v
List of Graphs.....	vii
Glossary of Terms.....	viii

## **General Introduction**

I. Introduction.....	2
II. Statement of the Problem and Research Questions. ....	3
III. Hypothesis .....	3
IV. Aims of the Study.....	4
V. Population and Sample.....	4
VI. Research Methodology and Design.....	5
VII. Data Collection Tools.....	5
VIII. Procedures for Analyzing and Testing Data.....	6
IX. Significance of the Study.....	6

## **Chapter one : Literature Review and Theoretical Framework**

<b>Section One: Speaking Skill and its Importance in an EFL Class.....</b>	<b>8</b>
1. A Brief Historical Background of Language Teaching.....	8
2. Different Definitions of the Speaking Skill.....	8
3. Methods and Approaches of Language Teaching.....	10
4. The Relationship Between the Speaking Skill and the Other Skills.....	15
5. Errors in Spoken Language.....	17
6. Importance of Speaking Skill.....	20

7. Speaking Difficulties.....	25
8. Speaking Skills.....	27
9. Speaking Situations.....	27
10. Needs Analysis for Effective Speaking.....	28
11. Syllabus Design .....	33
<b>Section Two: Audio-Visual Technology as Pedagogical Aids.....</b>	<b>34</b>
1. Definition of Audio-Visual Technology.....	34
2. Methods and Approaches of Audio-Visual Technology.....	35
3. Audiovisual Transsmision Technologies.....	37
4. Examples of Technological Devices.....	38
5. The Importance of Audio Visual Technology in Education.....	42
6. The Importance of Audio-Visual Technology in an EFL Classroom.....	44
7. Advantages and Disadvantages of Audio-Visual Technology.....	48
8. The Role of The Teacher.....	50
9. The Role of The Learner.....	51
 <b>Chapter two: Research Desingn, Data Analyses and Interpretations</b>	
Introduction .....	54
<b>Section One: Description of the Study.....</b>	<b>55</b>
1. Research Variables.....	55
2. Population and Sample.....	55
3. Research Methodology and Design.....	55
4. Description of Data collection Tools.....	60
5. Procedures for Analyzing and Treating Data.....	66
6. Validity and Reliability of the Instructions.....	66
Conclusion.....	66
<b>Section Two: Data Analyses and Interpretations.....</b>	<b>67</b>
1. Analysis and Interpetation of Teachers' Questionnaire.....	67

2. Analysis and Interpretation of Students' survey questionnaire.....	79
3. Analysis and Interpretation of Students' Questionnaire.....	84
4. Analysis and Interpretation of Speaking Test .....	94
5. Analysis and Interpretation of Classroom Observation .....	98
6. General Discussion.....	108
General conclusion .....	110
Limitations of the Study.....	113
Pedagogical Implications and Recommendations .....	113
Suggestions for Further Researchers .....	129

## **List of Abbreviations**

**AV:** Audio-Visual.

**CALL:** Computer Assisted Language Learning.

**CD:** Compact Disc.

**CLT:** Communicative Language Teaching.

**DVD:** Digital Video Disc.

**EFL:** English as a Foreign Language.

**ELT:** English Language Teaching.

**GMT:** Grammar Translation Method.

**ICT:** Information Communication Technology.

**IPA:** International Phonetics Alphabet.

**LMD:** Licence Master Doctorat.

**N.D:** No Date.

**Q:** Question.

## List of tables

<b>Table 1:</b> Spoken Language vs Written Language (Nunan, 2000).....	16
<b>Table 2:</b> The Most Twelfth Homophones in Which People Make Errors (Hallidy, 1989)...	19
<b>Table 3:</b> Territories Where English Continues to Hold a Special Place (Crystal, 2000).....	22
<b>Table 4:</b> Some Technological Devices Used in Classroom.....	39
<b>Table 5:</b> Further Devices Used in Education.....	42
<b>Table 6:</b> The pre-observation phase and the post observation phase.....	64
<b>Table 7:</b> Techers' Gender.....	68
<b>Table 8:</b> Teachers's Experience in Teaching Speaking Skill .....	69
<b>Table 9:</b> The Level of Students Being Taught .....	70
<b>Table 10:</b> The Amount of Students Who Participate in Oral Expression Sessions .....	72
<b>Table 11:</b> EFL Learners' Level in Speaking Ability .....	73
<b>Table 12:</b> Students' Difficulties in the Language Aspects.....	74
<b>Table 13:</b> The Use of Technological Tools in Oral Expression.....	75
<b>Table 14:</b> EFL Teachers' Attitudes Towards the Use of Audio-Visual Technology in Oral Expression.....	76
<b>Table 15:</b> The Students' Gender .....	79
<b>Table 16:</b> Students' Choices.....	80
<b>Table 17:</b> Students' Difficulties in Speaking English.....	81
<b>Table 18:</b> Students' Difficulties in Language Aspects.....	82
<b>Table 19:</b> Students' Age.....	84
<b>Table 20:</b> The Students' Views About How Much Does the Oral Expression Session Help Them to Develop Their Speaking.....	89
<b>Table 21:</b> The Results of the Pre-test.....	94

<b>Table 22:</b> The results of the Post- Test.....	95
<b>Table 23:</b> Calculating $T_{student}$ .....	96
<b>Table 24:</b> Pre-observation Grid of the First Session (listening).....	98
<b>Table 25 :</b> Pre-observation Grid of Second Session (oral session) .....	100
<b>Table 26:</b> Pre-observation Grid of Third Session (listening session).....	102
<b>Table 27:</b> Pre-observation Grid of the Fourth Session (oral expression).....	104
<b>Table 28:</b> Post-observation Grid.....	106
<b>Table 29:</b> The Results of the Pre and Post Test.....	108
<b>Table 30:</b> Global Averages of Classroom Observation.....	109

## List of Graphs

<b>Graph 1:</b> Number of the Teachers' Returned back Questionnaires.....	61
<b>Graph 2:</b> Number of Students' Returned back Questionnaires (survey).....	62
<b>Graph 3:</b> EFL Teachers' Gender.....	68
<b>Graph 4:</b> Teachers' Experiences in Teaching Speaking Skill.....	69
<b>Graph 5:</b> The Different Levels of Students Being Taught.....	70
<b>Graph 6:</b> The Amount of Students Who Participate in the Oral Expression .....	72
<b>Graph 7:</b> EFL Learners' Level in Speaking Ability.....	73
<b>Graph 8:</b> The Use of Technological Tools in Oral Expression .....	75
<b>Graph 9:</b> EFL Teachers' Attitudes Towards the Use of AV Technology in Oral.....	76
<b>Graph 10:</b> The Students' Gender .....	79
<b>Graph 11 :</b> Students' Choices.....	80
<b>Graph 12:</b> Students' Difficulties in Speaking English.....	81
<b>Graph 13:</b> Students' Attitudes Towards the Use of AV Technology in Oral Expression.....	83
<b>Graph 14:</b> The Students' Age.....	84
<b>Graph 15 :</b> Students' Gender .....	85
<b>Graph 16:</b> Students' Choice to Study English.....	86
<b>Graph 17:</b> Students' Level in Speaking Skill.....	86
<b>Graph 18 :</b> Students' Difficulties While Speaking in English.....	87
<b>Graph 19 :</b> Students' Difficulties in Language Aspects.....	88
<b>Graph 20 :</b> Students' Views about Oral Expression Session.....	90
<b>Graph 21:</b> The Use of Autentic material in Oral Session.....	90
<b>Graph 22:</b> Students' Attitudes towards the Use of AV Technology in Oral Expression Session.....	91

## Glossary of Terms

**Accuracy:** « the state of being exact or correct; the ability to do sth skillfully without making mistakes » (Oxford Dictionary, p. 11).

**Authenticity:** « the quality of being genuine or true » (Oxford Dictionary, p. 86)

**Competence:** « the ability to do something well » (Oxford Dictionary, p. 304)

**Competency:** « (technical) a skill that you need in a particular job or for particular task » (Oxford Dictionary, 304)

**Eclectic:** « not following one style or set of ideas but choosing from or using a wide variety » (Oxford Dictionary, p. 482).

**Effect:** « a change that sb/sth causes in sb/sth else ; a result » (Oxford Dictionary, p. 486).

**Endeavour:** « an attempt to do sth, especially sth new or difficult » (Oxford Dictionary, p. 501).

**Fluency:** « the quality of being able to speak or to write a language, especially a foreign language, easily and well » (Oxford Dictionary, p. 595)

**Input: 1.** « time, knowledge, ideas, etc. that you put into work, a project, etc. in order to make it succeed » (Oxford Dictionary, p. 803)

2. In EFL class, « input refers to the type of language received by learners when listening or reading in the target language » (Davies & Elder, 2004, p. 558)

**Negotiation of meaning:** according to Ellis (2003), it is the process of using communication strategies to avoid the breakdown of the conversation.

**Output: 1.** « the amount of something that a person, a machine or an organization produces » (Oxford Dictionary, p. 1081)

2. According to Richards and Schmidt (2002), the term output refers to the process of receiving input and producing output by the learners for the purpose of an effective communication.



**Performance:** 1. « how well or badly you do sth; how well or badly sth works »

2. « the act or process of performing a task or an action »

(Oxford Dictionary, p. 1127)

**Reluctant:** « hesitating before doing sth because you do not want to do it or because you are not sure that it is the right thing to do » (Oxford Dictionary, p. 1288)

**Self-confident:** « having confidence in yourself and your abilities » (Oxford Dictionary, p. 1387).

**Survey:** « an investigation of the options, behaviour, etc. of a particular group of people, which is usually done by asking them questions » (Oxford Dictionary, p. 1559).

## ***Introduction***

## **I. Introduction**

Speaking is key to communication; it is one of the two productive skills. Since we are living in a world where English is the lingua franca, researchers and teachers at all grade levels around the globe, for decades, have faced a common dilemma: how to develop EFL (English as Foreign Language) learners' speaking skill. They all agreed that the exposure of the learners to the authentic language can help them to develop their speaking abilities. Hence, they proposed the incorporation of audio-visual technology as pedagogical tools in EFL classes.

The integration of digital technologies in education challenges the teaching and learning process, especially in EFL classes. That is, when the classes are well equipped with technological materials, the process of teaching and learning depends on the teacher and the learners. This means that EFL teacher should be a guide, facilitator and participant sometimes. EFL learners should be motivated to learn in order to become active and productive agents in their learning process. In other words, they are required to receive input and produce output effectively and appropriately in the target language.

In the setting under investigation, the kind of technological tools that are used is the lab in their listening session which takes place once a week during one hour and fifteen minutes. Since the learning style differs from one learner to another, some students can find this very useful however, others may not be interested. In this situation, EFL learners are just receiving input, they have a limited time to express themselves, and this prevents them from improving their speaking ability.

In our daily life, we met people who are not native speakers of English but they are fluent. We always ask the question: what did these people do to develop their speaking skill. After asking some of them and after reading about previous studies in the field, we have understood that these people were exposed to the authentic language via the audio-visual technology tools. Therefore, we have decided to conduct this research to examine the effect of audio-visual technology aids as pedagogical on EFL learners' speaking skill. We wanted to discover by ourselves its advantages and disadvantages.

## II. Statement of the Problem and Research Questions

As a student of Master two degree at the University of Bejaia, during our experience, we noticed that all the teachers of oral expression sessions do their best to help their students to develop their speaking skill. They use different strategies and techniques, but without success. The majority of EFL learners at all levels still face difficulties to express themselves appropriately in English.

In addition, during a constant observation of second year LMD students at the department of English, university of Bejaia, in the oral sessions; the students' unwillingness to orally perform in English was clearly observable. In other words, they did not have the ability to express themselves effectively and their reluctance to speak English was noticeable.

It is the phenomenon stated above which pushed us to think about the Audio-Visual Technology, which is not used in oral expression sessions, to obviate those constraints.

Thus, our research is entited as following: « *Audio Visual Technology as Pedagogical Aids to Improve EFL Learners' Speaking Skill* » at the department of English, university of Bejaia. The independent variable is audio-visual technology, and the dependent variable is EFL learners 'speaking skill.

Throughout this academic research we want to find answers to the following questions:

- a) Is speaking skill difficult to develop? If yes, what makes it difficult for EFL learners?
- b) Can audio visual technology help EFL learners overcome their speaking difficulty? If yes, how ?
- c) What are the attitudes of both teachers and student towards using the audio-visual technology as pedagogical tools?

## III. Hypothesis

The difficulties that EFL learners encounter in their speaking can be attributed, in fact, to different factors, such as: the learners' personality (*shyness* for instance), lack of knowledge or interest to the topic, lack of authentic materials in classroom.

Thus, the hypothesis that can be suggested for these questions is:

At the University of Bejaia, EFL teachers do not use audio-visual technology during oral expression sessions. Hence its integration will help the students evolve their speaking skill and they will be communicatively competent.

#### **IV. Aims of the Study**

Learning English as a foreign language entails more than reading, writing, and listening skills; it also requires the speaking skill. EFL Learners need to have the ability to express themselves in an appropriate way in English. They are supposed to have a communicative competence, in other terms, to have the ability to use English language effectively.

It is a matter of fact that not all students can have access to private schools in order to improve their level in English language, sometimes because the training is expensive, or the reason can be the locality of their homes. For these reasons, the researcher thought about the integration of the audio- visual series, *Smart CHOICE* and *New English File*, in the oral expression sessions of EFL learners at the University of Bejaia.

Thus, the purposes behind conducting this academic research are:

- Enhancing EFL learners' speaking skill.
- Helping them to be communicatively competent.
- Encouraging EFL teachers to use the audio-visual technology in their classroom.
- Giving to EFL learners the opportunity to discover the English (*New English File*) and American (*Smart CHOICE*) programs which will help them to know how to behave in different situations and places.
- Establishing the importance of using the audio-visual technology in EFL classroom.
- To prove that the use of audio visual technology in EFL classroom is an effective method that helps both teachers and learners.
- Helping EFL learners to have the ability to speak in front of an audience without difficulties.

#### **V. Population and Sample**

The population of the present study is second year LMD students at the department of English, University of Bejaia. The sample is group one, it contains twenty one students: three boys and eighteen girls. They are around nineteen and twenty five years old. The reason

behind choosing this sample is their previous knowledge in English language. In other words, since they have already studied English language in middle school, secondary school and one year at the university, we consider that they will not face many difficulties to understand the language they will be exposed to.

## **VI. Research Methodology and Design**

The present study probes the effect of audio-visual technology as pedagogical aids on EFL learners 'speaking skill. To attain our goal, we opted for the quasi-experimental method; that is, our sample was already designed by the administration. This method is considered as the most appropriate for testing *cause* and *effect*. The tools used are both quantitative and qualitative.

## **VII. Data Collection Tools**

In the present research study, quantitative (questionnaires and tests) and qualitative (feasibility and observation) tools have been used to collect data needed. The first step was **feasibility** in which the researcher asked the students some questions to check whether the phenomenon really exists among EFL learners or not.

The second step is administration of **questionnaires**. According to (Dornyei, 2003), these data instruments help the researcher to gather factual (age and gender), attitudinal and behavioral data. Therefore, we developed; first, a survey questionnaire (see Appendix 2) which was administered to the whole population, in order to prove that EFL learners encounter difficulties in speaking ability. A second questionnaire (see Appendix 3) was designed for need analysis of our sample. The last questionnaire was handed to the teachers of oral expression. It aims at exploring the attitudes of the teachers of oral expression towards the use of audio-visual technology in their sessions.

Besides, classroom **observation** was adopted. Observation is to report things as they are in real life, but sometimes it is not enough, because students can hid many things like feelings, change of real behaviour, this can be confirmed by the words of (Cohen, 1998) who asserted that one disadvantage of observation is its inability to describe the internal and mentalistic feelings and processes. In our research, we have used pre and post observation in order to compare the performance and attitudes of students.

In order to evaluate our students' level and judge whether there is any development in their speaking ability, we needed to compare between the students performance at the beginning of our experiment and at the end. Therefore **pre** and **post tests** were used. In this respect, (Furst, 1990) asserted that testing students is an integral of the process of teaching, its objective is to judge whether any learning is materialized after teaching or not.

#### **VIII. Procedures for Analyzing and Treating Data**

In order to analyze and treat data collected in this research, the researcher has relied on frequencies, percentages and descriptive statistics.

#### **IX. Significance of the study**

In the present research, the focus was on the use of audio-visual technology in the teaching/learning speaking skill in EFL classroom.

Thus, the significance of our study can be summarized as follows:

- Since the use of technology does not take place in oral expression sessions, this study will help us experience a new way of teaching speaking through the use of audio-visual technology.
- It will give a chance to EFL learners to learn a correct pronunciation from its native speakers.
- Make both teachers and learners of EFL classroom aware of the audio-visual importance.
- English is the Lingua-Franca now, the present study will make student aware of how much expressing themselves appropriately in English is important in their future professional life.
- It will be beneficial and will help other researchers who are interested by the same topic in their future researches.

#### **X. The Organization of the Work**

The present study is divided into four parts. The general introduction, it introduces the statement of the problem and research questions, hypothesis, aims of the study, research methodology and design, population and sample, data collection tools, procedures for analyzing and treating data, significance of the study and organization of the work. The

second part is the first chapter; it refers to the theoretical framework of our study. It is divided into two sections; the first section includes the literature related to speaking skill; whereas, the second section encompasses the literature relevant to the audio-visual technology. The third part is the second chapter; it is composed of two sections. The first section is concerned with the description of the present study; the second deals with the analysis and data collection tools. Then part four, it is the general conclusion in which the whole thesis is summarized. In addition, the limitations, recommendations or implications and suggestions for further future researches are also provided in this part.



*Chapter One*

*Literature Review and Theoretical  
Framework*

## **Section One: Speaking Skill and its Importance in an EFL Class**

### **1. A Brief Historical Background of Language Teaching**

Learning a foreign language is not a new concept. Trade, education, traveling, diplomatic mission all lead to the need to learn a foreign language. Earlier, Latin was the lingua franca which was replaced by English. In the 14th and 15th century the classical languages like Greek and Latin were taught in Europe. But at the beginning of 16th century, their importance diminished because other modern European languages emerged like English, French and Italian; they became popular. According to Richards and Rogers (1986) during that period; teaching through ‘Grammar Translation Method’ (GTM) remained the same. This insisted upon learning grammar rules, vocabulary items and translation of the sentences from the target to the source language and vice-versa, this is on one hand. On the other hand, the major focus was on reading and writing, because the purpose for learning a language at that time was mainly to be able to read and write literature; whereas the speaking was totally neglected. There was no room for oral practice. By the mid of 19th century, the hold of (GTM) loosened. Finocchiaro and Brumfit (1983) pointed out that speaking skill gained its importance in ELT during the direct method era. In this period, the purpose of learning a language was to speak and think in that language without using the mother tongue. In this context, Brumfit and Johnson (1979) asserted that with the emergence of Communicative Language Teaching Approach (CLT) in 1970, speaking was based on functions and notions.

### **2. Different Definitions of the Speaking Skill**

Speaking is one of the four basic skills, (speaking, listening, reading and writing), that a foreign language learner is required to acquire. It has an important role in communication. Speaking skill has been given plentiful definitions by researchers in the field.

First of all, let us give brief definitions to the words ‘speak’ and ‘skill’.

#### **❖ Speak**

In Oxford Dictionary, the term ‘*speak*’ refers to the act of using the voice to talk to somebody about something, or to have a conversation with somebody, or to make speech to an audience (p. 1479).

Word origin: Old English *specan*; related to Old High German *spehhan* which means the ‘power, discourse and act’ (Online Collins Dictionary).

### ❖ Skill

According to Oxford Dictionary, the first known use of the word ‘*skill*’ goes back to the 13th century. And the word itself derived from the late old English term « *scele* » which means ‘knowledge’.

The term ‘skill’ is defined as: « *the ability to use one’s knowledge effectively and readily in execution or performance* » (Oxford Dictionary, p. 1467). In other words, a skillful person is the one who knows how to use her/his competence in her/his performance.

### ❖ Speaking Skill

(Gebhard, 1996, p. 169) said that: « *speaking is one of two productive skills in language teaching. It is a process of building and sharing meaning through the use of verbal or oral form* ». It means that, on one hand, speaking is the ability to produce language. On the other hand, people can understand each others through the process of speaking.

Similarly, (Harmer, 2001, p. 283) defined speaking as: « *a skill that describes activities where students are practicing real speaking events rather than just using speaking to practice specific language points* ». In other words, the purpose behind teaching speaking is learning how to convey and negotiate meaning in meaningful interaction between people rather than learning different language rules and aspects.

Furthermore, (Hedge, 2000, p. 261) asserted that « *speaking is a skill by which people are judged while first impressions are being formed* ». It means that one’s speaking mirrors her/his behaviour, feelings and attitudes. In this context, Brown and Levinson (1987) defined speaking in terms of function. In other words, speaking reflects the speaker’s intention, that is; when the speaker uses threatening act: it is a direct speech act through which the speaker gives the impression that she/he has a social power over the other person, for instance ‘*give me that*’, or when the speaker uses saving act: it is an indirect speech act in the form of question which removes the assumption of power like ‘*can you give me that?*’.

Throughout these definitions, we understand the importance of speaking as an interactive process in foreign language learning and a means to convey and negotiate meaning between people. As a result, speaking skill depends on the speakers' intentions, goals and objectives.

### **3. Methods and Approaches of Language Teaching**

'Method' and 'approach' are not new concepts in language teaching. From grammar Translation Method (GTM) until our days the methodologists developed more than seventeen methods and approaches to help the teachers to structure well their lessons. Before dealing with the main different methods and approaches in details, it is noteworthy to define first the two concepts. Edward Anthony is an American linguist who developed them.

#### **❖ Approach**

(Anthony, 1963) claimed that: *«approach refers to the philosophy of the nature of the language teaching and learning. It covers linguistics and psychology. This defines 'what' and 'how' of language teaching and learning »* (as cited in Richards & Rogers, 1986, p. 35). This means that the term approach contains two elements, the first is the theory of the language which is concerned with the language itself (is it structural, functional...etc). The second element is the theory of language learning, it means how the learners are going to learn the language. In other words, the theory of language leaning is chosen according to the theory of language teaching.

#### **❖ Method**

In addition, (Anthony, 1963) defined method as: *«method deals with an overall plan for the presentation of language material based on an approach. It is procedural »* (as cited in Richards & Rogers, 1986, p. 35). This means that a method is the way of doing something.

Let us deal with different methods and approaches of language teaching.

#### **3.1. Grammar Translation Method (GTM)**

According to Richards and Rogers (1986), this method ruled the language teaching scene from 1840 to 1940. Since this method did not follow any linguistics or learning theory it was called a method and not an approach. Its major focus was on reading and writing, because the purpose for learning a language at that time was mainly to be able to read and write literature;

whereas, the speaking was neglected. There was no room for oral practice. Richards and Rogers (1986) summarized the main points on which this method focused as follows:

- Translating from the source language to the target language and vice versa.
- Reading and writing skills.
- Learning of vocabulary items based on reading text.
- Grammar teaching in deductive way, rules to be memorised first and then practised through translation exercises.
- Sentence as a basic unit.
- Accuracy mistakes are not allowed.

Richards & Rogers (1986, p. 36)

Grammar Translation Method was totally rejected by Reform Movement.

### 3.2. Reform Movement

According to Richards and Rogers (1986) asserted that the reform movement, in the 19th century, made many changes. First of all, it gave much importance to the spoken language and rejected the grammar translation method because it had no room for oral. It gave birth to new methods to improve oral proficiency. Linguistics was established as a science. In 1886, the International Phonetics Alphabet (IPA) was designed. The main characteristics of the reform movement are :

- Oral based methodology and study of spoken language.
- Phonetics training for the correct pronunciation.
- Use of dialogue in conversational text.
- Inductive method of teaching grammar.
- Use of target language.

Richards & Rogers (1986, p. 37)

Based on these principles, '*Direct Method*' developed.

### 3.3. Direct Method

Finocchiaro and Brumfit (1983) declared that direct method is a monolingual method which gave much importance to the spoken language and focused on the direct use of the target language without translation in mother tongue. In addition, speech was considered

primary, and grammar was taught through the inductive method, it means first the examples are given then the explanation of the rules. Finocchiaro and Brumfit (1983) summarized the principles of direct method as follows:

- Learners should be exposed to good models of language by listening.
- Phonetics should be practiced in the classroom and the teachers should be trained in it.
- Words should be properly pronounced and presented in meaningful context.
- Grammar should be taught inductively.

Finocchiaro & Brumfit (1983, p. 102)

Moreover, Finocchiaro and Brumfit (1983) explained that this method was very successful in developing learners' oral fluency, especially in elite and private schools. But language is not only speech. Thus, by the 1920s, the importance of direct method declined as it lacked a methodological base in Applied Linguistics.

Applied linguists attempted, during 1920s and 1930s, to systematise the principles of language teaching advocated by reform movement. This gave birth to the Oral Structural Approach in Britain.

### **3.4.The Oral/Structural Approach and Situational Language Teaching**

Richards and Rogers (1986) elucidated that this approach was popular in Britain from 1930s to 1960s. Harold Palmer and A.S. Hornby were its main propagandists. They developed a scientific foundation for an oral approach in which they followed the behaviouristic principles of learning like habit information, accuracy, limitation and gradation. Palmer and Hornby opted for vocabulary and grammar. They considered reading as a very important skill in learning a foreign language.

The two scholars asserted that in 1953, based on the importance given to reading skill, Michael West developed '*Reading Method*' with a general service list of 2000 words written with controlled vocabulary based on frequency. Around the same time, the Hornby's « *Advanced Learners' Dictionary* » was published.

They added that *Oral/Structural Approach* followed the principle 'from simple to complex'. It gave much importance to the learning of structures, sounds and words. Drills and repetitions were the main techniques used. The use of mother tongue was not allowed and grammar rules were not explained but learned through the structures.

According to Richards and Rogers (1986), '*Oral/Structural Approach*' led to '*Situational Teaching*'. They asserted that spoken language was primary. The focus of teaching in class was on the oral language use. In the classroom, the learners learned new language items through the situations that their teacher presented, for instance the teacher says: '*open the door*'; here the learner understands the message from the context and learns the imperative structure in the target language. Then the teacher repeats the structure without translation. Hence, new structures are learnt situationally and practised in the classroom.

Based on Oral/Structural approach, Audio-Lingual Method emerged and became popular in America during the Second World War.

### **3.5. Audio-Lingual Method**

Richards and Rogers (1986) asserted that speaking was considered to be a very important skill during the second world war, because the soldiers were required to have oral proficiency in foreign languages within a short period of time. To achieve this goal, technology was introduced to the language teaching classes. Language laboratories were established. Tape and audio cassettes were used. The main characteristics of this method are:

- Structure was the starting point.
- Systematic attention was paid to pronunciation.
- Intensive oral drilling of the sentence pattern was given.
- Dialogues were used for repetition and memorisation. The emphasis was on stress, rhythm and intonation.
- It followed Aural-oral approach, where listening and speaking tasks were followed by reading and writing.
- Accuracy based. Errors were not allowed.

Richards & Rogers (1986, p. 38)

Richards and Rogers (1986) stated that in the 1960s, audio-lingual method was criticized and began to decline because the learners were passive and had no control over learning.

### **3.6. The Notional- Functional Approach**

According to Finocchiaro and Brumfit (1983), this approach emerged in Britain when the situational teaching approach declined. They declared that the Notional-Functional Approach was first developed by a group of experts, these members designed language courses based on

unit credit system. Unit tasks were divided into portions or units; each unit corresponded to a component of learner's needs and is systematically related to all other portions. After that, D.A. Wilkins developed this approach for the purpose of teaching language. He focused on the relationships and the situations in which language is used. In other words, he emphasised on the language styles, it means formal, semi-formal and informal. For instance, the students do not address their teacher the same way they address their classmates. In addition, Brumfit and Johnson (1979) argued that Wilkins based his study on functions such as: greeting, apologising, inviting, giving information. And notions such as: duration (time), location (place), quantity etc.

The functional-notional approach gradually developed into communicative approach.

### **3.7. The Communicative Language Teaching Approach (CLT)**

According to Brumfit and Johnson (1979) communicative language teaching approach started in the seventies and it is still popular in the nineties and twenties. Its main propagandists are M.A.K Halliday, Widdowson, Dell Hymes, Brumfit, Searl and Austin.

Brumfit and Johnson (1979) summarized the features of this approach as follows:

- It aims at developing the four language skills.
- It focuses both on form and meaning, but also on structure and function.
- It gives more importance to fluency than accuracy and errors are considered as an integral part of learning.
- It follows the cognitive theory of learning with emphasis on learning by doing.
- Grammar is taught in an inductive way.
- It is a learner centered approach and learners' needs are very important.
- The teacher must be a facilitator and guide.
- Classroom techniques to learn the language include individual, pair and group work, discussions, role play.

Brumfit & Johnson (1979, p. 116)

Furthermore, Richards (2001) asserted that this approach was the first which introduced the concept of « *communicative competence* ». According to him a person who is communicatively competent is that person who has the ability to use the language effectively; it means a person who masters the language. In addition, he explained that communicative



language teaching approach has two versions. The first, it is the strong version, says '*language is acquired through communication*'. It means that, if somebody wants to learn a foreign language he has to communicate with this foreign language. The second, which is the weak version, says '*learn language to communicate*'. This means, learning language for communicative purposes.

After considering the main methods and approaches of language teaching, we can say that it is noticeable that, almost all the methods and approaches considered speaking to be a very important skill in learning a foreign language. The last approach, communicative language teaching approach, is the one which better suits the suggested hypothesis. Because our goal is to make the learners able to express themselves effectively in English language. This approach aims at improving the speaking skill by taking into consideration the aspects of language such as: grammar, vocabulary, and pronunciation.

#### **4. The Relationship Between the Speaking Skill and the Other Skills**

Many researchers like Tarigan, and Nunan, in their definitions of speaking, mentioned the relationship between speaking and other skills.

##### **4.1. The Relationship Between Speaking Skill and Listening Skill**

In his definition, (Tarigan, 1990, p. 3) said: «*speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned*». This means that speaking skill is acquired through listening skill. In other words, the child, first of all, receives language then produces it. It means that a good listener is a good speaker. We do agree with the author's point of view, because we believe that speaking cannot be separated from listening. In other terms, when we speak we produce a text and it should be meaningful and in the nature of communication there is the speaker, the listener, the message and the feedback.

##### **4.2. The Relationship Between Spoken Language and Written Language**

To discover how much speaking is deeper, Nunan (2000) made a comparison between spoken language and written language. See table (1)

Spoken language	Written language
Auditory	Visual
Temporary; immediate reception.	Permanent reception; delayed reception.
Prosody (rhythm, stress and intonation).	Punctuation.
Immediate feedback.	Delayed or no feedback.
Planning and editing are limited by channel.	Unlimited planning, editing, revision.

**Table 1:** *Spoken Language vs Written Language (Nunan, 2000)*

This table explains how does Nunan (2000) differentiate between spoken and written language. He asserts that, first, spoken language is auditory; it means it is listened by the others. But written language is visual which means it is represented through specific symbols that are seen by the others. Second, spoken language is temporary with immediate reception; this means that the perception is done at the same time of the production immediately. However, written language is permanent; this means that its perception can be delayed. Third, when we listen to the speakers, we feel that their language has special prosody like rhythm, stress and intonation; whereas, written form is characterized by the punctuation. The fourth difference is concerned with the feedback; when people speak they need immediate feedback in order to communicate directly, but when it comes to writing the feedback can be delayed or no feedback at all. Lastly, the speaker must pay attention because planning and editing are limited by the channel; by contrast, in the written language there is an unlimited planning and revision in any written part.

#### **4.3. The Relationship Between Speaking Skill and Reading Skill**

In the process of reading, there are those who prefer to read silently and those who read loudly. Lyman (2006) called the second category 'productive readers'. According to him reading loudly refers to the process of getting linguistic information via print then converting them into output. This means that during the process of reading (loudly), the reader receives input and produces output at the same time. This explains the relationship between reading and speaking.

Similarly we admit that, on one hand, loud reading helps the learners to acquire correct pronunciation, stress, accent, pauses, and intonation pattern of the language. On the other

hand, it helps the learners to read with self-confidence their research papers during the viva or seminars.

## **5. Errors in Spoken Language**

There are different types of errors that may occur in the learners' speech.

### **5.1. Mispronounced Phones**

The pronunciation of difficult phones and phone sequences is the first problem that usually learners face when they speak. According to Neri (2001) there are people who find difficulties in foreign language sounds pronunciation. Neri (2001) argued by giving the example of Russian learners who are sometimes unable to produce palatalized consonants, such as /l'/, /p'/, /t'/, and learners of French and Polish who may have problems with the pronunciation of nasal vowels.

### **5.2. Spelling and Pronunciation**

In many languages, the difference between the spelling and the pronunciation tends to cause errors, especially at beginner level. In this respect, (Neri, 2004, p. 79) said: «*problems may occur in pronunciation of words that are familiar to the learner only in written form*». This means that, words and morphs in which the spelling differs from the pronunciation may be pronounced as they are spelled.

Furthermore, Wachowicz and Scott (1999) asserted that another common mistake is interpreting some combinations of characters in accordance with the spelling rules of another language. For instance, beginner learners of Italian who know English may pronounce *ch* like /tʃ/, when the correct pronunciation is /k/.

### **5.3. Lexical stress**

(Hincks, 2005, p. 181) said: «*lexical stress in polysyllabic words that are familiar to students mostly in written form can sometimes be placed incorrectly*». This means that, sometimes, EFL learners already know the written form of polysyllabic words, but when they pronounce these words they make errors, that is; they do not make the lexical stress in its right place. In this context, Hincks (2005) gives some examples of English words that are often mispronounced by Swedish learners: «*access, capacity, component and contribute*».

#### 5.4. Intonation

Intonation is often important for intelligibility of the speaker's utterances. In linguistics, intonation refers to the variation of spoken pitch which is used for a range of functions, such as indicating the speaker's emotions and attitudes, making difference between statements and questions or between different types of questions. Accordingly, (Bonaventura & Howarth, 2000, p. 187) said: *«in Russian interrogative clauses the intonation often helps to interpret the meaning of the questions and to distinguish them from affirmative clauses »*. From this we can understand that a small error in the intonation can change the meaning of the speaker's message.

#### 5.5. Comprehension

According to Dalby (1999), a fast speech tempo can cause problems in comprehension. This means that people have to go more slowly when they speak; otherwise, the listener will not understand the input she/he receives.

Furthermore, (Jo & Doshita, 1999, p. 221) asserted that *«beginning learners of languages like French and Danish, in which the spelling differs significantly from the pronunciation, may experience difficulties in understanding spoken language»*. This is true, because the difference between the spelling and the pronunciation in some words causes problems to the learners who are familiar with the spelling of the word, for instance the word 'knife'; some beginners pronounce the sound /k/.

#### 5.6. Other errors

Spoken language happens unconsciously through interaction between people, it does not include only sounds, but also grammar and vocabulary. In this context (Holland, 2005, p. 81) said,

*Speaking about the errors in the spoken language we should not forget about the grammar and the vocabulary. When speaking, the learner usually does not have time for thinking, looking up words in a dictionary, checking every sentence or using a grammar book. As a consequence many learners tend to make more grammar errors and lexical errors in speaking than in writing.*

From this quotation, we admit that, spoken language errors include also grammar and vocabulary errors, because speech happens spontaneously and the speaker does not control each word of her/his output.

Along with the errors we have mentioned, there are also others cited by Halliday (1989), they refer to another kind of errors that students face in speaking; they are called '*homophones*'. It means words that have the same pronunciation but different spelling and meaning.

Table (2) shows the most twelfth (12th) homophones in which people make errors and mix up between them.

1. its vs. it's	7. affect vs. effect
2. there vs. their vs. they're	8. here vs. hear
3. lose vs. loose	9. accept vs. except
4. whose vs. who's	10. then vs. than
5. your vs. you're	11. to vs. too vs. two
6. write vs. right	12. were vs. where vs. we're

**Table 2:** *The most twelfth homophones in which people make errors (Hallidy, 1989)*

### 5.7. Minor language production problem (MLPP) or errors

There are some problems, related to the language production, that are considered as errors in spoken language. These errors happen when the brain and the speech production find difficulties to work together smoothly. Freud (1930) divided these errors into two types:

#### 5.7.1. The tip of the tongue

Freud (1930) explained that the tip of the tongue refers to an eluding word that does not come to the surface, that is; the speaker knows the word but she/he cannot recall it, for instance when a speaker wants to say a word and she/he forgets it and says 'a...a...a...a' in the tip of her/his tongue.

#### 5.7.2. The slips of the tongue (spoonerism)

According to Freud (1930), the slips of the tongue refer to the tangled expressions that are usually accidental and may have comic effects. He added that they are also called '*spoonerism*' this name refers to '*William Spooner*' who was clergy man at the Oxford

University, when this man spoke he always made this kind of errors this is why his name was given to the slips of the tongue.

Furthermore, Freud (1932) divided the slips of the tongue into three parts:

#### **5.7.2.1. Sounds errors**

They happen when the seaker mixes between two sounds. For instance, instead of saying flower **pot** the speaker says **power flot**.

#### **5.7.2.2. Morphemes errors**

They happen when the speaker mixes between two morphemes. For instance, instead of saying self **destruct** **instruction** the speaker says self **instruct** **destruction**.

#### **5.7.2.3. Words errors**

They happen when the speaker mixes between words. For instance, instead of saying close the **door** with the **key** the speaker says close the **key** with the **door**.

### **6. Importance of Speaking Skill**

Before dealing with the importance of speaking skill, we think that it is noteworthy to elaborate first the importance of English language and its status in the world.

#### **6.1. Importance of English Language**

Many reseachers made reseaches about English language, and tried to make predictions about its status before it became the lingua France. For instance, (Chesterfield, 1750) said: *«I have... a sensible pleasure in reflecting upon the rapid progress which our language has lately made, and still continues to make, all over Europe »* (as cited in Crystal, p. 73). It means during that period English already started to spread all over Europe.

At a time when French was recognized as the language of international diplomacy, in America, (Hume, 1767) saw the key to the future success of English, he said: *‘let the French, therefore, triumph in the present diffusion of their tongue. Our solid and increasing establishments in America...promise a superior stability and duration to the English language’* (cited in Crystal, p. 74). When we read this sentence, we understand that Hums was certain that French will decline and as if he was saying to French ‘you do not have still more time’.

In addition, (Adams, 1780), as part of his proposal to Congress for an American Academy, was in no doubt, he said: « *English is destined to be in the next and succeeding centuries more generally the language of the world than Latin was in the last or French is in the present age* », (cited in Crystal, p. 74). Adams compared English language to Latin which declined and assestted that French will follow the same way of Latin. In his writing, it is obvious that Adams was certain that English will become the lingua Franca in few times.

Furthermore, the German leading philologist of his time, (Grimm, 1851) commented that « *of all modern languages, not one has acquired such great strength and vigour as the English* », and concluded that: « *it may be called justly a language of the world...destined to reign in future with still more extensive sway over all parts of the globe* » (as cited in Crystal, p. 74). This means that, English language is going to be the queen of all languages and will dominate the world.

Based on the prevous studies, (Pitman, 1873) concluded that in the year 2000 the most important languages that will be spoken are:

Italian	53,370,000
French	72,571,000
Russian	130, 479,800
German	157,480,000
Spanish	505,286,242
English	
Europe	178,846,153
United States and non European British dependencies	1,658,440,000
} 1,837,286,153	

**Figure1:** *The predictions about the languages that would be the spoken in 2000, (Pitman, 1873).*

In 2000, David Crystal designed a table in which he elucidated the different territories all over the world where where English continues to hold a special place. Let us consider the following table.

Territory	Population (2001)	Usage estimate
<b>American Samoa</b>	67,000	<b>L1</b> 2,000 <b>L2</b> 65,000
<b>Aruba</b>	70,000	<b>L1</b> 9,000 <b>L2</b> 35,000
<b>Australia</b>	18,972,000	<b>L1</b> 14,987,000 <b>L2</b> 3,500,000
<b>Bangladesh</b>	131,270,000	<b>L2</b> 3,500,000
<b>Bermuda</b>	63,000	<b>L1</b> 63,000
<b>British Virgin Islands</b>	20,800	<b>L1</b> 20,000
<b>Canada</b>	31,600,000	<b>L1</b> 20,000,000 <b>L2</b> 7,000,000
<b>Dominica</b>	70,000	<b>L1</b> 3,000
<b>Hong Kong</b>	7,210,000	<b>L1</b> 150,000 <b>L2</b> 2,200,000
<b>India</b>	1,029,991,000	<b>L1</b> 350,000 <b>L2</b> 200,000,000
<b>Ireland</b>	3,850,000	<b>L1</b> 3,750,000 <b>L2</b> 100,000
<b>Liberia</b>	3,226,000	<b>L1</b> 600,000 <b>L2</b> 2,500,000
<b>Malaysia</b>	22,230,000	<b>L1</b> 380,000 <b>L2</b> 7,000,000
<b>Pakistan</b>	145,000,000	<b>L2</b> 17,000,000
<b>Philippines</b>	83,000,000	<b>L1</b> 20,000 <b>L2</b> 40,000,000
<b>Puerto Rico</b>	3,937,000	<b>L1</b> 100,000 <b>L2</b> 1,840,000
<b>Sierra Leone (c)</b>	5,427,000	<b>L1</b> 500,000 <b>L2</b> 4,400,000
<b>Singapore</b>	4,300,000	<b>L1</b> 350,000 <b>L2</b> 2,000,000
<b>South Africa</b>	43,586,000	<b>L1</b> 3,700,000 <b>L2</b> 11,000,000
<b>United Kingdom</b>	59,648,000	<b>L1</b> 58,190,000 <b>L2</b> 1,500,000
<b>United States</b>	278,059,000	<b>L1</b> 215,424,000 <b>L2</b> 25,600,000
<b>Zambia</b>	9,770,000	<b>L1</b> 110,000 <b>L2</b> 1,800,000
<b>Zimbabwe</b>	11,365,000	<b>L1</b> 250,000 <b>L2</b> 5,300,000

**Table 3:** *Territories Where English Continues to Hold a Special Place (Crystal, 2003).*



In this table, **L1** stands for people who have a variety of English as a first language, or mother tongue. **L2** stands for people who have learned a variety of English as a second language, in addition to their mother tongue.

After dealing with the different predictions about English language status, and the huge number of speakers all over the world, we come to the notion that, English as the lingua franca is not a new concept. It has been given this status since decades. This explains its importance and the need to learn it. Hence, EFL learners must have the ability to express themselves effectively in English.

## **6.2. Importance of speaking skill**

Speaking skill has always been part of the classroom. Teachers have long understood the importance of using language to transmit ideas. Frey and Fisher (2008) claimed that in the early history of education, teachers talked for most of the instructional day while students were quiet and completed their assigned tasks. Students were expected to memorize facts and be able to recite them. They asserted that in most classrooms of the late 1800s, the age range was very diverse. It means that, in the same classroom, teachers might have students who were 5 or 6 years old and others who were 15 to 18. Talking by students was not the norm. In fact, students were punished for talking in class, even if the talk was academic! Over time, educators realized that students had to use the language if they were to become better educated. As a result, well-intentioned educators called on individual students to respond to questions. Teachers expected them to use academic language in their individual responses, and as students spoke, teachers would assess their knowledge.

The followings show the importance and the values of speaking skill.

First of all, it is through language that human beings are civilized. This can be asserted by the words of (Huxley, 1958, p. 167) who said that: « *Language has made possible man's progress from animality to civilization* ». He did not stop here, he continued to explain the importance and the value of spoken language in the human being life, he said:

*Language permits its users to pay attention to things, persons and events, even when the things and persons are absent and the events are not taking place. Language gives definition to our memories and, by translating experiences into symbols, converts the immediacy of craving or abhorrence, or hatred or love, into fixed principles of feeling and conduct (p. 168)*

From this quotation, we can understand that spoken language reflects our way of thinking, it interprets our ideas and facilitates things. We do agree with this, because it is through speaking that people can express themselves, speak about previous experiences, exchange information about event, place or person.

Language is a tool for communication. Without speech we cannot communicate with one another. Accordingly, (Johnson, 1981, p. 187) claimed that: « *The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations* ». This is true, language is used in different situations, but sometimes an error in speaking can result in problems, this is why it is important to master the language, this can be confirmed by (Ur, 1996, p. 35) who said: « *researchers at their work, either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in order to communicate well with one another. Any gap in communication results in misunderstandings and problems* ».

Speaking skill plays an important role in literacy development. In this context (Britton, 1983, p. 11) said: « *Reading and writing float on the sea of talk* ». In fact, oral language helps the student especially when she/he reads loudly. Speaking skill also plays an important role in writing; it helps the student to use new expressions and vocabulary. This can be confirmed by the words of Robert Frost (n.d) once he said: « *I read and I am a writer of books in retrospect, but I talk to understand, I teach to learn* » (as cited in Rodgers, 1986, p. 155).

One of the most important reasons behind mastering a language is educational. In this context, (Mushabela, 1983) said:

*learning and using English will not only give us the much-needed unifying chord but will also land us into the exciting world of ideas; it will enable us to keep company with kings in the world of ideas and also make it possible for us to share the experiences of our own brothers in the world...* (as cited in Crystal, p. 111).

From this quotation we understand that mastering a language illuminates the learners' mind. Through language people discover new cultures and civilizations and experience new events and get more ideas. According to us, mastering a language gives more values to the person.

In addition, due to the status that English has gained nowadays, we can say that it is the medium of a great deal of the world's knowledge especially in science, technology and business areas. Thus, the need to master it is increasing day after day. Accordingly, (Eysenck, 1989, p. 220) said: «*English is the language at the edge of scientific and technological development*».

Furthermore, Ramelan (1992) elucidated that when speaking skill is mastered, helps students to gain promotion for further education and find employment easily. This means that student who masters language has a great chance to gain both a scholarship and to be integrated easily in the professional domain.

Besides, (Brown, 2004, p. 137) claimed that: «*speaking skill when it is mastered, it increases the self-esteem of the speaker*». This means that students who can speak English well have a high self-esteem. We do agree, because this is what we have noticed in some students in the setting under investigation. Generally, these students succeed in their life.

From these views, comments, arguments and proofs, we recognize how important the speaking skill is, not only in EFL class, but in all domains of human life. This is why all foreign language researchers focus on speaking skill and try to find methods and techniques that help EFL learners to develop their communicative competence.

## **7. Speaking Difficulties**

Speaking is more than making vocal sounds. We can say that speaking means to converse, and expressing one's feelings and thoughts or information in spoken language. In the process of teaching/ learning speaking skill, there are students who face some difficulties to acquire and teacher to teach it. The coming ones are some obstacles and difficulties that we could summarize.

Concerning the importance of speaking skill, Brown (2004) claimed that students who master the language have a high self-esteem. (Singh, 2013, p. 66) shared the same view with her and said: «*students' lack of confidence is one of the factors that impede them to be fluent in English*»). From this, we understand that one of the difficulties that retain EFL learners to express themselves effectively in English is their lack of confidence. In fact, this is what we noticed in some students of the group under investigation. Because of their lack of confidence and timidity, they avoid speaking in front of their classmates and their teacher.

In addition, there are students who are not risk takers. In other words, they have a certain reluctance to speak because they fear of making mistakes and are afraid of their teacher's and peers' feedback, hence they will not venture in order to save their image. This can be confirmed by (Pearse, 2010, p. 66) who said: *«students who are less risk takers will not venture to speak in order to save their image»*.

Moreover, a limited vocabulary is one of the obstacles that prevent the students from speaking effectively. Accordingly, (Halliday, 1988) said: *«a limited vocabulary results the breakdown in communication »* (p. 199). We do agree with this, because sometimes students have a high self confidence and do efforts to speak but nevertheless fail to express themselves effectively in English, and the reason is their limited vocabulary.

Furthermore, Freud (1936), in his investigation, brought to light the problems of certain category of students. That is, those students who were born with a flaw in the tongue which prevents them to pronounce the words correctly. Freud considered this shortcoming as a difficulty to speak. He explained that, though the student is motivated and wants to speak, this flaw will cause her/his reluctance to express herself/himself effectively in the target language.

Besides, speaking difficulties concern not only the learners, but even EFL teachers. It is a matter of fact that EFL teachers encounter difficulties when they try to develop their students' speaking skill. (Abdel Fattah, 2006) shares the same view, he said:

*Teachers face many problems in their teaching of speaking because giving each student sufficient time to speak within the constraints of the lesson is not easy especially that many teachers have large classe of students who they must keep control of* (p. 17).

We understand from this quotation that the two major difficulties that an EFL teacher faces when she/he teaches speaking are the time constraints and large class. But we believe that if the teacher focuses on communication activities and uses the strategies that help him/her to reach the goal of the lecture, this will help both the teacher and the learners.

Another difficulty that the teacher can face when she/he teaches speaking is the students' lack of interest to the topic. In her investigation, Brown (2011) claimed that when EFL learners show a lack of interest to the topic they will never make efforts or try to improve their speaking in the target language. Thus, we strongly agree with this view on one hand. On the other hand, we believe that if EFL teacher applies the humanistic approach, that is, she/he

takes into consideration the needs and interests of the learners when she/he designs the syllabus, the objective will be reached.

## **8. Speaking Skills**

Speaking skills are the skills that give to the learners the ability to communicate effectively in the target language. These skills allow the speaker to convey her/his message in a passionate, thoughtful and convincing manner. They also help to assure that one will not be misunderstood by the listener(s). Accordingly, Shastri (2010) summarized these skills as follows:

The learners should be taught to:

- Introduce themselves and others.
- Talk about themselves to others.
- Ask questions and answer.
- Describe people, place, object and process.
- Agree and disagree on any subject.
- Make enquiries and complaints.
- Ask and give direction and instruction.
- Argue, persuade and convince others.
- Participate in-group discussion as initiator, contributor, critic or reporter.
- Announce and compere an event.
- Participate in debate.

Shastri (2010, p. 113)

## **9. Speaking Situations**

Speaking is a productive skill that involves more than just pronouncing words. Speaking happens in different kinds of situations. Similarly, Biber (2006) elucidated three situations in which speaking happens.

### **9.1. Interactive Speaking Situation:**

Includes face-to-face conversations and telephone calls, in which people are alternately listening and speaking, and in which they have chance to ask for information, clarification, repetition, or slower speech from the conversation of the partner.

### **9.2. Partially Interactive Situation**

It includes the case of giving a speech to a live audience, here the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood.

### **9.3. Non-interactive situation**

It includes few speaking situations which may be totally non-interactive, such as when recording a speech for a radio broadcast.

## **10. Needs Analysis for Effective Speaking**

Moreover, we consider that, being skillful in speaking a language entails the mastery of more than one skill. That is, speaking skill necessitates the mastery of other skills and language aspects. We summarized them by dividing them into communicative competence and communicative performance.

Accordingly, Chomsky (1965) introduced the term '*competence*' and '*performance*' in modern linguistics. He strongly claimed that competence refers to the knowledge of grammar and other language aspects of the speaker, while performance is mainly concerned with the production of language itself.

### **10.1. Communicative Competence**

Refers to the learner's previous knowledge that makes him/her able to do something well. It is divided into four sub-skills that are: linguistic competence, sociolinguistic competence, discourse competence and strategic competence.

### 10.1.1 Linguistic Competence

It refers to the knowledge of the rules of grammar, vocabulary and accurate pronunciation. In other words, linguistic competence is concerned with the mastery of language aspects. Accordingly, Canal and Swain (1983) explained that a person who is linguistically competent is the one who has knowledge of lexical items, rules of morphology, syntax, phonology, semantics, sentence-grammar, vocabulary, and pronunciation. According to them, this person should also have the ability to use this knowledge.

#### 10.1.1.1 Grammar

The study of grammar has had a long and important role in the history of both second language and foreign language teaching. For centuries, to learn another language, meant to know the grammatical structures of that language.

Accordingly, (Crystal, 2004, p. 14) defined grammar as follows: «*grammar is the structural foundation of our ability to express ourselves*». From this definition we can understand how much it is important to master grammatical structures. In other words, the more the learner is aware of how it works the more she/he becomes skilled. It is through grammatical structures that the learners know how to combine the morphemes to get a word.

#### 10.1.1.2 Vocabulary

Without words to express a wide range of meaning, communication in a foreign language cannot happen in any meaningful way. Accordingly, (Thornbury, 2002, p. 114) stated:

*If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words.*

To comment, we do share the author's point of view because vocabulary is a body of words that a person knows and uses in her/his daily life communication. Without this list of words communication cannot take place. (Harmer, 2001, p. 246) argued that: «*If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh* ». This means that vocabulary is considered as a heart to communication. In addition, limited vocabulary causes the breakdown in communication. Similarly, (Allen,

1983, p. 5) asserted that: « *communication breaks down when people do not use the right words* ».

### **10.1.1.3 Pronunciation**

(Hornby, 1974, p. 669) defines pronunciation as: «*the way in which a language is a spoken, way in which a word is pronounced*». It means that pronunciation is an important component of language, including its aspect like accent, stress, and intonation. In fact, we admit that a good and correct pronunciation helps the learners to overcome the regional accent and wrong pronunciation. And we believe that speaking cannot be separated from pronunciation as it encourages the learners to learn English sounds.

### **10.1.2 Sociolinguistic Competence**

Sociolinguistic competence has to do with the language use in society. This can be confirmed by the words of (Canale, 1983, p. 7) who said:

*« Sociolinguistic competence means the knowledge of the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts depending on contextual factors such as status of participants, purposes of the interaction, and norms or conventions of interaction ».*

From this quotation, we admit, that for an EFL learner to be sosio-linguistically competent, she/he must have the ability to speak and understand the target language in an appropriate way. In addition, EFL learner should be aware of the social norms and functions of language, it means she/he knows when, where to how, with whom to speak? When to apologize, or to give an advice for instance. This of course can help EFL learner to be easily integrated in different kinds of discourse with confidence and high self esteem.

### **10.1.3 Discourse Competence**

It refers to the ability to connect sentences together through the use of discourse markers such as: in addition, moreover, also...etc, in order to produce a well organized and intelligible speech. As (Thornbury, 2002, p. 15) claimed:



*«The use of discourse markers is important in terms of fluid management of interactive talk; they are used to signal one's intentions, to hold the conversation turn, and to mark boundaries in the talk».*

We do agree with this view, because sometimes, EFL learners though they know the grammatical structures and vocabulary, they cannot join together the sentences to express themselves effectively and the reason are the lack to the discourse markers knowledge. In other words, these learners do not know how to use the discourse markers to combine their sentences in order to make a cohesive and coherent speech.

#### **10.1.4 Strategic Competence**

(Canale, 1983, p. 30) defined strategic competence as follows: *«strategic competence is made up of verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication»*. Similarly, we admit that strategic competence refers to the speaker's ability to use communicative strategies that help him/her to avoid the breakdown in communication. These strategies can be either verbal or non-verbal. This means that to maintain the conversation, sometimes, the speaker uses for instance substitution, paraphrasing or coining as well as gestures or symbols.

### **10.2. Communicative Performance**

Communicative performance refers to how well the student produces language. Our investigation permits us to say that one of the main objectives of teaching the skill of speaking English is to develop the ability to express oneself intelligibly, accurately and fluently. The two characteristics are important in classroom interaction. Hence, we admit that, an EFL learner is required to be fluent and accurate in her/his performance. But there should be an equilibrium between fluency and accuracy because more focus on accuracy inhibits fluency and vice versa.

#### **10.2.1. Fluency**

The term fluency has been given myriad definitions by researchers in the field. We will only limit ourselves with the one which suits to our research.

Bartz and Schulz (n.d) said: *«Fluency does not refer to absolute speed of delivery, since native speakers of any language often show wide variations in this area. Fluency refers to overall smoothness, continuity and naturalness of the student's speech»* (cited in Ascione, p. 13).

To comment, we do agree with the authors, because being fluent does not mean to speak quickly without making a pause. For us, a fluent student is the one who can produce coherent communicating messages. Understands and responds with continuity. The student who knows how and when to use communication strategies to maintain the conversation to not breakdown. In few words, a fluent student is the one whose speech has fluidity and hesitates less.

### 10.2.2. Accuracy

An accurate speaker is the one who has the ability to use grammar correctly. Accordingly, (Oxford dictionary, p.11) defines the term accuracy as: « *the state of being exact or correct; the ability to do something skillfully without making mistakes* ». Additionally, Ellis (2003) claimed that accuracy refers to the degree to which the target language produced during the performance of tasks applies the rules of this target language.

### 10.3. Self-confidence

When an EFL learner is self-confident it means that she/he has no doubt about her/his knowledge and ability to express herself/himself effectively in English. This can be confirmed by the words of (Brown, 2004, p. 140) when she asserted that « *speaking skill when it is mastered, it increases the self-confidence of the speaker and vice versa* ». This means that speaking skill and student's self-confidence go hand in hand. In other words, when the learner has a high self-confidence this will increase her/his motivation to speak and vice versa. This is what we have noticed in the group under investigation. Some students avoided speaking at the beginning of our research, but at the end we were astonished because their behaviour has totally changed, when they were asked they claimed that they have self-confidence.

To put it in a nutshell, being skillful in speaking is not an easy task. EFL learners are required to master other skills and language aspects that help them to communicate effectively in the target language. Thus, EFL teachers should raise their students' awareness about both the importance and benefits of these skills in communication. In addition, EFL teachers should guide their students and make a balance between these skills and language aspects. In other words, they should not focus on some of them and neglect the others.

## 11. Syllabus Design

Without a syllabus, the process of teaching and learning cannot be complete. A syllabus refers a set of detailed parts about what will be taught in a particular period of time, (Prabhu, 1987) defined syllabus as: « *a more detailed and operational statement of teaching and learning elements* » (p. 50). This means that it covers all the details and answers the questions **who?** (the learners), **why ?** (the goal and the objectives), **what?** (content and materials), **when?** (hour, week, month and year), **how?** (technique, method and approach).

After, considering all what a syllabus covers, we can say that, generally, we strongly believe that each teacher needs a syllabus and, particularly, teachers of oral expression sessions should design a syllabus which will help them and their students to achieve their goal which is developing the students' speaking skill.

## Section Two: Audio-Visual Technology as Pedagogical Aids

Many researchers and educational systems around the world tried and are still trying to improve the quality of education. They focus on the knowledge and skills that the students need. Therefore, many studies were conducted to find the most appropriate methods and techniques that would help EFL learners to develop their speaking ability.

In the past decades, teachers used traditional tools such as blackboard and printed materials to make the learning task easier and facilitate communication. But with the emergence of new technology and its integration in the field of education, the process of teaching and learning has become more challenging than ever. More importance was given to communication as (McCarthy, 1990, p. 117) said: « *now EFL learners can learn language from its native speakers because they can be exposed to it through new technological tools* ».

Audio-visual technology

### 1. Definition of Audio-Visual Technology

Before defining audio-visual technology, let us know what do audio-visual and thechnology mean?

#### ❖ Technology

According to Oxford Dictionary, the word origin **goes back** to the early 17<sup>th</sup> century, it comes from Greek word ‘*tekhnologia*’ which means ‘*art*’ of doing something.

Oxford Dictionary defines the term technology as: « *the application of scientific knowledge or practical purposes* » (online Oxford Dictionary).

#### ❖ Audio-visual

(Carter, 1991, p. 16) defined the term ‘audio-visual’ as: « *any device that involves both senses of vision and hearing* ».

#### ❖ Audio-visual technology

Audio-visual technology has been given different definitions by researchers in the field. (Jimmy, 2006, p. 205) defined it as: « *the tools used to convey information. It employs the use of several inputs, such as videos or slides* ». This means that audio-visual technology are means that provide inputs. From this, we can understand that they can help EFL learners to

improve their listening and speaking skills by exposing them to the authentic language provided by audio-visual technology devices.

Furthermore, audio-visual technology does not help only the learner but also the teacher. This can be confirmed by what (Sutherland, 2000, p. 301) said:

*Audio-visual technology are added devices that help the teacher to clarify, establish, correlate and co-ordinate accurate concepts, interpretations and appreciations and enable him to make learning more concrete, effective, interesting, inspirational, meaningful and vivid*

From this quotation, we understand that audio-visual technology equipment are tools that help the teacher to achieve her/his goal successfully. In other words, through audio-visual technology the teacher brings real world in classroom, thing which motivates the learners to develop their ability to speak in the target language.

Moreover, Bengu (2005) claimed that audio-visual thechnology tools, when they are used in EFL class, they help in completing triangular process of learning via motivation, clarification and simulation. According to him the aim of teaching with technological media is clearing the channel between the learner and the things that are worth learning. We do agree with the author point of view, because audiovisual technology tools help both EFL teacher and learners. That is, when the teacher uses technology as pedagogical tools she/he is going to acheive many objectives at the same time, on one hand. On the other hand, when student are exposed to audiovisual technology devices, their mtivation increases, their attention is attracted, because they are exposed to authentic material, thus learning takes place especially in speaking. We mean that students try to emitate native speakers.

## **2. Methods and Approaches of Audio-Visual Technology**

Since the Second World War many methods and approaches of technology devices as pedagogical tools emerged. Here are the main ones, we summarized them as follows:

### **2.1. Audio-Lingual Method**

Richards and Rodgers (1986) asserted that the first use of technology in classroom to teach language was during the Second World War, exactly, with the emergence of Audio-lingual method. Technology was used in foeign language classes because soldiers were required to

have oral proficiency in foreign language within a short time. Hence, the use of technology in teaching started. Language laboratories were established, tape and audio cassettes were used.

## **2.2. Behaviouristic Approach**

According to Warschauer (1996) this approach was also called behaviouristic CALL (computer assisted language learning). It was conceived in the 1950s. But it was used mainly in the 1960s and 1970s. Warschauer claimed that the main purpose of using technology in EFL classes was to learn language by repetition. This approach focused on repetitive language drills. It considered the computer as a mechanical tutor which never becomes tired or judgmental and allowed students to work at an individual pace.

## **2.3. Communicative Approach**

Warschauer (1996) pointed out that this approach is also called communicative CALL. It emerged in the late 1970s and early 1980s when the behaviouristic approach was rejected. Warschauer asserted that in that period the main objective of using technology in ELT was chiefly to imitate the native speakers's speech and main importance was given to accuracy. In the late 1980s new personal computers developed.

Proponents of communicative CALL focused on the fact that computer-based activities should focus more on using forms than on the forms themselves. They allow and encourage students to generate original utterances rather than just manipulate prefabricated language, and use the target language predominantly or even exclusively. Communicative CALL supported the cognitive theories, which stressed that learning was a process of discovery, expression, and development.

## **2.4. Constructivist/ Integrative Approach**

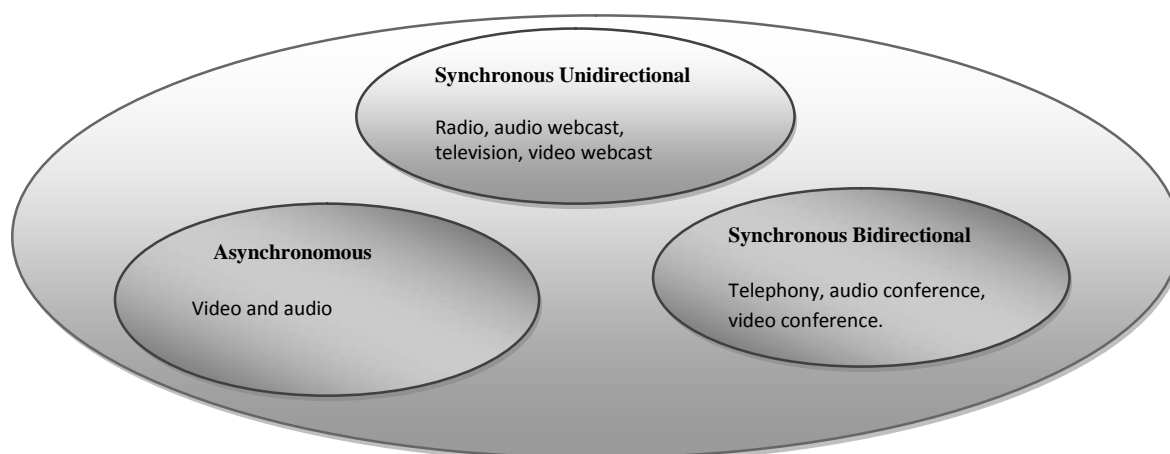
According to Warschauer (1996), communicative CALL began to be criticised in the late 1980s. Researchers like Kinning (1990) claimed that students should be integrated in society; it means EFL learners should practice this language that they have learned via technology devices in social life. Hence, many teachers were moving away from a cognitive view of communicative teaching to a more social or socio-cognitive view, which placed greater emphasis on language use in authentic social contexts. Task-based, project-based, and content-based approaches all sought to integrate learners in authentic environments, and also to integrate the various skills of language learning and use. This led to a new perspective on

technology and language learning, which has been termed integrative CALL. A perspective which seeks both to integrate various skills, for instance: listening, speaking, reading, and writing) and also integrate technology more fully into the language learning process.

After considering the main approaches of the technology, we can say that the use of technological devices (audio and audiovisual technology) as pedagogical tools started since decades, and their development in education has given a new and clear insight of how the teaching/ learning process should take place.

### 3. Audiovisual Transsmision Technologies

Audiovisual communication technologies on education are being increased due to the optical devices and digital data networks. In this context, Hill (2001) claimed that there are three families for audiovisual communication over digital data networks. He summarized them as follows :



**Figure 2:** *Audiovisual Transmission Technologies (Hill, 2001)*

#### 3.1. Synchronous Unidirectional Audiovisual Technologies

They include audio or video broadcast in just one way and in the moment when it is produced. There is only one source and could be more than one destination. In this family the most popular technologies are:

##### Audio

- Radio (AM, FM, Short Wave, UHF, Satellite Radio)
- Audio Webcast

##### Video

- Television (VHF, UHF, HDTV, DTH, Satellite)

- Video Webcast

### 3.2. Synchronous Bidirectional Audiovisual Technologies

Comparing to unidirectional audiovisual technologies, this family provides the advantage to enable a two-way communication between the origin and the destiny. The term ‘Synchrony’ means that every participant must concur in time, no matter the space.

Synchronous bidirectional audiovisual technologies include:

**Audio:** such as,

- Telephony
- Telephony over IP
- Audio conferencing
- Audio conferencing over IP

**Video:** such as,

- Videoconference
- Videoconference over IP
- Interactive HDTV

### 3.3. Asynchronous Unidirectional Audiovisual Technologies



According to Hill (2001), these audiovisual technologies are different to previous tools, they do not require sender – receiver coincidence. He added that they are also known as Audio or Video on Demand.

## 4. Examples of Technological Devices

The importance that technological devices gained in our life cannot be underestimated. They are used by children, teenagers, adults and elders. The technology is dominating the world nowadays. Here are some technological tools that can be used in the field of education. The following table contains the names the definitions and the pictures of some technological devices used in education, especially in EFL classroom. The definitions of the concepts are taken from Oxford Dictionary “Advanced Learner’s Dictionary”, 8<sup>th</sup> Edition.




**Table 4:** *Some Technological Devices Used in Classroom.*

The name	Definition	Picture
<b>Overhead projector</b>	(abbr. OHP) a piece of equipment that projects an image onto a wall or screen so that many people can see it (p. 1085).	
<b>Data projector</b>	(also projector) a piece of equipment that takes data and images from a computer and shows them on a wall or large screen (p. 384).	
<b>Headphones</b>	a piece of equipment worn over or in the ears that makes it possible to listen to music, the radio, etc. without other people hearing it (p. 718).	
<b>Internet</b>	an international computer network connecting other networks and computers from companies, universities, etc (p. 815).	
<b>Cell phone</b>	(also cellular phone and mobile phone) a telephone that does not have wires and works by radio, that you can carry with you and use anywhere (p. 233).	

<b>CD</b>	the abbreviation for 'compact disc' (a small disc on which sound or information is recorded. CDs are played on a special machine called a CD player (p. 232).	
<b>DVD</b>	a disk on which large amounts of information, especially photographs and video, can be stored, for use on a computer (the abbreviation for 'digital video disc' or 'digital versatile disc'). (p. 475).	
<b>DVD- RW</b>	a type of DVD that you can use many times to record data (the abbreviation for 'digital versatile disc rewritable') (p. 475).	
<b>Computer</b>	an electronic machine that can store, organize and find information, do calculations and control other machines (p. 308).	
<b>Tape recorder</b>	a machine that is used to for recording and playing sounds on tape (p. 1582).	
<b>Cassette</b>	a small flat plastic case containing tape for playing or recording music or sound (p. 226).	

<b>Laptop</b>	(a small computer that can work with a battery and easily carried) (p. 550).	
<b>CD-RW</b>	the abbreviation for 'compact disc rewritable' (a CD on which information, sound and pictures can be recorded and removed more than once) (p. 232).	
<b>Television</b>	a piece of electrical equipment with a screen on which you can watch programmes with moving pictures and sounds (p. 1592).	
<b>Flash-driver</b>	(also US'B drive, pen drive or thumb drive) « a small memory device that can be used to store data from a computer and to move it from one computer to another » (p. 587).	
<b>CD-R</b>	the abbreviation for 'compact disc recordable' (a CD on which information, sound, and pictures can be recorded once only). (p. 232)	
<b>White board</b>	a large board with a smooth white surface that teachers write on with on with special pens. (p. 1758).	

**Table 5:** *Further DevicesUsed in Education*

		
<b>Digital board</b>	<b>Data projector</b>	<b>Language lab</b>

## 5. The Importance of Audio Visual Technology in Education

We live in an audio-visual age where the audio-visual technology is gradually developing and its use becomes more widespread in educational establishment such as schools, colleges, and universities. Thus, educators should be aware of how important it is. Accordingly, (Nicol, 2006, p. 277) argued that:

*«The importance of audio visual technology in education should not be underestimated. There are two reasons for this; one, learning via AV creates a stimulating and interactive environment which is more conducive to learning; two, we live in an audio-visual age which means that having the skills to use AV equipment is integral to future employment prospects. Therefore exposure to AV technology in education is imperative».*

From this quotation, we can understand the importance of audio-visual technology in education. First, when audio-visual technology is used as pedagogical tools, it creates a real world and good atmosphere, in the classroom, that motivates the learners and helps them to learn rapidly. Second, we live in an age where technology is dominating all the fields and domains of life. Thus, it is very important that students master technological equipment because this will influence positively their future career prospects. In few words, they will be proficient in using technology, thing that will help them to be accepted easily in employment.

To show the importance of audio-visual technology in education Fisher and Piters (2013) conducted a research about children in the developed countries, in USA and Japan, who are exposed to a range of AV technologies that other generations were not. It means, DVDs, television, a mobile phone, iPods, computer games and the Internet. The purpose of their study was to show the link between these children and the audio-visual technology, in other words, Fisher and Piters (2013) wanted to know whether audio-visual-technology influences positively or negatively the children studies. They stated the statistics of their study as following:

- a. Mobile Market Trends report that between 2010 and 2012, over 7 million mobile subscribers are aged between 0 and 10.
- b. A further 2 million are aged 11 to 14 years old.
- c. In 2011 half of all children aged between 7 and 12 years visit social networking websites.
- d. 0,97 million children go on Facebook everyday.
- e. 90% of these children are extremely good in their studies.

From these findings, we can say that it is clear that children of primary school age have the capacity and the interests to learn and navigate at the same time via AV technology tools. Hence, we come to the conclusion that AV technology helps young learners and when it is well used it increases their degree of intelligence.

Moreover, we believe that it is extremely important to expose the children, or students in general, to audio-visual technology equipment, because this will help them in both present and future life, and this is what a student from the group under investigation, she said: « *Mrs, you know in your lectures I have learned how to manipulate the equipment, I did not know before, and I have learned how to behave in different situations, especially when I start working* » (2<sup>nd</sup> year LMD student). We can prove our point of view by the words of (Fisher, 2010, p. 116) who said: « *Not exposing children to different forms of technology is depriving them of vital learning opportunities that could benefit them in later life for example through increased career opportunities* ».

In addition, McGeeveran (2006) claimed that AV lessons should not consist only of students working in pairs on a PowerPoint presentation, they said that ICT should be challenging, exciting and fun. We do agree with the point of view of the authors, because we

believe that the students should not only look at the PowerPoint slides and read during their presentations, they should be negociators of meaning, interaction between students- students and teacher-students should take place, and from time to time some enjoyment should takes place to have few minutes rest.

## **6. The Importance of Audio-Visual Technology in an EFL Classroom**

Speaking skill has always been considered as a complex one. Many researches have been conducted to find methods, techniques and strategies that can help EFL learners to express themselves appropriately in English. Therefore, many researchers like: Chapple and Curtis (2000), Gebhart (2004), Mathew and Alidmat (2013), suggested the integration of the audio-visual technology in EFL class. As a result many studies examined the relationship between the two variables. Thus, the followings are different point of view of researchers in the field.

Many researchers claimed that nowadays, Communicative Language Teaching approach is the most popular approach in both ESL and EFL calsses; because it aims at developing the learners' communicative competence in everyday life. This approach focuses on the use of authentic materials. Accordingly, (Kleinman & Dwyer, 1999, p. 140) said: "*the realia have good effects on the learners' acquisition of vocabulary, the learners are exposed to coloured pictures which help them to learn different concepts better than black and white ones*". We do strongly agree with the authors' point of view, because the learners are going to look at the pictures for a period of time, that is, they will learn new words and new expression which they will use when they communicate.

For many years, grammar was at the center of many debates and vocabulary has not been paid enough attention in teaching and learning a foreign language. But in recent years, great interest and importance were given to vocabulary, especially with the strong emergence of new technological tools and their integration in EFL classes. In this context, many researchers asserted that audio-visual technology, when it is used as pedagogical aids, helps EFL learners to overcome their difficulties of limited vocabulary. Accordingly, (Allen, 1999, p. 5) indicates that « *the reason for the importance of vocabulary is that, lexical problems frequently interfere with communication; communication breaks down when people do not use the right words, it is the audio-visual technology which can help them to overcome this problem* ». In this respect, (Arkin, 2003, p. 117) said: « *there is a great need for a systematic and principled approach to vocabulary teaching and learning in ESL and EFL classes, this approach should*

*primarily be based on audio-visual technology equipment* ». This means that the researcher strongly believes that audio-visual technology as pedagogical aids in EFL class helps the learners in controlling their vocabulary. For us, this will help EFL learners even to develop their speaking skill, because when they communicate they use words, and when they do not suffer from limited vocabulary they will avoid the breakdown in their conversations.

Furthermore, when we say learners' needs; the first idea that comes into our minds is the humanistic approach, the theory that focuses on the needs and interests of human being. (Dunn, 2000) claimed that: *"to develop EFL learners' speaking, visual lectures are better for learners, because on one hand, the learners' individual needs are taken into consideration. On the other hand, it focuses on learning experiences which the traditional study of a textbook did not"*.

To comment, we do agree with the author; because in using audio visual technology, the teacher takes into account the individual needs and interests of the learners and goes step by step. This means that, when a teacher decides to use the audio visual tools with her/his learners; she/he takes into consideration their level, age, needs, interests and objectives. The choice is not going to be done randomly. Thus, the use of audio visual technology in EFL classroom is going to motivate them to do efforts in order to enhance their speaking abilities.

In addition, films are one of the audio-visual technology aids that EFL teachers used since decades to improve their learners' speaking ability. Chapple and Curtis (2000) are researchers who carried out a research in EFL classroom, in Southeast Asia. In their investigation, the researchers used the films as an authentic material and in the content-based instruction approach. According to them films have many features that help and motivate the learners to evolve their oral communication. For instance, the values that a film contains can provoke the learners' critical thinking skill. They can help the learners to acquire much linguistic diversity. In fact, their findings show that the learners were interested by the films, they got knowledge from the content and learn language, and the thing that attracted the attention of the two scholars was that those learners, after watching the films, they started to imitate the actors of the in the films and try to speak like them.

To comment, for us, the research of Chapple and Curtis (2000) was a very interesting attempt; because they applied the content-based instruction approach which they used films with cultural values. This means that, the learners are going to learn language via culture and vice versa. That is, as the metaphor about language and culture says: (from a communicative

view, language is ‘*swimming skill*’ and culture is ‘*water*’, their combination gives ‘*swimming*’ which is communication”. In other words, the learners will learn, at the same time, content through language, especially if they are interested and attracted by the films’ content and cultural values through language. This technique can easily be used in oral session of EFL learners; it has a high percentage to be successful.

Other researchers agree with the fact that EFL learners prefer the use of audio visual materials in classroom because of many reasons. In this context, (Fatunmbi, 2005) asserts that: “*the use of audio visual aids improves the teaching- learning process in almost all learning fields, because it is easier, realistic and concrete*”. It is true, because when the learners hear and see, this will attract their attention, they can learn accurate pronunciation, and they can experience different fields of learning. For instance, they can have an idea about world after studies, world of work. Audio visual can help them to choose their job in future. It encourages their self- instruction. Also it helps them to know how to behave and speak in different situations; this means they will get sociolinguistic competence. Finally, there is an option that students, generally like, it is repetition; if there is information which is not understood they can repeat it without feeling that they are making their teacher tired.

Moreover, after their study, Kindler and Fakunle (2008) claimed that the percentage of what people remember when they, listen, see and do things is much higher than what they remember when they only see or only hear. As a result the two scholars concluded that the best kind of technological equipment that can help EFL learners to evolve their speaking is audio-visual tool.

One of the audio-visual technology tools used in EFL context are mobile phones. They are mainly used for dictionaries. This means that the students download dictionaries and sometimes audio-visual dictionaries in their mobile phones to check time to time difficult words, or their pronunciation. In this context Morris (2011) conducted a research in the EFL classroom in Saudi Arabia the purpose of his study was to examine the use of technology in classroom. His findings show that students’s anxiety level increase when they were asked to put away their computers and hand-in their cell phones. In other words, students feel disconnected and focus more on the return of their devices. As a result, students are attached to their technological devices and prefer studying with.



To some extent, we do agree with the point of view of the authors, because when the two senses of vision and hearing are used, an EFL learner learns rapidly the target language and with some motivation her/his quality of performance will increase. But we also believe that a good listener is a good speaker, we means that there are learners who improve their speaking by listening to music for instance. And also others, who learn grammatical structure without hearing, with the sense of vision only, and this is what happened with our group under investigation. We used visual activities without sounds; at the end we noticed that the students learn grammatical structures.

In their study they discover how much the audio-visual technology materials are useful in EFL classroom for both teachers and learners. (Mathew & Alidmat, 2013) said: “*when the teachers use only text books, and do not use the audio-visual tools; the teaching- learning process becomes boring*”. These researchers have seen the use of audio-visual materials from an important angle which is the usefulness of these tools for both teachers and students. The classroom does not contain only students, but also their teacher. Thus, it is important to take into account the two parts. It is known that learners enjoy the idea of using audio-visual material because it creates a good atmosphere in classroom and let learning takes place. But when the teacher uses only the theory, with time she/he will notice that her/his students are getting bored. As Lenin (n.d) “*theory without practice is impotent*”. (cited in Hefferman, 2005, p. 55).

Besides, Ozaslan and Maden (2013) believed that the best way for students to learn, took place with the presence of visual tools; they mentioned the PowerPoint. They claim that it has many good effects on the presenter and the audience. According to them PowerPoint makes the content more interesting and attractive because there are colors and animation. It helps the presenter to decrease her/his feeling worry and anxiety.

We do share the same view point of the researchers, because the use of PowerPoint in EFL classroom was a self-experience. We use it in our presentation about culture and language for the first time. Each group has been given a topic then the members should perform. There were several works presented with different ways. Each one had the opportunity to express herself/himself at her/his manner. We have used different colours; videos, even real world clothes. All the topics presented with PowerPoint were interesting and attracted the attention of students as well as teacher. We were not bored like first semester

and we have learned much information and gained much time. So as result, PowerPoint is one of the most important audio-visual tools that can help EFL classroom students and teachers.

## **7. Advantages and Disadvantages of Audio-Visual Technology**

### **7.1. Advantages**

The use of audio-visual technology in EFL classroom can give a greater chance of success for both teachers and learners. These advantages are presented as follows:

In this modern world digital tools are used to improve the teaching-learning process. The most common tool used in classroom, seminars, and conferences these days is PowerPoint slides.

In this respect, (Yadav, 2004, p. 180) argued that: «*PowerPoint slides make the class more interesting, dynamic and effective. Moreover it also helps to introduce new topics in easy way*». A view that we share, because the PowerPoint slides in an EFL class attract the students' attention and push them to be dynamic. The use of PowerPoint makes the students to remember the concept for longer period of time. This means that learners are going to use these concept in their daily life conversations, thus they develop their speaking ability.

In addition, the integration of audio-visual technology into the classroom gives the opportunity to the students to experience, through watching or listening and even reading, the others experiences. Accordingly (Yadav, 2004, p. 186) said: «*integrating technology into the classroom help students to experience things virtually or vicariously* ». For instance, the teacher wants to give a lesson about the United Kingdom, of course not all the students in the class have visited the place but the teacher can show it through a video. This will allow the students to see the place with their own eyes.

Furthermore, according to Aggarwal (2009) audio-visual technology provides opportunities for effective communication between teacher and students in the process of learning. We do agree with the author view, because for instance, in an EFL class the students face some difficulties such as; lack of motivation, lack of exposure to the target language and lack of pronunciation. These difficulties can be overcome by audio as purpose of communication and visual as more exposure.

Moreover, we believe that students learn when they are motivated and curious about the topic. This can be confirmed by the words of (Malik & Sufiana, 2012, p. 234) who said: «*traditional verbal instructions can be boring and painful for students* ». This means that the use of audio-visual technology in classroom provides intrinsic motivation to students by provoking their curiosity. When students are curious about a given topic they will ask questions, interaction is going to take place, this means that EFL learners will speak and speak as much as possible.

For us, the use of audio-visual technology as pedagogical tools helps in maintaining discipline in the class since all the students' attention are focused in learning. This interactive session also develops critical thinking and reasoning that are important components of the teaching-learning process. Because critical thinking results interaction. This means that, the learners are going to speak as much as possible to express themselves and their ideas.

## **7.2. Disadvantages**

Despite its advantages, just mentioned above, audio-visual technology has its negative part of situation. The followings are the disadvantages of audio-visual technology; we summarized them according to Ojowu (2014):

- EFL teachers and learners should know that too much audio-visual technology used at one time can result in boredom. It is useful only if it is implemented effectively.
- Considering that each teaching learning situation varies, so it is important to know that all concepts may not be learned effectively through audiovisual technology.
- Most of the time the equipment like projector, speakers and headphone are bit costly, hence some of schools cannot purchase it.
- It needs a lot of time for teacher to prepare lesson to have interactive classroom session.
- If the teacher does not manipulate the material her/his valuable time may be lost in gaining familiarity with new equipment.
- Some students may feel reluctant to ask questions while film is playing and in small rooms can be a physical barrier.
- In country like India where electricity is not available in rural areas, it is not feasible to use audio-visual aids that requires electricity.

After considering the review and knowledge above about audio-visual technology, we can say that is important for teaching learning process. It helps the teacher to present the lesson effectively and students learn and retain the concepts better and for longer duration. Use of audio visual technology improves students' speaking skill as well as their critical and analytical thinking. It helps to remove abstract concepts through visual presentation. However, the unplanned use of these aids can influence negatively the learning outcome. Therefore, teachers should be well trained through in-service training to maximize the benefits of using these aids. In addition, government should fund resources to provide schools and universities with audio-visual technology.

## **8. The Role of The Teacher**

When the audio visual technology is used as pedagogical tools in EFL classroom, the teacher will have an important role. Casey (2006) summarized the teacher's roles as follows:

### **8.1. The teacher as facilitator and guid**

As a facilitator, the teacher must know more and must be aware of the variety of materials available for improving students' language skill. The teacher needs to know how to guide the learners, shows them how to use the technological material actively, for instance the online newspapers and articles, the electronic dictionaries and encyclopedias.

### **8.2. The teacher as integrator (of media)**

The teacher must not only know and understand how the different technological available tools function; she/he is supposed to know the best time to integrate them in the classroom

### **8.3. The teacher as researcher**

The teacher should do researches to make sure that he knows all the recent facts about new technology and its development, because this researches will enable the teacher to further develop her/his own linguistic and professional competence and increase her/his confidence in the language use.

### **8.4. The teacher as designer**

The teacher needs to learn how to put together tasks and technological materials to guide the learners to a successful execution and conclusion of their projects.

### **8.5. The teacher as collaborator (with other teachers)**

Sharing tasks and responsibilities among the teaching staff is required. The teacher should be sure that there is no rejection of new technology she/he will use from the other teachers. Collaboration with colleagues will lighten the burden and make the efforts more fruitful and rewarding.

### **8.6. The teacher as evaluator**

The teacher should assess, evaluate and give feedback to the learners, because this will help them to correct their mistakes, learn how to manipulate the audio-visual technology, and learn correct language.

After considering the different roles of the teacher when the audio-visual technology is used as pedagogical equipment, we understand to which extent the presence of the teacher is important. But we do believe that the teacher can have the role of a learner, because technology is being developed, more and more, therefore we think that since the teacher is a researcher, this means that he will learn new knowledge from these researches and during the process of teaching.

## **9. The Role of The Learner**

Like the teacher, the learner also has to adjust to a new role in the learning process. We summarized some learner's roles, according to Casey (2006) as follows:

- The learner must begin to have a particular responsibility; it means she/he must often work without any supervision whatsoever.
- Since the classes become much learner-centered, the learner is required to be active and productive, because she/he is a negotiator of meaning.
- Since technology dominates the world in all domains especially education, EFL learner must devote more effort to develop her/his speaking skill, by exchanging conversations with native speakers via Internet. They can communicate inexpensively and quickly with speakers and learners of the target language all over the world.
- EFL learner must practice the input she/he learns through new technological devices inside and outside the classroom.

All in all, in an EFL class, the teacher is just a guide for the learner; she/he cannot give all the information and knowledge to the learner. Therefore, the student must devote more time and energy to make reseaches that help her/him in improving her/his knowledge and especially language. Because nowadays, there is new technology with all its set of necessary aids, such as: audio, visual and audio-visual which facilitate the learning for students comparing to the students of previous decades.

## Conclusion

Overall, speaking is one of the two productive skills, it is considered to be very important for foreign language learners. In order to speak effectively in English, EFL learner is required to master the language aspects and other sub-skills that are vocabulary, grammar, pronunciation, communicative competence (linguistic, sociolinguistic, discoursre and strategic competencies), communicative performance (fluency and accuracy) and self-confidence. Therefore, speaking is considered as a complex one and myriads of researches have been conducted by scholars in the field. Their suggestions were the use of audio-visual technology equipment in EFL classes to develop the learners' abilities of speaking.

Throughout this chapter, we have tried to review some studies related to the field. These studies have helped us to better understand the relationship between audio-visual technology aids and EFL learners' speaking skill and to illustrate the objectives of integrating these equipment in EFL class. Finally, based on the data gathered during our research, in the next chapter, we aim at confirming the suggested hypothesis.

***Chapter Two***  
***Research Design, Data Analysis and***  
***Interpretations***



## Introduction

The previous chapter is concerned with the theoretical framework of our research study. We discussed the different elements related to the two variables that are audio-visual technology devices (the independent variable) and EFL learners' speaking skill (the dependent variable). However, this chapter deals with the practical part of our study. It is through this chapter that we are going to confirm the validity or the rejection of the suggested hypothesis and find answers to the questions that we have already asked.

In addition, this chapter is divided into two sections. The first section includes the research variables, descriptions of population and sample, research methodology and design, description of data collection tools, procedures for analyzing and treating data, and the validity and reliability of the instruments used in our research study. The second section encompasses the analysis and the Interpretations of the results of the present study.

Besides, we will summarize the whole dissertation, we will answer the questions that we have asked and enumerate the different limitations that we encountered in a general conclusion. Finally, we will provide some suggestions and implications that we hope they will be helpful and useful for further researchers.

## Section One: Description of the Study

This section deals with the description of different data collection tools used in the present research. It also includes information about steps followed throughout this experiment with the sample under investigation.

### 1. Research Variables

The present study is based on two research variables. The first is the audio-visual technology devices, it is the independent variable. The second is EFL learners' speaking skill, it is the dependent variable. Throughout this research we aim at finding cause and effect relationship between the two variables. In other words, we try to explore the effect of using audio-visual technology, in an EFL class as pedagogical aids, on the learners speaking skill.

### 2. Population and Sample

Our research was carried out on second year LMD students of English as a foreign language enrolled at the University of Bejaia. The whole population consisted of one hundred and five (105) students, eighty eight (88) female and sixteen (16) male constituting five groups. Each group includes 21 students.

The sample with which the present study was conducted is group one. It consists of twenty one students (21), eighteen females (18) and three males (3). According to the results of the survey questionnaire, students are between 20 and 26 years old, the mean age is 20,76. This group represents 20% of the whole population.

We have selected this sample of second year LMD because the students have already studied English for an average of seven (07) years in middle and secondary schools, and one year as EFL learners. Therefore, we believe that they would understand the language they would be exposed to.

### 3. Research Methodology and Design

The present study probes the effect of audio-visual technology as pedagogical aids on EFL learners' speaking skill. To attain our goal, we opted for the experimental method, which is considered as the most appropriate for testing *cause* and *effect*. However, the drawback of

this method, as Cohen (2007) asserted, is that it cannot test the abstract variables such as degree of motivation and degree of anxiety.

The experiment took eight sessions. Three sessions of oral expression, three of listening and two of pronunciation. The sessions did not take place consecutively, because of the vacations, period of exams and strike. In addition, four other sessions took place after the experiment; during which the students' performed their post-test.

In our experiment, we have used an American program entitiled "*Smart CHOICE*" in oral expression sessions (see DVD). However, in two sessions of listening and two of pronunciation the British program entitiled "New ENGLISH FILE" was used (see DVD). The short story "The Diary of a Young Girl" by Anne Frank was used in the first session of listening (see DVD).

- ❖ New ENGLISH FILE: is four-skills English course with fun lessons, digital resources. It comprises great texts that motivate students to talk and four-skills syllabus with a clear focus on pronunciation. It was published in 2011.
- ❖ *Smart CHOICE*: it is a four-level course aimed at teenagers and young adults, it was published in 2007. It is being used in many different Asian countries, mainly in Korea, Taiwan, Japan and Latin-America principally.
- ❖ The Diary of a Young Girl: is a short story about Anne Frank and her family. She is a Jewish girl who wrote her diary, in which she spoke about what happened to her, her parents and her sister during the Second World War. For more details see DVD2.

### 3.1. Description of oral expression sessions

In oral expression sessions, *Smart CHOICE* program has been used, (see DVD). The topics have been chosen according to the students' interests. The topic of the first session is "*Things to do*", the second is "*Movies*" and the third is "*Appearance*". For more details see DVD 1 and (Appendix 8, 9, 10), the lesson plan of each lesson.

The explicit model was used in these oral sessions. Therefore, we started the session by mentioning the objectives of the lecture and materiel. The second step is asking the students about the topic. For the first session the topic is "*things to do*"; here the teacher for instance, ask the students about what did they do during vacation or in their free time. After that, the

use of audio-visual began. The unit started with vocabulary, then grammar, conversation, and ended with videos.

In vocabulary, the students were asked to drag the correct word to the box under each picture. When they finished they discussed the pictures (see DVD, unit1, Vocabulary). Then they moved to do the two activities of grammar, in this unit the activities were about agreeing and disagreeing. The students were asked to check the correct answer. They read and correct, the teacher was just a guide (see DVD, unit1, Grammar). The next were the activities of conversation, the students were asked to choose the correct sentence missed in the dialogue, and then each two students practiced the dialogue (see DVD, unit1, Conversation). The last part of the unit contains two videos of about one minute each (see DVD, unit1, Videos). In the first video, the students were asked to see and listen; at the same time they should check on the list eight words that they hear (see DVD, unit1, Video1) this step was repeated more than once. For the second video they should click on the correct answer after being exposed to the video two or three times.

The last step of the session is the students' performance. In addition to their practice in vocabulary, grammar and conversation the students were asked to recapitulate all what they have learned and choose one person from the video, imitates her or him by using the input they had just acquired.

The same steps were the other two sessions of oral expression.

- The second session, (see DVD, unit 2).
- The third session, (see DVD, unit 8). At the end of this session, we put a PowerPoint file which contains many proverbs written in french with music (see DVD, Proverbs).

The students were asked to do the translation from French to English.

At the end of the first session of oral expression, we have given, to each student a paper in order to write their opinions and what they have learned without writing their names. This step was very important for us, because we wanted to check the students' attitudes towards our method (to check the students' answers, see Appendix 20).

### **3.2. Description of pronunciation sessions**

These sessions took place on room 13, building 03. The technological materials used are: laptop, data projector, small slaps and the audio-visual program "New ENGLISH FILE".

For more details, see lesson plan, Appendix (11 and 12).

Because of the time constraints, only two pronunciation sessions took place. The program used was “New ENGLISH FILE”. These sessions took the form of activities (see DVD, New ENGLISH FILE, sound bank). The first step was explaining to the students the objectives and importance of using this program; and how it is going to help them to develop their pronunciation. The students seemed very interested. After that we have written on the board the followings: **k** and **/k/**: we asked them about the difference between them, they said the first is a consonant, the second is a sound.

Then we have written the word: “fish” we asked them to give the transcription, one student did it on the board, it was correct. Next, we have written a list of words, then we asked them which words are irrelevant, basing on the sound **/f/**:

**fish      his - this - women - film - English**

All the students said that the word women which was irrelevant, whereas, it was not the right answer because there was no irrelevant word. The students were astonished.

The next step was discovering how to pronounce and transcribe the different vowels, diphthongs, consonants and more consonants (see DVD, New ENGLISH FILE, sounds bank). In this activity, we have started with vowels, the students have seen that the words English and women go with fish concerning the sound **/f/**; next, they were asked to choose another word, and tell us how to pronounce it and give examples of other words, here the answers were hidden. When the students have finished to give their answers, they saw the correct ones and listened to the accurate pronunciation. The same technique was used with the diphthongs, consonants and more consonants. We finished the session with an activity about the pronunciation of **/id/**, **/d/**, **/t/** in a form of PowerPoint activity (see DVD, Pronunciation activity) and handouts about the content of this session (see Appendix 21).

At the end of the session, the students told us that at that moment, they have corrected many mistakes in their pronunciation and asked for further activities.

The second session took the same procedure, but we have dealt with the vocabulary bank (see DVD, New ENGLISH FILE, vocabulary bank). In the first activity (vocabulary bank, countries and nationalities) the list of the countries was hidden, thus the students could see only the list of the nationalities. According to this list, the students were asked to give the

spelling and the pronunciation of each country. The students made some mistakes when spelling on the board. After that the students have been given the correct spelling and pronunciation. The second activity was about “*The family*”, it followed the same procedure of the first one (see vocabulary bank, the family).

The third activity dealt with “*Common objects*”. It comprises the names of objects and their transcription, in this case we have hidden the spelling and asked the students to write on the board the spelling and pronounce the words. The students made some mistakes. After that, we gave the students the correct spelling and accurate pronunciation. For the last activity, it was about “*Jobs*” followed the same procedure of the third one.

At the end of this session we have given to the students a series of different activities and their solutions (see Appendix 22). The students were very happy and pleased and so did we.

### 3.3. Description of listening sessions

For the lesson plan of each session, please see Appendix (from 13 to 15).

The first session of listening took place in the lab. We have brought a short story entitled “*The Diary of a Young Girl*” by Anne Frank (see CD with the short story). This session was divided into three parts. The first part is pre-listening activity, in which students were asked general questions about the period of the Second World War, (see Appendix 13), pre-listening activities. Then students start to listen to the short story. Since it necessitated more than one hour, we have extracted some passages from the beginning (see DVD, Anne Passages). The second part was while-listening activities; the students listened via the headphones and answered at the same time to the activities on the computer. Post-listening activities were the last part of the session. When the students finished to listen to the audios, we corrected together the while listening activities; then we moved to the post listening activities. They were in form of open questions about the passages that they had just heard (Appendix 13). At the end of this session the students told us that they really liked the idea of short story in a form of audio and they enjoyed the session.

The second session was different from the first one, it took place in room 14, building 03, the technological instruments used was: the laptop, data projector and small slaps. In this session we have used “**New ENGLISH FILE**” program which contains many videos about how to behave and speak in different situations. In the first step, the students listened,

without watching, to four videos, and try to guess the topic of each one. Each time we wrote their answers on the board, in order to compare at the end, (for the comparison, see Appendix 16). The topics of the videos were: “*On a plane*”, “*In a coffee shop*”, “*In a clothes shop*”, “*Going home*” (see DVD, New ENGLISH FILE, practical English). The last step in this session was the students’ performance. We have written each topic in a small paper, we bended them and ask each two students to choose one paper, they were asked to imitate the native speakers and try to perform the same way. Then, they prepared themselves and came on the floor and performed, some of them used authentic materials, such as clothes, and bottles of water. At the end of the session, all students were very happy, they told us that have learned vocabulary, pronunciation and behavior. Some of them asked us if it is possible to give them the two programs. We promised that at the end of the experiment they would have it.

The third session of listening took the same procedure like the second one, but the topics were: “*In a gift shop*”, “*In the street*”, “*At a hotel*”, “*At a restaurant*”. For more details (see DVD, New ENGLISH FILE, practical English). For the comparison between the students’ answers and the right answers see (Appendix 17). Since this session was the last one, the students performed much better than any time. They were very motivated, no anxiety, they were not shy, and they had a high self-confidence.

At the end of the session, we provided the students with audio-visual Cambridge Dictionary (Advanced Learner’s Dictionary, Third Edition) (see DVD1, Cambridge Dictionary). *Smart CHOICE* and *New ENGLISH FILE* programmes also.

The four sessions that came after were session of oral expression exam, the students have chosen free topics and performed them in four sessions. For us, those were the post-test and post observation at the same time.

#### 4. Description of Data Collection Tools

The current study has been conducted for the purpose of examining the effect of audio-visual technology equipment, when used as pedagogical aids, on the EFL learners speaking skill. The tools used to collect data are both quantitative and qualitative. Quantitative instruments include speaking test (pre and post tests); whereas, qualitative tools comprise questionnaire (for teachers and students) and observation (pre and post observation).

### 4.1. Description and aim of teachers' questionnaire

The teachers' questionnaire is divided into four sections (see Appendix 01). The first contains four closed questions that aim at gathering general information about the respondents. The second section is entitled students' difficulties in speaking skill. It includes three multiple choice questions. The third tells as whether EFL teachers use audio-visual technology tools in oral expression sessions or no, and throughout this section we wanted to know the teachers' attitudes towards the use of these technological tools in EFL classroom. This section comprises three multiple choice questions and two opened. The last one deals with the teachers' recommendations and suggestions. When developing this questionnaire, our main goal was to evaluate EFL teachers' attitudes towards the use audio-visual technology equipment in oral session.

After designing the questionnaire, by the end of April, ten teachers in the department of English, University of Bejaia, were handed the data collection tool. One returned back the same day, eight after two days and one after four days by email. As a result, (100%) of the questionnaires returned back.



**Graph 1:** Number of the Teachers' Returned back Questionnaires

### 4.2. Description and aim of students questionnaires

#### 4.2.1. Description and aim of the survey questionnaire

The survey questionnaire (see Appendix 02) was handled to the whole population (105 second year EFL learners at the University of Bejaia). It contains closed, multiple choice and open questions. Close questions are those in 'Yes' or 'No' answers format, the multiple choice questions are those in which students are asked to choose their answers from the given



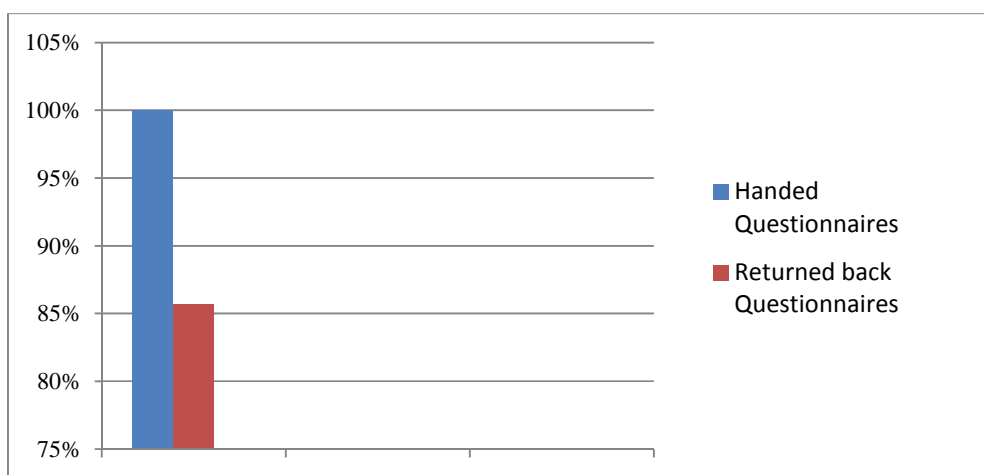
options; whereas, in the open questions students are asked to provide justification. The data collection instrument is divided into two sections.

The first section aims at gathering general information about students. It comprises three questions. In question one (Q1), students are asked to indicate their age. In the second question (Q2), students are asked to indicate their gender. Question three (Q3) is asked to know whether studying English was the student's choice or not.

The second section probes the students' attitudes towards the audio-visual technology equipment in oral sessions. It contains four questions. In the first question (Q4) the students are asked whether they find difficulties in their speaking ability in English or not. In question two (Q5), students are asked to indicate in which language aspect do they face difficulties, they choose their answers from the given options. In question three (Q6) the students are asked to give their attitude and opinion towards the use of audio-visual technology in oral session, they choose an answer from the given options. The last question is related to the fourth, that is, if a student strongly agree or agree, she/he tells as which kind of new technology she/he prefers.

The administration of the survey questionnaire took place by the end of November 2015. We gave one hundred and five (105) tools, but (90) returned back the same day, because there were some students who were absent.

The survey questionnaire aims at proving the feasibility of our topic. In other words, throughout this data collection instrument we wanted to know whether this phenomenon exists, it means whether students encounter difficulties when they try to express themselves in English, this is on one hand. On another hand, we wanted to discover the students' attitudes towards the use of audio-visual technology in their oral session.



**Graph 2:** Number of Students' Returned back Questionnaires (survey)

#### 4.2.2. Description and aim of the students' questionnaire

The results of the survey questionnaire have shown that EFL learners of second year bachelor level encounter many difficulties in their speaking skill. Therefore, we developed another questionnaire (see Appendix 03) which we gave to the sample. It is divided into of four major sections. The first section gathers general information about the sample such as age, gender, etc. It contains three closed questions. The second section deals with the students' view(s) about the speaking skill. It encompasses four multiple choice questions, two closed questions and one open question. The third presents the students' attitudes towards the use of audio-visual technology in oral expression session. It comprises one multiple choice question and two open. The last section is about the students' recommendations and suggestions.

Twenty one (21) students' questionnaire was administrated by the end of November 2015 in building 03, room 13. The same day 100% of the questionnaires returned back.

Since we applied in our reseach the humanistic communicative approach; we should take into consideration the needs and interests on the saple under investigation. Thus the aims of this questionnaire are :

- Exploring the reasons behind students' difficulties in speaking ability.
- Knowing whether studing English was the choice of the majority or not.
- Discovering the students' attitudes towards the use of audio-visual technology equipment as pedagogical tools.

- Learning about their needs and interests, thing which is very important before designing a syllabus.
- Knowing whether they are familiar with the use of audio-visual technology in the classroom before or not.

### 4.3. Description and aim of classroom observation

The classroom observation was conducted in two phases, pre-observation and post-observation (see Appendix 4). We have started the pre-observation before starting our experiment with the setting under investigation. This phase has taken four sessions well illustrated in the following table.

**Table 6:** *The pre-observation phase and the post observation phase*

<b>Teacher</b>		Mr. Farid BENMAHDI			
<b>Observer</b>		Miss. Hakima CHERGUI			
<b>Students</b>		Group one, second year bachelor level in the department of English, University of Bejaia.			
<b>The pre-observation phase.</b>	<b>Number of session</b>	<b>Date</b>	<b>The place</b>	<b>The session</b>	<b>Time</b>
	<b>First session</b>	Thursday, December 3rd, 2016	Lab Building 02	Listening session	8 – 9: 30 a.m.
	<b>Second session</b>	Thursday, December 3rd, 2016	Room 01 Building 03	Oral expression session	10 :40 – 11 :10 a.m.
	<b>Third session</b>	Thursday, December 10th, 2016	Lab Building 02	Listening session	8 – 9: 30 a.m.
	<b>Fourth session</b>	Thursday, December 10th, 2016	Lab Building 03	Oral expression session	10 :40 – 11 :10 a.m.
<b>The post-observation phase.</b>	<b>Fifth session</b>	Thursday, April 28th, 2016	Room 03 Building 03	Oral expression session	8 – 9: 30 a.m.
	<b>Sixth session</b>	Thursday, April 28th, 2016	Room 01 Building 03	Oral expression session	10 :40 – 11 :10 a.m.
	<b>Seventh session</b>	Thursday, May 5th, 2016	Room 03 Building 03	Oral expression session	8 – 9: 30 a.m.
	<b>Eighth session</b>	Thursday, May 5th, 2016	Room 01 Building 03	Oral expression session	10 :40 – 11 :10 a.m.

To collect and record the data needed, we relied on an observation grid. The main criteria that we evaluated are: correct pronunciation, mistakes and errors/grammar, vocabulary use, motivation, interest to the topic, listening/input-output, risk-taking/participation and anxiety.

In the present study, classroom observation was adopted as a tool to examine the improvement in EFL learners speaking skill through the use of audio-visual technology equipment. Since observation, as Festinger (2005) claimed, allows making careful and accurate measurement in scientific investigations, it has been used as data collection tool, which aims at exploring the development in the speaking sub-skills and language aspects, before and after the experiment.

From the table, we notice that the pre-observation phase was conducted in both listening and oral sessions; because, first the listening sessions took place in the lab, there is use of technological equipment; whereas the speaking sessions took place in the room where no technology is used. Second, we believe that the listening can help students in developing their speaking abilities. That is, when they understand the input they receive from listening they will produce accurate output.

#### **4.4. Description and aim of speaking test**

The speaking test was orally performed. The students were asked to choose a topic they want and speak about. The students have chosen the same topic which was speaking about themselves, their interests, hobbies and dreams about future. For more accuracy in scoring students, each performance was recorded. Because the recording serves at the basis of assessment. The speaking test was conducted before starting our experiment (pre-test), and at the end (post-test).

Both pre and post tests were scored in terms of pronunciation/accent, accuracy/grammar, vocabulary relevance, coherence/ideas, fluency, anxiety and self-confidence (see Appendix 5). The pre- test was conducted on Thursday, January the 14th, 2016 at 09:40 a.m. room 01, building 03. Whereas, the post-test was on Thursday, April 28th, 2016 and Thursday, May 5th, 2016. The post test took two sessions because students were asked to choose topics and perform. There are those who prefer to perform alone however others performed in pair. For the topics that the students have chosen (see Appendix 18). The mean score of the pre-test and the post-test were compared. The  $T_{\text{students}}$  was calculated because it

allows to check the EFL learners' speaking ability development under the implementation of audio-visual technology equipment.

The aim behind conducting this speaking test was to determine to which extent EFL learners can express themselves in English, and discover in which speaking sub-skills or language aspects they really face difficulties. In addition, the purpose of designing pre and post tests was to compare the students' speech before and after the implementation of our programme, to know whether we have achieved our goal throughout this programme or not.

## **5. Procedures for Analyzing and Treating Data**

In order to analyze and treat data collected in this research, we have relied on frequencies, percentages and descriptive statistics.

## **6. Validity and Reliability of the Instructions**

It is only if the degree of validity and reliability is proved that a given research can be considered to be successful. In this respect, Ravitch (2007) argued that validity refers to the extent to which a test measures exactly what it should measure. It means, scientifically, logically and objectively. In addition, Ravitch (2007) claimed that reliability refers to the degree of consistencey. It means, each time the test and the research give the same results.

After considering the two basic concepts of instructions, we can say that our data collection tools have a high degree of reliability, because data are analyzed scientifically, logically and objectively. In addition, the reseacher has mentiones each answered question to avoid any subjectivity and to make the data analysis objective and reliable. However, since our sample is composed of twenty one (21) students; thus, the results cannot be generalized to the whole population which consists of one hundred and five (105) students.

## **Conclusion**

The present research aims at exploring the effect of audio-visual technology aids on the EFL learners' speaking skill. To achieve our goal we have used three data collection tools. First, we started by a survey questionnaire administered to the whole population to check the feasibility of our research study. Then students' questionnaire which was given to the sample, mainly to know their needs and interests before designing a syllabus. The second instrument is observation, pre and post observation was conducted at the beginnig and at the end to

compare the students' level. Another tool was the speaking test, a pre-speaking test and post-speaking test were conducted to test and compare the level of students in different sub-skills of speaking and language aspects.

Finally, the data collection tools and the experiment were conducted during the oral, listening and pronunciation session for the purpose of improving the speaking skill. Because we believe that four of five sessions are not enough to get a logical result, on one hand, and on the other hand, developing the students' pronunciation helps them to improve their speaking. Concerning the listening, as (Tarigan, 1990, p. 3) said: « *speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned* » It means a good listener is a good speaker.

## Section Two: Data Analyses and Interpretations

### 1. Analysis and Interpretation of Teachers' Questionnaire

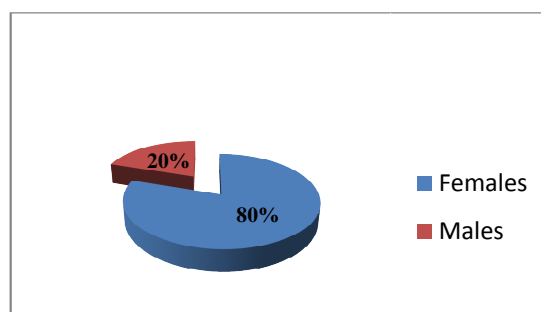
In this part, the teachers' questionnaire is analyzed in detailed. The data gathered are resembled in a table and illustrated in a graph. Each table and graph are followed by two paragraphs, the first is about reading the table, the second includes the interpretation of data.

#### Section One: General Information

##### Question 1: Gender

**Table 7:** Teachers' Gender

Variables	Respondents	Percent
Females	8	80%
Males	2	20%
Total	10	100%



**Graph 3:** EFL Teachers' Gender

The above table shows the gender of EFL teachers in the department of English, University of Bejaia. Out of ten teachers, the females represent 80% of the respondents; and the males 20%. It is clear that number of females is higher than the number of males.

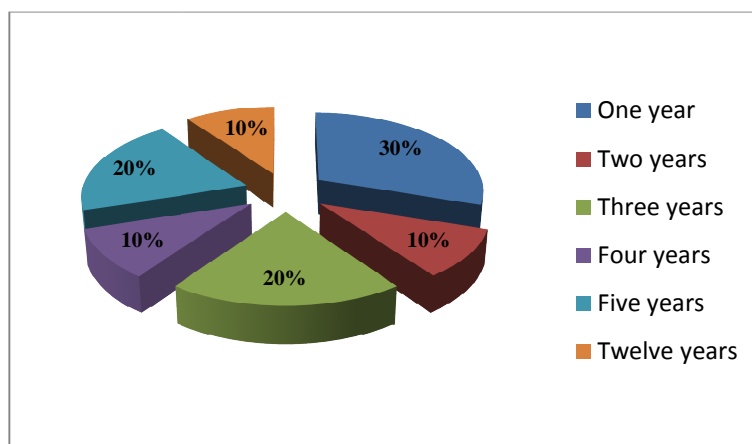
#### Interpretation:

Each time, statistic shows that the number of females is higher than males in the field of education, especially language teachers. This is what we notice in table (7). Males are generally more interested by scientific streams, such as engineering, architecture and technology, rather than studying and teaching languages. In addition, the rate of females is higher than that of males in the English department, university of Bejaia, as well as the other schools and universities, this explains the dominance of females, generally, in the field of education, and especially, in language teaching.

**Question 2:** How long have you been teaching the speaking skill?

**Table 8:** Teachers's Experience in Teaching Speaking Skill

Variable	Respondents	Percent
One year	3	30%
Two years	1	10%
Three years	2	20%
Four years	1	10%
Five years	2	20%
Twelve years	1	10%
Total	10	100%



**Graph 4:** Teachers' Experiences in Teaching Speaking Skill

Both table (8) and graph (4) show the number of years teachers of oral expression have been teaching the speaking skill in the department of English, University of Bejaia. We notice that, there is a balance between teachers whose the experience is three years and five years they both represent (20%) of the respondents. Another equivalence takes between the teachers who taught two, and four years, each represents (10%). One teacher who represents (10%) has been teaching for three years. These participants are called part time teachers; however, the teacher with twelve years (10%) is associated teacher. He is an inspector of English.



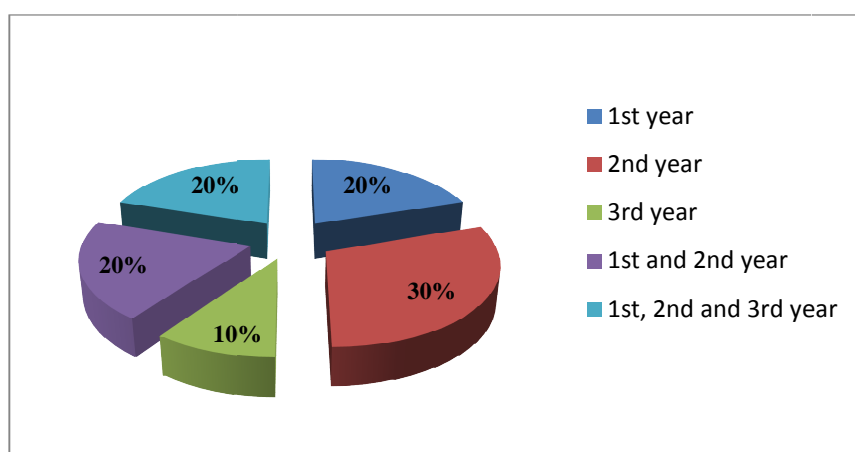
▪ **Interpretation:**

From the table and graph above we understand that most EFL teachers of oral expression sessions are young. But this characteristic does not mean that the quality and effectiveness of teaching process depends on the age or the period of experience of the teacher. We strongly believe that the characteristics that make a good teacher of the skill under investigation, despite any difficulties, are the knowledge, the method, motivation and determination.

**Question 3:** To which level(s) did you teach this skill?

**Table 9:** The Level of Students Being Taught

Variables	Respondents	Percentage
1st year	2	20%
2 <sup>nd</sup> year	3	30%
3rd year	1	10%
1st and 2 <sup>nd</sup> years	2	20%
1st, 2 <sup>nd</sup> and 3rd years	2	20%
Total	10	100%



**Graph 5:** The Different Levels of Students Being Taught

Table (9) and graph (5) show the level(s) of student taught by the teachers of oral expression session. It can be clearly observable that the high percentage goes to the teachers

who teach first year bachelor level, we notice that the teachers of oral expression teach this level either alone (20%) or with second year (20%) or with Second and third year (20%). Whereas, the teachers of third year represent (10%) of the population. And those who teach second year alone represent (30%).

### **Interpretation:**

First year students' bachelor level come up to university with the idea of being able to communicate and speak as natives do; therefore, they seem very motivated. Thus, we can conclude that this may be the reason that attracts the teachers of oral expression session to choose first year level.

**Question 4:** Have you ever taught in another university? If yes, please would you give the name, the place and the level?

The data gathered make us known that eighty (80%) of the respondents did never teach in another university; however, two teachers females who represent (20%) of the population declared that they have already taught in other universities, one in Tizi Ouzou, she taught first and third years students in the target skill. The other teacher mentioned that she taught first, second and third year in the University of Annaba.

### **Interpretation:**

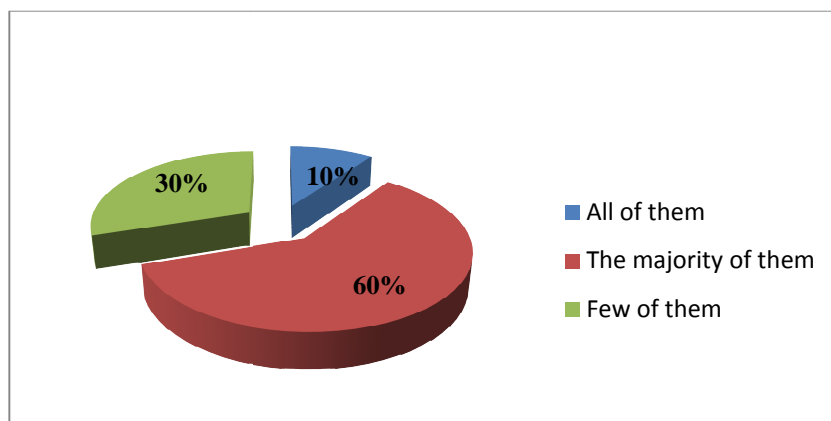
From the teachers' answers, we notice that (80%) have never experienced the teaching of speaking skill in another university than Bejaia. There are only two teachers who have already worked outside Bejaia, one in Tizi Ouzou (10%) she taught first and third years, and the other teacher (10%) have experienced the teaching of oral in Annaba university with first, second and third years. First year students' level is always present, even in other universities in different cities. This confirms what we have already claimed in the Interpretation: of the previous question. EFL teachers may prefer teaching speaking skill to first year students' level.

## **Section 2: Students' Difficulties in Speaking Skill**

**Question 5:** How many of your students do participate in oral expression session?

**Table 10:** The Amount of Students Who Participate in Oral Expression Sessions

Variables	Respondents	Percentage
a. All of them	1	10%
b. The majority of them	6	60%
c. Few of them	3	30%
d. No one of them	0	0%
Total	10	100%



**Graph 6:** The Amount of Students Who Participate in the Oral Expression

Table 10 and graph 6 indicate the amount of students who participate in oral expression session. The results show that the highest percentage is given to ‘b’ with (60%); this means that the majority of students practice the target language in oral expression session; after ‘b’ comes ‘c’ with (30%), then ‘a’ represents (10%).

### Interpretation:

The results that the table and the graph above indicate arise many questions, mainly about students’ participation in oral session. That is, since the majority of students participate in oral expression, why they still encounter difficulties to speak effectively in English language? The existence of such situation among EFL learners, who have already dealt with aspects and sub-skills of language as well as mechanisms, seems quite strange.

For us, the causes of this situation may be the followings:

- EFL learners limit their practice of the target language only in classroom; they do not speak English outside.
- An important lack of knowledge about language aspects may lead to such situation.

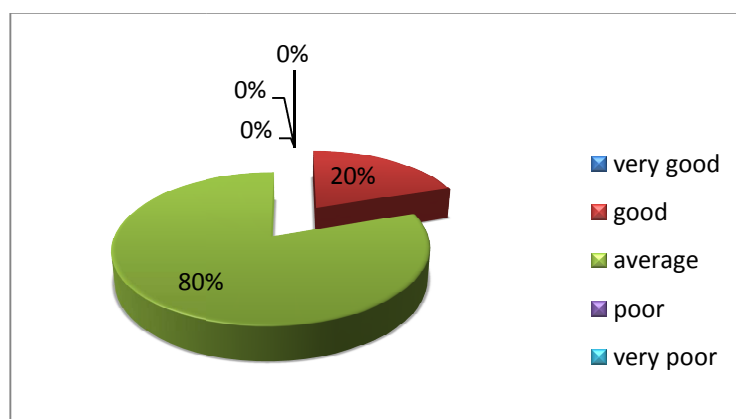
- The material used in oral session may not help the EFL learners to develop their speaking ability.
- The lack of students' exposure to authentic language.

The data gathered from table 10; show not only one case of classroom situation, some respondents claim that just few of their students participate in oral session. We think that this happens when an EFL learner feels nervous, uncomfortable or fears of the teacher's and peers' evaluation, therefore the student does not speak to save her/his self image. In addition, sometimes the lack of interest in the topic cause the reluctance of the student to speak.

**Question 6:** How do you evaluate your students' speaking abilities in English?

**Table 11:** EFL Learners' Level in Speaking Ability

Variables	Respondents	Percentage
a. Very good	0	0%
b. Good	2	20%
c. Average	8	80%
d. Poor	0	0%
e. Very poor	0	0%
Total	10	100%



**Graph 7:** EFL Learners' Level in Speaking Ability

Table (11) and graph (7) give a clear illustration about EFL learners' level in oral skill. (80%) of students are average; whereas, (20%) are good.

### Interpretation:

It is evident that, in classroom, students are evaluated according to classroom interaction. From the table and graph above, we understand that students who have an average level are mainly those who are risk takers, because they participate without being afraid of teacher's feedback. We think that the members of this portion are very motivated to develop their speaking abilities.

**Question 7:** According to you, in which language aspect(s) do your students face difficulties?

**Table 12:** Students' Difficulties in the Language Aspects.

Variables	Respondents	Percentages
Only Vocabulary	2	20%
Only Grammar	1	10%
Only Pronunciation	0	0%
Vocabulary and Grammar	0	0%
Vocabulary and Pronunciation	1	10%
Grammar and Pronunciation	1	10%
All	5	50%
Other	0	0%
Total	10	100%

Table (12) shows the language aspects in which the students face difficulties to communicate effectively. It is obvious that the highest percentage goes to all aspect (50%), the difficulties in vocabulary alone comes in the second position with (20%), then grammar (10%), vocabulary and pronunciation (10%), grammar and pronunciation (10%).

### Interpretation:

After considering the results in the table and graph above, we understand that EFL learners do not encounter difficulties in only one aspect or two, but in all language aspects. This common factor among students prevents them automatically from producing an accurate output. In such situation, we strongly believe that EFL students should be exposed to an

authentic language from which they will make an end to their limited vocabulary, learn correct pronunciation and grammatical structure. Thus, to achieve this goal, the audio-visual technology should be used in oral expression sessions.

### Section 3: The use of Audio-Visual Technology in EFL Class

#### Question 8: Which techniques do you adopt in the oral expression sessions?

According to the data gathered, (50%) of our respondents use the role play and topic based as techniques in oral expression session. (20%) adopt the role play and conversations, (20%) use only role play and (10%) use role play, conversation and project based.

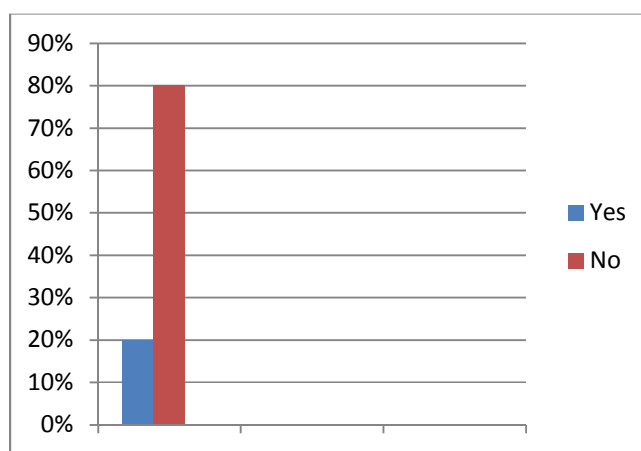
#### Interpretation:

From these outcomes, we notice that there is a common technique that the teachers use in oral expression session; it is role play. According to us, it is beneficial, to some extent, because in such activities the learners are active and creative, they produce output, but since they are not exposed in an authentic language, the language that they produce is not going to help them in developing their communicative competence. Therefore, we strongly agree that first step in oral expression session must be the exposure of students to the authentic input then they produce it as an output. This will help them to both understand and produce an accurate language and being fluent.

#### Question 9: Do you use any technological tools in oral expression?

**Table 13:** The Use of Technological Tools in Oral Expression.

Variables	Respondents	Percentage
Yes	2	20%
No	8	80%
Total	10	100%



**Graph 8:** The Use of Technological Tools in Oral Expression.

Table (13) and graph (8) report the number of EFL teachers who use technological tools in oral expression 8 (80%), and the number of those who do not 2 (20%).

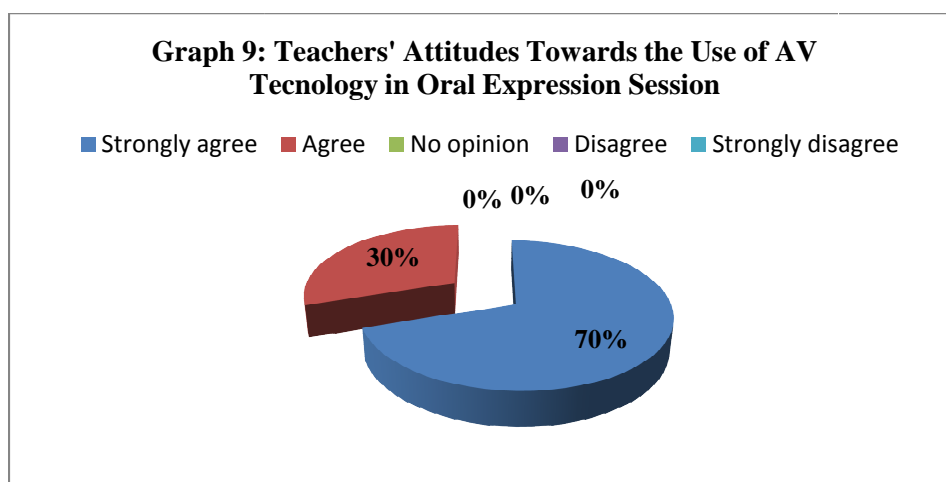
### Interpretation:

The number of EFL teachers who do not use technological equipment in oral expression is much greater than those who do. And in their answers, teachers who use it, mentioned that they use only in listening session in a form of audio in the lab. As a result, we recognize that the students' reluctance to speak the target language, and the difficulties they face when they are expressing themselves are the consequences of the lack of audio-visual technology equipment use in oral expression session.

**Question 10:** When audio-visual technology is used in EFL class, it helps the learners to develop their speaking skill. You :

**Table 14:** EFL Teachers' Attitudes Towards the Use of Audio-Visual Technology in Oral Expression.

Variables	Respondents	Percentages
Strongly agree	7	70%
Agree	3	30%
No opinion	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	10	100%



According to table (14) and graph (9), (70%) of the respondents strongly agree with the use of audio-visual technology aids in oral expression session, and (30%) agree with the fact.

**Interpretation:**

From the data gathered in table (14), we can conclude that despite EFL teachers do not use the audio-visual technology tools in oral expression session, the majority of them strongly agree with the fact to use it. This should be taken into consideration by both administration and government.

**Question 11:** Would you please justify your answer?

When asking the teachers to justify their positions, they reported the following:

- The audiovisual material contains the authentic materials full of new vocabulary, real grammar, and it makes the students enjoy.
- Students are exposed to the real language used by native speakers including its culture and context.
- The use of ICTs provides opportunities to experience authentic use of the language and provides more exposure to it.
- The audio-visual technology helps the learners develop the listening skill.
- It stresses the role of students and develops their interaction, so, the more they interact, the stronger they speak and exchange ideas, opinions and thoughts.
- Students are more pleased and motivated. They need to have an image of what they learn.
- They keep what they can listen and watch at the same time, and I think it is the best way to keep what they see and hear in their everyday conversations
- When listening to native speakers, the learners acquire pronunciation and intonation better.
- Since it simulates their interests rather than using any other type of activities or tools.
- While listening to any native speaker, students are able to recognize the correct pronunciation and revise well the correct spelling. Furthermore, they can learn a new vocabulary that will certainly be explored in any daily English use.



**Interpretation:**

After considering the teachers' positions, we can say that all of them share the same assumption which is through audio-visual technology in oral expression sessions, EFL learners are exposed to authentic language, thing that helps them to improve their speaking skill. Two respondents believe that it also enhances even the listening skill.

**Section 4: Further Comments**

**Question 12:** Would you please add any other recommendations and suggestions that can help the EFL learners to develop their speaking skill?

These are the suggestions and recommendations reported by 9 teachers; one teacher did not express her/his position.

- Using the language in EFL setting should not be restricted to classroom use.
- Speaking skill is related to other language skills, listening provides learners with accurate pronunciation, reading provides them with vocabulary and writing with accurate grammar. But audiovisual combines the three skills, thus it is a multiple help to speaking skill.
- I think that the teacher should make reference to many techniques and tools like: videos, conversations, literary texts, dialogues, interviews and even movies to develop in their students this skill (speaking).
- Provide adequate feedback about the learners' performance, use varied methods in class, encourage peer learning, group work, portfolios and set goals for each learner.
- Contextualized role play is important; choose the topics that interest the students (content-based activities).
- Chain drills (focus on accuracy), listen and repeat, debates, and communication games.
- Students should be introduced to reading and sharing ideas about what they read during the session.
- Students should listen to native speakers and repeat after them.
- Preparing their own projects talking about any of the topics they feel at ease to invest without barriers.

We admit that these suggestions and recommendations are very crucial and their implementation can be beneficial for both teachers and learners in EFL class. Nowadays, we should accept that technology dominates all the fields all over the world. It is implemented in

societies, schools, universities and hospitals. In addition, technology equipment are based on English language. Therefore, mastering this language is considered to be of great importance. Thus, we think that time is going fast, so it time each EFL teacher does his/his best to help the learners in improving their communicative abilities. But in this process the students must help their teachers, that is; teachers and learners should work in collaboration to achieve the target goal.

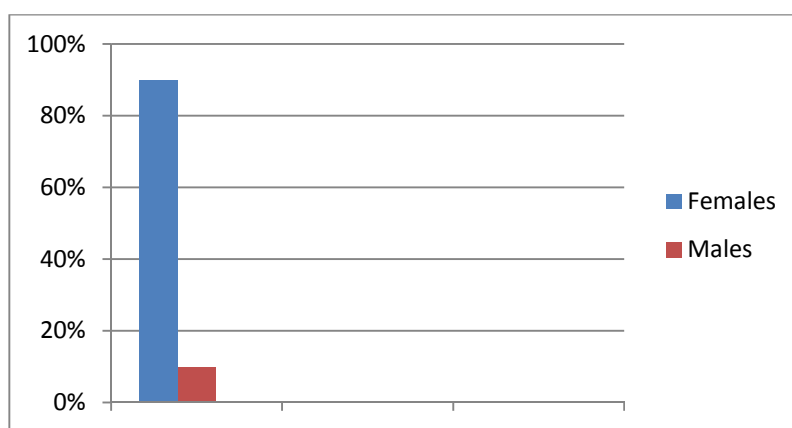
## 2. Analysis and Interpretation of Students' survey questionnaire.

This part deals with the analysis and interpretation of data gathered in the students' survey questionnaire. Each question is analyzed and interpreted alone.

### Section 1: General Information

**Table 15:** The Students' Gender

Variables	Respondents	Percentage
Females	81	90%
Males	9	10%
Total	90	100%



**Graph 10:** The students' Gender

Table 15 and graph 10 above indicate the number of females who represent (90%) of the whole population; whereas, represent (10%).

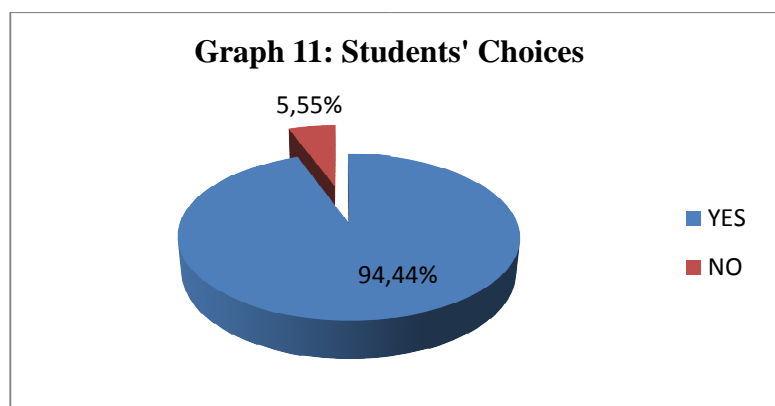
### Interpretation:

From this table and this graph, we notice that the numbers amount of the females' participants 81 (90%) is much higher than that of males (9) who represent only (10%) of the population. These statistical results may be explained by the males' choices of studies. That is; generally males are more attracted by scientific stream rather than being teachers of languages.

### Question 3: Was English studies your first choice?

**Table 16:** Students' Choices

Variables	Respondents	Percentage
Yes	85	94,44%
No	5	5,55%
Total	90	100%



According to table 16 and graph 11, (94,44%) of the participants have chosen to study English however (5,55%) of the them did not.

### Interpretation

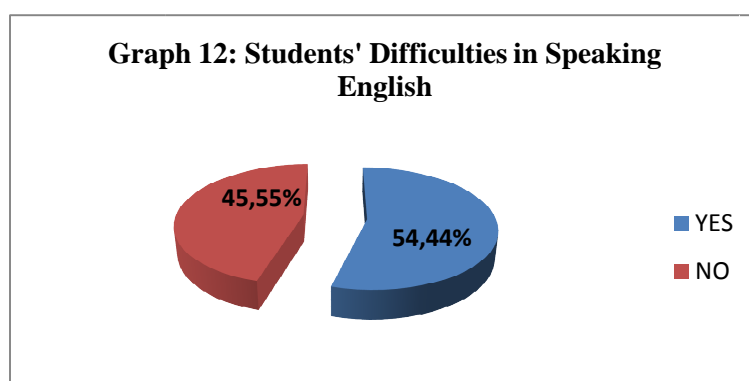
The results presented in this table suit those indicated in table 12. That is, we have already mentioned in the interpretation of the previous table that males opt more for scientific stream, this is what we notice here (94,44%) of the participants have chosen to study English. This explains the dominance of females in the department of English, University of Bejaia.

**Section 2:** The Students' Attitudes Towards the Audio-Visual Technology Equipment in Oral Sessions.

**Question 4:** Do you find difficulties in speaking in English?

**Table 17:** Students' Difficulties in Speaking English

	Respondents	Percentage
Yes	49	54,44%
No	41	45,55%
Total	90	100%



The results in table 17 and graph 12 indicate that (95,55%) of the population find difficulties when speaking English; however, (4,44%) declare that they do not.

### Interpretation:

Sometimes EFL students feel that they have a good or very good level in English, but they ignore that this does not guarantee that they can express themselves appropriately when speaking. According to us, students who have second year bachelor level still face difficulties in the target language, especially when speaking. These have been noticed throughout our study, some students are risk takers, when we listen to them they seem rapid and have good level in speaking, but they made mistakes and errors and sometimes they stop because of their limited vocabulary. Thus, we think that EFL learner, even she/he feels that she/he has a good level, should continue to make efforts in order to develop her/his speaking abilities.

**Question 5:** If yes, in which of the following aspects do you find difficulties?

**Table 18:** Students' Difficulties in Language Aspects.

Variables	Respondents	Percebtages
Only Vocabulary	8	8,88%
Only Grammar	5	5,55%
Only Pronunciation	5	5,55%
Vocabulary and Grammar	4	4,44%
Vocabulary and Pronunciation	8	8,88%
Grammar and Pronunciation	10	11,11%
All	50	55,55%
Other	0%	0%

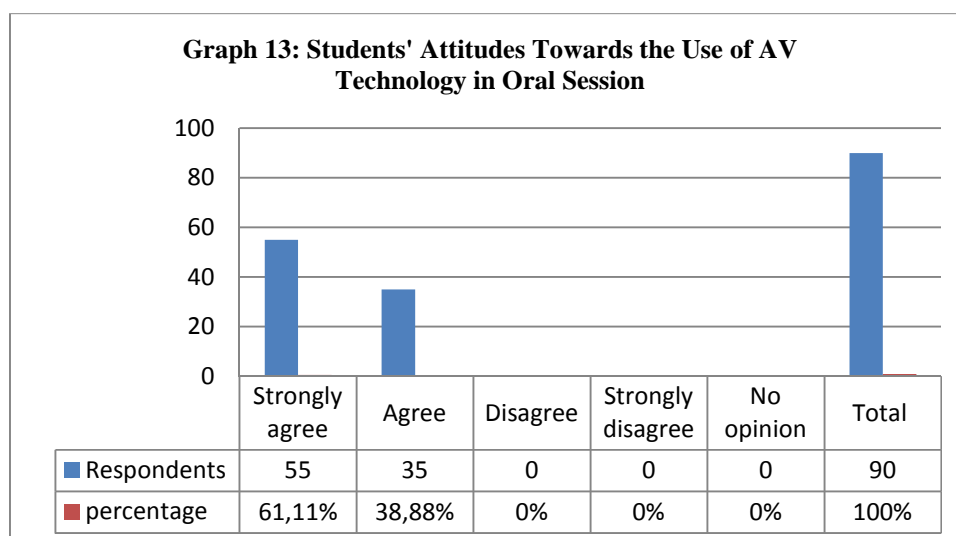
Table 18 reports the students' difficulties in different language aspects. The rate of the participants who declare that they encounter difficulties in all language aspects is the higher one, they represent (50%) of the population, in second position come respondents who claim that they have grammar and pronunciation problems with (10%), then (8%) in vocabulary and pronunciation, also others who have limited vocabulary represent (8%) too. There are respondents who find grammar not easy (5%), others find difficulties in pronunciation (5%) too. The last respondents face problems in vocabulary and grammar.

### Interpretation:

The results gathered from table 18 show that (50%) of EFL learners face difficulties in all language aspects, it means in grammar, vocabulary and pronunciation. It is a matter of fact that without language aspects, speaking cannot take place. This may be the reason that prevents the students to be communicatively competent. Hence, the teachers of oral expression should include activities about grammar, vocabulary and pronunciation in their sessions.

**Question 6:** The use of audio-visual aids in oral expression session will help me improve my speaking skill.

**Graph 13:** Students' Attitudes Towards the Use of AV Technology in Oral Expression



Graph 13 illustrates that the major portion of EFL students strongly agree with the fact that audio-visual technology equipment can help them to evolve their speaking skill, they are 55 students they represent (61,11%) of the whole population. The other respondents (35) do agree with the target situation, they represent (38,88%).

### **Interpretation:**

From table 16, we can notice that the whole population believe that the audio-visual technology equipment can help them to improve their speaking skill in English. This explains that the participants show motivation, and willingness to change and develop their speaking skill but to achieve their goals they need technological materials which give them the opportunity to be exposed to the authentic language. In few words, EFL learners need to learn the real language from its real speakers.

### 3. Analysis and Interpretation of Students' Questionnaire

#### Section one : General Questions

##### Question 01 : Students' age.

**Table 19:** Students' age

Variables	Respondents	Percentage
20	10	47,61%
21	10	47,61%
25	1	4,76%
Total	21	100%

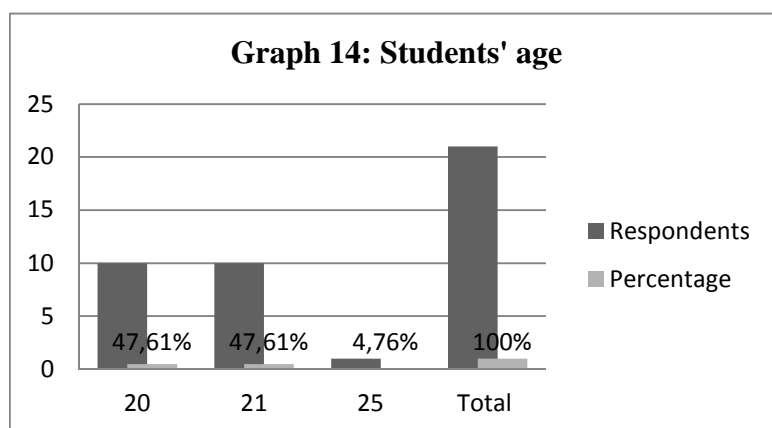
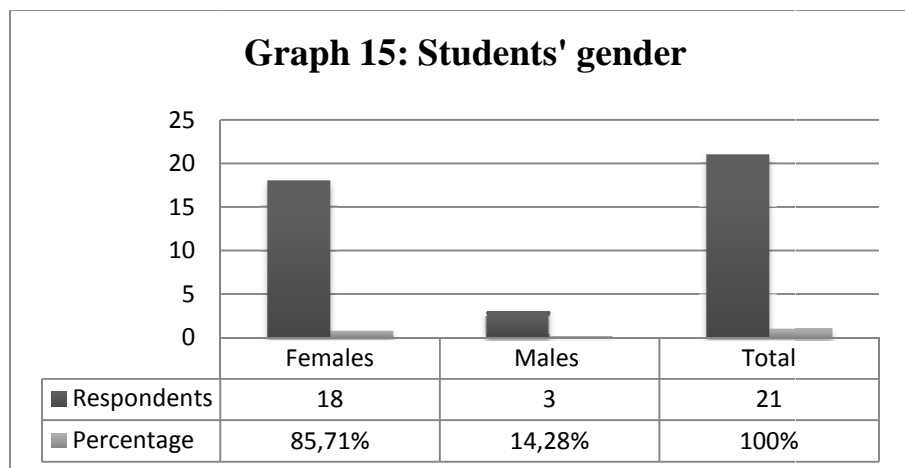


Table 19 and graph 14 indicate the students ages, we notice that ten students are (10) are twenty (20) years old, they represent (47,61%) of the population, the same percentage is represented by students who are twenty one year (47,61%); whereas, there is one student who is twenty five years old.

#### Interpretation

From table(19) and graph (14) we notice that there is a balance between students who are twenty years old (20) and those who are twenty one (21). This difference of one year may be due to the changes that the educational system has known in 2003/2004, or some students might lose a year in primary or middle school, or they did not get their bacheloret degree for the first time. Furthermore, the age of the remained student can be explained by personal reasons. According to us, the outcomes of a heterogeneous EFL class can be very satisfying, because students do not have the same age; they would learn from the experience of each others, they would have the curiosity to know about each others, this would create interaction in the classroom.

**Question 2:** Students' gender.

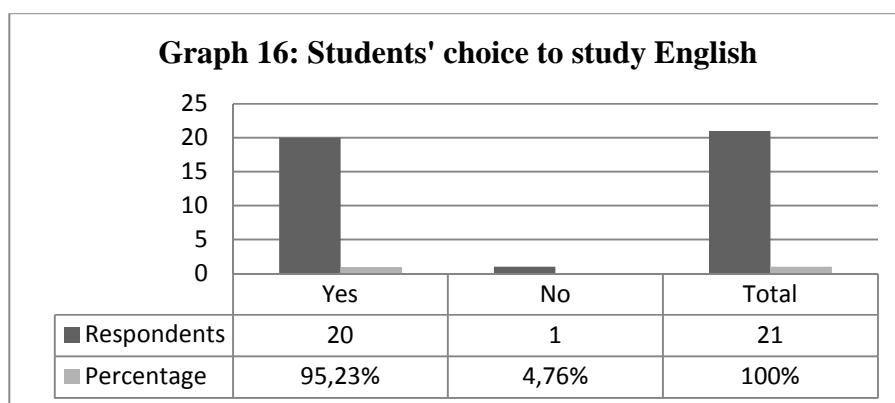
Graph 15 above shows that, our sample comprises eighteen females (18) with (85,71%) of the participants; whereas, the percentage of the males is (14,28%), they are only three.

**Interpretation**

From, the graph above, we can notice that the number of females in the sample under investigation is much greater than that of males; this can be explained by the students preferences. That is, the females opt for languages; however, males are attracted more by the scientific stream. In addition, it is clearly noticeable that females, generally, dominate the educational domain. Women, generally, choose to be teaching as a job because they believe that it is considered to be socially respectable and acceptable. Moreover, females are attracted by the educational domain because of the period of vacation. In other words, they can spend more time with their families.

**Question 03:** Was English study your first choice?





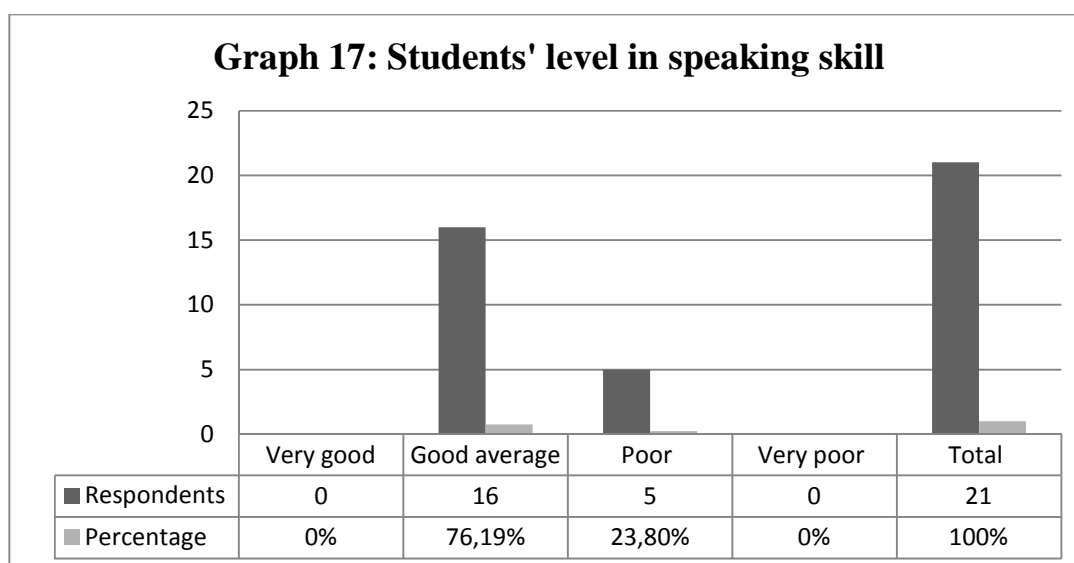
According to the graph 16 above, twenty students declared that studying English was their first choice, they represent (95,23%). However, studying English at the university was not the choice of one student who represents (4,76%).

### Interpretation

Comparing the number of students who have chosen to study English (20) and those who did not (1) in graph (16), we notice that there is a great difference. Therefore, we can say that students asked for studying English language forcefully at the University of Bejaia. Thus, learners now who are the future workers are aware of English language importance and its status in the world.

### Section 02: Students' View(s) About the Speaking Skill.

**Question 04:** How would you evaluate your speaking abilities?

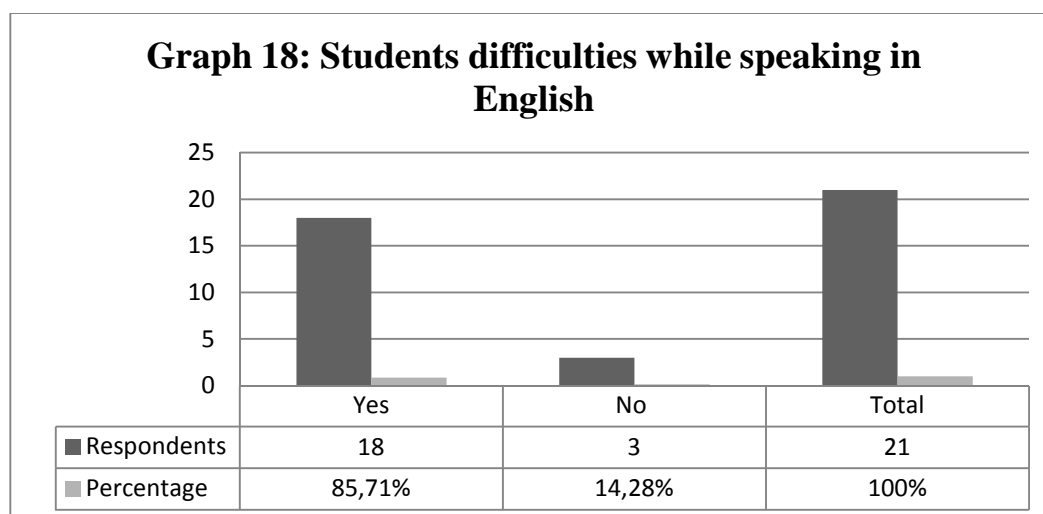


Graph 17 examines the students' level in speaking skill, the results demonstrate that (76,19%) of students suggest that their in speaking ability is good average, while five said that their level is poor, they represent (23,80%).

### Interpretation

In an EFL class there students who have a good level in writing and even get good grade but cannot produce the output appropriately when it comes to speaking. In contrast, there are learners who succeed to express their feeling and ideas in oral communication successfully. This equation is considered as a situation which is difficult to be understood. Accordingly, we believe that this lack of speaking ability is related to the self-confidence, and fear of negative feedback. In other words, students who cannot express themselves in oral communication are not confident; therefore, they prefer keeping silent in order to not be negatively evaluated. Thus, these students think in this way they save their self-image with their teacher and their peers.

**Question 05:** Do you face difficulties while speaking in English?



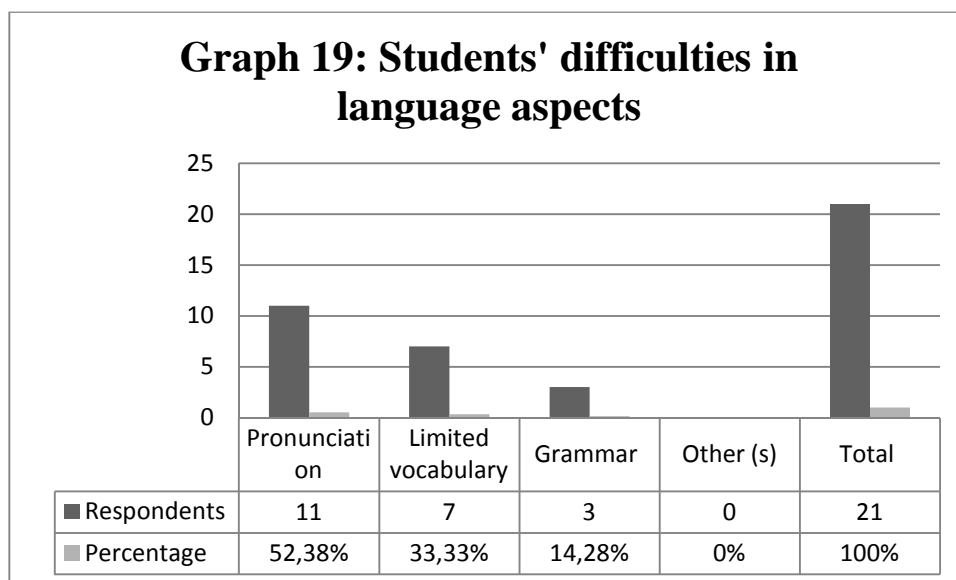
Graph 18 illustrates the number of EFL learners who declare that they encounter difficulty while speaking in English, this portion represents (85,71%); whereas, other students confirm that they do not face problem in their speaking ability, they represent (14,28%).

### Interpretation

To interpret, from the graph 18 we can notice that majority of students (85,71%) reveal that they face difficulty while speaking in English. This problem can be related to the status of

English language in our country. That is, English is a very foreign language in Algeria, it is absent outside the classroom. Additionally, inside the classroom, the learners are generally exposed to the language of their teachers only, there is no exposure to the native speakers. Thus, the students face difficulties to understand the input they receive and to produce output.

**Question 06:** If yes, in which of the following aspects do find difficulties?



Graph 19 shows the language aspects in which EFL learners find difficulties. As it can be observed (52,38%) of the students face difficulties in pronunciation, for (33, 33%) it is the limited vocabulary which prevent them to speak, and (14,28%) stated that their obstacle is in grammar grammar.

### Interpretation

The results that graph19 contains, confirm that EFL learners really encounter difficulties while speaking the target language. As we can notice, the majority of students have problems in pronunciation. Then in grammar and just of them in grammar. It is a matter of fact that Bejaia is a multilingual city; the languages spoken are Berber (with various accents), Arabe French and some Chaoui. Therefore, we think that students are influenced first by the pronunciation of their mother tongue, then by the other languages. Additionally, students are not exposed to authentic language; hence, the students will face difficulty not only in pronunciation, but also in vocabulary.

**Question 07:** To what extent the oral expression sessions help you to improve your speaking skill?

**Table 20:** The students' views about how much does the oral expression session help them to develop their speaking.

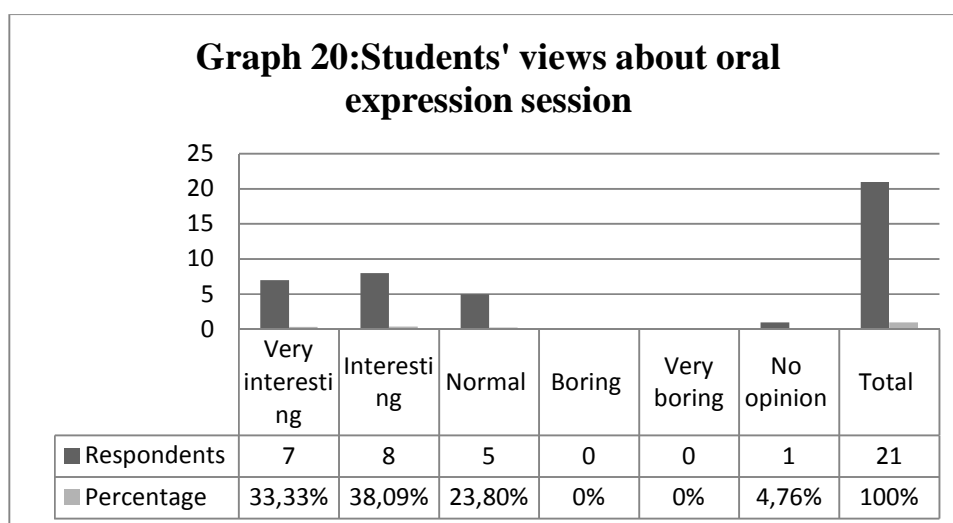
Variables	Respondents	Percentage
Very much	6	28, 57%
To some extent	9	42,85%
No opinion	3	14,28%
Not very much	3	14,28%
Not at all	0	0%
Total	21	100%

Table 20 reports to what extent the students feel that oral expression sessions help them to improve their speaking. The answer of (42, 85%) is to some extent. (28,57%) said very much, and (14,28%) have no opinion as well as those whose the answer is not very much.

### Interpretation

We can see from the table above, different attitudes of students towards the oral expression sessions. It is clearly noticeable that these students need help and their oral session should know some novelty. Hence, we think that it is the job of the teacher to create good atmosphere in the classroom by using realia in the classroom like technological equipment to expose the learners to authentic language. The teacher can also ask the learners to bring authentic materials when they perform. For us, in doing so the teacher will be a good classroom manager and students will develop their speaking ability; thus, the goal would be achieved.

**Question 08:** How do you find oral expression sessions?

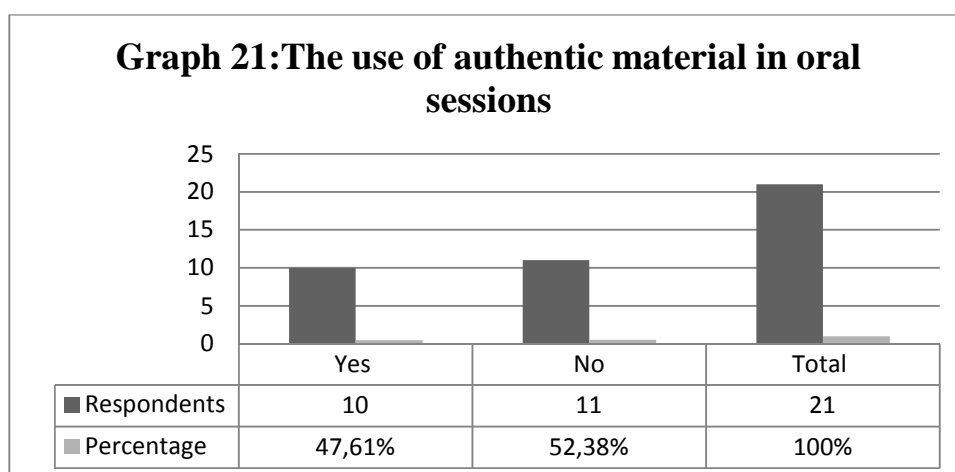


Graph 20 shows the students' views about oral expression session. (38,09%) find it interesting, (33,33%) said very interesting, according to (23,80%) the sessions of this module are normale and (4,76%) have no opinion.

### Interpretation

As we can see, graph 20 Illustrates the students' views about the oral expression module. The fact of considering it interesting or not depends on many factors such as: the material used, the content as well as the teacher's way of presenting the leacture and strategies and the techniques she/he used. In this respect, we strongly believe that it is very important that the teacher knows the needs and the interests of her/his students in order to help them to be effective speakers in the target language.

**Question 09:** Does your teacher use any authentic material in oral expression session?



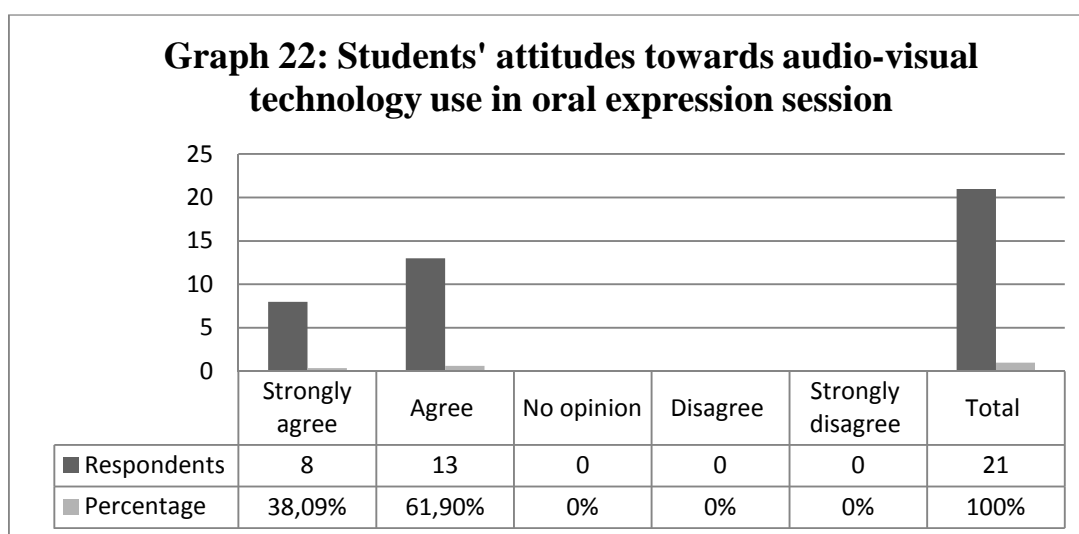
Graph 21 is about the use of authentic material in oral expression sessions. (52,38%) of the participants asserted that it is not used; whereas, (47,61%) confirmed that their teacher used it. They gave some examples such as: audios in listening sessions, pictures and handouts.

### Interpretation

In the graph above, without doubt, we can say that the only technological equipment used is the lab. Using pictures and audios is a good idea of course, but we are living in the century where technology is dominating the world in all the domain, hence it is preferable if EFL teacher integrates some of these equipment as much as possible in oral expression sessions, because in doing so she/hem ay help the learner to be self-confident and produce accurate output.

**Section Three:** Students' Attitudes Towards the Use of Audio-Visual Technology in Oral Expression Module.

**Question 10:** The use audio-visual aids in oral expression session will help me to improve my speaking.



Graph 22 reveals the students attitudes towards the use of audio-visual technology in oral expression module. The results show that (61,90%) of participants agree and (38,09%) strongly agree.

### Interpretation

According to the students' answers, we can understand that they do not seem comfortable with the methods used in the oral expression module, therefore they either agree or strongly agree with the implementation of audio-visual technology. Accordingly, we think that the

solution is between the teacher's hands; that is, the teacher should combine whatever seem the best or most useful things, strategies, techniques and materials from many different areas or systems, rather than following a single one, because when the teacher is eclectic she/he will succeed to help the students in developing their speaking ability despite their different learning styles.

**Question 11:** If you agree, would you please indicate which topic or field do you prefer?

In their answers, the students suggested: songs, movies, sports, describing people, dialogues, short stories, conversations, and jokes.

### Interpretation

From the students' answers, we understand that they want to learn language not only to use it in an academic way, these learners plan to use English in all their endeavours in the present and in the future. This means that each EFL learner is motivated to be an accurate and fluent speaker, but there is the one who shows this wish and other does not; hence, the teacher and the learners should work in collaboration to achieve the target goal.

**Question 12:** If you disagree, please justify your answer.

In this question there was no answer, because no one disagreed.

**Section four:** Students' comments and suggestions.

**Q3:** Would you please add any other suggestions or recommendations for developing EFL learners' speaking skill?

To this question, two students (9,52%) suggested that the teacher talk should become less than the students talk. And the learners should be asked to do projects.

### Interpretation

These suggestions reflect the real needs and desires of the EFL students; hence, we hope that they would be taken into consideration by the teachers of oral expression module. Because their wish to develop their speaking abilities as EFL learners is obvious.

Accordingly, we believe that each one of these learners strongly wish to be a fluent speakers, but they do not know how to achieve their aim. Therefore, the teachers should help them in this process, as well as the administration. Because we are living in an era where the learner is the center of the teaching and learning process; in addition, both English language and technology are dominating the world. As a result, the administration, the teachers and the learners should work in collaboration to give birth to a new generation. This latter encompasses students who understand input and produce output appropriately in English language.



#### 4. Analysis and Interpretation of Speaking Test

In order to analyse the pre-test and the post-test, the scores were computing and converting to mean scores and then the ( $t$  observed and  $t$  calculated were) were calculated. After that, the results were compared to check whether there is a difference or not.

The members of the sample under investigation were scored in seven components which are: pronunciation/accent, accuracy/grammar, vocabulary/relevance, fluency, anxiety and self-confidence. The following table shows the results of the pre-test.

**Table 21:** *The results of the pre-test*

statements	Pronunciation / Accent 3/3	Accuracy/ Grammar 3/3	Vocabulary/ Relevance 3/3	Coherence/ Ideas 2/2	Fluency 3/3	Anxiety 3/3	Self- Confidence 3/3	The scores ../20
S1	2	1	1	1	2	2	2	12
S2	1	1	2	2	1	1	2	10
S3	1	2	2	1	1	2	2	11
S4	2	2	1	2	1	2	1	11
S5	1	1	2	2	2	1	1	10
S6	1	1	2	2	2	1	1	10
S7	2	1	2	1	1	2	1	10
S8	1	2	1	1	1	1	1	8
S9	2	1	2	1	1	1	1	9
S10	2	2	1	1	1	2	1	10
S11	1	1	2	2	2	1	1	10
S12	2	2	1	2	1	2	1	11
S13	1	1	2	2	2	1	2	11
S14	2	1	1	1	2	2	1	10
S15	1	1	2	2	1	1	2	10
S16	2	1	2	1	1	1	1	9
S17	1	1	1	1	2	2	1	9
S18	1	2	1	2	1	1	2	10
S19	2	2	1	2	1	1	1	10
S20	1	2	1	2	1	1	1	9
<b>M</b>	10							200

**M** : stands for mean.

**Table 22:** *The results of the post- test*

statements	Pronunciation / Accent 3/3	Accuracy/ Grammar 3/3	Vocabulary/ Relevance 3/3	Coherence/ Ideas 2/2	Fluency 3/3	Anxiety 3/3	Self- Confidence 3/3	The scores ../20
S1	3	2	2	2	2	2	2	15
S2	2	2	2	2	1	3	2	14
S3	2	3	2	2	2	2	2	15
S4	2	3	2	2	1	2	2	14
S5	2	3	2	2	2	3	2	16
S6	1	2	2	2	2	3	3	15
S7	2	2	2	1	1	2	2	12
S8	1	2	2	2	2	2	2	13
S9	2	1	2	2	1	3	2	13
S10	2	2	2	2	1	3	2	14
S11	1	2	2	2	2	2	2	13
S12	2	2	1	2	1	2	3	14
S13	1	3	2	2	2	1	2	13
S14	2	3	2	1	1	2	3	14
S15	2	2	2	2	2	3	2	14
S16	2	3	2	1	1	3	2	14
S17	1	3	1	1	2	3	2	13
S18	1	2	2	2	1	3	2	12
S19	2	2	1	2	2	2	2	13
S20	2	2	1	1	1	3	2	12
<b>M</b>	13,65							273

**M** : stands for mean.

**Table 23:** Calculating *T* student

Statements	Pre- test (X1)	Post-test (X2)	D= (X2-X1)	D.D
1	12	15	3	9
2	10	14	4	16
3	11	15	4	16
4	11	14	3	9
5	10	16	6	36
6	10	15	5	25
7	10	12	2	4
8	8	13	5	25
9	9	13	4	16
10	10	14	4	16
11	10	13	3	9
12	11	14	3	9
13	11	13	2	4
14	10	14	4	16
15	10	14	4	16
16	9	14	5	25
17	9	13	4	16
18	10	12	2	4
19	10	13	3	9
20	9	12	3	9
N= 20	$\sum x_1 = 200$	$\sum x_2 = 273$	$\sum (x_2 - x_1) = 73$	$\sum = 289$
	$\bar{X}_1 = 10$	$\bar{X}_2 = 13,65$		

$T_{\text{calculated}} = 0,26$   
 $T_{\text{observed}} = 3,09$

from the results we notice that  $T_{\text{obs}} > T_c$ , this means that there is difference of (2,83) between the pre-test and the post-test.

### Interpretation

Table 21, shows that the mean score of English speaking pre-test is equal to (10); however, the mean score of the post test increases to achieve (13,65). In addition, table 23 reports the results obtained after calculating the  $T$  student, it clearly indicates that  $T_{\text{observed}}$  (3,09) is much greater than  $T_{\text{calculated}}$  (0,26); thus, we can say that there is difference between the pre-test and post-test of speaking, therefore, we can claim that our results are significant and are in the direction of our hypothesis; which predicted that the EFL learners of second year bachelor level will improve their speaking skill through the use of audio-visual technology as pedagogical tools in oral expression session as measured by both pre- and post tests.

## 5. Analysis and Interpretation of Classroom Observation

### 5.1. Analysis and interpretation of pre-observation grid/ First session

**Observer:** Miss. Hakima CHERGUI

**Date:** Thursday, December 3rd, 2016

**Teacher:** Mr. Farid BENMEHDI

**Hour:** 8:00 – 9:30

**Sample :** 2<sup>nd</sup> Year Bachelor Level

**Room:** Lab 07 **Building** 02

**Table 24:** *Pre-observation grid of the first session (listening)*

Statements	Correct Pronunciation 3/3	Mitakes and errors/ Grammar 3/3	Vocabulary use 3/3	Motivation 2/2	Listening Input/Output 2/2	Interest to the topic 2/2	Risk-taking/participation 2/2	Anxiety 3/3	The scores ../20
S1	2	1	1	1	1	1	2	1	10
S2	1	2	1	2	1	1	1	1	10
S3	1	1	2	1	2	1	2	1	11
S4	1	2	2	2	1	1	1	1	11
S5	2	1	2	1	1	1	1	1	10
S6	1	1	1	1	2	1	1	1	9
S7	1	1	2	1	1	1	2	1	10
S8	1	1	1	1	2	1	1	1	9
S9	1	1	1	1	2	2	2	1	11
S10	1	1	1	2	1	1	1	1	9
S11	1	1	1	2	2	1	1	2	11
S12	2	1	1	1	1	2	1	1	10
S13	1	2	1	1	1	1	2	1	10
S14	1	1	1	1	2	1	1	1	9
S15	2	1	1	1	2	1	2	1	11
S16	1	1	1	1	1	1	2	2	10
S17	1	2	1	1	1	1	1	2	10
S18	1	1	1	2	1	1	1	1	9
S19	1	2	1	1	2	1	1	1	10
S20	1	2	2	2	1	1	1	1	11
<b>M</b>	10								200

**M :** stands for mean

Table 24 shows the results of the first session of the pre-observation grid which aims at gathering data about the sample before starting our experiment. As it can be observed, the participants were evaluated in terms of language aspects, motivation, risk-taking, listening, interest to the topic and anxiety.

In this listening session, the teacher selected a passage it was about (the excessive bill), the student listen to this passage at the same time they do the activity which was filling the gaps. Then they corrected together. In this activity, some of the students participate on others do not, some are motivated and take the risk to participate even they do not know if their answer is correct or not, but the remaining students do not take the initiative to participate.

The second activity was listening to a song, at the same time the learners should find the removed verse and write it. In this part all students seemed interested and listened carefully, but at the end, when the teacher started the correction some of them answered and used the input they have just heard but the others did not. Another thing that we noticed is that some students even they were listening but they were not interested at all to the topic.

### **Interpretation**

As table 24 shows, each student has been given a mean, and the classroom mean of this session is (10) out of 20; this analysis illustrates that not all students participate and express themselves and ideas in listening session, this can be interpreted by many factors such as: shyness, lack of knowledge about the topic, anxiety. Accordingly, we think that the first step that the teacher should do is to take into consideration the students' needs and interests before choosing the topics.

## 5.2. Analysis and interpretation of pre-observation grid/ Second session

**Observer:** Miss. Hakima CHERGUI

**Date:** Thursday, December 3rd, 2016

**Teacher:** Mr. Farid BENMEHDI

**Hour:** 9:40- 11:20

**Sample:** 2<sup>nd</sup> Year Bachelor Level

**Room:** 01 **Building:** 03

**Table 25 :** *Pre-observation grid of second session (oral session)*

Statements	Correct Pronunciation 3/3	Mitakes and errors/ Grammar 3/3	Vocabulary use 3/3	Motivation 2/2	Listening Input/Output 2/2	Interest to the topic 2/2	Risk-taking/participation 2/2	Anxiety 3/3	The scores ../20
S1	2	1	1	1	1	1	2	1	10
S2	1	1	1	2	2	1	1	1	10
S3	1	1	1	1	2	1	2	1	10
S4	1	1	2	2	1	2	1	1	11
S5	2	1	1	1	1	1	1	1	9
S6	1	1	1	1	2	1	1	2	10
S7	1	1	1	1	1	1	2	1	9
S8	1	1	1	1	1	1	1	1	8
S9	1	1	1	1	1	1	2	1	9
S10	1	1	1	2	1	1	1	1	9
S11	1	1	2	1	1	1	1	2	10
S12	2	1	1	1	1	2	1	1	10
S13	2	1	1	1	1	1	2	1	10
S14	1	1	1	1	1	2	1	1	9
S15	2	1	1	1	2	1	1	1	10
S16	1	1	2	1	1	1	2	1	10
S17	1	2	1	1	2	1	1	2	11
S18	1	1	1	2	1	1	1	1	9
S19	1	2	1	1	2	1	2	1	11
S20	1	2	2	2	1	1	1	1	8
<b>M</b>	9,65								193

**M:** stands for mean.

Table 25 is about the data gathered in the second session of observation. This session took place just after the first one, the students and the teacher took a rest of about fifteen or twenty minutes. This was oral expression session, it took place in a room not in the lab like the previous one.

The teacher gave each some learner a paper (see Appendix 19) which contains the expressions used in communication, for instance how to agree or disagree politely, how to ask for permission, etc. the students were interested by the content but when the teacher asked them to form small groups of and prepare free topic in which they use these expressions, the students were afraid of the performance and started to be anxious.

During their performance, no one accepted to go out of her/his place, they have all chosen to stay at their places. Some of them were trying to refer to the input they receive in the lab in order to use it and save the situation.

### **Interpretation**

The results that the table 25 shows (mean= 9,65) are considered to be less satisfactory compared with the previous ones (mean=10). For us, this may be due to the use of technological equipment in the lab. Because, in the oral session, the only language to which they were exposed is that of their teacher. When they started to perform they tried to combine between the words they have heard in the listening session and their words to construct sentences. This meant that they tried to reproduce the input they received in the morning. Thus, the audio equipment helped them, to some extent, to interact in the classroom.



### 5.3. Analysis and interpretation of pre-observation grid/ Third session

**Observer:** Miss. Hakima CHERGUI

**Date:** Thursday, December 10th, 2016

**Teacher:** Mr. Farid BENMEHDI

**Hour:** 8:00 – 9:30

**Sample:** 2<sup>nd</sup> year Bachelor level

**Room:** Lab 07 **Building:** 02

**Table 26:** *Pre-observation grid of third session (listening session)*

Statements	Correct Pronunciation 3/3	Mitakes and errors/ Grammar 3/3	Vocabulary use 3/3	Motivation 2/2	Listening Input/Output 2/2	Interest to the topic 2/2	Risk-taking/participation 2/2	Anxiety 3/3	The scores ../20
S1	2	1	1	2	1	1	2	2	12
S2	1	1	1	2	2	1	1	1	10
S3	1	1	1	1	2	1	2	2	11
S4	1	1	2	2	1	1	1	1	10
S5	2	1	1	1	1	1	2	1	10
S6	1	1	1	2	2	1	2	2	12
S7	2	1	1	1	1	1	2	1	10
S8	1	1	1	1	2	1	1	1	9
S9	1	1	1	1	1	1	2	1	9
S10	1	1	1	1	1	2	1	2	10
S11	1	1	2	1	1	1	1	2	10
S12	2	1	2	1	1	2	1	1	11
S13	1	1	1	2	1	1	1	1	9
S14	1	1	1	1	1	2	1	2	10
S15	2	1	1	1	2	1	1	2	11
S16	1	1	2	1	1	1	1	2	10
S17	1	2	1	1	2	1	1	1	10
S18	2	1	1	1	1	2	1	2	11
S19	1	2	1	1	2	1	1	1	10
S20	1	1	1	2	1	1	1	2	10
<b>M</b>	10,25								205

**M:** stands for mean.

Table 26 indicates the results of the third session in our pre-observation phase. The mean is (10,25), when it is compared to the first session (10) it is better, when compared to the second (9,65) it is greater also. In this session, the teacher used the same type of activities, the students listen to a passage (see Appendix 7) and fill the gaps at the same time. After listening to the passage more than once, they correct together. The second activity was also a song entitled (Sacrifice) (see appendix 7), they listen and add the removed verses.

In this session, we have noticed that students liked the song, therefore majority of them participated. But still there are some students who were just listening, others know the answer but they always have a certain reluctance which prevents them from speaking.

### **Interpretation**

Comparing the mean of the present session (10,25) to the second (9,65) and the first (10) it is obvious that there is a little amelioration which may be attributable to the students interest to the song. Therefore, we can assert that when the students are interested in the topic and find what they need they become active learners. In this process, it is the audio equipment that helped them to hear, understand the input and be attracted and interested.

### 5.4. Analysis and interpretation of pre-observation grid/ session four

**Observer:** Miss. Hakima CHERGUI

**Date:** Thursday, December 10th, 2016

**Teacher:** Mr. Benmahdi

**Hour:** 9:40 – 11:20

**Sample:** 2<sup>nd</sup> year bachelor level

**Room:** 01 **Building:** 02

**Table 27:** *Pre-observation grid of the fourth session (oral expression)*

Statements	Correct Pronunciation 3/3	Mitakes and errors/ Grammar 3/3	Vocabulary use 3/3	Motivation 2/2	Listening Input/Output 2/2	Interest to the topic 2/2	Risk-taking/participation 2/2	Anxiety 3/3	The scores ../20
S1	1	1	1	2	1	1	2	1	10
S2	1	1	1	1	1	1	2	2	10
S3	1	2	1	1	2	1	1	1	9
S4	1	2	2	2	1	1	1	1	11
S5	1	1	1	1	1	1	2	1	9
S6	1	1	1	1	1	1	1	1	8
S7	2	1	1	1	1	1	1	1	9
S8	1	1	1	1	2	1	1	1	9
S9	1	1	1	2	1	1	2	1	10
S10	1	1	1	1	1	2	1	1	9
S11	1	1	2	2	1	1	1	2	11
S12	2	1	2	1	1	2	1	1	11
S13	1	2	1	2	1	1	1	1	10
S14	1	1	1	1	1	2	1	2	10
S15	2	1	1	1	2	1	1	1	10
S16	1	1	1	1	1	1	1	2	9
S17	1	1	1	1	1	1	1	1	8
S18	1	1	1	1	1	2	1	2	10
S19	1	2	1	2	1	1	1	1	9
S20	1	1	2	2	1	1	1	2	11
<b>M</b>	9,6								192

**M:** stands for mean.

The results in table 27, indicate that the mean (9,6 out of 20) have decreased compared to the previous ones. This session comes just after the previous one. The teacher and students, as usual, take a rest about fifteen or twenty minutes.

During this session, the teacher asked the students to form groups of three or four, he prepared a number of small papers, in each he wrote a given topic then holds them and ask each group to choose one. The students were asked to discuss the content of their topic, then after about fifteen minutes they started the performance. When the students start their performances they were staying at their places, they made many pauses to look for the words, they were hesitating and anxious.

### **Interpretation**

The students' hesitation and presence of short period in which they stopped before starting to speak again can be attributed to their limited vocabulary. For us, during these pauses, the students were trying to make reference to the previous session, this shows that they were not just listening, but since the topics were different from that of the listening; they could not save their situations. This explains to which extent taking into account the learners' interests is important, on one hand. On the other hand, the audio technological equipment help the students but they are not enough, because the students only hear, thus they may remember the input they receive as they can forget it.

### 5.5. Analysis and interpretation of Post-observation grid/ the last session (the date of post-test of speaking)

**Observer:** Miss. Hakima CHERGUI

**Date:** Thursday, May 5th, 2016

**Teacher:** Mr. Farid BENMEHDI

**Hour:** 8 :00 – 11:20

**Sample:** 2<sup>nd</sup> Year Bachelor Level

**Room:** 01 **Building:** 03

**Table 28:** *Post-observation grid*

Statements	Correct Pronunciation 3/3	Mitakes and errors/ Grammar 3/3	Vocabulary use 3/3	Motivation 2/2	Behaviour 2/2	Interest to the topic 2/2	Risk-taking/participation 2/2	Anxiety 3/3	The scores ../20
S1	2	1	2	2	1	2	2	2	14
S2	1	1	1	1	1	2	2	2	12
S3	1	2	2	1	2	1	2	2	13
S4	1	2	2	2	1	2	1	2	13
S5	2	1	1	2	2	2	2	2	14
S6	1	2	2	2	1	1	2	2	13
S7	2	2	1	2	2	2	2	2	15
S8	2	2	1	4	2	1	2	2	14
S9	1	1	2	2	2	1	2	2	13
S10	2	2	1	1	2	2	1	2	13
S11	2	1	2	2	1	1	2	2	11
S12	2	1	2	1	1	2	1	2	12
S13	2	2	1	2	1	1	2	2	13
S14	2	1	1	2	1	2	1	2	12
S15	2	2	1	2	2	1	2	2	15
S16	1	1	2	2	1	2	2	2	13
S17	2	1	2	2	2	1	1	2	13
S18	2	1	1	1	1	2	1	2	11
S19	2	2	1	2	2	1	2	1	13
S20	2	1	2	2	1	2	1	2	14
<b>M</b>	13,05								261

**M :** stands for mean

The results that that pre-observation grids show, pushed us to think about conducting our experiment in oral, pronunciation (phonetics) and listening sessions rather than in oral expression session only.

After three sessions in oral expression, three in listening and two in pronunciation, the results of our experiment with the sample under investigation are represented in table 28 which indicates that the outcomes are very satisfactory with an average of 13,05 out of 20.

### **Interpretation**

The results in table 28 show an important increase in the average (13,05 out of 20). The post-observation phase took four sessions just after the experiment. In order to respect their interests and choices, the students were asked to choose a topic and prepare short projects which they will perform. (For the students' topics see Appendix 17). It was the oral test of the second semester.

At the beginning, we thought that the speaking test of all students would take the whole session or maximum two session. But students, asked for more time to present their projects, it means, not as usual; just few minutes, hence the students' presentations took four session. During this session, we noticed that the students who had a strong reluctance to speak at the beginning of our experiment, became risk-takers, self-confident and motivated during the post-test of speaking. Furthermore, at the beginning of the our experiment there were some students, no way that they came and performed in front of their peers and teacher, but the day of the exam they have totally change their behaviour.

In addition, the students' output has been developed in terms of accurate pronunciation, relevant vocabulary and grammatical structures use. Moreover, after each performance a short debate took place, one of the questions that we asked each pair was the source from which they take their topics. Some students told me that from internet, from documentaries, others said from BBC world; etc. From this we can understand that basic source was audio-visual technology tools.

After considering the results that the different data collection tools show, we want to emphasize on the fact that the integration of audio-visual technology equipment in an EFL class is considered to be of a great importance since it helps the learners not only to develop the speaking ability, but also in the psychological state.

## 6. General Discussion

In this research, an attempt has been made to examine a problem observed among second year bachelor level students in the department of English, University of Bejaia. According to our experience as Master two degree student, we noticed how much EFL learners find difficulties in both production of output and perception of input. Therefore we have chosen to conduct a research in which we explored the effect of audio-visual technology as pedagogical tools to enhance EFL learners' speaking skill. To achieve the target goal we used, questionnaires which were administered to both EFL teachers of oral and listening sessions and EFL learners. Pre and post tests were used as well as pre and post classroom observation.

EFL teachers' questionnaires made us known that (80%) of EFL teachers do not use any type of technology in their oral sessions; however, (20%) of them claimed that they use the labs only in the listening sessions. But (100%) of EFL teachers either agree or strongly agree with the use of audio-visual technology equipment in oral session, they do believe that this can help the EFL learners to develop their speaking skill in the target language. In addition, the students' questionnaires show that (100%) of the participants agree with the use of technological tools in oral sessions, they do believe that such new action will help them to be more competent in communication.

After the teachers' and students' questionnaires, classroom observation and tests were conducted. A pre and post observations were made. A pre and post tests were developed by the researcher. The results obtained from data collection tools revealed that the hypothesis that have suggested is valid. The following table reflects the final findings:

	The pre-test	The post-test
<b>M</b>	10	13,65
<b>T<sub>obs</sub></b>	3,09	
<b>T<sub>c</sub></b>	0,26	

**M**:stands for mean.

**T<sub>obs</sub>** :stands for Tobserved.

**T<sub>c</sub>**:stands for T calculated

**Table29:** The results of the pre and post tests

	The pre-observation phase	The post- observation phase
The average of 1st session	10	
The average of 2 <sup>nd</sup> session	9,65	
The average of 3rd session	10, 25	
The average of 4th session	9,6	
Total average of pre-observation phase	<b>9,87</b>	<b>13,05</b>

**Table 30:** *Global averages of classroom observation*

From table 29, we can notice that the average of the post-test is greater than the pre-test average, and the  $T_{observed}$  is superior than the  $T_{calculated}$ . Thus, we recognize that there is a difference between the period before starting the experiment and after. There is a noticeable amelioration in the EFL learners' oral performance.

Overall, we admit that our research outcomes go in the same sense of our hypothesis confirming the good impact of audio-visual technology tools on EFL students' speaking skill.



## General conclusion

The present work encompasses a detailed study which probes the effect of audio-visual technology as pedagogical tools to develop EFL learners' speaking skill. To achieve the target goal, a quasi-experimental method has been used; quantitative and qualitative data collection tools were developed and used by the researcher. The quantitative instruments include questionnaires (for teachers and students), and test (pre-test and post test). Whereas, the qualitative ones comprise classroom observation (pre and post observation).

This research study is divided into two chapters. The first includes the background about the two variables that are audio-visual technology (independent variable) and EFL learners' speaking skill (dependent variable) and previous researches conducted in the same context. However, the second chapter deals with the practical part of this research and analysis of data collection tools.

After analyzing and interpreting the data collection tools, scientifically, logically and objectively; the findings showed that the experimental method of applying audio-visual technology as pedagogical tools in EFL class is likely to result in the development of the learners' speaking skill.

The value of this study is to show to which extent the audio-visual technology tools can help EFL learners to improve their speaking abilities and become communicatively competent, at the same time it explores the capacities of EFL learners, no one is incapable or unable, since they arrived to attain the second year bachelor level and that they have this inner capacities, they just need help and experience new methods and materials and good atmosphere.

Furthermore, the two audio-visual programmes used with the sample under investigation are the American (*Smart CHOICE*), and the British (New ENGLISH FILE) programmes. The findings showed that their integration in the classroom results not only in the improvement of the learners' speaking skill, but also their behaviour. That is, the learners became self-confident, motivated, risk-takers, know how to behave in different places and situations (the students said).

After conducting this experiment, we think that what is really of value to show is that we are living in the 21st century where the English language is the *lingua franca*, and

technology dominates the world and human endeavours; we strongly believe that there might be better ways to teach oral expression than the classical ones. In other terms, the teachers should mix technology and language to help EFL learners. In this respect, we think it is noteworthy that we answer to the research questions to be valid and reliable;

**Question one:** Is speaking difficult to acquire? If yes, what makes EFL learners unable to express themselves appropriately in English?

After reading about this skill and conducting an experiment which took eight sessions, the answer to this question is **‘Yes, it is’**. The different things that make it difficult are already mentioned by EFL learners themselves, EFL teachers and also researchers in the field. According to us and what we have concluded, the major cause of this difficulty goes back to the lack of students’ exposure to the authentic language inside the classroom. The only output they receive is that of their teacher and it is not sufficient.

**Question two:** Can audio-visual technology help EFL learners overcome their speaking difficulty? If yes, how?

To answer this question we will give evidence from the group under investigation. Throughout our experiment which took eight sessions, we noticed that there is a student who had a strong reluctance to speak and totally refused to say a word loudly, she accepted to perform only in her place. But step by step, with the use of audio-visual programmes, and after three sessions she started to speak, when she was asked kindly to raise her voice, she did not refuse. That student was really interested and attracted by the programmes used and she was the one who came first. At the end of the experiment, the date to the oral post-test, she showed satisfying results in her performance. When we asked her, she asserted that the authentic language she saw and heard helps her to overcome the difficulty and she becomes self-confident now. The same answer was given by the other learners who had a certain reluctance to speak.

As a result, the answer to this question is **Yes**, the audio-visual technology can help the EFL learners overcome their speaking difficulty. To argue, the audio-visual equipment comprise both the senses of vision and hearing; therefore, when EFL learners are exposed to the authentic language via this new materials they will see and hear, it means they will

remember the input they receive then they will produce it as an output in the relevant situations in their social, educational and social life.

**Question three:** What are the attitudes of both teachers and student towards using the audio-visual technology as pedagogical tools?

According to the findings in the data collection tools, all EFL teachers and learners either agree or strongly agree with the fact that audio-visual technology, when used as pedagogical equipment in EFL class, helps the students develop their speaking skill.

Finally we would like to assert that the present research study was an opportunity for us, because it was an interesting experience through which we have learned and discovered many things that will help us as future teacher. Moreover, according to the findings that data collection tools showed, we can claim that the hypothesis that we suggested at the beginning of the study is valid. In other words, when audio-visual technology is used in an EFL class as pedagogical tools, it helps the learners in developing their speaking skill. In addition, throughout this experiment we discovered that the improvement that EFL learners knew was not only in their speaking ability, the students asserted that they have learned how to act in particular situations in their life, how to use relevant vocabulary, they also claimed that they corrected many mistakes in their pronunciation. All in all, audio-visual technology tools help the EFL learners linguistically, sociolinguistically and psychologically. The findings of this research study raise the following question in our mind: *“Since the use of audio-visual technology as pedagogical aids, in the oral expression, showed satisfying results on EFL learners speaking skill; what would be its effect if it would be used in the other modules?”*

## Limitations of the Study

In the process of conducting any research study, the researchers always face some obstacles that prevent them to do their research as they have already planned. In our case, the first limitation was the time constraints. There are many formal occasion days in which lectures do not take place such as the 20th of April, the 1st of May. In addition, the strike which took approximately one month. The second limitation seems to be the sample size which may threaten the validity of the study. In other terms the number of the participants is twenty (20); thus, other replications of this study with a larger group may lead to different results. Yet another limitation is the sex variable. That is, in this research only two males took place; whereas, the rest of students were all females. Lastly, the investigation was conducted with only EFL learners in the department of English, University of Bejaia. As a result, the findings cannot be generalized to either nationally or internationally.

## Pedagogical Implications and Recommendations

At the beginning of our experiment, during the pre- observation phase, the lack and reluctance of students to speak was clearly noticeable. Therefore we wanted to know whether the difficulty that these students face in language aspects, in the perception of output or there is a lack of interest to the topics.

When we went back to the students' questionnaires, and some notes taken during the pre-observation phase we have found the answers to our questions. In order to help the students to overcome these difficulties and obstacles, we thought of integrating audio-visual technology as pedagogical tools in oral session.

The results of our investigation were very satisfying and brought us to assert that when audio-visual technology equipment are used in oral expression, they help the EFL students to develop their speaking skill in the target language. But we would like to say that the audio-visual technology equipment were applied with a syllabus that we have designed. This latter was designed on the bases of the students' needs and interests. Therefore, we would like to advice the teachers of oral expression to take into consideration the following points:

- Try to know the needs and interests of the students at the beginning of the year.
- Try to know the different learning styles of the learners.
- Expose the students to the authentic language through the use the audio-visual technology aids.

- Try to design a syllabus based on the goal and the objectives that you expect to achieve at the end of the year. The approaches as well as the methods should be taken into consideration. And strategies are very important, they should be included in the syllabus design.
- Create good atmosphere in order to let learning take place.
- Avoid negative and individual feedback.
- There should be a balance between the focus on accuracy and fluency.
- Choose activities that create a classroom interaction.

Finally, we would like to show an example of syllabus that we have designed. We hope that it will be beneficial for further teachers.

### **Table of content**

1. Preamble
2. English as a subject matter
3. Goals and Objectives
4. Methodology and strategies
5. Approaches, principles, and content
6. Evaluation and assessment
7. The syllabus organization
8. The syllabus plan
9. Conclusion

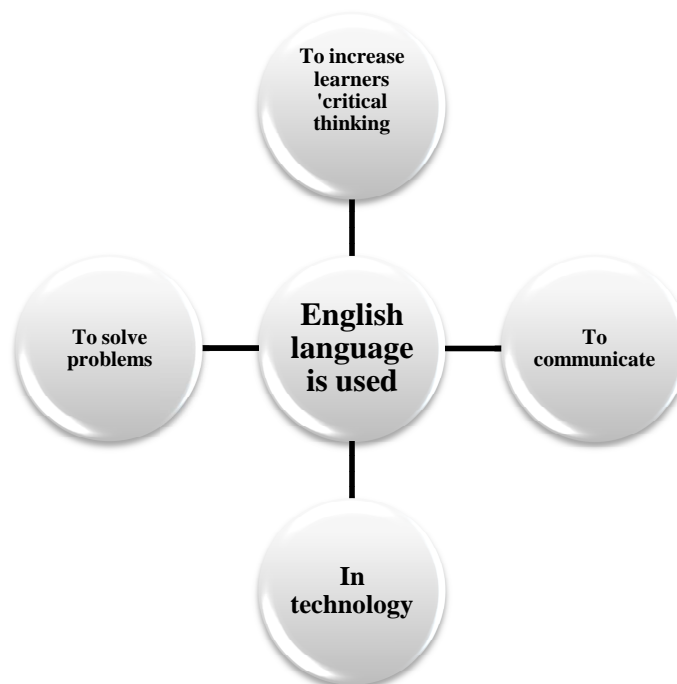
## PREAMBLE

This programme is for English as foreign language Algerian students. It was designed for second year LMD classes at the University of Bejaia. It will be applied during the first semester in their oral sessions. It will help them to develop their speaking skill. This document contains the approaches, strategies, assessment, evaluation, goal, and objectives...etc. It contains all what is related to this *syllabus* as well as a DVD which contains the practical part.

## ENGLISH AS A SUBJECT MATTER

English language becomes the Lingua- Franca since many years. It is a means of communication used in all our life's domains, such as: study, business, medicine, and technology... ect.

English is vast subject area. It is also considered as a subject matter which increases the different skills of the learners, such as their analytical and critical thinking.



English is also used in many other domains and situations.

## GOAL AND OBJECTIVES

A syllabus is a tool used by the teacher to help him/her in his/ teaching process. It is both personal and professional. When the teacher is him/herself the syllabus's designer, he/she will be aware in advance of its content because it is a personal work, thing that will help him/her.

Each syllabus has goal (s) and objectives. Those that are behind designing this syllabus are the followings.

### **The goal :**

The goal behind designing this syllabus is to help 2<sup>nd</sup> year EFL learners at the University of Bejaia to develop their speaking skill. In other terms, help them to express themselves effectively in English and to be communicatively competent.

A person who is communicatively competent is a person who masters language, it means he/ she is effective in language.

In order to achieve our goal, we must achieve first the objectives which will help us.

### **The objectives:**

In order to develop their speaking skill, learners need to develop their language aspects which are the objectives. Thereby, our objectives are :

- ✚ Develop students' vocabulary.
- ✚ Develop student's grammar.
- ✚ Develop students' ways of making dialogues and conversations.

**BUT** each objective has some *sub-objectives* that help us to achieve our objectives.

### **The sub-objectives:**

**For vocabulary:** students must know vocabulary about their places of living, sports, illnesses, animals, and school...etc.

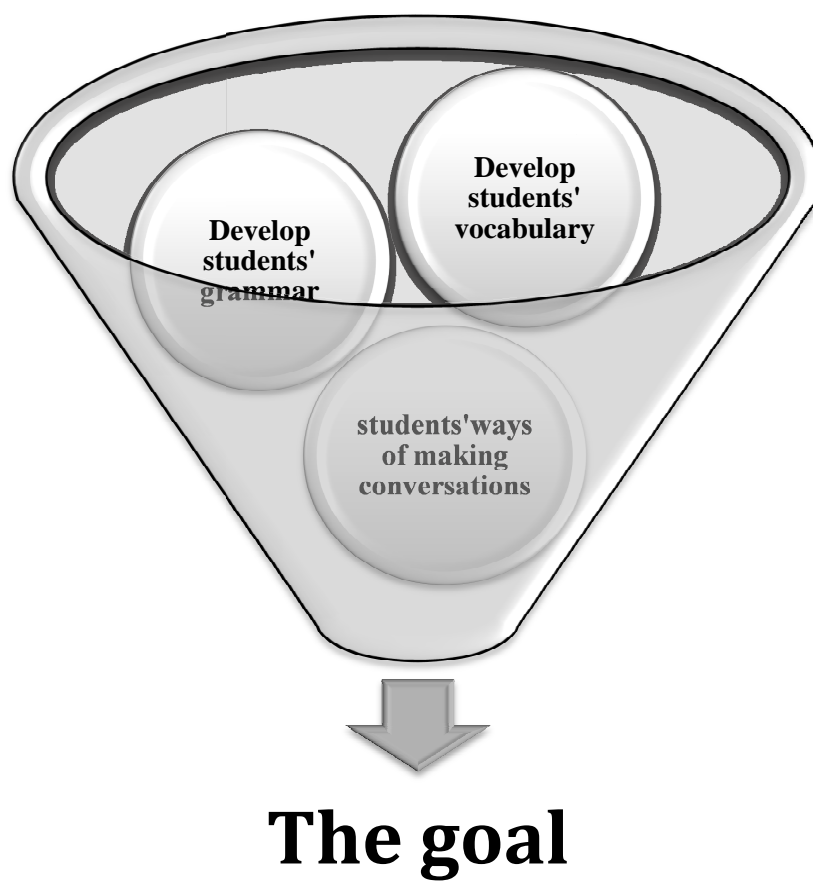


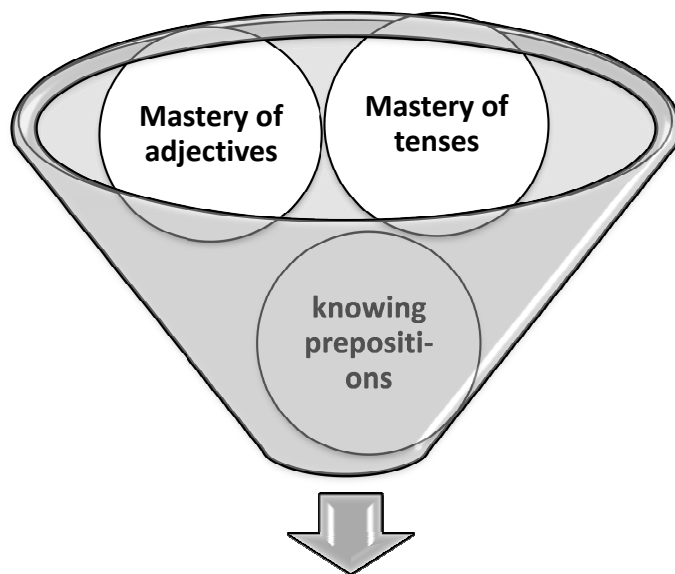
**For grammar:** we ask the question: what do learners need to master grammar

They need to master: tenses, adjectives, models, preposition...ect.

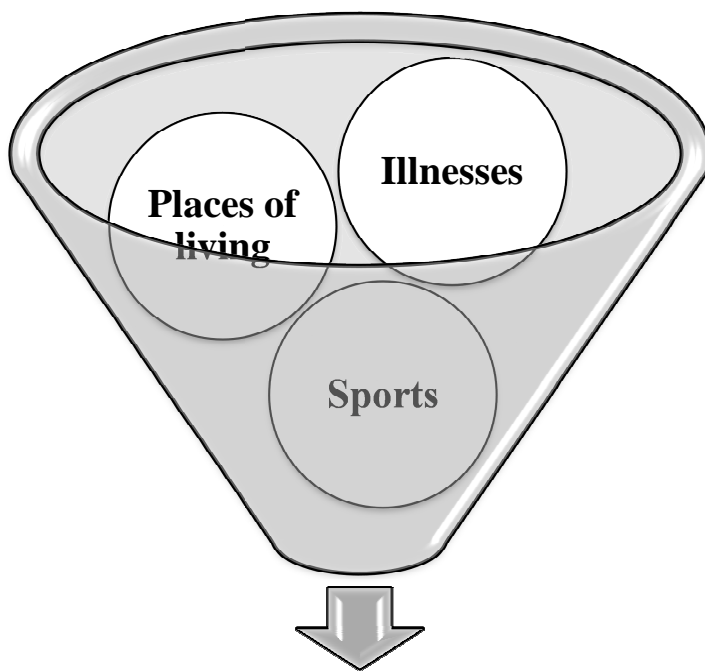
**Note :**

This syllabus is designed for second year LMD students, not first, because they already have knowledge about English language. They are not going to face many problems with the videos and audios.





### **Mastery of Grammar**



### **Mastery of Vocabulary**

## METHODOLOGY AND STRATEGIES

### **Methodology :**

Methodology is related to the process of teaching and learning. It includes the approaches to language (the nature of language and the nature of language learning).

Since we deal with EFL learners, and our goal is helping them to develop their speaking skill:

**The theory of language** in this syllabus is: *interactional, functional/notional*, because students must communicate and know notions and their functions.

### **The theory of learning:**

Here, first of all we ask the question: how are my students going to learn language? Is it with communication? Interaction? Stimulus response?...etc.

The theory of learning: *communicative, humanistic, cognitive, structural*.

Because students are going to learn structures, make cognitive efforts (active participants), also needs and learners' interests are taken into consideration.

### **Strategies :**

Strategies refer to the actions the teacher and the learners do to facilitate the teaching / learning process.

In our syllabus, the strategies used by the teacher are :

#### ***Making predictions :***

In, preparation phase, unit six, the teacher tells the learners that predicting information helps them to guess about what will happen, thing that will push them to speak. She gave to her students the features of an animal without giving its name, she asks them to guess what this animal is? Then she tells them that the learning strategy ***Make Predictions*** means making some educated guesses about what will happen. And predicting information

helps us focus our attention when watching a film, listening to a conversation, reading a text...etc.

### ***Substitute and paraphrase:***

It can be used as an introduction to the lecture, it is used when a person forgets the word, so he/ she can substitute or paraphrase. This strategy helps the speaker to avoid the breakdown of communication. In unit five, the teacher starts at the beginning of the course, she says to students: « please, who has that thing with which we gather the papers and make a gesture with her hand and which refers to the *stapler* ».

She lets them guess the word *stapler*. Then she explains them that she used a strategy called ***Substitute and Paraphrase***, it is very useful for keeping a conversation going. And she tells her learners that when they don't know or forget a word in the target language, this strategy helps them avoid the breakdown in communication.

### ***Translation :***

It is used to translate words, expressions and sentences from one language to another. It helps students to learn vocabulary, and to take notes. In unit seven, there are three PowerPoint files. Each one contains an advice in French and music. For instance, advice with music, the teacher starts with the first file she tells her students that each one chooses one advice and makes the translation in English. The teacher tries to not follow the diaporama, she tries to be quick. This strategy helps students to take notes as much as possible. It improves their abilities to translate from another language to English and learning vocabulary. It is also a kind of revision about grammar structure.

### ***Emitation :***

This strategy is used, generally, in students practice. For instance, in unit one, students are going to watch a video, in this video there are people who speak about their summer vacations. The learners are going to watch and listen, when they come to practice they will do the same thing, but they speak about their personal vacations. This strategy helps students to have many different ideas, learning different ways speaking, express themselves and their emotions.

This strategy is also used in unit two and three.

## APPROACHES, PRINCIPLES AND CONTENT

### Approaches:

This syllabus is based on two main approaches: *Communicative Language Teaching (CLT)* and *Task- Based Language Teaching (TBLT)*.

Why these two approaches?

#### *Communicative Language Teaching approach:*

- It aims at developing the learners' communicative competence, i.e, the four skills ; hence it will help us develop the learners' speaking skill.
- The bases of this approach are *functions* and *notions*: we need both of them in our syllabus design (in theory of language).
- This approach says that in order to gain the communicative competence we should first gain four sub- competences: *linguistic competence, sociolinguistic competence, discourse competence, and strategic competence*. These sub-competences are going to help us, because when we develop the learners' linguistic competence it means they will master grammatical structure, vocabulary which helps them in communication. Developing their sociolinguistic competence means that they will be able to speak and understand appropriately English speakers. In discourse competence, the learners will have that ability to speak in front of people without anxiety, being shy, fear...etc. Strategic competence helps students to know how to maintain the communication.

#### *Task- Based Language Teaching (TBLT):*

- It is considered as the logical development of **CLT** approach, and applies the same principles.
- It aims at developing the communicative competence, **BUT** adoption of tasks. In this syllabus, grammar, vocabulary, conversation...etc, are based on task (a set of activities).

**Principles:**

**The theory of language:** interactional, functional/notional.

**The theory of language learning:** communicative, cognitive, structural, humanistic.

**Objective:**

- ✚ Develop students' vocabulary.
- ✚ Develop student's grammar.
- ✚ Develop students' ways of making dialogues and conversations.

**Syllabus:** it is functional, notional, interactional, and task-based.

**Activities:** all activities that make the learners active, communicative, such as : conversation, dialogue, giving opinions, discussions...etc.

**The role of the teacher:** the teacher is a guide, provider of knowledge, facilitator, helps students to interact with each others, to communicate.

**The role of the learner:** since the reason is interaction, communication, the learners are supposed to be active, negotiators of meaning.

**Materials:** authentic materials are used, such as: data-show, computer, pictures, videos audios, the American *Smart CHOICE* program (audio-visual program).

**The content:**

We live in an area where the learner is the center of the classroom. Thereby, the first step in designing a syllabus is to search for learners' needs, wishes and interests. They must be taken into consideration, because if the teacher teaches them a topic which not interesting, they will be demotivated, this means learning is not going to take place. This is why this syllabus was designed on the bases of the learners' needs and interests. Questionnaires were given to the learners, to know the topics they prefer, their lacks...etc.

The choice of the topics depends on their preferences, as well as the audio-visual material use, 100% of students asked for the audio-visual technology.

The topics are about places of living, healthy life, movies, sports, stores, and animals.

## EVALUATION AND ASSESSMENT

### **Evaluation:**

*For the syllabus evaluation:* there are two types:

**Formative evaluation:** it was done before the use of this syllabus, during the period of the design, some information were added, some mistakes were corrected, some things deleted, by the designer herself.

**Summative evaluation:** it will be done after the syllabus design by an expert, and then it will be applied in the classroom.

*For students' evaluation:*

- ✚ Asking students about previous knowledge to check whether they remember or not, for instance about previous vocabulary they learn in classroom.
- ✚ Sometimes tests about grammar, vocabulary, even conversations.
- ✚ Portfolios: students will be asked to record themselves several times then they will be compared.

### **Assessment:**

The learners' assessment will encompass not only speaking, but all the tasks:

- ✚ The use of grammatical structures correctly.
- ✚ The use of the acquired vocabulary in the conversations appropriately.
- ✚ The use of the strategies in communication, such as predicting and paraphrasing.
- ✚ Helping the students who are shy and integrate them into groups and push them to interact.
- ✚ Speak fluently in an interactive communication.
- ✚ Giving feedback to students but in a positive way.






## THE SYLLABUS ORGANIZATION

This syllabus will be applied with EFL group one, second year LMD. They have each week an oral session (one hour and half).

The syllabus is divided into seven units. Each unit is about a given topic, and each unit contains four files, except the seventh unit, it contains three PowerPoint files with music for translation.

Vocabulary file: it contains a video, audios related to pictures, and sometimes activity in a form of PowerPoint file.

-  Grammar file: it contains the roles and activity.
-  Conversation file: it contains a dialogue between people.
-  Video file: it contains a video which students are going to see.

The units are not long, each unit will be done in one session, then the students will practice after that.

## THE SYLLABUS PLAN

Unit	Topic	Vocabulary	Grammar	Conversation	Video
Unit 01	Things to do	Places to go and things to do.	Agreeing and disagreeing.	How was your vacation.	Last summer.
Unit 02	Healthy lifestyles	Healthy lifestyles	Should and have to.	You should relax more.	Living a healthy lifestyle.
Unit 03	Movies.	Kinds of music and movies	Adjectives with –ing and -ed	I think it is relaxing.	Movies.
Unit 04	Extreme sports.	Extreme sports.	The present perfect.	Have you ever tried it ?	Something exciting.
Unit 05	Stores.	Stores.	Too and enough.	What was the problem ?	What kind of shopper.
Unit 06	Animal features.	Animal features.	May, might, could, can't, and must.	It can't be a lion.	Animal quiz.
Unit 07	Translation with music in a form of PowerPoint files.				

**Conclusion :**

A syllabus is a personal and professional document. It is beneficial for both teacher and students. It facilitates the work of the teacher in one hand, and lets the students know the course is about? And why it is taught?

Designing a syllabus is not an easy task. But after doing it, the designer will discover and learn many things that he/ she already ignored. For us, it was a very interesting experience, from which we have learnt so many things that we did not know, and we have experienced many interesting things.

### **Suggestions for Further Researchers**

In the present research study, the method used shows satisfying results; thus, we would like to give some suggestions which we hope they would be beneficial for further researcher.

- It is preferable to avoid the third year bachelor level and Master two degree as samples, because students have to do their trainings and prepare their dissertation dissertations; thus, many of them could be absent.
- According to us, using the experiment with one group rather than experimental and control group gives the opportunity to discover the changes on the same members.
- It is better to take the whole year for the experiment, because one semester is not enough.
- The researcher should try to read as much as possible about the topic because this is very important and will help her/him build a consisting theoretical background about her/his topic.

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## **Appendices**

**Appendix 01:** Teachers' Questionnaire

**Appendix 02:** Students' Questionnaire (survey questionnaire)

**Appendix 03:** Students' Questionnaire

**Appendix 04:** Observation Grid

**Appendix 05:** Students' Test (pre and post test)

**Appendix 06:** First Session of Listening (The first part of the teacher' lecture)

**Appendix 07:** Second Session of Listening (The first part of the teacher's lecture)

**Appendix 08:** Lesson Plan of the First Session of Oral Expression

**Appendix 09:** Lesson Plan of the Second Session of Oral Expression

**Appendix 10:** Lesson Plan of the Third Session of Oral Expression

**Appendix 11:** Lesson Plan of the First Session of Pronunciation

**Appendix 12:** Lesson Plan of the Second Session of Pronunciation

**Appendix 13:** Lesson Plan of the first Session of Listening

**Appendix 14:** Lesson Plan of the Second Session of Listening

**Appendix 15:** Lesson Plan of the Third Session of Listening

**Appendix 16:** Second Session of Listening

**Appendix 17:** Third Session of Listening

**Appendix 18:** Topics of the students' post test

**Appendix 19:** Handouts Given by the Teacher.

**Appendix 20:** Students' Attitudes Towards our Method (The First Session of our Experiment)

**Appendix 21:** Handouts about the Lesson

**Appendix 22 :** Activities with Solutions

**Appendix 23 :** Students' Attitudes at the End of the Experiment

## *Appendices*

## **List of Appendices**

**Appendix 01:** Teachers' Questionnaire

**Appendix 02:** Students' Questionnaire (survey questionnaire)

**Appendix 03:** Students' Questionnaire

**Appendix 04:** Observation Grid

**Appendix 05:** Students' Test (pre and post test)

**Appendix 06:** First Session of Listening (The first part of the teacher' lecture)

**Appendix 07:** Second Session of Listening (The first part of the teacher's lecture)

**Appendix 08:** Lesson Plan of the First Session of Oral Expression

**Appendix 09:** Lesson Plan of the Second Session of Oral Expression

**Appendix 10:** Lesson Plan of the Third Session of Oral Expression

**Appendix 11:** Lesson Plan of the First Session of Pronunciation

**Appendix 12:** Lesson Plan of the Second Session of Pronunciation

**Appendix 13:** Lesson Plan of the first Session of Listening

**Appendix 14:** Lesson Plan of the Second Session of Listening

**Appendix 15:** Lesson Plan of the Third Session of Listening

**Appendix 16:** Second Session of Listening

**Appendix 17:** Third Session of Listening

**Appendix 18:** Topics of the students' post test

**Appendix 19:** Handouts Given by the Teacher.

**Appendix 20:** Students' Attitudes Towards our Method (The First Session of our Experiment)

**Appendix 21:** Handouts about the Lesson

**Appendix 22 :** Activities with Solutions

**Appendix 23 :** Students' Attitudes at the End of the Experiment

# Appendix 1

## Teachers' Questionnaire

Dear Teachers,

The present questionnaire is a part of a research study entiteled « *Audio-Visual Technology as Pedagogical Aids to Improve EFL Learners' Speaking Skill* ». It is purely for scientific purposes.

We would be very grateful if you devote some of your time to answer these questions. Be sure that all the answers will be anonymously treated.

Your collaboration is highly appreciated.

*The researcher*

### Section One: General Information

**Q1:** How long have you been teaching the speaking skill?

.....

**Q2:** To which level (s) did you teach this skill?

.....

**Q3:** Who makes the choice of the level (s)?

a- You ☐

b- The administration ☐

**Q4:** Have you ever taught in another university? If yes, please would you please give the name, the place and level?

.....

.....

### Section Two: Students' Difficulties in Speaking Skill



**Q5:** How many of your students do participate in oral expression session?

- |                         |                          |                   |                          |
|-------------------------|--------------------------|-------------------|--------------------------|
| a. All of them          | <input type="checkbox"/> | c. Few of them    | <input type="checkbox"/> |
| b. The majority of them | <input type="checkbox"/> | d. No one of them | <input type="checkbox"/> |

**Q6:** How would you evaluate your students' speaking abilities in English?

- |              |                          |
|--------------|--------------------------|
| a. Very good | <input type="checkbox"/> |
| b. Good      | <input type="checkbox"/> |
| c. Average   | <input type="checkbox"/> |
| d. Poor      | <input type="checkbox"/> |
| e. Very poor | <input type="checkbox"/> |

**Q7:** According to you, in which language aspect (s) do your students face difficulties?

- |                  |                          |
|------------------|--------------------------|
| a. Vocabulary    | <input type="checkbox"/> |
| b. Grammar       | <input type="checkbox"/> |
| c. Pronunciation | <input type="checkbox"/> |
| d. Other (s)     | <input type="checkbox"/> |

.....

### **Section Three:** The Use of Audio-Visual Technology in EFL Class

**Q8:** Which techniques do you adopt in the oral expression sessions? (speaking or listening sessions)

- |                  |                          |
|------------------|--------------------------|
| a. Role play     | <input type="checkbox"/> |
| b. Conversations | <input type="checkbox"/> |
| c. Topic based   | <input type="checkbox"/> |
| d. Others        | <input type="checkbox"/> |

.....

**Q9:** Do you use any technological tools in oral expression? (in oral or listening)

Yes ☐ No ☐

**Q10:** If yes, which one of these do you use?

- a. Audios ☐
- b. Visual ☐
- c. Audio- visual ☐
- d. Others ☐

.....

**Q11:** If no, would you please justify why?

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

**Q12:** When audio-visual technology is used in EFL class it helps the learners to develop their speaking skill. You :

- a. Strongly agree ☐
- b. Agree ☐
- c. No opinion ☐
- d. Disagree ☐
- e. Strongly disagree ☐

**Q13:** Would you please justify you answer?

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

#### **Section Four:** Further Comments

**Q14:** Would you please add any other recommendations and suggestions that can help the EFL learners to develop their speaking skill?

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

Thank You

## **Appendix 2**

### **Students' Questionnaire (survey questionnaire)**

Dear Students,

The presente academic research is conducted to investigate the effect of Audio-Visual technology as pedagogical aids to enhance EFL learners' speaking. The researcher would be very grateful if you accept to cooperate by answering to the following questionnaire honestly. This will help us reach the goal of our study. We want to make you sure that your answers will be anonymously treated.

Your collaboration is highly appreciated.

#### **Section One: General Information**

**Q1:** Age :.....

**Q2:** Male ☐ Female ☐

**Q3:** Was English studies your first choice?

Yes ☐ No ☐

#### **Section 2: The Students' Attitudes Towards the Audio-Visual Technology Equipment in Oral Sessions.**

**Q4:** Do you find difficulties in speaking in English?

Yes ☐ No ☐

**Q5:** If yes, in which of the following aspects do you find difficulties?

- |                                 |                          |
|---------------------------------|--------------------------|
| a. Only Vocabulary              | <input type="checkbox"/> |
| b. Only Grammar                 | <input type="checkbox"/> |
| c. Only Pronunciation           | <input type="checkbox"/> |
| d. Vocabulary and Grammar       | <input type="checkbox"/> |
| e. Vocabulary and Pronunciation | <input type="checkbox"/> |
| f. Grammar and Pronunciation    | <input type="checkbox"/> |
| g. All                          | <input type="checkbox"/> |
| h. Others                       | <input type="checkbox"/> |

.....

**Q6:** The use of audio-visual aids in oral expression session will help me improve my speaking skill.

- |                      |                          |
|----------------------|--------------------------|
| a. Strongly agree    | <input type="checkbox"/> |
| b. Agree             | <input type="checkbox"/> |
| c. Disagree          | <input type="checkbox"/> |
| d. Strongly disagree | <input type="checkbox"/> |
| e. No opinion        | <input type="checkbox"/> |

*Thank you*

## Appendix 3

### Students' Questionnaire

Dear Students,

The presente academic research is conducted to investigate the effect of Audio-Visual technology as pedagogical aids to enhance EFL learners' speaking. The researcher would be very grateful if you accept to cooperate by answering to the following questionnaire honestly. This will help us reach the goal of our study. We want to make you sure that your answers will be anonymously treated.

Your collaboration is highly appreciated.

#### Section one: General Questions

**Q1:** Age :.....

**Q2:** Male ☐ Female ☐

**Q3:** Was English study your first choice? Yes ☐ No ☐

#### Section two: Students' View(s) About the Speaking Skill.

**Q4 :** How would you evaluate your speaking abilities?

- a. Very good ☐
- b. Good average ☐
- c. Poor ☐
- d. Very poor ☐

**Q5:** Do you face difficulties while speaking in English ? Yes ☐ No ☐

**Q6:** If yes, in which of the following aspects do find difficulties?

- a. Pronunciation ☐
- b. Limited vocabulary ☐
- c. Grammar ☐
- d. Other (s) ☐

.....

**Q7 :** To what extent did the oral expression sessions help you to improve your speaking skill?

- a. Very much ☐
- b. To some extent ☐
- c. No opinion ☐
- d. Not very much ☐
- e. Not at all ☐

**Q8:** How do you find oral expression sessions?

- a. Very interesting ☐
- b. Interesting ☐
- c. Normal ☐
- d. Boring ☐
- e. Very boring ☐
- f. No opinion ☐

**Q9:** Does your teacher use any authentic material in oral expression session? If yes, would you please cite some examples?

Yes ☐

No ☐

.....  
 .....

**Section Three:** Students' Attitudes Towards the Use of Audio-Visual Technology in Oral Expression Module.

**Q10:** The use audio-visual aids in oral expression session will help me to improve my speaking.

- a. Strongly agree ☐
- b. Agree ☐
- c. Disagree ☐
- d. Strongly disagree ☐
- e. No opinion ☐

**Q11:** If you agree, would you please indicate which field or topic do you prefer?

.....  
.....

**Q12:** If you disagree, please justify your answer.

.....  
.....

**Section four:** Students' comments and suggestions.

**Q13:** Would you please add any other suggestions or recommendations for developing the EFL learners' speaking skill.

.....  
.....

*Thank you*

## Appendix 4

### Observation Grid

**Observer:**

**Date:**

**Teacher:**

**Hour:**

**Sample:**

**Room:      Building:**

Statements	Correct Pronunciation 3/3	Mitakes and errors/ Grammar 3/3	Vocabulary use 3/3	Motivation 2/2	Listening Input/Out put 2/2	Interest to the topic 2/2	Risk- taking/partic ipation 2/2	Anxiety 3/3	The scores ../20
S1									
S2									
S3									
S4									
S5									
S6									
S7									
S8									
S9									
S10									
S11									
S12									
S13									
S14									
S15									
S16									
S17									
S18									
S19									
S20									
<b>M</b>									

**M:** stands for mean.



## Appendix 5

### Students' Test

#### [Pre and Post- Tests]

statements	Pronunciation / Accent 3/3	Accuracy/ Grammar 3/3	Vocabulary/ Relevance 3/3	Coherence/ Ideas 2/2	Fluency 3/3	Anxiety 3/3	Self- Confidence 3/3	The scores ../20
S1								
S2								
S3								
S4								
S5								
S6								
S7								
S8								
S9								
S10								
S11								
S12								
S13								
S14								
S15								
S16								
S17								
S18								
S19								
S20								
<b>M</b>								

**M** : stands for mean

## Appendix 6

### First Session of Litening

#### The first part of the teacher' lecture

##### The Excessive Bill.

Listen to the story and do the activities, (for the audio see DVD, The excessive Bill).

**Exercise one.** Say whether the following statements are True or False. Correct the false ones.

- a. The man received a highly- charged bill for illegal services.
- b. The man didn't receive his real bill.
- c. According to the lawyer, the charge can be discounted for the service done by the secretary.
- d. The man is of the same rank as the lawyer.

**Exercise2.** Answer the following questions according to the passage:

- a. What did the man do when he received the bill?  
.....
- b. What was wrong with the bill?  
.....
- c. How is the lawyer's secretary?  
.....
- d. What did the lawyer advise the man to do?  
.....
- e. How did the lawyer justify his mistake?  
.....
- f. What did he decide to do, then?  
.....
- g. Is the lawyer's behaviour a form of theft? Explain.  
.....
- h. Provide a follow up conclusion to the story.  
.....

**Exercise3.** Fill in the gaps to summarise the passage.

After.....an.....for legal services, the man went right  
..... He wanted to know if ..... The  
Lawyer confirmed that it was..... . The man complained  
that the bill was..... The lawyer advised him to.....  
.....and that he had.....with the bill.  
The man reminded the lawyer that he knew the reason why.....  
and that he belonged to ..... . At that moment the  
lawyer decided to.....and apologised for.....  
When leaving the office, the lawyer tried to.....but  
this latter accused him of.....

### **The second part of the teacher' lecture**

#### **Listen to your heart**

I know there's something in the wake of your smile  
I get a notion from the look in your eyes yeah  
You've built a love but that love falls apart  
Your little piece of heaven turns to dark

Listen to your heart  
When he's calling for you  
Listen to your heart  
There's nothing else you can do  
I don't know where you're going  
And I don't know why  
But listen to your heart  
Before you tell him goodbye

Sometimes you wonder if this fight is worthwhile  
The precious moments are all lost in the tide yeah  
They're swept away and nothing is what it seems

The feeling of belonging to your dreams

Listen to your heart  
When he's calling for you  
Listen to your heart  
There's nothing else you can do  
I don't know where you're going  
And I don't know why  
But listen to your heart  
Before... you tell him goodbye

And there are voices that want to be heard  
So much to mention but you can't find the words  
The scent of magic, the beauty that's been  
When love was wilder than the wind

Listen to your heart (take a listen to it)  
When he's calling for you  
Listen to your heart (take a listen to it)  
There's nothing else you can do  
I don't know where you're going  
And I don't know why  
But listen to your heart  
Before oh... before you tell him goodbye

Listen to your heart (take a listen to it)  
When he's calling for you  
Listen to your heart (take a listen to it)  
There's nothing else you can do  
I don't know where you're going  
And I don't know why  
But listen to your heart  
Before you tell him goodbye

### **The activity:**

(For the audio see DVD, Listen to your heart)

**Listen to your heart**

I know there's something ..... of your smile  
I get a notion from the ..... yeah  
You've built a love but that love .....  
Your little piece of .....

Listen to your heart  
When he's calling for you  
Listen to your heart

.....

I don't know where you're going  
And I don't know why  
But listen to your heart  
Before you tell him goodbye

Sometimes you wonder if this fight is .....  
The precious moments are .....yeah  
They're .....and nothing is what it seems  
The feeling of .....to your dreams

Listen to your heart  
When he's calling for you  
Listen to your heart

.....

I don't know where you're going  
And I don't know why  
But listen to your heart  
Before... you tell him goodbye

And there are voices that want to .....  
So much to mention but you .....  
The....., the beauty that's been  
When love was .....than the wind

Listen to your heart (take a listen to it)  
When he's calling for you  
Listen to your heart (take a listen to it)

.....

I don't know where you're going  
And I don't know why  
But listen to your heart

Before oh... before you tell him goodbye

Listen to your heart (take a listen to it)

When he's calling for you

Listen to your heart (take a listen to it)

.....

I don't know where you're going

And I don't know why

But listen to your heart

Before you tell him goodbye

## Appendix 7

### Second Session of Litening

#### The first part of the teacher's lecture

#### Secret of a Long Life

Listen to the following passage then do the activities: (for the audio, see DVD, Secret of a long life).

**Ex1.** Answer the following questions according to the text:

a. What did the narrator see the other day?

.....

b. How did he describe the man?

.....

c. How did the journalist approach the man?

.....

d. How did the man use to live previously?

.....

e. Which expression did the man use to show that he is a heavy smoker?

.....

f. Did the journalist's expectation come true? Explain.

.....

.....

g. How old is the man?

.....

h. What is the man's long life secret?

.....

i. What is the secret of a long life according to you?

.....

**Ex 2.** Summarize the passage in your own words. Record it on your **media player recorder**.

## **The Second part of the teacher's lecture**

*Sacrifice*

**(Elton John)**

It's a human sign  
When things go wrong  
When the scent of her lingers  
And temptation's strong

Into the boundary  
Of each married man  
Sweet deceit comes calling  
And negativity lands

Cold cold heart  
Hard done by you  
Some things look better baby  
Just passing through

And it's no sacrifice  
Just a simple word  
It's two hearts living  
In two separate worlds  
But it's no sacrifice



No sacrifice

It's no sacrifice at all

Mutual misunderstanding

After the fact

Sensitivity builds a prison

In the final act

We lose direction

No stone unturned

No tears to damn you

When jealousy burns

**The activity:**

(For the audio see DVD, Sacrifice)

*Sacrifice*

**(Elton John)**

It's a human sign

When things .....

.....scent of her lingers

And temptation's strong

Into the boundary

Of each married man

.....

And negativity lands

Cold cold heart

.....  
Some things look better baby

..... through

And it's no sacrifice

.....  
It's two hearts living

In two separate worlds

.....  
No sacrifice

It's no sacrifice at all

Mutual misunderstanding

.....  
Sensitivity builds a prison

.....  
We lose direction

.....  
No tears to damn you

.....

## Appendix 8

### 〔 Lesson Plan of the First Session of Oral Expression 〕

**University:** Abderahmane Mira, Bejaia

**Room:** 01, Building 03

**Department:** English

**Hour:** 9:40 - 11:10

**Experimenter:** Miss. Hakima CHERGUI

**Module:** Oral expression

**Sample:** 2<sup>nd</sup> Year Bachelor Level

**Teacher:** Mr. Benmehdi

**Date:** Thursday, January 7th, 2016

**Topic:** Things to do (DVD1, *Smart CHOICE*, Unit 01).

**Materials:** Data projector, laptop, *Smart CHOICE* program and small slaps.

**Objectives of the lesson:** Expose EFL learners to authentic language in order to learn vocabulary and grammar. Also to practice dialogues and perform at the end.

**The goal of the lesson:** Developing the speaking skill of the learners.

#### **Warm up:**

- First, we introduced the objectives of the experiment to the students.
- Second, we introduced the *Smart CHOICE* program.
- We explained the objectives of the lesson to the students and told them what should they do.

#### **Preparation:**

We opened the program, we prepared them to start and told them to not be shy because they are in the class to make mistakes and we correct them in order to develop their speaking skill.

After that we asked them some questions such as:

- What did you do last holidays?
- How do you spend your free time?

#### **Practice:**

### ❖ In vocabulary (things to do)

The students were asked to drag the correct word to the box under each picture. Then they were asked to comment the pictures.

### ❖ In grammar (agreeing and disagreeing)

For the first activity, the students were asked to type the correct verb in each gap and read the sentence.

For the second activity, they should select the correct sentence, then they practice.

### ❖ In conversation (how was your vacation?)

The students were asked to select the correct line to complete the conversation, then they practice it.

### ❖ Videos (last summer)

In video (1), the students watched and listened, at the same time, they should click on the eight words they hear and check them on the list.

In video (2), they watched and listened, at the same time, they were asked to click on the correct answer (yes or no).

In the last step, the students were asked to recapitulate all what they have learned, vocabulary, grammar, speaking spontaneously and perform it in pair or alone.

### **Feedback**

We did not interrupt each student and correct. At the end of each activity we clicked on '*check the answers*' to give the opportunity to each student to correct her/himself.

Since this session was the first with our sample, we gave them small papers, we asked them to write, without mentioning their names, whether they have learned something or not. Their answers are in the next appendix (..).

## Appendix 9

### [ Lesson Plan of the Second Session of Oral Expression ]

**University:** Abderahmane Mira, Bejaia

**Room:** 01, Building 03

**Department:** English

**Hour:** 9:40 - 11:10

**Experimenter:** Miss. Hakima CHERGUI

**Module:** Oral expression

**Sample:** 2<sup>nd</sup> Year Bachelor Level

**Teacher:** Mr. Benmehdi

**Date:** Thursday, January 21st, 2016

**Topic:** Movies (See DVD1, *Smart CHOICE*, Unit 02).

**Materials:** Data projector, laptop, *Smart CHOICE* program and small slaps.

**Objectives of the lesson:** Expose EFL learners to authentic language in order to learn vocabulary and grammar. Also to practice dialogues and perform at the end.

**The goal of the lesson:** Developing the speaking skill of the learners.

#### **Warm up:**

- First, we asked the students some questions about the previous lesson.
- We explained the objectives of the lesson to the students and told them what should they do.

#### **Preparation:**

We opened the program, we prepared them to start and we asked them some questions to introduce the topic.

- Who is your favorite actor or actress?
- Which kind of movies do you prefer ?
- Give us some the movies'names that you have already watched and you cannot forget ?

#### **Practice:**

### ❖ In vocabulary (movies)

The students were asked to listen to the conversation then drag the word they hear to the box under each picture. Then they were asked to comment the pictures.

### ❖ In grammar (adjectives with ing/ed)

For the first activity, the students were asked to select the correct adjective and complete each gap then read the sentence.

For the second activity, they should drag the correct word to each gap, after that they practice.

### ❖ In conversation (I think it is relaxing)

The students were asked to select the correct line to complete the conversation, then each two students practice the conversation.

### ❖ Videos (Movies)

In video (1), the students watched and listened, at the same time, they should click on the eight words they hear and check them on the list.

In video (2), they watched and listened, at the same time they were asked to click on the correct answer (yes or no).

In the last step, the students were asked to recapitulate all what they have learned, vocabulary, grammar, speaking spontaneously and perform it in pair or alone.

### **Feedback**

We did not interrupt each student and correct. At the end of each activity we clicked on '*check the answers*' to give the opportunity to each student to correct her/himself.

## Appendix 10

### Lesson Plan of the Third Session of Oral Expression

**University:** Abderahmane Mira, Bejaia

**Room:** 01, Building 03

**Department:** English

**Hour:** 9:40 - 11:10

**Experimenter:** Miss. Hakima CHERGUI

**Module:** Oral expression

**Sample:** 2<sup>nd</sup> Year Bachelor Level

**Teacher:** Mr. Benmehdi

**Date:** Thursday, April 7th, 2016

**Topic:** Appearance (See DVD1, *Smart CHOICE*, Unit 08).

**Materials:** Data projector, laptop, New ENGLISH FILE program and small slaps.

**Objectives of the lesson:** Expose EFL learners to authentic language in order to learn vocabulary and grammar. Also to practice dialogues and perform at the end.

**The goal of the lesson:** Developing the speaking skill of the learners.

#### Warm up:

This session took place after a long period, exams of the first semester, then the strike which almost one month and the the spring' s vacations. Therefore, we started the session by asking the students about their results of the first semester and their holidays.

#### Preparation:

We opened the program, we prepared them to start and we asked them some questions to introduce the topic.

- What is the first thing that can attract you in a person?
- According to you, what is most important in a person?

#### Practice:

##### ❖ In vocabulary (Appearance)

The question in this activity was, click the audio. Listen. Click on the picture that matches the description you hear. Each time the click on a picture they were asked to comment the others.

#### ❖ **In grammar (relative clauses)**

The question of the first activity was, select the correct words to complete each gap. The student corrected then read the sentence.

For the second activity, they should drag the correct word to each gap, after that they practice.

#### ❖ **In conversation (Someone who loves to learn)**

The students were asked to select the correct line to complete the conversation, then each two students practice the conversation.

#### ❖ **Videos (What is important?)**

In video (1), the students watched and listened, at the same time, they should click on the eight words they hear and check them on the list.

In video (2), they watched and listened, at the same time they were asked to click on the correct answer (yes or no).

In the last step, the students were asked to recapitulate all what they have learned, vocabulary, grammar, speaking spontaneously and perform it in pair or alone. Each student was asked to express her/himself and to say what is the most important for her/him.

### **Feedback**

We did not interrupt each student and correct. At the end of each activity we clicked on '*check the answers*' to give the opportunity to each student to correct her/himself.

At the end of this session, we put a list of proverbs written in French with music (see DVD1, ppt file, Proverbs). The students were asked to choose one or two or as they wanted, and make the translation from French to English. The aim of doing such activity, is helping the students to translate from French to English and taking notes, because the PowerPoint slides were showed rapidly (the first time).



## Appendix 11

### Lesson Plan of the First Session of Pronunciation

**University:** Abderahmane Mira, Bejaia

**Room:** 13, Building 03

**Department:** English

**Hour:** 11:20 - 12:50

**Experimenter:** Miss. Hakima CHERGUI

**Module:** Pronunciation

**Sample:** 2<sup>nd</sup> Year Bachelor Level

**Teacher:** Mr. Mammeri

**Date:** Thursday, April 10th, 2016

**Topic:** Sound Bank (See DVD1, *New ENGLISH FILE*).

**Materials:** Data projector, laptop, *New ENGLISH FILE* program, small slaps, green board and chalk.

**Objectives of the lesson:** Expose EFL learners to authentic language in order to acquire an accurate pronunciation.

**The goal of the lesson:** Helping the students to obtain an accurate pronunciation.

#### Warm up:

We asked the students some question such as:

- According to you, what does the term pronunciation mean?
- Do you face difficulties with English pronunciation ?

We introduced the *New ENGLISH FILE*, then we told them the objectives of using this program, how it is going to help them and at the end what should they do.

#### Preparation:

We opened the program, we prepared them to start and we asked them some questions to introduce the topic.

We have written on the board :    k    and    /k/ ; then we asked the students what is the difference between them?

Then we have written the on the board following words:

fish /ɪ/                      his – this – film – English – women

We asked the students to tell us which word is irrelevant, in which word the sound /ɪ/ is not pronounced the same way in the word 'fish'.

We opened the program and let the students see their mistakes.

### **Practice: (sound bank)**

#### **❖ Vowels**

- When we open this slide, we find all the English vowels,
- The yellow colour refers to the long vowels and the red refers to the short vowels.
- First step was clicking on the word « fish » and asking the students to listen to the correct pronunciation of the term « fish » and the other words.
- The second step was asking the students to choose a word, they tell us how did they pronounce it? Then they were asked to give other words that are pronounced the same way. After that the students see and listen to the correct answers.

#### **❖ Diphthongs**

We have followed the same steps on the vowels.

#### **❖ Consonants**

The same steps on vowels and diphthongs.

#### **❖ More consonants**

The same steps on vowels, diphthongs and consonants.

We finished the session with an activity about the pronunciation of /ɪd/, /d/, /t/ in a form of PowerPoint activity (see DVD1, ppt file) and coloured handouts about the content of this session (see appendix..).

### **Feedback**

We did not interrupt each student and correct. At the end of each activity we let the students listen and see the correct answers, at the same time gave some remarks generally without referring to any student.



## Appendix 12

### Lesson Plan of the Second Session of Pronunciation

**University:** Abderahmane Mira, Bejaia

**Room:** 13, Building 03

**Department:** English

**Hour:** 11:20 - 12:50

**Experimenter:** Miss. Hakima CHERGUI

**Module:** Pronunciation

**Sample:** 2<sup>nd</sup> Year Bachelor Level

**Teacher:** Mr. Mammeri

**Date:** Thursday, April 24th, 2016

**Topic:** Vocabulary Bank (See DVD1, *New ENGLISH FILE*).

**Materials:** Data projector, laptop, *New ENGLISH FILE*, small slaps, green board and chalk.

**Objectives of the lesson:** Expose EFL learners to authentic language in order to acquire an accurate pronunciation.

**The goal of the lesson:** Helping the students to obtain an accurate pronunciation in English.

#### **Warm up:**

- We asked the students whether they have questions about the previous session.
- We explained the objectives of the lesson.

#### **Preparation:**

We opened the program, we prepared them to start and we asked them to not be shy of making mistakes. And we told them what to do.

#### **Practice: (vocabulary bank)**

##### **❖ Countries and nationalities**

In this activity, first thing we did was clicking on 'HIDE' we let the nationalities and we asked the students to write the countries on the board.

The second step was to show the list of the countries and ask the students to listen to the pronunciation and see the correct spelling, in order to correct themselves.

### ❖ **Family**

The same steps were followed.

### ❖ **Common objects**

We clicked on 'HIDE', the students were asked to concentrate on the transcription and find the word, then a student wrote two words on the board and read them.

In the second step, the list of the words was shown and the learners were asked to see and listen to the accurate pronunciation and compare between their spelling on the board and the correct one on the program.

### ❖ **Jobs**

In this activity we followed the same steps of the common objects' activity.

### **Feedback**

We did not correct the mistakes on the board, we let them like they are. In doing so the students could compare them with the correct ones and learn the correct spelling as well as the accurate pronunciation.

At the end of this session we have given to the students a series of different activities and their solutions (see appendix..).

## Appendix 13

### [ Lesson Plan of the first Session of Litening ]

**University:** Abderahmane Mira, Bejaia

**Room:** 14 Building 03

**Department:** English

**Hour:** 9:40 - 11:20

**Experimenter:** Miss. Hakima CHERGUI

**Module:** Litening

**Sample:** 2<sup>nd</sup> Year Bachelor Level

**Teacher:** Mr. Benmehdi

**Date:** Tuesday, January 21st, 2016

**Topic:** The Diary of a Young Girl, (DVD1, New ENGLISH FILE).

**Materials:** Data projector, laptop, DVD, small slaps, green board and chalk.

#### **Objectives of the lesson:**

- Expose EFL learners to authentic language by listening to the short story.
- Learning vocabulary and pronunciation which would help them when they speak or narrate.

**The goal of the lesson:** Developing the learners' output throughout the input they receive from the short story.

#### **Warm up:**

The students were asked some general question such as:

- Have you ever read a short story ?
- What was its title ?

#### **Preparation:**

#### **Pre-listening activity**

In this step, we asked the following questions to the students:

1. What do you know about the Second World War ?

- a) Name three countries that fought against Germany.
  - b) Name one country on the German side.
  - c) Who was the leader of Germany at that time ?
  - d) Which country did Germany first invade ?
2. This story is a diary of a young teenage girl.
- What sort of things do you think she writes about ?
  - Have you ever written a diary ?
  - What did you write about ?

### **Practice:**

The students started to listen to some passages taken from the short story (see CD 1, audios) at the same they were asked to do the following activities.

### **While listening activities**

#### **Activity one:**

Answer to the following questions : put *True* or *False*.

1. This diary is written by a teenage girl, her name is Margot. ....
2. Anne was living in Holland during the Second World War. ....
3. The franks are Jewish family, and the Germans are sending Jews away to die. ....
4. Anne and her family are hiding on the top floor of a building in Berlin. ....
5. Adolf Hitler had led the Nazi Party to power in 1933. The Jews were allowed to do many kinds of jobs. ....

#### **Activity two:**

Answer the following questions according to the passages.

1. Who is Anne Franks ?
2. Where does she live ?
3. Why does Mr. Keesing get angry with her ? and what he made her do ?
4. Who is Hello Silberberg ? and how old is he ?
5. Who is Mr. Van Daan ?
6. Who are Miep and Jan ?
7. Why Franks family dressed in lots of clothes when they were leaving their house ?
8. Who is Peter ?how old is he ?

When the students finished, we corrected together the two activities, then we asked them following questions:

**Post-listening activity:**

- Why did the Frank family move from Germany to Holland ?
- When did things get worse for them in Holland ?
- Why did they decide to hide in July 1942 ?
- Why was their hiding place called 'The secret Annexe' ?
- How would you feel in that situation ?

The purpose of adding these questions is to check whether the students could remember the answers or not; on one hand, and give them the opportunity to speak and express themselves on the other hand.

**Feedback**

We did never say to any student '**No**' even the answer was wrong, we just said, '**Thank you**'. When all students finished to speak, we corrected together.



## Appendix 14

### [ Lesson Plan of the Second Session of Listening ]

**University:** Abderahmane Mira, Bejaia

**Room:** 14, Building 03

**Department:** English

**Hour:** 9:40 - 11:10

**Experimenter:** Miss. Hakima CHERGUI

**Module:** Listening

**Sample:** 2<sup>nd</sup> Year Bachelor Level

**Teacher:** Mr. Benmehdi

**Date:** Thursday, April 26th, 2016

**Topic:** How to behave in different situations ? (See DVD1, New ENGLISH FILE, Practical English).

**Materials:** Data projector, laptop, New ENGLISH FILE program and small slaps, green board and chalk.

**Objectives of the lesson:** Expose EFL learners to authentic language in order to learn vocabulary and new expressions and especially learning practical English, how to behave in different situations and acquire good attitudes.

**The goal of the lesson:** Developing the speaking skill of the learners.

#### **Warm up:**

We asked the member of the group under investigation the following question:

Imagine that you went abroad as a tourist or to study, and you find yourself in a situation where you must ask for information, how are you going to behave ?

#### **Preparation:**

We explained to the students the purpose of the lesson, and what to do.

#### **Practice:**

In this phase the students were asked to listen to the conversation without watching the video and guess the topic of each audio. ( see New ENGLISH FILE, Practical English).

The four topics to which the learners listened were:

- In the plane.
- In a coffee shop.
- In a clothes shop.
- Going home.

After listening to each audio twice and guessing the topic of each one, the students watched the videos and compare their answers to the videos.

After that we wrote each topic on a small paper and ask each two students to choose a paper and perform the topic as it is shown on the videos.

Students were not obliged to repeat word by word, the mos twas to acquire new expressions, learn practical English and how to behave in these situations.

### **Feedback**

We did not interrupt the students and correct them each time they made a mistake. We let them express themselves without being limited, at the end we gave general feedback. And after each performance we applauded them.

## Appendix 15

### [ Lesson Plan of the Third Session of Listening ]

**University:** Abderahmane Mira, Bejaia

**Room:** 14, Building 03

**Department:** English

**Hour:** 9:40 - 11:10

**Experimenter:** Miss. Hakima CHERGUI

**Module:** Listening

**Sample:** 2<sup>nd</sup> Year Bachelor Level

**Teacher:** Mr. Benmehdi

**Date:** Thursday, May 3rd, 2016

**Topic:** How to behave in different situations ? (See DVD1, New ENGLISH FILE, Practical English).

**Materials:** Data projector, laptop, New ENGLISH FILE program and small slaps, green board and chalk.

**Objectives of the lesson:** Expose EFL learners to authentic language in order to learn vocabulary and new expressions and especially learning practical English, how to behave in different situations and acquire good attitudes.

**The goal of the lesson:** Developing the speaking skill of the learners.

#### **Warm up:**

We asked the students questions about the previous lesson to check whether they remember about what we had done together or not.

#### **Preparation:**

We explained to the students the purpose of the lesson, and what to do.

#### **Practice:**

In this phase the students were asked to listen to the conversation without watching the video and guess the topic of each audio. ( see New ENGLISH FILE, Practical English).

The four topics to which the learners listened were:

- In a gift shop.
- In the street.
- At a hotel.
- At a restaurant.

After listening to each audio twice and guessing the topic of each one, the students watched the videos and compare their answers to the videos.

After that we wrote each topic on a small paper and ask each two students to choose a paper and perform the topic as it is shown on the videos.

Students were not obliged to repeat word by word, the mos twas to acquire new expressions, learn practical English and how to behave in these situations.

### **Feedback**

We did not interrupt the students and correct them each time they made a mistake. We let them express themselves without being limited, at the end we gave general feedback. And after each performance we applauded them.

## Appendix 16

### [ Second Session of Listening ]

The topic	The students' suggestions
On a plane	<ul style="list-style-type: none"><li>• On a plane</li><li>• In a coffee shop</li><li>• At home</li></ul>
In a coffee shop	<ul style="list-style-type: none"><li>• In a supermarket</li><li>• In a coffee shop</li><li>• At a hotel</li><li>• In a shopping center</li></ul>
In a clothes shop	<ul style="list-style-type: none"><li>• In a shopping center</li><li>• In a department store</li></ul>
Going home	<ul style="list-style-type: none"><li>• In an airport</li><li>• At a hotel</li></ul>

## Appendix 17

### [ Third Session of Listening ]

The topic	The students' suggestions
In a gift shop	<ul style="list-style-type: none"><li>• In a supermarket</li><li>• Clothes' shop</li></ul>
In the street	<ul style="list-style-type: none"><li>• In the street</li><li>• Asking for direction</li></ul>
At a hotel	<ul style="list-style-type: none"><li>• At a hotel</li></ul>
At a restaurant	<ul style="list-style-type: none"><li>• At a restaurant</li></ul>

## Appendix 18

### 〔 Topics of the students' post test 〕

Students	Topics
S1 S2	Life in Hiding
S3 S4	Binging News
S5	Islam vs West
S6 S7	Tea Culture in British Society
S8	Culture
S9 S10	Responsability
S11 S12	The stress
S13	Telling Stories
S14 S15	Natural Disasters
S16 S17	Self-confidence
S18 S19	Emigration in USA
S20	Poems

## **Appendix 19**

### **Handouts Given by the Teacher.**

This appendix comprises the handouts that the teacher of oral expression session gave to the students during our pre-observation phase.



## **Appendix 20**

### **Students' Attitudes Towards our Method (The First Session of our Experiment)**

To be honest,  
I really enjoy  
this lecture. It  
is interesting,  
I learn a lot of things.

I enjoy it very  
much, and it is  
the best session  
of Oral expression  
at all.  
good teacher ♡

to be honest  
I enjoyed this  
session with, it  
was very good

I really enjoy this  
session. It was  
great and ~~the~~ useful  
I hope we're going to  
do such session in coming  
days.  
Thank you! ☺

I really enjoyed,  
Because what ~~me~~ I  
saw was useful,  
and I learned things

I enjoy it and it  
is the best session  
of oral expression  
in this year.  
Thank you very  
much. ☺  
good teacher.

you are going to be  
a very good teacher  
honestly. I enjoyed  
the session of oral  
expression for the first  
time. ☺ ♡

I enjoyed this session,  
I liked working in  
audio visual and I  
liked your method.



it was an  
entertaining  
session, I ~~had~~  
really enjoy it.  
It was great.  
- Thank  
you -

- I like this  
lecture, I find it  
interesting and I have  
improved my english  
vocabulary.

I have enjoyed this  
session, we have  
done many activities  
I have learnt some  
new words.  
Thank you

✿ ✿ ✿  
It was a pleasure  
to meet you. I find  
that your session is  
amazing. ✿ ✿ ✿  
Thank you. ✿

The session was  
very amazing  
I enjoyed it!  
good luck in your  
final project! Idir 😊

the session  
was interesting.  
wish you  
all  
the best

I enjoy this  
session, you are  
a good and amazing  
teacher. Good luck



- I enjoy this  
se course.

I like this lecture, I find  
it very interesting -  
I LIKE  
LIKE  
your methods

## **Appendix 21**

### **Handouts about the Lesson**

# Irregular verbs

## PRESENT

He **is** in Rome. (be)  
They **are** in Rome. (be)

The film **begins** at 7.00.  
She **breaks** his heart.  
They **bring** the papers.  
We **build** roads.  
I **buy** the bread.

I **can** swim.  
They **catch** the bus.  
She **comes** with her sister.  
It **costs** a lot.

I **do** the housework.  
They **drink** a lot of beer.  
He **drives** a Rolls.

I **eat** a lot.

She **falls** in love.  
I **feel** angry.  
He **finds** a job.  
We **fly** with British Airways.  
I **forget** things.

I **get** e-mails.  
He **gives** her presents.  
They **go** away every weekend.

I **have** a car.  
He **hears** a noise.

I **know** him well.

## PAST SIMPLE

**was**  
**were**

**began**  
**broke**  
**brought** /brɔ:t/  
**built** /bɪlt/  
**bought** /bɔ:t/

**could** /kʊd/  
**caught** /kɔ:t/  
**came**  
**cost**

**did**  
**drank**  
**drove**

**ate**

**fell**  
**felt**  
**found**  
**flew** /flu:/  
**forgot**

**got**  
**gave**  
**went**

**had**  
**heard** /hɜ:d/

**knew** /nju:/

## PAST PARTICIPLE

**been**  
**been**

**begun**  
**broken**  
**brought**  
**built**  
**bought**

—  
**caught**  
**come**  
**cost**

**done** /dʌn/  
**drunk**  
**driven**

**eaten**

**fallen**  
**felt**  
**found**  
**flown** /fləʊn/  
**forgotten**

**got**  
**given**  
**gone** /gɒn/

**had**  
**heard**

**known** /nəʊn/

**PRESENT****PAST SIMPLE****PAST PARTICIPLE**

The train **leaves** at 9.00.

left

left

I **lose** my keys.

lost

lost

We **make** mistakes.

made

made

They **meet** famous people.

met

met

I **pay** the phone bill.

paid

paid

I **put** my car in the garage.

put /put/

put

She **reads** *Time* magazine.

read /red/

read /red/

I **ring** him every day.

rang

rung

He **runs** marathons.

ran

run

He **says** hello.

said /sed/

said

I **see** my friends every day.

saw /sɔ:/

seen

She **sends** a lot of e-mails.

sent

sent

He **sings** very well.

sang

sung

They **sit** on the sofa.

sat

sat

I **sleep** for eight hours.

slept

slept

We **speak** French.

spoke

spoken

You **spend** a lot on clothes.

spent

spent

She **stands** up.

stood /stud/

stood

I **swim** every day.

swam

swum

I **take** the dog for a walk.

took /tuk/

taken

They **tell** lies.

told

told

She **thinks** of an idea.

thought /θɔ:t/

thought

They **throw** tomatoes.

threw /θru:/

thrown /θrəʊn/

I **wake up** in the night.

woke

woken

He **wears** a hat.

wore

worn

I **win** competitions.

won /wʌn/

won

She **writes** to him.

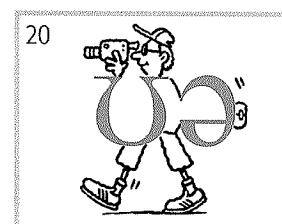
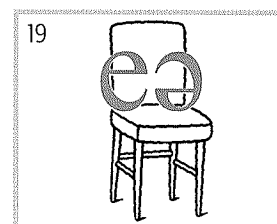
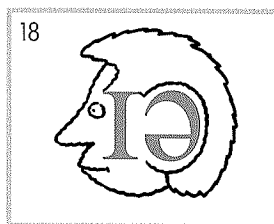
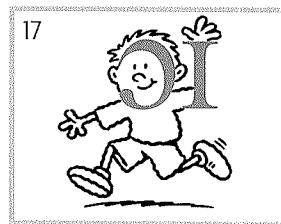
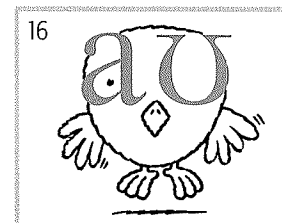
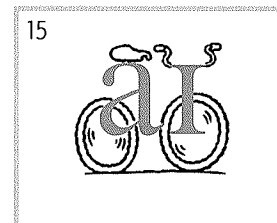
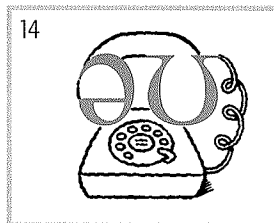
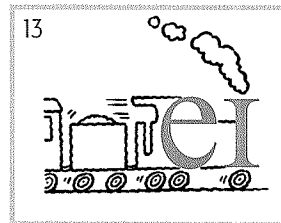
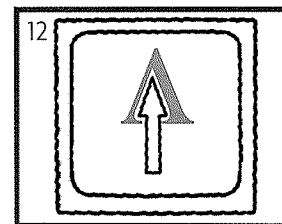
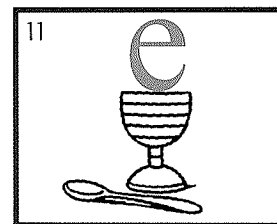
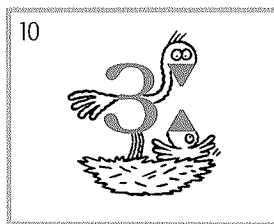
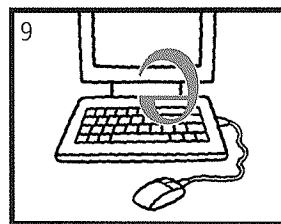
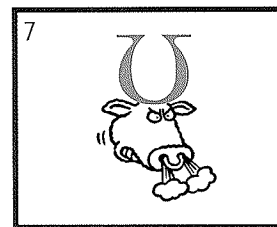
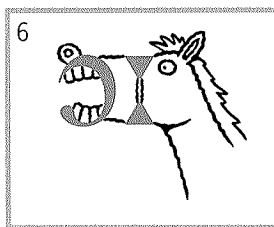
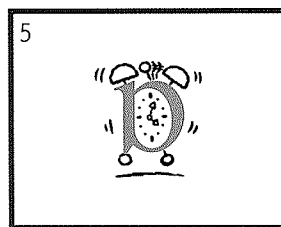
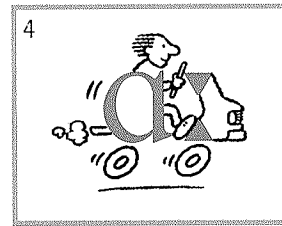
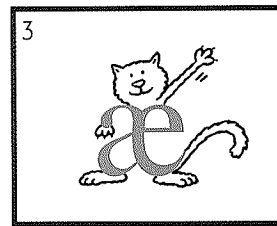
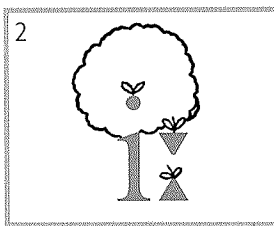
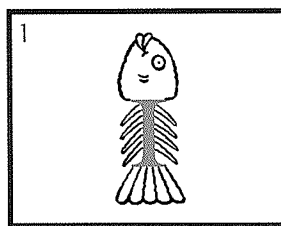
wrote

written



# Vowel sounds

short vowels  
 long vowels  
 diphthongs



1 fish /fɪʃ/

2 tree /tri:/

3 cat /kæt/

4 car /kɑ:/

5 clock /klɒk/

6 horse /hɔ:s/

7 bull /bʊl/

8 boot /bʊt/

9 computer /kəm'pjʊtə/

10 bird /bɜ:d/

11 egg /eg/

12 up /ʌp/

13 train /treɪn/

14 phone /fəʊn/

15 bike /baɪk/











16 owl /əʊl/

17 boy /bɔɪ/






18 ear /ɪə/

19 chair /tʃeə/

20 tourist /'tʊərɪst/

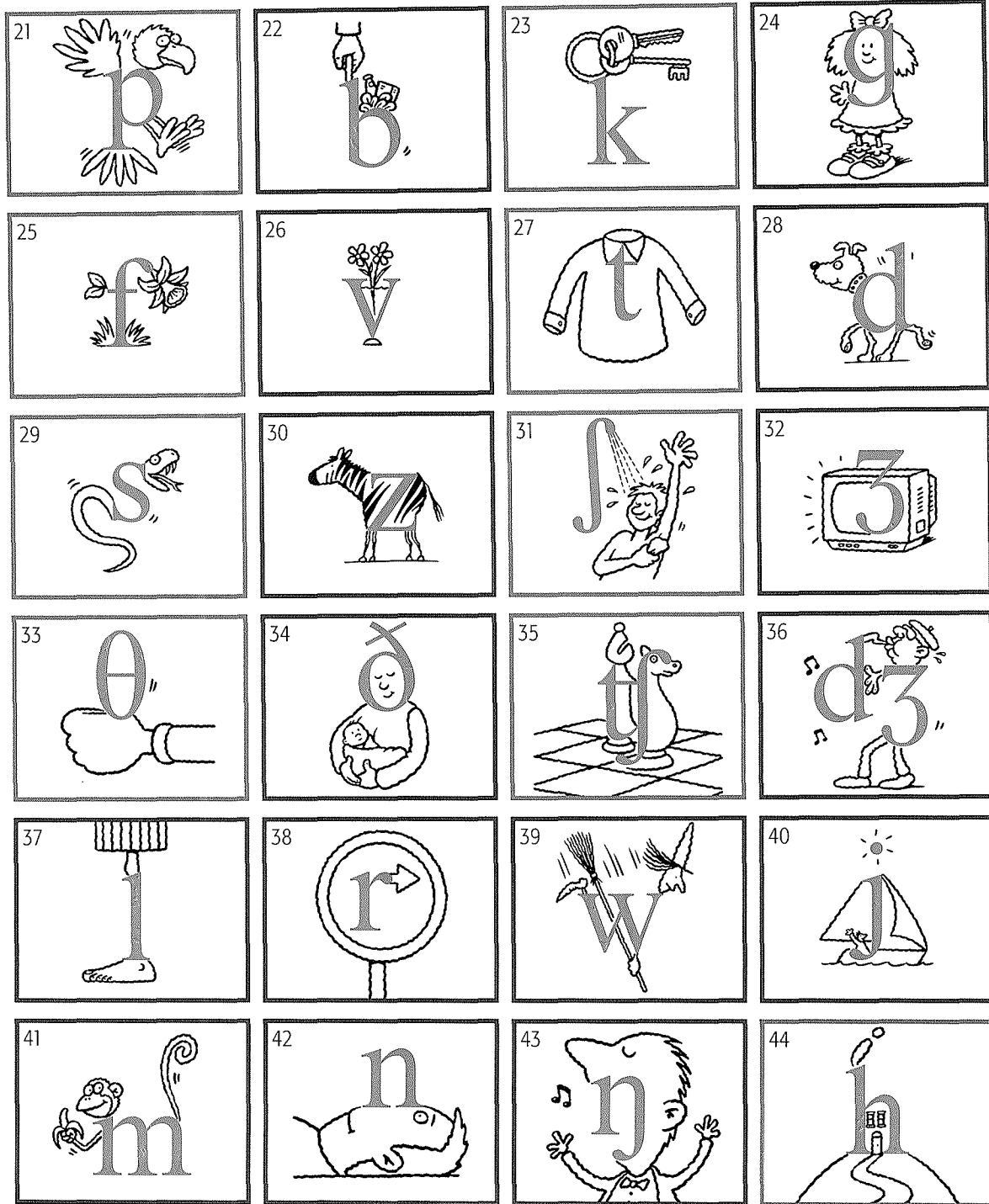
	usual spelling	but also
 fish	<b>i</b> his this film six big swim	English women busy
 tree	<b>ee</b> meet three <b>ea</b> speak eat <b>e</b> me we	people police key niece
 cat	<b>a</b> thanks flat black Japan have stamp	
 car	<b>ar</b> garden party start <b>a</b> father glasses dance	aunt
 clock	<b>o</b> hot stop coffee long not box	what watch want
 horse	<b>or</b> sport door <b>al</b> talk small <b>aw</b> saw draw	water four bought thought
 bull	<b>u</b> full put <b>oo</b> good book look room	could would woman
 boot	<b>oo</b> school food <b>u*</b> June use <b>ew</b> new flew	do fruit juice shoe
 bird	<b>er</b> her verb <b>ir</b> first third <b>ur</b> nurse turn	learn work world word
 computer	Many different spellings. /ə/ is always unstressed. teacher umbrella America famous second ago	

\* especially before consonant + e

	usual spelling	but also
 egg	<b>e</b> yes help ten pet very red	friend bread breakfast any said
 up	<b>u</b> bus lunch ugly run lucky cut	come brother son does young
 train	<b>a*</b> name make <b>ai</b> rain paint <b>ay</b> play day	break steak great eight they grey
 phone	<b>o*</b> home drove old don't <b>oa</b> road toast	slow low
 bike	<b>i*</b> nine twice <b>y</b> my why <b>igh</b> high night	buy
 owl	<b>ou</b> out thousand house count <b>ow</b> how brown	
 boy	<b>oi</b> coin noise toilet <b>oy</b> toy enjoy	
 ear	<b>eer</b> beer engineer <b>ere</b> here we're <b>ear</b> year hear	really idea
 chair	<b>air</b> airport stairs fair hair <b>are</b> square careful	their there wear
 tourist	A very unusual sound. euro Europe poor sure plural	
/i/	A sound between /i/ and /i:/. Consonant + y at the end of words is pronounced /i/. happy any thirsty	
/u/	An unusual sound. education usually situation	



# Consonant sounds



voiced  
 unvoiced

21 parrot /'pærət/

25 flower /'flaʊə/

29 snake /sneɪk/

33 thumb /θʌm/

37 leg /leg/

41 monkey /'mʌŋki/

22 bag /bæg/

26 vase /va:z/

30 zebra /'zebrə/

34 mother /'mʌðə/

38 right /raɪt/

42 nose /naʊz/

23 key /ki:/

27 tie /taɪ/

31 shower /'ʃaʊə/

35 chess /tʃes/

39 witch /wɪtʃ/

43 singer /'sɪŋə/

24 girl /gɜ:l/













28 dog /dɒg/













32 television /'telɪvɪʒn/

36 jazz /dʒæz/

40 yacht /jɒt/

44 house /haus/

	usual spelling	▲ but also
 parrot	<b>p</b> paper pilot Poland sleep <b>pp</b> apple happy	
 bag	<b>b</b> be table job builder number <b>bb</b> rubber	
 key	<b>c</b> credit card actor <b>k</b> kitchen like <b>ck</b> black pick	Christmas chemist's
 girl	<b>g</b> green get angry big <b>gg</b> eggs bigger	
 flower	<b>f</b> Friday fifteen wife <b>ph</b> photo elephant <b>ff</b> office coffee	
 vase	<b>v</b> very eleven live travel river love	of
 tie	<b>t</b> tea take student sit <b>tt</b> letter bottle	liked dressed
 dog	<b>d</b> dance understand bad read <b>dd</b> address middle	played tired
 snake	<b>s</b> sister starts smoke <b>ss</b> stress actress	nice city cinema police
 zebra	<b>z</b> zero Brazil <b>s</b> music please dogs watches	
 shower	<b>sh</b> shopping shoes Spanish fish <b>ti</b> station information (+ vowel)	sugar sure
 television	An unusual sound. revision decision confusion usually garage	

	usual spelling	▲ but also
 thumb	<b>th</b> think thirty throw bathroom fourth tenth	
 mother	<b>th</b> the these then other that with	
 chess	<b>ch</b> cheap children church <b>tch</b> watch match <b>t (+ure)</b> picture adventure	
 jazz	<b>j</b> January juice July enjoy <b>dge</b> bridge fridge	German manager
 leg	<b>l</b> like little plane girl <b>ll</b> small spelling	
 right	<b>r</b> red rich problem try <b>rr</b> sorry terrible	write wrong
 witch	<b>w</b> window twenty Wednesday win <b>wh</b> why when	one once
 yacht	<b>y</b> yellow yesterday young yes before <b>u</b> use university	
 monkey	<b>m</b> man Monday money swim <b>mm</b> summer swimming	
 nose	<b>n</b> no never nine ran <b>nn</b> dinner thinner	know
 singer	<b>ng</b> song England language thing long going	think bank
 house	<b>h</b> happy hungry hotel behind hall head	who whose

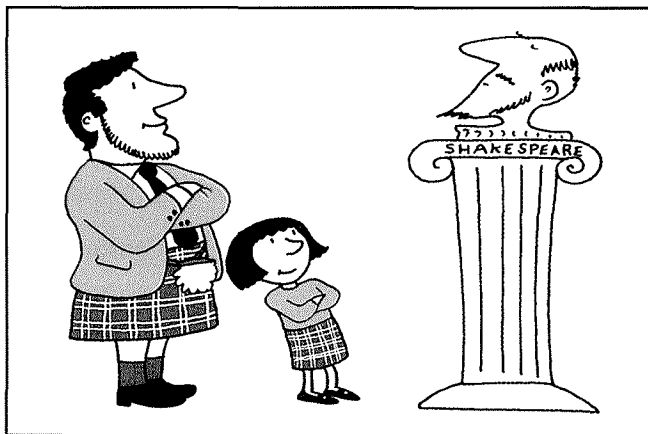
**Appendix 22**  
**Activities with Solutions**

My life is a simple thing that would interest nobody. It is a known fact that I was born, and that is all that is necessary.

Albert Einstein, German scientist

### 1 GRAMMAR *was / were*

- a Complete the sentences with *was*, *were*, *wasn't*, or *weren't*.



A Who's that?

B It's William Shakespeare.

A Why <sup>1</sup> was he famous?

B He <sup>2</sup> wasn't a writer.

A <sup>3</sup> wasn't he Scottish?

B No, he <sup>4</sup> wasn't. He <sup>5</sup> wasn't English. He <sup>6</sup> wasn't born in Stratford-upon-Avon.

A And <sup>7</sup> wasn't he married?

B Yes, he <sup>8</sup> wasn't. His wife's name <sup>9</sup> wasn't Anne.

A And <sup>10</sup> wasn't they happy?

B I don't know.

- b Write questions and answers.

1 Mozart / from / Germany? ✗

*Was Mozart from Germany?*

*No, he wasn't.*

2 Columbus and Magellan / explorers? ✓

*Were Columbus and Magellan explorers?*

*Yes, they were.*

3 Virginia Woolf / writer? ✓

\_\_\_\_\_?

\_\_\_\_\_.

4 the Bee Gees / from the USA? ✗

\_\_\_\_\_?

\_\_\_\_\_.

5 John McEnroe / footballer? ✗

\_\_\_\_\_?

\_\_\_\_\_.

6 Matisse / composer? ✗

\_\_\_\_\_?

\_\_\_\_\_.

7 Picasso / born / Spain? ✓

\_\_\_\_\_?

\_\_\_\_\_.

8 Greta Garbo / actress? ✓

\_\_\_\_\_?

\_\_\_\_\_.

9 Tolstoy and Cervantes / painters? ✗

\_\_\_\_\_?

\_\_\_\_\_.

10 Nelson Mandela / born / Britain? ✗

\_\_\_\_\_?

\_\_\_\_\_.

- c Complete with present or past forms of *be*.

1 Today is Monday, so yesterday was Sunday.

2 A Hi. is your sister at home?

B No, she isn't. She isn't here this morning, but now she is at work.

3 My books are here on my desk this morning.

Where are they now?

4 James is born in England, but his parents

are born in Singapore.

5 My boss is angry today because I was very late for work yesterday, and this morning too.

## 2 VOCABULARY word formation

a Make nouns from these words.

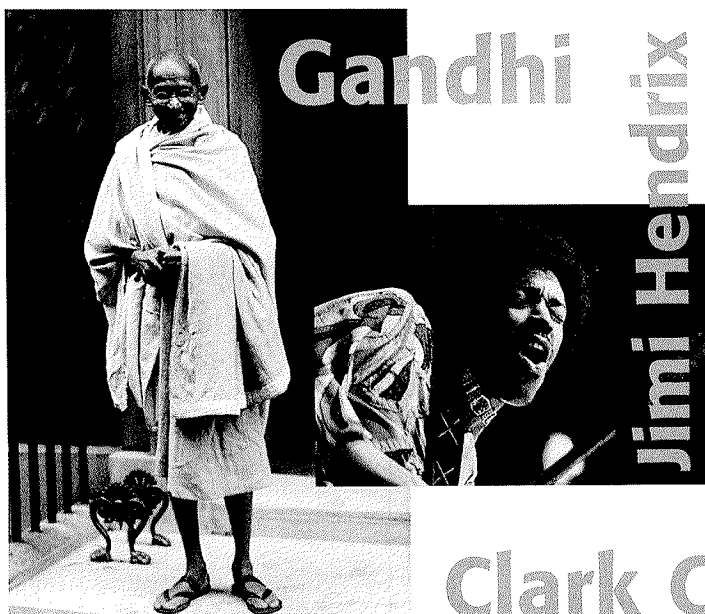
- 1 invent \_\_\_\_\_ *an inventor*
- 2 write \_\_\_\_\_
- 3 politics \_\_\_\_\_
- 4 compose \_\_\_\_\_
- 5 music \_\_\_\_\_
- 6 paint \_\_\_\_\_
- 7 lead \_\_\_\_\_
- 8 act \_\_\_\_\_
- 9 science \_\_\_\_\_
- 10 sail \_\_\_\_\_

b Underline the stressed syllables, e.g. *an inventor*.

c Practise saying the words in a.

d Complete the sentences with *was / were* and a noun from a.

- 1 Galileo \_\_\_\_\_ *was a scientist*
- 2 The Wright brothers \_\_\_\_\_ *were inventors*
- 3 Rembrandt \_\_\_\_\_
- 4 Gustav Mahler \_\_\_\_\_
- 5 Jimi Hendrix \_\_\_\_\_
- 6 The Brontë sisters \_\_\_\_\_
- 7 Gandhi \_\_\_\_\_
- 8 Nelson \_\_\_\_\_
- 9 Gregory Peck and Clark Gable \_\_\_\_\_



Clark Gable

## More Words to Learn

Write translations and try to remember the words.

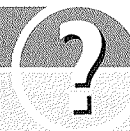
Word	Pronunciation	Translation
world <i>noun</i>	/wɜːld/	
statue <i>noun</i>	/'stætʃuː/	
soldier <i>noun</i>	/'səʊldʒə/	
war <i>noun</i>	/wɔː/	
battle <i>noun</i>	/'bætl/	
village <i>noun</i>	/'vɪlɪdʒ/	
great (= important) <i>adjective</i>	/greɪt/	
already <i>adverb</i>	/ɔːl'redi/	
against <i>preposition</i>	/ə'genst/	
(on the) left (opposite right)	/left/	

### Study idea

Try to remember words with other words or phrases:

- 1 remember words with their opposites, e.g. *left / right*
- 2 remember words in phrases, e.g. *on the left*

## QUESTION TIME



Can you answer these questions?

- 1 Where were you born?
- 2 Where were your parents born?
- 3 Were you at home at 6 o'clock yesterday?
- 4 Who were you with?
- 5 How old were you on your last birthday?

**Study Link** MultiROM



## Sydney, here we come!

### WORKBOOK

#### 1 PRONUNCIATION -ed endings

a Underline the word where -ed is pronounced /ɪd/.

- |           |         |               |           |
|-----------|---------|---------------|-----------|
| 1 booked  | checked | <u>wanted</u> | walked    |
| 2 painted | arrived | turned        | travelled |
| 3 asked   | waited  | looked        | worked    |
| 4 called  | played  | landed        | listened  |
| 5 danced  | watched | helped        | started   |
| 6 worked  | decided | followed      | lived     |

b Practise saying the words.

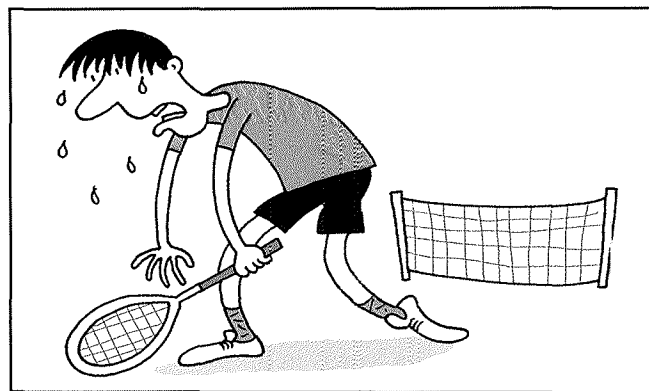
#### 2 GRAMMAR past simple regular verbs

a Complete the sentences with a verb, first in the positive and then in the negative.

book	show	help	<del>walk</del>	play
paint	study	work		

- Yesterday Sam walked to work, but he didn't walk home.
- I \_\_\_\_\_ French at school, but I \_\_\_\_\_ German and Spanish.
- The teacher \_\_\_\_\_ me with the exercise, but she \_\_\_\_\_ my friend.
- Bill \_\_\_\_\_ basketball when he was young, but he \_\_\_\_\_ football.
- The secretary \_\_\_\_\_ a table for lunch, but she \_\_\_\_\_ a taxi.
- We \_\_\_\_\_ the living room, but we \_\_\_\_\_ the bedroom.
- The shop assistant \_\_\_\_\_ last Saturday, but she \_\_\_\_\_ on Sunday.
- I \_\_\_\_\_ the photos to my sister, but I \_\_\_\_\_ them to my brother.

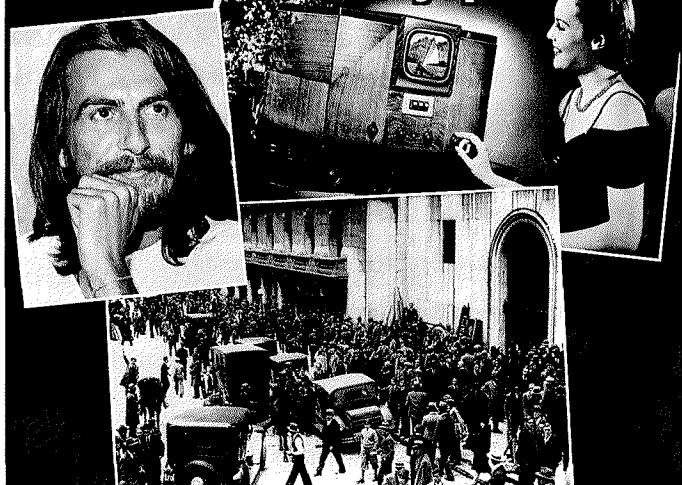
b Order the words to make questions.



- after / Peter / match / tired / Was / the  
A Was Peter tired after the match?  
B Yes, he was.
- you / night / Where / last / were  
A \_\_\_\_\_?  
B I was at home.
- they / concert / late / the / Were / for  
A \_\_\_\_\_?  
B No, they weren't.
- did / land / the / Where / they / plane  
A \_\_\_\_\_?  
B At the airport.
- did / university / your / at / brother / What / study  
A \_\_\_\_\_?  
B Modern Languages.
- Was / tall / boyfriend / very / your / first  
A \_\_\_\_\_?  
B No, not very.
- didn't / the / you / wait / Why / for / bus  
A \_\_\_\_\_?  
B Because it was too cold.
- time / work / did / What / arrive / Sandra / yesterday / at  
A \_\_\_\_\_?  
B At ten o'clock.

c Complete the questions and answers.

## Twentieth century quiz



1975 1985 ~~1929~~ 2001 1969 1925 1945

1 when / Wall Street Crash / happen

*When did the Wall Street Crash happen?*

It happened in 1929.

2 when / the Second World War / finish

\_\_\_\_\_?

It finished in \_\_\_\_\_.

3 when / Neil Armstrong / land / on the moon

\_\_\_\_\_?

He landed on the moon in \_\_\_\_\_.

4 when / mobile phones / first / appear

\_\_\_\_\_?

They first appeared in \_\_\_\_\_.

5 when / John Logie Baird / invent the television

\_\_\_\_\_?

He invented the television in \_\_\_\_\_.

6 when / George Harrison / die

\_\_\_\_\_?

He died in \_\_\_\_\_.

7 when / Bill Gates / start Microsoft

\_\_\_\_\_?

He started Microsoft in \_\_\_\_\_.

## 3 VOCABULARY past time expressions

Circle the correct answer.

- 1 She wasn't in (last night) / yesterday night.
- 2 My son was born ago two years / two years ago.
- 3 They travelled to the USA last month / the last month.
- 4 Did you phone me last morning / yesterday morning?
- 5 The plane landed two hours ago / two ago hours.
- 6 Marc arrived in England the last July / last July.
- 7 I stayed with him before two weeks / two weeks ago.
- 8 Isabella booked the tickets yesterday afternoon / last afternoon.

## More Words to Learn

Write translations and try to remember the words.

Word	Pronunciation	Translation
teenager <i>noun</i>	/'ti:neɪdʒə/	
journey <i>noun</i>	/'dʒɜ:ni/	
flight <i>noun</i>	/flaɪt/	
lucky <i>adjective</i>	/'lʌki/	
worried <i>adjective</i>	/'wʌrɪd/	
book (a ticket) <i>verb</i>	/bʊk/	
show <i>verb</i>	/ʃəʊ/	
arrive <i>verb</i>	/ə'reɪv/	
land <i>verb</i>	/lənd/	
so <i>conjunction</i>	/səʊ/	

## QUESTION TIME



Can you answer these questions?

- 1 Did you study English yesterday?
- 2 Did you watch TV last night?
- 3 Did you travel by plane last year?
- 4 Did you cook dinner yesterday?
- 5 Did you start learning English a year ago?

**Study Link** MultiROM



## Girls' night out

### WORKBOOK

#### 1 VOCABULARY *go, have, get*

a Cross out the wrong expression.

- 1 GO to the beach out swimming ~~a bus~~
- 2 HAVE lunch a sandwich for a walk a drink
- 3 GET dressed a good time up a letter
- 4 GO to bed a taxi away to church
- 5 HAVE breakfast a drink a shower 18 years
- 6 GET shopping home a newspaper a taxi

b Complete the spaces in the story with *went, had, or got*.



Last month Jill, a journalist from London, <sup>1</sup> went to Brighton for the weekend. She booked a hotel on the Internet, and on Friday she <sup>2</sup> \_\_\_\_\_ the train to the coast. It was quite late when she arrived, so she just <sup>3</sup> \_\_\_\_\_ a ham and cheese sandwich and <sup>4</sup> \_\_\_\_\_ to bed. The next morning she <sup>5</sup> \_\_\_\_\_ up early and looked out of the window – it was raining! She <sup>6</sup> \_\_\_\_\_ a shower and <sup>7</sup> \_\_\_\_\_ dressed, and then she <sup>8</sup> \_\_\_\_\_ out to buy some postcards. Another hotel guest <sup>9</sup> \_\_\_\_\_ an umbrella and asked her if she needed it. They <sup>10</sup> \_\_\_\_\_ to the shop together and after that they <sup>11</sup> \_\_\_\_\_ breakfast in a café. From that moment, Jill didn't think about the rain – she <sup>12</sup> \_\_\_\_\_ a very good time in Brighton!

#### 2 GRAMMAR past simple irregular verbs

a Write sentences in the past.

- 1 Robert wears a tie to work. (yesterday)  
*Robert wore a tie to work yesterday.*
- 2 They do their homework together. (last night)  
\_\_\_\_\_.
- 3 Helen doesn't go to the shops. (last week)  
\_\_\_\_\_.
- 4 We meet in the bar. (last night)  
\_\_\_\_\_.
- 5 We don't have dinner at home. (last night)  
\_\_\_\_\_.
- 6 Jane gets up early. (yesterday morning)  
\_\_\_\_\_.
- 7 He buys a newspaper at the station. (yesterday)  
\_\_\_\_\_.
- 8 I leave home at 7.00. (yesterday)  
\_\_\_\_\_.
- 9 She sees her friends after work. (last night)  
\_\_\_\_\_.
- 10 Bob can't come to dinner. (last week)  
\_\_\_\_\_.

b Complete the questions in the dialogue.

A Where <sup>1</sup> did you go last night?

B I went to that new jazz club in town.

A <sup>2</sup> \_\_\_\_\_ good?

B Yes, it was great.

A Who <sup>3</sup> \_\_\_\_\_ with?

B I went with my boyfriend and some friends.

A What <sup>4</sup> \_\_\_\_\_?

B I wore my long denim skirt and a new top I bought last week.

A What time <sup>5</sup> \_\_\_\_\_ home?



B We got home at about 3.00 in the morning.

A <sup>6</sup> \_\_\_\_\_ a taxi home?

B No, my boyfriend has a car.

A Did <sup>7</sup> \_\_\_\_\_ a good time?

B Yes, we had a really great time. You can come with us next time, if you like.

A It depends. <sup>8</sup> \_\_\_\_\_ the jazz club expensive?

B No, not very.

**Study Link** Student's Book p.130 Grammar Bank 5C

### 3 READING

a Read the story.

## THE WRONG BUS

A Japanese businessman had a big surprise last Sunday when he got the wrong bus to the airport and missed his flight.

Zenko Kajiyama, 32, went to Waverley station to catch the bus to Edinburgh airport. He had a meeting the next day in London and he wanted to catch the evening flight. When he saw a silver bus marked Club Class he got on it. Unfortunately the bus was for people going to a birthday party.

The people on the bus helped Mr Kajiyama with his bags and found him a seat. He thought he was on the






right bus until they stopped at a pub and everyone got off. They asked Mr Kajiyama to join their party and so he followed them into the pub. When he looked at his watch he saw it was too late and that he had missed his plane. At first he was very worried, but then he decided to stay in the pub. He had a drink and danced to the music with the other members of the party. In the end he went back to the house of one of his new friends and he slept on the sofa. The next morning he took a taxi to the airport and flew to London, but he was too late for his meeting.

b Mark the sentences T (True) or F (False).

- 1 Mr Kajiyama wanted to catch the bus to London. F
- 2 He wanted to go to a party in London. —
- 3 The Club Class bus didn't go to the airport. —
- 4 Mr Kajiyama went to the pub. —
- 5 He didn't catch his plane. —
- 6 In the end he enjoyed the party. —
- 7 He slept in the airport. —
- 8 He didn't go to his meeting in London. —

### 4 PRONUNCIATION past simple irregular verbs

a Circle the word with a different vowel sound.

				
swam	cost	bought	ate	met
<u>came</u>	wrote	saw	made	left
sang	got	heard	said	fell
sat	hot	called	paid	knew

b Practise saying the words.

### More Words to Learn

Write translations and try to remember the words.

Word	Pronunciation	Translation
<u>make up</u> noun	/ˈmeɪk ʌp/	
cake noun	/keɪk/	
wine noun	/waɪn/	
dress noun	/dres/	
<u>fashions</u> noun	/ˈfæʃənz/	
<u>literature</u> noun	/ˈlɪtrətʃə/	
great (= fantastic) adjective	/greɪt/	
<u>open / closed</u> adjectives	/ˈəʊpən/ /kləʊzd/	
<u>pay for</u> verb	/ˈpeɪ fə/	
<u>especially</u> adverb	/ɪˈspeʃəli/	

### QUESTION TIME

Can you answer these questions?

- 1 Did you go out last Saturday?
- 2 What did you do?
- 3 Did you have a good time?
- 4 What did you have for dinner last night?
- 5 What did you wear yesterday?

**Study Link** MultiROM

## Murder in a country house

### WORKBOOK

#### 1 PRONUNCIATION past simple verbs

a Match the verbs with the same vowel sound.

drove could ~~made~~ said learnt bought had lost

- |        |             |         |       |
|--------|-------------|---------|-------|
| 1 came | <u>made</u> | 5 saw   | _____ |
| 2 left | _____       | 6 spoke | _____ |
| 3 got  | _____       | 7 took  | _____ |
| 4 ran  | _____       | 8 heard | _____ |

b Practise saying the words.

#### 2 VOCABULARY irregular verbs

a Complete the infinitive and past forms of these irregular verbs. Use *a, e, i, o, or u*.

Infinitive	Past	Infinitive	Past
beg <u>i</u> n	beg <u>a</u> n	p <u>a</u> t	p <u>a</u> t
c <u>e</u> me	c <u>e</u> me	r <u>a</u> ng	r <u>a</u> ng
dr <u>a</u> nk	dr <u>a</u> nk	s <u>a</u> t	s <u>a</u> t
dr <u>a</u> ve	dr <u>a</u> ve	w <u>a</u> ke up	w <u>a</u> ke up
g <u>a</u> ve	g <u>a</u> ve	w <u>a</u> n	w <u>a</u> n
kn <u>a</u> w	kn <u>a</u> w	wr <u>a</u> te	wr <u>a</u> te

b Complete the sentences with the past simple form of the verbs in the box.

buy find ~~hear~~ make ~~get~~ not take  
can't go lose meet think

- He got up in the middle of the night because he heard a noise.
- I \_\_\_\_\_ Sally at a party last week.
- They \_\_\_\_\_ a new car two days ago.
- We \_\_\_\_\_ to bed very late last night.
- Karen \_\_\_\_\_ the dinner yesterday. It was pasta, as usual.
- She was ill, so she \_\_\_\_\_ her dog for a walk this morning.
- When we arrived in Paris, we \_\_\_\_\_ a cheap hotel near the station.

8 The match was a disaster. Our team \_\_\_\_\_.

9 I \_\_\_\_\_ she was Italian, but she was Spanish.

10 I looked everywhere but I \_\_\_\_\_ find my glasses.

**Study Link** Student's Book p.154 Irregular verbs

#### 3 GRAMMAR past simple

a Read this police report. Complete the sentences with the past simple form of the verbs in the box.

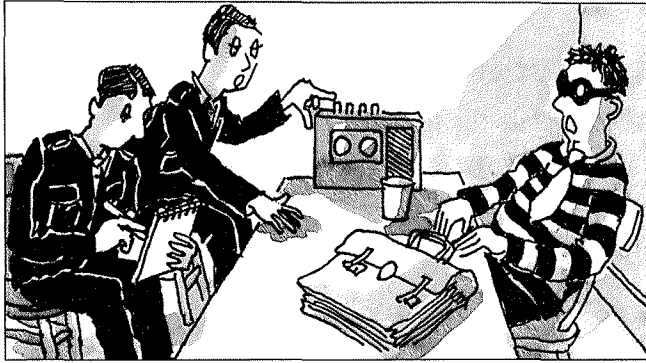
be (x2) ~~arrive~~ leave not want see can't  
go not run look open find take



#### Police report: bank robbery

We <sup>1</sup> arrived at the bank at 9.36 in the evening, and we <sup>2</sup> our police car outside. The bank <sup>3</sup> closed and all the lights <sup>4</sup> off, but we <sup>5</sup> through the window. We <sup>6</sup> a person inside the bank. At first we <sup>7</sup> see who it was, but then he <sup>8</sup> the door and came out – it was Steven Potter. He <sup>9</sup> away – he just walked slowly to his car, and then drove away. The next morning, we <sup>10</sup> to his house at 6.00 a.m. We <sup>11</sup> him in bed. He <sup>12</sup> to speak to us, so we <sup>13</sup> him to the police station.

- b Complete the questions with the correct form of the verbs in brackets.



**POLICE OFFICER** Where <sup>1</sup> were you at about 9.30 yesterday evening? (be)

**STEVEN POTTER** I was at the cinema. The film started at 9.00.

**PO** What film <sup>2</sup> \_\_\_\_\_? (see)

**SP** I can't remember. It wasn't very good.

**PO** Hmm. Very interesting. And who <sup>3</sup> \_\_\_\_\_ to the cinema with? (go)

**SP** With my girlfriend.

**PO** <sup>4</sup> \_\_\_\_\_ the film? (like)

**SP** Yes, she thought it was very good.

**PO** What time <sup>5</sup> \_\_\_\_\_ the film \_\_\_\_\_? (finish)

**SP** At about 10.30.

**PO** And what <sup>6</sup> \_\_\_\_\_ after you left the cinema? (do)

**SP** We went to a restaurant – *La Dolce Vita*, on the High Street.

**PO** *La Dolce Vita*? I know it. Very good spaghetti. What time <sup>7</sup> \_\_\_\_\_ the restaurant? (leave)

**SP** At about 12.00.

**PO** That's very late. <sup>8</sup> \_\_\_\_\_ home after that? (go)

**SP** No, we went to a nightclub – *Flanagan's*. Then we went home.

**PO** How? <sup>9</sup> \_\_\_\_\_ a taxi? (get)

**SP** No, we got a bus.

**PO** And what time <sup>10</sup> \_\_\_\_\_ to bed? (go)

**SP** At about 4.00 a.m. Can I go home now? I'm tired.

**PO** No, I'd like to ask you some more questions...

## More Words to Learn

Write translations and try to remember the words.

Word	Pronunciation	Translation
<u>country</u> <u>house</u> noun	/'kʌntri 'haʊs/	
<u>millionaire</u> noun	/mɪljə'neə/	
<u>library</u> noun	/'laɪbrɪ/	
<u>murder</u> noun	/'mɜːdə/	
<u>asleep</u> adjective	/ə'sliːp/	
<u>dead</u> adjective	/ded/	
<u>happen</u> verb	/'hæpən/	
<u>everybody</u> pronoun	/'evrɪbɒdi/	
<u>somebody</u> pronoun	/'sʌmbɒdi/	
<u>nobody</u> pronoun	/'nəʊbɒdi/	

## QUESTION TIME



Can you answer these questions?

- 1 What time did you get up yesterday?
- 2 Where were you at 2 o'clock?
- 3 Where did you go after lunch?
- 4 Did you go out in the evening?
- 5 What time did you go to bed?

**Study Link** MultiROM

## CAN YOU REMEMBER...?

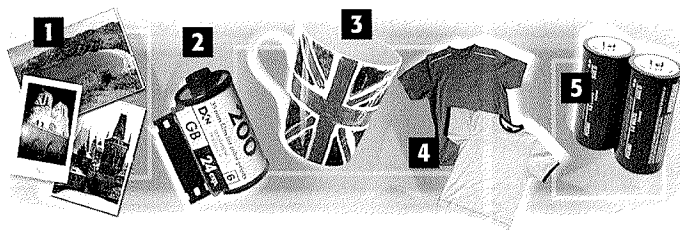
**FILES**  
**4&5**

Complete each space with one word.

- 1 **A** \_\_\_\_\_ your daughter swim?  
**B** Yes, but not very well.
- 2 Do you like \_\_\_\_\_ to the gym?
- 3 We help them and they help \_\_\_\_\_.
- 4 **A** Whose is this car?  
**B** It's \_\_\_\_\_. We bought it last week.
- 5 Where \_\_\_\_\_ you born?
- 6 I \_\_\_\_\_ go out last night. I was very tired.
- 7 Did you \_\_\_\_\_ a good time at the party?
- 8 We \_\_\_\_\_ to a really good restaurant last night.

## 1 VOCABULARY shopping

Write the words.



- 1 postcards      3 a m \_\_\_\_\_      5 b \_\_\_\_\_  
 2 f \_\_\_\_\_      4 T- \_\_\_\_\_

## 2 BUYING A PRESENT

Order the dialogue.

- A Next, please. ☒ 1  
 B No thanks. Just the mug. ☐  
 A It's £5. ☐  
 B How much is a large mug? ☐  
 A These mugs are quite cheap. ☐  
 B How much are the T-shirts? ☒ 2  
 B Red, please. ☐  
 A Red or blue? ☐  
 B Oh! They're very expensive! ☐  
 A Here you are. Anything else? ☐  
 A They're £30. ☐  
 B OK. Can I have a mug, please? ☐

## 3 SOCIAL ENGLISH

Complete the dialogue with these words.

believe    Come    look    nice    problem  
 Relax    time    Wow

- A Hi Sally. <sup>1</sup> Wow! You <sup>2</sup> \_\_\_\_\_ great. Nice dress!  
 B Here's a little present for you.  
 A That's very <sup>3</sup> \_\_\_\_\_ of you. Oh no, it's broken.  
 B I don't <sup>4</sup> \_\_\_\_\_ it! I'm sorry, Carl.  
 A No <sup>5</sup> \_\_\_\_\_. What time did you book the restaurant for?  
 B For 8 o'clock. <sup>6</sup> \_\_\_\_\_ on. It's <sup>7</sup> \_\_\_\_\_ to go. It's late.  
 A <sup>8</sup> \_\_\_\_\_ Sally. We have time. We can get a taxi.

## 4 READING

a Complete the text with these words.

biscuits    love    cup    shops    find    popular



## Souvenirs from Britain

What do visitors to Britain take home as a souvenir? We visited twenty souvenir <sup>1</sup> shops in London, and this is what we found...

## Tea and biscuits

The British love their tea, and tourists seem to love it too. You can buy it in tins and boxes, and in many different varieties. And why not buy a <sup>2</sup> \_\_\_\_\_ or a mug with a picture of the Houses of Parliament at the same time? And to have with your tea – what about some <sup>3</sup> \_\_\_\_\_ from Scotland, or some traditional sweets and chocolate?

## Postcards and pictures

Postcards and pictures of famous sights are very <sup>4</sup> \_\_\_\_\_ souvenirs. Big Ben? The Tower of London? Piccadilly Circus? You can <sup>5</sup> \_\_\_\_\_ all these, and a lot of other places too! Tourists also buy paintings and photos of the beautiful British countryside, especially the Scottish Highlands.

## The royal family

The royal family have their problems, but tourists still <sup>6</sup> \_\_\_\_\_ them. Souvenir shops are full of royal mugs, tea towels, postcards, teddy bears, T-shirts, and teapots.

- b Underline five words or phrases you don't know. Use your dictionary to look up their meaning and pronunciation.

## A house with a history

### WORKBOOK

#### 1 VOCABULARY flats and houses

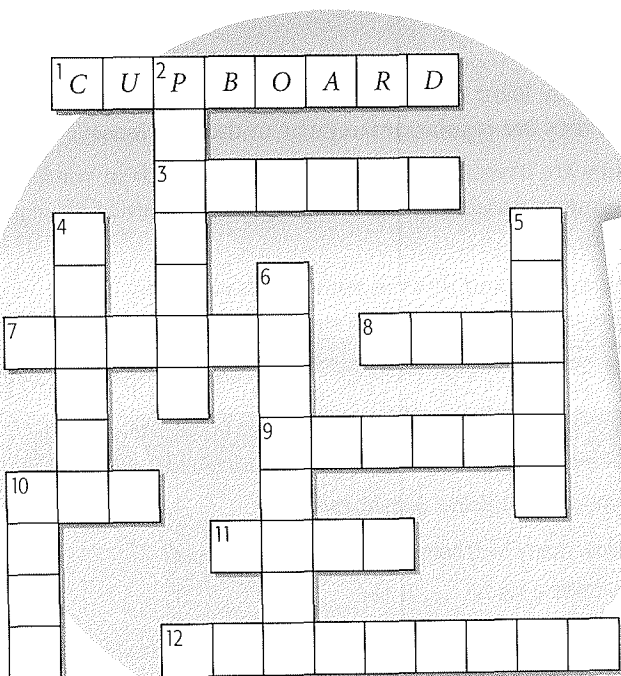
a Write the room.

study    hall    dining room  
bedroom    living room    kitchen  
garage    bathroom

Where do you usually...

- 1 ... take off your coat? In the hall.
- 2 ... have a shower? In the \_\_\_\_\_.
- 3 ... have dinner? In the \_\_\_\_\_.
- 4 ... use a computer? In the \_\_\_\_\_.
- 5 ... park your car? In the \_\_\_\_\_.
- 6 ... make lunch? In the \_\_\_\_\_.
- 7 ... watch television? In the \_\_\_\_\_.
- 8 ... sleep? In the \_\_\_\_\_.

b Complete the crossword.



#### 2 GRAMMAR *there is / there are*

a Complete with the correct form of *there is / there are* and, if necessary, *a, some, or any*.

A Could you give me some more information about the house?

B Of course. What do you want to know?

A <sup>1</sup> Is there a garden?

B Yes, <sup>2</sup> \_\_\_\_\_ large garden, with a swimming pool.

A Oh, very nice! And how many bedrooms <sup>3</sup> \_\_\_\_\_?

B Three, I think...yes, <sup>4</sup> \_\_\_\_\_ three bedrooms.

A And <sup>5</sup> \_\_\_\_\_ dining room?

B No, <sup>6</sup> \_\_\_\_\_. But <sup>7</sup> \_\_\_\_\_ big kitchen.

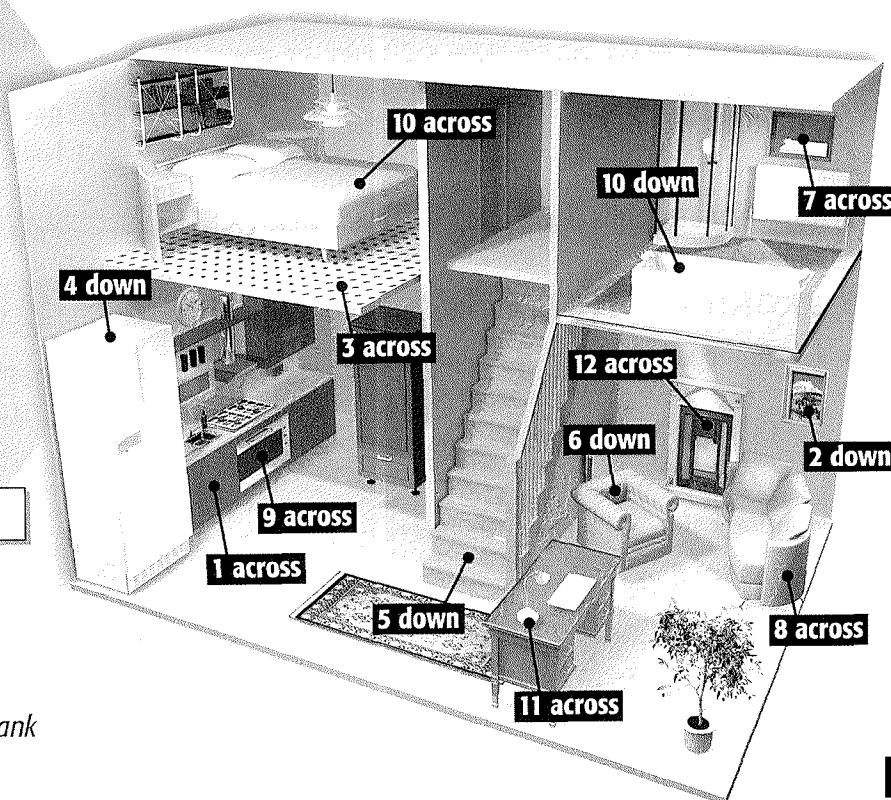
A <sup>8</sup> \_\_\_\_\_ shelves in the kitchen?

B No, <sup>9</sup> \_\_\_\_\_. But <sup>10</sup> \_\_\_\_\_ cupboards.

Do you have any more questions?

A Yes. The furniture... <sup>11</sup> \_\_\_\_\_ armchairs in the living room?

B No, I'm sorry. <sup>12</sup> \_\_\_\_\_ armchairs, but <sup>13</sup> \_\_\_\_\_ sofa.



b Write the sentences in the plural.

1 There's a cigarette on the floor.

*There are some cigarettes on the floor.*

2 Is there a plant in your living room?

\_\_\_\_\_?

3 There's a key in that door.

\_\_\_\_\_.

4 Is there a toilet in this restaurant?

\_\_\_\_\_?

5 There isn't a window in this room.

\_\_\_\_\_.

c Circle the correct form.



<sup>1</sup> (It's) / There's a very nice house. <sup>2</sup> There's / It's a large garden, and <sup>3</sup> there are / they are some trees in the garden. I think <sup>4</sup> there are / they are apple trees. <sup>5</sup> There's / It's a living room, with a big blue sofa. In the kitchen, <sup>6</sup> there aren't / they aren't any shelves, but <sup>7</sup> there are / they are some cupboards. <sup>8</sup> There are / They are quite old, but the fridge and cooker are new. And the bathroom's fantastic – <sup>9</sup> there isn't / it isn't very big, but <sup>10</sup> there's / it's a shower and a bath!

**Study Link** Student's Book p.132 Grammar Bank 6A

### 3 PRONUNCIATION /ð/ and /eə/, word stress

a Circle the word with a different sound.

brother	thirsty	here	engineer
think	thing	hair	wear
then	that	where	near
together	thanks	stairs	beer

b Underline the stressed syllable. Which two words are not stressed on the first syllable?

1 carpet

4 fantastic

7 armchair

2 mirror

5 cooker

8 information

3 cupboard

6 sofa

c Practise saying the words in a and b.

### More Words to Learn

Write translations and try to remember the words.

Word	Pronunciation	Translation
price <i>noun</i>	/praɪs/	
paintings <i>noun</i>	/'peɪntɪŋz/	
estate agent <i>noun</i>	/'steɪt 'eɪdʒənt/	
plants <i>noun</i>	/plɑːnts/	
large <i>adjective</i>	/laːdʒ/	
quiet <i>adjective</i>	/'kwaɪət/	
local (pub) <i>adjective</i>	/'ləʊkl/	
original <i>adjective</i>	/ə'rɪdʒənəl/	
rent <i>verb</i>	/rent/	
draw <i>verb</i>	/drɔː/	

### Study idea

Irregular verbs

- When you learn new verbs, check in the dictionary to see if they are regular or irregular in the past tense.
- If they are irregular, write IRR next to the verb in your vocabulary notebook, and write the past simple form next to it too.
- Look up *rent* and *draw* in your dictionary. Which one is irregular? What's the past simple form?

### QUESTION TIME

Can you answer these questions?

- How many bedrooms are there in your house?
- Is there a study?
- Is there a computer in your living room?
- Are there any plants in your kitchen?
- Is there a sofa in your bedroom?

**Study Link** MultiROM



## A night in a haunted hotel

## WORKBOOK

## 1 VOCABULARY prepositions of place

Complete the sentences with these words.

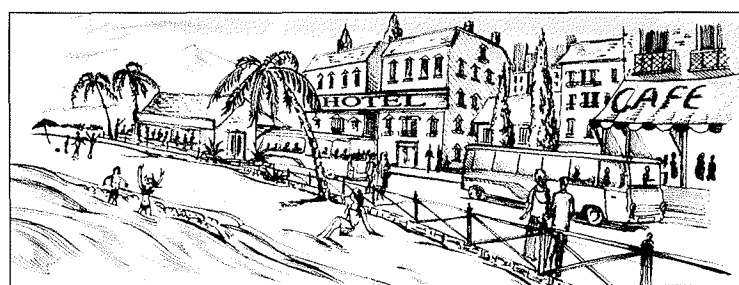
over in between on in front of  
in behind next to under opposite



- 1 There's a big table in the room.
- 2 There's a small table in front of the door.
- 3 There's a black dog under the table.
- 4 A cat is sitting on the fireplace.
- 5 There's a ghost sitting behind the woman.
- 6 Another ghost is standing in front of the woman.
- 7 There are some glasses on the cupboard.
- 8 There are some plates on the table.
- 9 There's a picture on the fireplace.
- 10 There's a sofa between the two armchairs.

2 GRAMMAR *there was / there were*

a Complete the text. Use *was, were, wasn't, or weren't*.



I went on holiday to Greece last month. I stayed in a really nice hotel – there <sup>1</sup> were two swimming pools in the garden! There <sup>2</sup> wasn't a small beach in front of the hotel. There <sup>3</sup> were any cars on the road, but there <sup>4</sup> were some buses, and a lot of tourists. There <sup>5</sup> wasn't a restaurant in the hotel, but there <sup>6</sup> were some very nice restaurants in the town. There <sup>7</sup> was a waiter called Manolis – he was very friendly. There <sup>8</sup> was a big window, so I could see the sea. In the evening, when there <sup>9</sup> were any people on the beach, it was very beautiful.

b Complete the dialogue.

A Did you have a nice holiday in Greece?

B Yes, it was great. The hotel was really nice.

A Was it? <sup>1</sup> Was there a swimming pool?

B Yes, <sup>2</sup> there were two swimming pools.

A Two swimming pools! Wow! What about your room?

B <sup>3</sup> There was a big bed, but <sup>4</sup> there wasn't a television. <sup>5</sup> There was a minibar, and a beautiful sofa next to the window.

A <sup>6</sup> Were there any other British tourists?

B No, <sup>7</sup> there weren't. But <sup>8</sup> there were some Italians and some Germans.

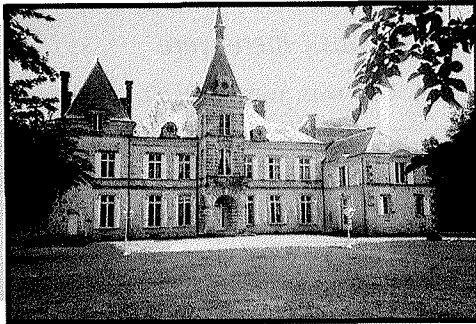
A <sup>9</sup> Was there a restaurant in the hotel?

B No, <sup>10</sup> there wasn't. But <sup>11</sup> there were some nice restaurants in the town, near the beach.

### 3 READING

a Read the advert.

## Castle to rent



This beautiful 17th-century castle in the Lot Valley in southern France has 25 hectares of land. The owners live in the east wing of the castle and rent the rest of the building to tourists.

In front of the main entrance to the castle there's a rose garden and a pretty fountain, which is lit up at night. In the back garden there's a heated swimming pool with a wonderful terrace for sunbathing.

There's room in the castle for 20 people to sleep. There are 10 bedrooms on the first and second floors, all of which have a television, and there are six bathrooms. There's a large formal dining room on the ground floor, where eight people can eat, and there's a dining area outside where all 20 guests can have dinner together. For relaxing in the evening, there's a large living room with sofas and armchairs. Downstairs there's also a study and a very spacious kitchen with doors to the garden.

The house is cleaned twice a week and there is a babysitting service.

(adapted from a website)

b Read the advert again and answer the questions.

- 1 How old is the castle?
- 2 Who lives in the castle?
- 3 What two things can you do in the back garden?
- 4 How many bedrooms are there?
- 5 Where can 20 guests eat together?
- 6 How often do people come to clean the house?

c Guess the meaning of the highlighted words. Check with your dictionary.

### 4 PRONUNCIATION silent letters

a Cross out the silent consonants.

- |                     |            |
|---------------------|------------|
| 1 <del>gh</del> ost | 6 could    |
| 2 autumn            | 7 write    |
| 3 comb              | 8 half     |
| 4 listen            | 9 cupboard |
| 5 white             | 10 hour    |

b Practise saying the words.

### More Words to Learn

Write translations and try to remember the words.

Word	Pronunciation	Translation
ghost <i>noun</i>	/gəʊst/	
century <i>noun</i>	/'sentʃəri/	
priest <i>noun</i>	/'pri:st/	
guest <i>noun</i>	/gest/	
nervous <i>adjective</i>	/'nɜ:vəs/	
frightened <i>adjective</i>	/'fraɪnd/	
strange <i>adjective</i>	/streɪndʒ/	
believe <i>verb</i>	/br'i:lv/	
go back <i>verb</i>	/gəʊ 'bæk/	
spend (the night) <i>verb</i>	/spend/	

### QUESTION TIME

Can you answer these questions?

- 1 Where's the TV in your house?
- 2 What building is opposite your school?
- 3 How many people were there in your last English class?
- 4 Was there a good film on TV last night?
- 5 Was there a festival in your town last month?

**Study Link** MultiROM



## Neighbours from hell

### WORKBOOK

#### 1 VOCABULARY verb phrases

Complete the text with these verbs, in the correct form.

argue move bark cry talk have watch play

My neighbours, Mr and Mrs Jackson, are terrible. They <sup>1</sup> argue all the time and their dog <sup>2</sup> \_\_\_\_\_ all day. They have a three-month-old baby who <sup>3</sup> \_\_\_\_\_ every night, and Mr Jackson <sup>4</sup> \_\_\_\_\_ the violin early in the morning. Then Mrs Jackson gets up, and they <sup>5</sup> \_\_\_\_\_ loudly about everything. In the evening, they often <sup>6</sup> \_\_\_\_\_ their furniture around and they <sup>7</sup> \_\_\_\_\_ TV late at night. And at the weekends, they often <sup>8</sup> \_\_\_\_\_ noisy parties!

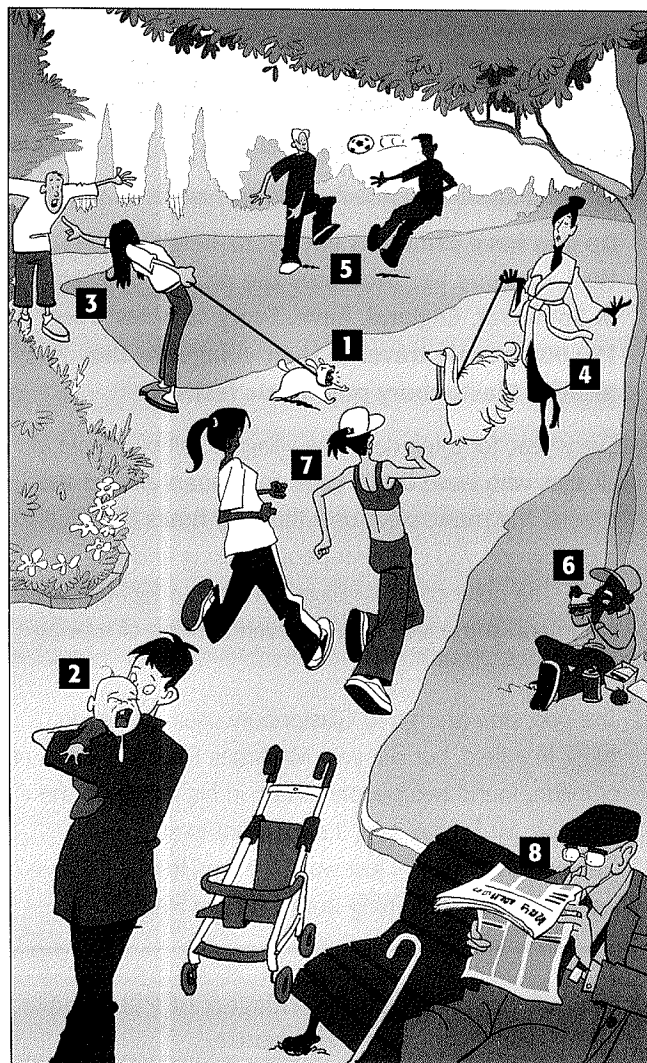
#### 2 GRAMMAR present continuous

a Complete the dialogue.



- A What <sup>1</sup> are you doing (you / do), Granny?  
 B I <sup>2</sup> \_\_\_\_\_ (look) at the neighbours.  
 A What <sup>3</sup> \_\_\_\_\_ (they / do)?  
<sup>4</sup> \_\_\_\_\_ (Mrs Jackson / watch) TV?  
 B No, she <sup>5</sup> \_\_\_\_\_ (move) the furniture.  
 A And <sup>6</sup> \_\_\_\_\_ (Mr Jackson / play) the violin?  
 B Yes, he is. Oh, look! Some people <sup>7</sup> \_\_\_\_\_ (arrive). I think they want to have a party. Mr Jackson <sup>8</sup> \_\_\_\_\_ (open) the door...

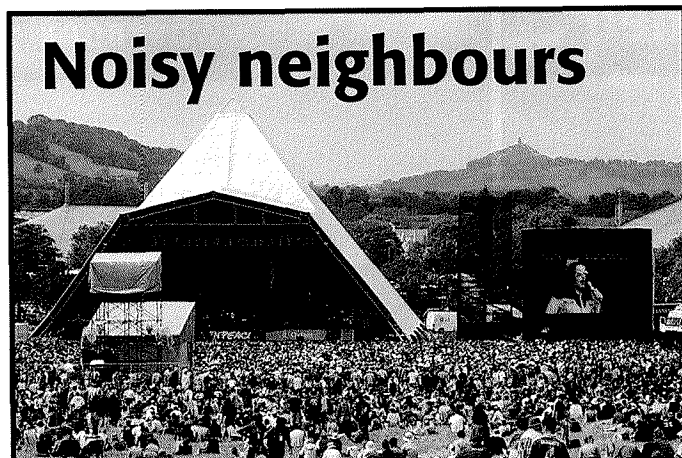
b Look at the picture of a park. What are the people doing?



- 1 The dog's barking.  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_  
 5 \_\_\_\_\_  
 6 \_\_\_\_\_  
 7 \_\_\_\_\_  
 8 \_\_\_\_\_

### 3 READING

a Read the text.



**Do you have problems with your neighbours? Well, imagine the problems the people of Pilton in Somerset, England, have. Every summer over 150,000 people travel to their village for the annual Glastonbury pop music festival.**

Every year, for three days, the village is full of people of all ages who leave drinks cans and papers all over the streets. The music plays until the early hours of the morning and you can hear people talking and singing all night. The quiet country village becomes a nightmare to live in and some residents are even thinking of moving to another village.

The pop fans who go to Glastonbury usually sleep in tents in a field, but last year Mr James Findlay, a resident of Pilton, found two people asleep in his garden in the morning. Mr Findlay said, 'I don't want to stop the Glastonbury Festival. I just want the fans to enjoy the festival without disturbing normal village life.'

(adapted from a website)







b Tick ☒ the problems the villagers of Pilton have with their temporary neighbours.

- 1 ☐ Their dogs bark.
- 2 ☐ They throw their rubbish in the streets.
- 3 ☐ They listen to loud music.
- 4 ☐ Their babies cry all night.
- 5 ☐ They make a lot of noise.
- 6 ☐ They go into other people's gardens.
- 7 ☐ They watch TV late at night.
- 8 ☐ They break things in the village.

c Guess the meaning of the highlighted words. Check with your dictionary.

### 4 PRONUNCIATION verb + -ing

a Circle the word with a different sound.

	drinking	<u>writing</u>	swimming	giving
	meeting	reading	speaking	hearing
	talking	walking	working	calling
	playing	having	raining	painting
	knowing	going	doing	closing
	living	buying	finding	riding

b Practise saying the words.

### More Words to Learn

Write translations and try to remember the words.

Word	Pronunciation	Translation
<u>neighbour</u> <i>noun</i>	/'neɪbə/	
<u>violin</u> <i>noun</i>	/vaɪə'lin/	
<u>baby</u> <i>noun</i>	/'beɪbi/	
<u>noisy</u> <i>adjective</i>	/'nɔɪzi/	
<u>friendly</u> <i>adjective</i>	/'frendli/	
choose <i>verb</i>	/tʃuːz/	
<u>argue</u> <i>verb</i>	/'ɑːɡjuː/	
cry <i>verb</i>	/kraɪ/	
bark <i>verb</i>	/bɑːk/	
move <i>verb</i>	/muːv/	

### QUESTION TIME

Can you answer these questions?

- 1 What are you doing now?
- 2 Are you listening to music?
- 3 What are your parents doing?
- 4 Are you doing this exercise at home?
- 5 Do you have noisy neighbours?

**Study Link** MultiROM

## When a man is tired of London... WORKBOOK

### 1 GRAMMAR present simple or present continuous?

a Circle the correct form.

- 1 A What do you do / What are you doing here?  
B I'm waiting for a friend.
- 2 Do you walk / Are you walking to work every day?
- 3 Barbara isn't here. She buys / 's buying a present for her daughter.
- 4 I go / 'm going to work now. See you later.
- 5 It rains / 's raining a lot here in the winter.
- 6 A Where's Laura?  
B She's on the phone. She's talking / talks to Paul.
- 7 Does your baby cry / Is your baby crying at night?
- 8 My husband watches / 's watching football three times a week.

b Complete the sentences. Use the present simple or present continuous.

- 1 What time does he start (he / start) work every day?
- 2 David's in the bathroom. He \_\_\_\_\_ (have) a shower.
- 3 A Where's Sally?  
B She \_\_\_\_\_ (do) her homework.
- 4 Peter and Clare \_\_\_\_\_ (not / like) their neighbours.
- 5 My parents \_\_\_\_\_ (look) for a new house at the moment.
- 6 Lisa usually \_\_\_\_\_ (cook) the dinner during the week.
- 7 I \_\_\_\_\_ (watch) a programme on TV. Can you phone me later?
- 8 My husband \_\_\_\_\_ (go) to bed very late – usually at midnight.
- 9 We \_\_\_\_\_ (not / want) to drive to Scotland. It's 500 km!
- 10 A Where \_\_\_\_\_ (you / go)?  
B To the bank – see you later.

### 2 VOCABULARY town and city

a Complete the sentences with a word from each box.

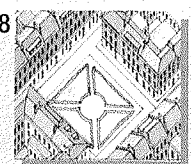
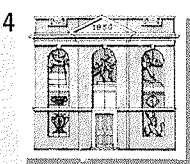
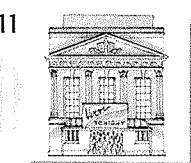
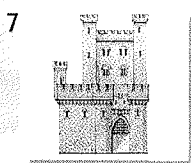
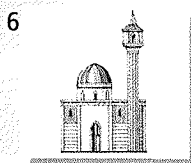
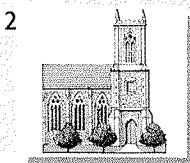
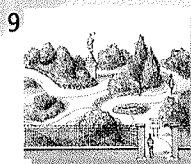
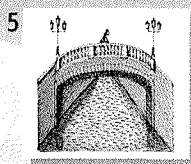
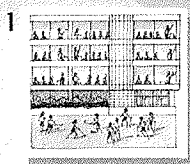
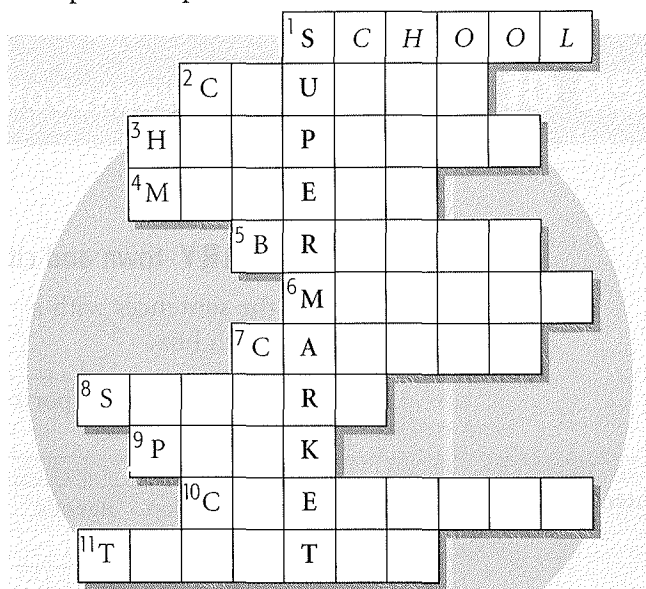
police ~~art~~ department sports  
shopping railway travel

centre station store agent's  
station centre gallery



- 1 Where can you see paintings?  
In an art gallery.
- 2 Where can you visit different shops?  
At a \_\_\_\_\_.
- 3 Where can you get a train from?  
From a \_\_\_\_\_.
- 4 Where can you book a holiday?  
At a \_\_\_\_\_.
- 5 Where can you talk to a police officer?  
At a \_\_\_\_\_.
- 6 Where can you buy clothes for all the family?  
In a \_\_\_\_\_.
- 7 Where can you play basketball?  
At a \_\_\_\_\_.

b Complete the puzzle.



**Study Link** Student's Book p.152 Vocabulary Bank

### 3 PRONUNCIATION /ə/

a Underline the /ə/ sound.

- |            |            |
|------------|------------|
| 1 centre   | 6 ago      |
| 2 shower   | 7 theatre  |
| 3 opposite | 8 mirror   |
| 4 sofa     | 9 tomorrow |
| 5 picture  | 10 parent  |



b Practise saying the words.

## More Words to Learn

Write translations and try to remember the words.

Word	Pronunciation	Translation
ship <i>noun</i>	/ʃɪp/	
flag <i>noun</i>	/flæg/	
trip <i>noun</i>	/trɪp/	
passenger <i>noun</i>	/'pæsɪndʒə/	
building <i>noun</i>	/'bɪldɪŋ/	
view <i>noun</i>	/vju:/	
underground <i>noun</i>	/'ʌndəgraʊnd/	
each <i>determiner</i>	/i:tʃ/	
through <i>preposition</i>	/θru:/	
What a pity!	/wɒt ə 'pɪti/	

## QUESTION TIME

Can you answer these questions?

- 1 What kind of books do you read?
- 2 What are you reading now?
- 3 What do you usually wear?
- 4 What are you wearing now?
- 5 What's the main tourist attraction in your town?

**Study Link** MultiROM

## CAN YOU REMEMBER...?

FILES

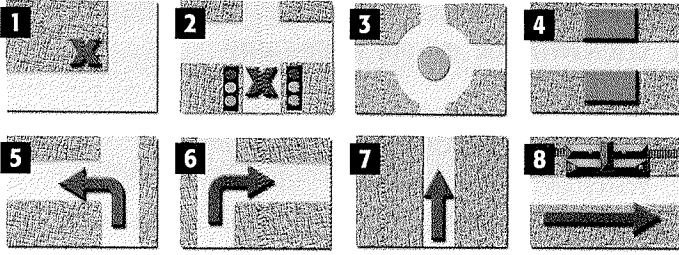
5&6

Complete each space with one word.

- 1 My grandparents \_\_\_\_\_ doctors. They died before I was born.
- 2 \_\_\_\_\_ they book their holiday on the Internet last summer?
- 3 We \_\_\_\_\_ pizza and Coke for lunch yesterday.
- 4 I \_\_\_\_\_ see the end of the film because I fell asleep.
- 5 There \_\_\_\_\_ two bathrooms in my new house.
- 6 There \_\_\_\_\_ many people at the beach yesterday – it was very cold.
- 7 Listen! The neighbours are \_\_\_\_\_ a noise again.
- 8 **A** \_\_\_\_\_ you staying at a hotel, or with friends?  
**B** We're in a little hotel in the town centre.

## 1 VOCABULARY directions

Complete the words and phrases.



- 1 on the corner  
 2 at the t raffic lights  
 3 a r oundabout  
 4 o n the left  
 5 turn l eft  
 6 turn r ight  
 7 go s traight  
 8 go p ast the station

## 2 ASKING FOR DIRECTIONS

Complete the dialogue with these words.

exactly    Excuse    near    say    first  
 tell    way    Where's

- A 1 Excuse me. 2 Where's Barton street, please?  
 B Sorry, I don't know.  
 A Excuse me. Is Barton Street 3 near here?  
 C Barton Street? I know the name, but I don't know  
 4 exactly where it is. Sorry.  
 A Excuse me. Can you 5 say me the  
 6 way to Barton Street?  
 D Yes. Turn right at the traffic lights. Then it's the  
 7 first on the left.  
 A Sorry, could you 8 repeat that again?

## 3 SOCIAL ENGLISH

Match the phrases.

- 1 Let's ask that man.    a I'm only joking.  
 2 You were right.    b He probably knows the way.  
 3 Excuse me. We're lost.    c It was the second on the left.  
 4 Don't be angry.    d Could you help us?

## 4 READING

a Read the information about getting around London.

## Getting around London

## By underground

The London Underground, usually called 'the tube', is enormous and can take you everywhere quickly. However, it is hot and uncomfortable in the summer, and can be confusing for tourists, who often get on the wrong train. It can also be very crowded in the 'rush hour' (7.00–9.00 in the morning and 5.00–7.00 in the evening).

## By bus

The buses give you a good view of the sights, especially if you travel upstairs, but if the traffic is bad, your journey can take a long time. Special tickets, called travelcards, can be used on both buses and the underground and are quite economical.



## By taxi or car

Taxis are excellent, but very expensive. Never take a car into central London – it's nearly impossible to park, and you also have to pay a congestion charge (currently £5) every time you drive into the centre.

b Answer the questions.

- What's another name for the London Underground?
  - When is the underground usually very busy?
  - Where is a good place to sit to see the sights?
  - Where can you use travelcards?
  - What's the problem with taking a taxi?
  - How much do you have to pay if you take your car into the centre of London?
- c Match the highlighted adjectives to their meanings.
- |             |                 |                |       |
|-------------|-----------------|----------------|-------|
| very big    | <u>enormous</u> | full of people | _____ |
| very good   | _____           | difficult to   | _____ |
| quite cheap | _____           | understand     | _____ |

## What does your food say about you?

### 1 VOCABULARY food

a Complete the crossword.

**Clues across →**

1 \_\_\_\_\_  
2 C E R E A L  
4 \_\_\_\_\_  
5 \_\_\_\_\_  
6 \_\_\_\_\_  
7 \_\_\_\_\_  
8 \_\_\_\_\_  
9 \_\_\_\_\_  
10 \_\_\_\_\_  
11 \_\_\_\_\_  
12 \_\_\_\_\_

**Clues down ↓**

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_  
6 \_\_\_\_\_  
7 \_\_\_\_\_  
8 \_\_\_\_\_  
9 \_\_\_\_\_  
10 \_\_\_\_\_  
11 \_\_\_\_\_  
12 \_\_\_\_\_

b Write the words in the correct column.

apples cake crisps ~~carrots~~ pineapple  
onions grapes chocolate mushrooms  
peas bananas biscuits

Vegetables	Snacks	Fruit
carrots		

### 2 GRAMMAR a / an, some / any

a What did Mark and Jan buy when they went shopping yesterday? Write *a*, *an*, or *some* in the spaces.



- some meat
- \_\_\_\_\_ apple
- \_\_\_\_\_ cheese
- \_\_\_\_\_ milk
- \_\_\_\_\_ butter
- \_\_\_\_\_ banana
- \_\_\_\_\_ pineapple
- \_\_\_\_\_ oranges
- \_\_\_\_\_ onion
- \_\_\_\_\_ tomatoes

b Write the sentences in positive or negative form.

1 There's some rice in the cupboard.

There isn't any rice in the cupboard.

2 I \_\_\_\_\_.

I didn't eat any fruit yesterday.

3 I \_\_\_\_\_.

I didn't have an egg for breakfast.

4 There \_\_\_\_\_.

There isn't any sugar in this coffee.

5 We have some vegetables in the garden.

We \_\_\_\_\_.

6 There \_\_\_\_\_.

There weren't any sandwiches in the fridge.

7 There was some nice fish at the supermarket.

There \_\_\_\_\_.

8 I had a salad for lunch.

I \_\_\_\_\_.

c Complete the dialogue with *a*, *an*, *some*, or *any*.

A I'm going to the supermarket. Would you like anything?

B Yes, can you get <sup>1</sup> some milk and <sup>2</sup> \_\_\_\_\_ bottle of wine?

A But there's <sup>3</sup> \_\_\_\_\_ milk in the fridge.



B No, there isn't. I crank it this morning. And we need  
4 \_\_\_\_\_ bread for sandwiches tomorrow. Oh, yes – do  
we have 5 \_\_\_\_\_ cheese? I'd like to make 6 \_\_\_\_\_  
pizza this evening.




A Yes, I think there's 7 \_\_\_\_\_ cheese in the fridge. And  
there are 8 \_\_\_\_\_ tomatoes in the cupboard.

B And I'd like 9 \_\_\_\_\_ onion too, please. There aren't  
10 \_\_\_\_\_ in the cupboard. Oh, and we need 11 \_\_\_\_\_  
eggs...

**Study Link** Student's Book p.134 Grammar Bank 7A

### 3 PRONUNCIATION the letters ea

Circle the word with a different sound. Practise  
saying the words.

	meat	breakfast	tea
	bread	healthy	ice cream
	eat	great	steak

### 4 READING

a Match each 'food fact' to the paragraph which  
explains why it's false.

- A Eating too much sugar can make you addicted. ☐
- B Beer is good for your hair. ☐
- C Eating fruit at the end of a meal is very healthy. ☐
- D Putting salt in water will make it boil quicker. ☒

### Food facts...or are they?



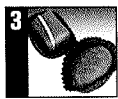
1 Many cooks  
always put salt  
into water

before putting in the pasta.  
Many say that this helps the  
water boil more quickly, but  
this isn't true. In fact salt  
makes water boil at a higher  
temperature, so the water  
boils more slowly.



2 Putting beer on  
your hair is not  
a good idea.

The only result is a shower  
that smells like a pub, and  
hair which looks terrible. It  
is impossible for the beer to  
make your hair more  
beautiful, believe me, so  
don't try it.



3 When people eat a  
lot of sweet  
things, it isn't

because their body really needs  
sugar. It's because they like the  
taste, and they often have a  
lot of sweet things like cakes  
and biscuits in their cupboards.  
Sugar is not a drug and eating  
it is just a bad habit.



4 Fruit is quite  
difficult to digest.  
If you eat it at the

end of a meal, it can stay in  
your stomach for a long time.  
This means that you can feel  
very uncomfortable if you've  
just eaten a very big meal.  
The best time to eat fruit is  
between meals.

(adapted from a website)

### More Words to Learn

Write translations and try to remember the words.

Word	Pronunciation	Translation
(shopping) <u>basket</u> noun	/ˈbɑːskɪt/	
spag <u>hetti</u> noun	/spəˈɡeti/	
dish noun	/dɪʃ/	
ingr <u>ed</u> ients noun	/ɪnˈɡriːdɪənts/	
lux <u>u</u> ry noun	/ˈlʌkʃəri/	
miss <u>ing</u> adjective	/ˈmɪsɪŋ/	
count <u>able</u> adjective	/ˈkaʊntəbl/	
unc <u>ount</u> able adjective	/ʌnˈkaʊntəbl/	

### Study idea

- 1 Try to connect new words with other words in English  
or in your language, e.g. shopping basket – basketball.
- 2 Look at the words in More Words to Learn. Can you  
connect them to any other words?

### QUESTION TIME

Can you answer these questions?

- 1 What do you usually have for breakfast?
- 2 What do you drink with your dinner?
- 3 What's your favourite food?
- 4 What vegetables don't you like?
- 5 What do you drink when you go out with your friends?

**Study Link** MultiROM

b Guess the meaning of the highlighted words.  
Check with your dictionary.

## How much water do we really need?

### 1 PRONUNCIATION /w/, /v/, and /b/

- a William, Vera, and Brenda are thinking about the presents they want for their birthdays. William wants presents that begin with /w/, Vera wants those that begin with /v/, and Brenda wants those that begin with /b/. What presents do they each want?



William

wine  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Vera

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Brenda

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- b Practise saying the words.

### 2 GRAMMAR *how much / how many?*, quantifiers

- a Complete the questions. Then complete the sentences.



- 1 He doesn't smoke many cigarettes.



- 2 He \_\_\_\_\_.



- 3 She \_\_\_\_\_.



- 4 He \_\_\_\_\_.




- 5 She \_\_\_\_\_.



- 6 She \_\_\_\_\_.



b Read about these records in competitive eating.

Competitive eating	
	Alina Baden ate 46 hot dogs in 11 minutes.
	George Willis ate 128 chicken wings in 28 minutes.
	Nikolai Cohen ate 10 hamburgers in 11 minutes.
	John Edwards ate 7 litres of ice-cream in 14 minutes.
	Gustav Sajer drank 6 litres of milk in 3 minutes 29 seconds.
	Barbara Beard ate 5 kilos of fruit (bananas and apples) in 9 minutes 15 seconds.

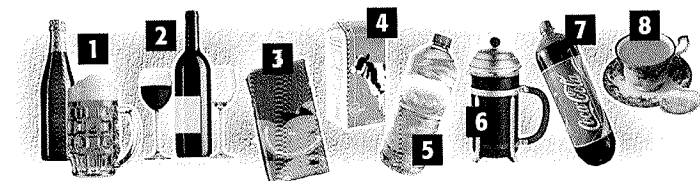
Write questions.

- How many hamburgers did Nikolai Cohen eat?  
Ten.
- \_\_\_\_\_?  
Six litres.
- \_\_\_\_\_?  
Seven litres.
- \_\_\_\_\_?  
A hundred and twenty-eight.
- \_\_\_\_\_?  
Five kilos.
- \_\_\_\_\_?  
Forty-six.

**Study Link** Student's Book p.134 Grammar Bank 7B

### 3 VOCABULARY drinks

Write the names of the drinks.



- \_\_\_\_\_ beer \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_

### 4 VOCABULARY 'water' reading

Complete the sentences with these words.

temperature	at least	sweat	contain
experiments	in fact	myth	

- When you're hot, you sweat to reduce your body heat.
- We don't always need to drink a lot of water. \_\_\_\_\_  
sometimes one litre a day is OK.
- The \_\_\_\_\_ in Madrid in August is very high.
- Scientists are doing \_\_\_\_\_ to find a cure for the common cold.
- Sweets and chocolate \_\_\_\_\_ a lot of calories.
- Some people say you need to drink \_\_\_\_\_ two litres of water a day.
- It's a \_\_\_\_\_ that coffee and Coke make you thirsty – it's just not true!

### More Words to Learn

Write translations and try to remember the words.

Word	Pronunciation	Translation
litres <i>noun</i>	/'lɪtəz/	
tap <i>noun</i>	/tæp/	
lose <i>verb</i>	/lu:z/	
agree <i>verb</i>	/ə'grɪ:/	
probably <i>adverb</i>	/'prɒbəbli/	
like <i>preposition</i>	/laɪk/	
a bottle of...	/ə 'bɒtl əv/	
of course	/əv 'kɔ:s/	
more or less	/'mɔ:(r) ə 'les/	
for example	/fə ɪg'zɑ:mpl/	

### QUESTION TIME

Can you answer these questions?

- How much water do you usually drink?
- How many cigarettes do you smoke?
- How much television do you watch?
- How much money do you spend on clothes?
- How many very good friends do you have?

**Study Link** MultiROM

**Study Link** www.oup.com/elt/englishfile/elementary

## 1 GRAMMAR *be going to* (plans)

a Order the words to make sentences.

1 going / She / holiday / enjoy / 's / the / to

*She's going to enjoy the holiday.*

2 to / aren't / We / a / going / stay / in / hotel

3 going / They / to / go / 're / swimming

4 'm / I / go / camping / going / to

5 you / to / Are / trip / for / going / pay / the

6 isn't / see / the / He / to / going / pyramids

b Complete the sentences. Use *going to*.

1 What time are they going to leave (they / leave) tomorrow?

2 We \_\_\_\_\_ (try) the local food.

3 They \_\_\_\_\_ (have) dinner with their friends this weekend.

4 \_\_\_\_\_ (you / stay) at an expensive hotel?

5 They \_\_\_\_\_ (not / get married) until next year.

6 \_\_\_\_\_ (they / see) the Statue of Liberty?

7 He \_\_\_\_\_ (meet) a lot of people.

8 She \_\_\_\_\_ (not / go) on holiday this year.

c Complete the dialogue. Use *going to*.

A So, where <sup>1</sup> are you

going to go (go) on

holiday?

B We <sup>2</sup> \_\_\_\_\_

\_\_\_\_\_ (travel)

round Europe by

train.

A That sounds great.

Which countries <sup>3</sup> \_\_\_\_\_ (visit)?

B Italy first, and then Croatia, Greece, and Turkey.

A Where <sup>4</sup> \_\_\_\_\_ (sleep)?

B Well, we <sup>5</sup> \_\_\_\_\_ (not / stay) in hotels! We

don't have much money. We can sleep on the train. The only

problem is that it <sup>6</sup> \_\_\_\_\_ (be) very hot.

A And where <sup>7</sup> \_\_\_\_\_ (go) after Italy?

B After Italy we <sup>8</sup> \_\_\_\_\_ (get) the train to

Zagreb. Then Makiko <sup>9</sup> \_\_\_\_\_ (come)

home and I <sup>10</sup> \_\_\_\_\_ (go) to Greece. I

want to visit Athens and then I <sup>11</sup> \_\_\_\_\_

(spend) a week on a Greek island before I go to Turkey.

I <sup>12</sup> \_\_\_\_\_ (not / get) home until the end

of August.



**Study Link** Student's Book p.134 Grammar Bank 7C

## 2 PRONUNCIATION word stress

a Underline the stressed syllable in these words. How many are not stressed on the first syllable?

1 holiday      4 weather      7 nightlife

2 hotel      5 museum      8 programme

3 campsite      6 restaurant

b Practise saying the words.

### 3 VOCABULARY holidays

Write the expressions in the correct column.

on holiday    the sights    ~~in a hotel~~    shopping  
to the beach    at a campsite    in a bed and breakfast  
a show    the Statue of Liberty

STAY	GO	SEE
<i>in a hotel</i>		

### 4 READING

a Read the adverts.

## ★ Four dream holidays ★

### ★ for the 21st century ★

**★ A See a penguin**

This is a once-in-a-lifetime holiday in the snow and ice of the Antarctic. You visit the isolated places the great explorers discovered and you can see animals and birds you only normally see on TV or in zoos. The trip starts in South Africa and finishes in Western Australia. You travel on a Russian ship, *Kapitan Khlebnikov*, and the holiday lasts for just under a month.

**★ B Go on safari**

This holiday is a safari with a difference. You travel by helicopter over parts of Kenya, listening to classical music as you fly, and then you sleep under the African stars in a luxury bed. There's another trip, this time in a hot-air balloon for two people, which gives you a second chance to see wild animals in their natural habitat. The best moment is the Elephant Watch in Samburu, where your experienced guide can tell you all about these amazing animals.

**★ C Fly high**

This is probably the most expensive holiday in the world. You can go on a flight into space and orbit the Earth in a spaceship – if you have the money! The only problem with this holiday is the six-day training course before you take the trip. You travel 60 miles above the Earth for between 30 and 90 minutes and you get a beautiful view of our green and blue planet.

**★ D Live like Robinson Crusoe**

If you dream of life on a desert island, then this is the holiday for you. The island of Quilalea is off the coast of Mozambique and the only inhabitants are turtles and a few tourists. You can live like Robinson Crusoe: watch the turtles, go fishing, or sail to another island to have a picnic.

(adapted from a website)

b Read the text again and match the tourists to a holiday.

- 1 A millionaire looking for something to tell his friends.
- 2 A rich couple who like animals and hot weather.
- 3 A strong young scientist who enjoys cold weather.
- 4 A group of friends who want to forget about their stressful jobs.

c Read the text again and label the pictures.



1 penguin



2



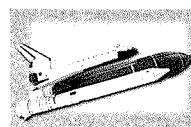
3



4



5



6

### More Words to Learn

Write translations and try to remember the words.

Word	Pronunciation	Translation
<u>couple</u> <i>noun</i>	/'kʌpl/	
<u>moment</u> <i>noun</i>	/'məʊmənt/	
(see the) <u>sights</u> <i>noun</i>	/saɪts/	
<u>campsite</u> <i>noun</i>	/'kæmpsaɪt/	
<u>nightlife</u> <i>noun</i>	/'naɪtlaɪf/	
<u>disaster</u> <i>noun</i>	/dɪ'zɑːstə/	
<u>boat</u> <i>noun</i>	/bəʊt/	
<u>ideal</u> <i>adjective</i>	/aɪ'diəl/	
<u>plan</u> <i>verb</i>	/plæn/	
go <u>camping</u> <i>verb</i>	/'kæmpɪŋ/	

### QUESTION TIME

Can you answer these questions?

- 1 Where are you going to go on holiday this year?
- 2 What are you going to see there?
- 3 What are you going to do there?
- 4 Who are you going to go with?
- 5 How much is it going to cost you?

**Study Link** MultiROM

## It's written in the cards

### WORKBOOK

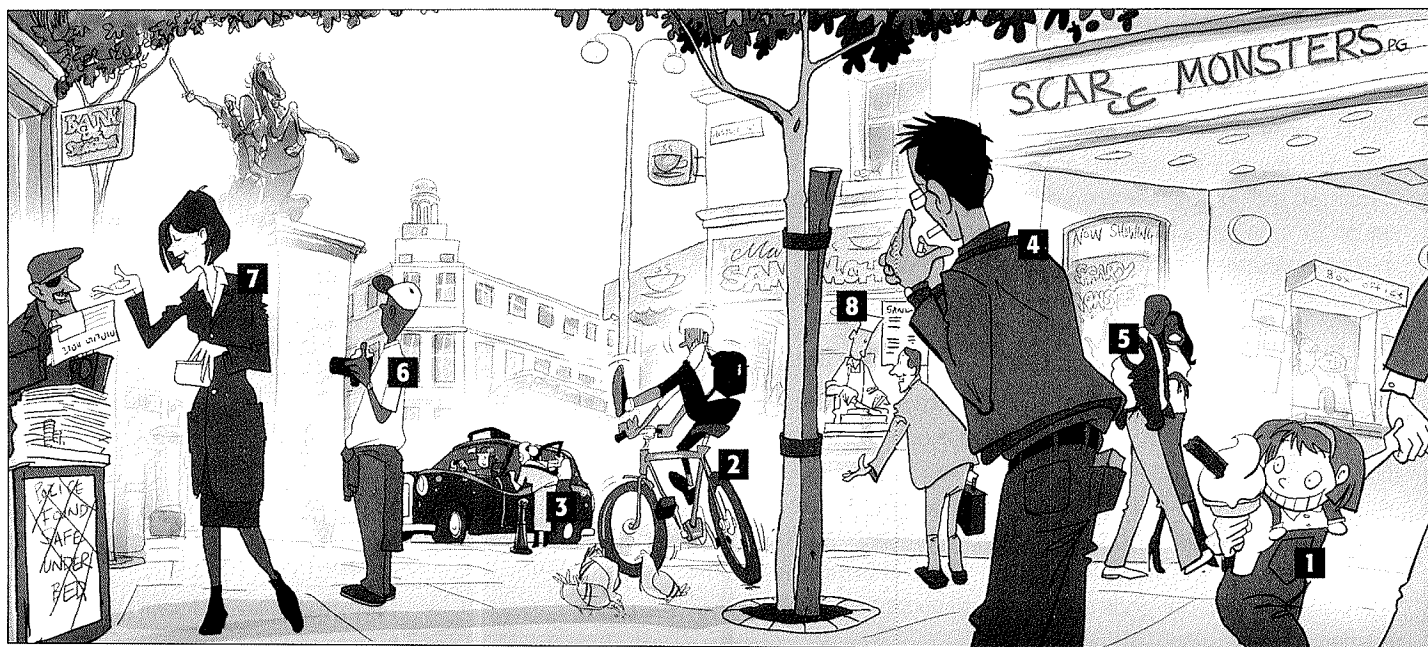
#### 1 VOCABULARY verb phrases

Complete with verbs from the box. Sometimes more than one answer is possible.

be have get fall move meet

- |                    |                            |                        |                       |
|--------------------|----------------------------|------------------------|-----------------------|
| 1 <u>be</u> famous | 4 _____ lucky              | 7 _____ a lot of money | 10 _____ somebody new |
| 2 _____ a surprise | 5 _____ in love            | 8 _____ house          | 11 _____ a baby       |
| 3 _____ married    | 6 _____ to another country | 9 _____ a new job      |                       |

#### 2 GRAMMAR be going to (predictions)



- a Look at the picture and write sentences using these verbs and *be going to*.

buy eat take fall get have make see

- 1 She's going to eat her ice cream.
- 2 \_\_\_\_\_ off his bike.
- 3 \_\_\_\_\_ a taxi.
- 4 \_\_\_\_\_ a cigarette.
- 5 \_\_\_\_\_ a film.
- 6 \_\_\_\_\_ a photo of the statue.
- 7 \_\_\_\_\_ a newspaper.
- 8 \_\_\_\_\_ a sandwich.

- b Write a letter in the box: A = plan, B = prediction.

- 1 I'm going to buy some souvenirs in the gift shop. ☒ A
- 2 You're going to be hot in that jacket. ☐
- 3 My cousin is going to get married in the spring. ☐
- 4 We're going to be late if we don't hurry. ☐
- 5 There's going to be a beautiful sunset tonight. ☐
- 6 I think that factory's going to close. ☐
- 7 They're going to buy a new car. ☐
- 8 I'm going to book a holiday tomorrow. ☐

**Study Link** Student's Book p.134 Grammar Bank 7D

### 3 PRONUNCIATION /ʊ/, /u:/, and /ʌ/

a Match the words to sounds 1, 2, and 3. Then connect the words that have the same sound.



<input checked="" type="checkbox"/> good	student
<input type="checkbox"/> love	money
<input type="checkbox"/> music	cook

<input type="checkbox"/> hungry	book
<input type="checkbox"/> newspaper	lunch
<input type="checkbox"/> looking	true

b Practise saying the words.

c Complete the dialogues by using the pairs of matching words from exercise a.



1 Does your husband make the dinner?

Yes, he's a very good cook.

2 What are the most important things in life?

money and love.

3 What do you do?

I'm a student.

4 Can I help you?

Yes, I'm looking for a book about Italy.

5 A lot of the things you read in the newspaper are often not true.

6 I'm hungry. What's for lunch?

d Practise reading the dialogues.

### More Words to Learn

Write translations and try to remember the words.

Word	Pronunciation	Translation
surprise <i>noun</i>	/sə'praɪz/	
heart <i>noun</i>	/hɑ:t/	
ring <i>noun</i>	/rɪŋ/	
(fifty-pound) note <i>noun</i>	/nəʊt/	
voice <i>noun</i>	/vɔɪs/	
card <i>noun</i>	/kɑ:d/	
(I'm) sure <i>adjective</i>	/ʃʊə/	
put <i>verb</i>	/pʊt/	
maybe <i>adverb</i>	/'meɪbi/	
soon <i>adverb</i>	/su:n/	

### QUESTION TIME

Can you answer these questions?

- 1 What are you going to do this weekend?
- 2 Are you going to travel abroad this year?
- 3 Are you going to get married this year?
- 4 What are you going to have for dinner this evening?
- 5 Are you going to start a new job this year?

Study Link MultiROM

### CAN YOU REMEMBER...?

FILES

6&7

Complete each space with one word.

- 1 There are any cupboards in the kitchen but there are some shelves.
- 2 Were there many people at the football match last night?
- 3 Oh no! The baby was crying again.
- 4 She usually wears trousers, but today she's wearing a skirt.
- 5 There's some milk in the fridge if you want it.
- 6 How many sandwiches do you want?
- 7 We're going to visit our cousins at the weekend.
- 8 When are you going to get married?

## 1 VOCABULARY AND READING

a Look at the menu and answer the questions.

- 1 Which is the best starter for somebody on a diet?
- 2 What main course can a vegetarian have?
- 3 Can you have fruit for dessert?
- 4 How many types of coffee are there?
- 5 Do children pay the same as adults?

## Seaview Restaurant Menu

## Starters

Soup of the day £3.50      Grilled low-fat goat's cheese (V) £3.95  
 Smoked salmon £5.95

## Salads

Mixed salad (V) £5.50      Seafood salad £7.25

## Main courses

Fillet steak, served with chips and carrots £10.75  
 Summer vegetable omelette (V) £6.95  
 Grilled tuna, served with a choice of fresh vegetables £9.95

## Desserts

Cheesecake £2.95      Selection of ice cream £2.50  
 Cheese and biscuits £2.95

## Beverages

Glass of wine (red or white) £1.95      Beer £2.25  
 Bottle of wine (red or white) £9.95      Soft drinks £1.75  
 Coffee (cappuccino or filter) £1.30

## Set menu

£12.50 (see the board for today's choice)

25% discount on children's portions      Service charge is included  
 (V) vegetarian

b Match the words and the definitions.

- |  |   |
|--|---|
| 1 service charge <input checked="" type="checkbox"/> | a drinks  |
| 2 set menu <input type="checkbox"/>                  | b reservations  |
| 3 bookings <input type="checkbox"/>                  | c reduced price   |
| 4 discount <input type="checkbox"/>                  | d non-alcoholic drinks, e.g. Coke and lemonade                      |
| 5 beverages <input type="checkbox"/>                 | e a limited menu – you pay a fixed price and everything is included |
| 6 soft drinks <input type="checkbox"/>               | f extra money you pay for the waiters                               |

c Underline five words or phrases you don't know. Use your dictionary to look up their meaning and pronunciation.

## 2 ORDERING A MEAL

Complete the dialogue with one word in each space.

- A Good evening. Do you have a <sup>1</sup> reservation ?  
 B Yes, a <sup>2</sup> \_\_\_\_\_ for two. My name's John McGeever.  
 A Smoking or <sup>3</sup> \_\_\_\_\_ ?  
 B Smoking, please.  
 A Come this way, please.  
 A Are you ready to <sup>4</sup> \_\_\_\_\_ ?  
 B Yes, <sup>5</sup> \_\_\_\_\_ like the mushroom risotto.  
 C Chicken salad <sup>6</sup> \_\_\_\_\_ me, please.  
 A What would you <sup>7</sup> \_\_\_\_\_ to drink?  
 B A glass of red wine and a mineral <sup>8</sup> \_\_\_\_\_, please.

## 3 SOCIAL ENGLISH

Complete the dialogue with phrases a–e.

- a Could we have the bill, please?  
 b ~~It was delicious.~~  
 c The same for me, please.  
 d Nothing for me, thanks.  
 e What is there?

- A Was the pasta good?  
 B Yes, thanks. <sup>1</sup> b  
 WAITER Would you like a dessert?  
 B Yes, please. <sup>2</sup> \_\_\_\_\_

WAITER Ice cream with chocolate sauce, or fruit salad.

B The ice cream for me, please.

WAITER And you sir?

A <sup>3</sup> \_\_\_\_\_

WAITER Here you are. Would you like any coffee?

B Yes, a double espresso please.

A <sup>4</sup> \_\_\_\_\_

WAITER Two double espressos. Anything else?

A No, thank you. <sup>5</sup> \_\_\_\_\_

## The True False Show

### WORKBOOK

### 1 GRAMMAR comparative adjectives

- a Write the comparative forms of these adjectives in the correct circle.

beautiful dirty cold high wet cheap  
good dry hungry thin sad difficult  
bad comfortable far

**1**  
one syllable = + er

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4**  
2 or more syllables  
= more + adjective

*more beautiful*

\_\_\_\_\_

\_\_\_\_\_

**2**  
1 vowel + 1 consonant =  
double consonant + er

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3**  
1 or 2 syllables  
ending in y = y + ier

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

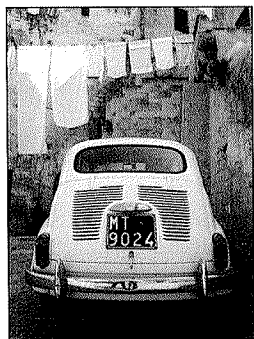
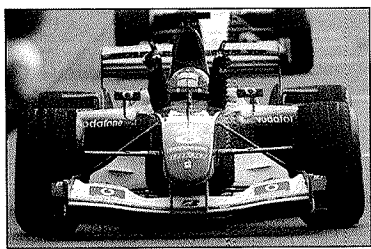
**5**  
irregular

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- b Write sentences using the opposite adjective.



- A Fiat is **slower** than a Ferrari.  
A Ferrari *is faster than a Fiat*.
- The Pacific Ocean is **bigger** than the Atlantic Ocean.  
The Atlantic Ocean \_\_\_\_\_.
- Germany is **wetter** than Tunisia.  
Tunisia \_\_\_\_\_.
- The Suez Canal is **longer** than the Panama Canal.  
The Panama Canal \_\_\_\_\_.
- Gold is **more expensive** than silver.  
Silver \_\_\_\_\_.

- 6 Olive oil is **better** for you than butter.

Butter \_\_\_\_\_.

- 7 The sun is **hotter** than the moon.

The moon \_\_\_\_\_.

- 8 English is **easier** than Chinese.

Chinese \_\_\_\_\_.

**Study Link** Student's Book p.136 Grammar Bank 8A

### 2 PRONUNCIATION vowel sounds

- a Write the words in the chart.

worse slower drier ~~easier~~  
healthier dirtier taller better  
colder cheaper higher shorter

easier					

- b Practise saying the words.

### 3 VOCABULARY personality adjectives

Complete the sentences with these words.

aggressive stylish generous quiet  
careful ~~serious~~ friendly

- Marc reads lots of books about politics. He's *serious*.
- Maria likes buying people presents. She's \_\_\_\_\_.
- Caroline wears really nice clothes. She's \_\_\_\_\_.
- Jeanine loves going to parties and talking to people.  
She's \_\_\_\_\_.
- Paolo argues a lot. He's \_\_\_\_\_.
- Lana plans things for a long time before she does them.  
She's \_\_\_\_\_.
- Paul never says very much. He's \_\_\_\_\_.



## 4 READING

- a What do you think are the perfect colours to paint your flat or house? Look at the chart and complete column 1 (My opinion) with a colour from the box.

	blue	red/orange	green/white	yellow
Rooms	1 My opinion	2 The expert's opinion		
Bedroom				
Living room				
Dining room				
Study				

- b Now read the text and complete column 2 (The expert's opinion). Do you agree?

### Perfect colours, Perfect harmony



The colour you paint the rooms in your house can make you more comfortable. Follow the suggestions below to create the perfect atmosphere to eat, sleep, work, and relax in your own home.

#### The bedroom

The perfect colour for a bedroom is blue. It is a very relaxing colour, and can make you feel happier and more positive about life when you wake up in the morning.

#### The living room

The perfect colour for an elegant living room is green, with some white. Don't use dramatic colours like red, purple, and black because they don't help you relax.

#### The dining room

Red and orange are two colours which can make you feel hungrier at mealtimes. They also encourage more interesting conversation. But be careful! Only use these colours in small areas – a lot of red or orange can make you feel aggressive.

#### The study

Yellow is a beautiful colour which makes you feel happier and helps you to think, so it is a good colour for this room. It is also makes dark spaces a little brighter.

- c Look at the highlighted words. What do you think they mean? Check the ones you don't know in your dictionary.

- d Read the text again. Mark the sentences T (True) or F (False).

- 1 A blue bedroom helps you to wake up earlier. F
- 2 Green and white are dramatic colours. —
- 3 Red or orange in the dining room makes people eat and talk. —
- 4 A yellow study helps you to work better. —

## More Words to Learn

Write translations and try to remember the words.

Word	Pronunciation	Translation
mosquitoes <i>noun</i>	/mə'ski:təʊz/	
sharks <i>noun</i>	/ʃɑ:kz/	
tigers <i>noun</i>	/'taɪgəz/	
adult <i>noun</i>	/'ædʌlt/	
(make) jokes <i>noun</i>	/dʒəʊks/	
personality <i>noun</i>	/pɜ:sə'næləti/	
the Earth <i>noun</i>	/ði: ɜ:θ/	
Mars <i>noun</i>	/mɑ:z/	

## Study idea

Start a vocabulary notebook for new words you want to learn.

- 1 Write a translation, and use your dictionary to check the pronunciation.
- 2 Underline the stressed syllable.

Word	Translation
<u>contestant</u>	<u>concursante</u>

## QUESTION TIME

Can you answer these questions?

- 1 Is your country bigger or smaller than Britain?
- 2 Is it hotter or colder than Britain?
- 3 Is it wetter or drier than Britain?
- 4 Is it safer or more dangerous than Britain?
- 5 Is it cheaper or more expensive than Britain?

**Study Link** MultiROM

**Study Link** [www.oup.com/elt/englishfile/elementary](http://www.oup.com/elt/englishfile/elementary)



# The highest city in the world

## WORKBOOK

### 1 GRAMMAR superlative adjectives

a Complete the chart.

adjective	comparative	superlative
cold	<i>colder</i>	<i>the coldest</i>
high		
expensive		
dry		
dangerous		
hot		
beautiful		
crowded		
good		
bad		

b Write the questions.

1 What / long river / world?

*What's the longest river in the world?*

2 What / small country / world?

3 What / crowded country / world?

4 What / high mountain / world?

5 What / windy city / world?

6 What / small ocean / world?

7 What / expensive mineral / world?

8 What / dry place / world?

c Circle the correct answer to the questions in exercise b.

1 a The Nile

b The Danube

c The Amazon

2 a Andorra

b Monaco

c The Vatican

3 a India

b Bangladesh

c China

4 a Mount Everest

b Mont Blanc

c Mount Kilimanjaro

5 a Chicago, USA

b La Paz, Bolivia

c Edinburgh, Scotland

6 a The Arctic Ocean

b The Atlantic Ocean

c The Pacific Ocean

7 a platinum

b diamond

c graphite

8 a The Sahara Desert

b The Atacama Desert, Chile

c The Arizona Desert, USA

d Write superlative sentences. Use the information in the chart.



Hotel	Size	Popular	Beautiful	Price
Minerva, Rome	24 rooms	☺☺☺	☺☺☺☺	€165 per night
Seine Palace, Paris	36 rooms	☺☺	☺☺☺	€190 per night
Victoria Inn, London	18 rooms	☺	☺☺	€210 per night
Rio Club, Rio de Janeiro	60 rooms	☺☺☺☺	☺☺☺	€130 per night

1 big *The Rio Club is the biggest.*

2 small \_\_\_\_\_.

3 popular \_\_\_\_\_.

4 cheap \_\_\_\_\_.

5 expensive \_\_\_\_\_.

6 beautiful \_\_\_\_\_.

## 2 VOCABULARY the weather

Complete the sentences with a word from the box.

sunny wet hot snowing dry cold  
cloudy windy



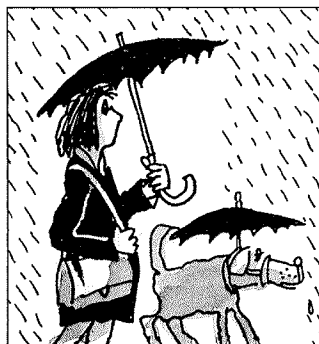
1 It's hot.



2 It's \_\_\_\_\_.



3 It's \_\_\_\_\_.



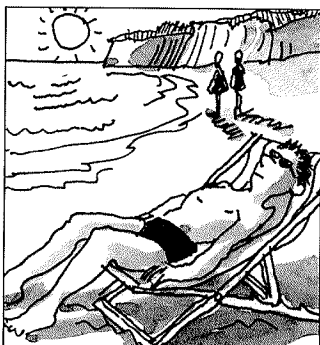
4 It's \_\_\_\_\_.



5 It's \_\_\_\_\_.



6 It's \_\_\_\_\_.



7 It's \_\_\_\_\_.



8 It's \_\_\_\_\_.

## 3 PRONUNCIATION consonant groups

a Underline the stressed syllables.

- 1 the most difficult
- 2 the noisiest
- 3 the most expensive
- 4 the fastest
- 5 the colest
- 6 the most crowded
- 7 the most beautiful
- 8 the driest

b Practise saying the phrases.

## More Words to Learn

Write translations and try to remember the words.

Word	Pronunciation	Translation
oxygen <i>noun</i>	/ˈɒksɪdʒən/	
beer <i>noun</i>	/bɪə/	
air conditioning <i>noun</i>	/ˈeə kənˈdɪʃənɪŋ/	
capital <i>noun</i>	/ˈkæpɪtəl/	
geography <i>noun</i>	/dʒiˈɒɡrəfi/	
climate <i>noun</i>	/ˈklaɪmət/	
crowded <i>adjective</i>	/ˈkraʊdɪd/	
boring <i>adjective</i>	/ˈbɔːrɪŋ/	
imagine <i>verb</i>	/ɪˈmædʒɪn/	
surprisingly <i>adverb</i>	/səˈpraɪzɪŋli/	

## QUESTION TIME

Can you answer these questions?

- 1 Who's the oldest person in your family?
- 2 Who's the tallest person in your family?
- 3 Who's the most intelligent person in your family?
- 4 Who's the best-looking person in your family?
- 5 Who's the worst driver in your family?

**Study Link** MultiROM

## Would you like to drive a Ferrari? WORKBOOK

### 1 GRAMMAR *would like to / like*

#### a Write the contractions.

1 He would like to see the film again.

*He'd like to see the film again.*

2 She would like to do a parachute jump.

3 They would not like to go skiing.

4 I would like to learn Chinese.

5 We would not like to work in a fast-food restaurant.

6 He would like to be lucky one day.

7 You would not like to see that film.

#### b Write sentences or questions with *would like*. Use contractions.

1 he / be a teacher (-)

*He wouldn't like to be a teacher.*

2 you / be a ballet dancer (?)

3 we / live in a big city (+)

4 I / learn how to fly a plane (+)

5 she / work for that company (-)

6 they / go to Chile on holiday (?)

#### c Choose the correct question.

1 A Do you like going for a walk? **X**

Would you like to go for a walk? **✓**

B No, not now. I'm tired.

2 A Would you like a biscuit?

Do you like a biscuit?

B Yes, please. I'm quite hungry.

3 A Do you like your neighbours?

Would you like your neighbours?

B Yes, they're very friendly.

4 A What do you like doing tonight?

What would you like to do tonight?

B Let's go to the cinema.

5 A Would you like to go to the beach?

Do you like going to the beach?

B No, I don't. I don't like the sun.

#### d Circle the correct answer.



1 I'd like to learn / learning to dance salsa.

2 What does David like do / doing in his free time?

3 Do you like cook / cooking?

4 Would you like to come / coming to dinner tonight?

5 I wouldn't like to go up / going up in a hot air balloon.

6 I don't like fly / flying.

## 2 PRONUNCIATION sentence stress

a Underline the stressed words.

- 1 A Would you like to drive a sports car?  
 B Yes, I'd love to.  
 A Why?  
 B Because I love cars and I love driving.
- 2 A Would you like to ride a horse?  
 B No, I wouldn't.  
 A Why not?  
 B Because I don't like horses.

b Practise saying the dialogues.

## 3 READING

a Read the text and write a letter in each space.

Which adventure experience...

- 1 ... can your family also enjoy? B  
 2 ... teaches you how to make your flat more comfortable?      
 3 ... helps you when you go to a restaurant?      
 4 ... gives you a free meal?      
 5 ... is not for people who don't like alcohol?      
 6 ... is not for people who can't swim?

b Look at the highlighted words. What do you think they mean? Check with your dictionary.

## More Words to Learn

Write translations and try to remember the words.

Word	Pronunciation	Translation
dreams <i>noun</i>	/dri:mz/	
weight <i>noun</i>	/wert/	
height <i>noun</i>	/hart/	
experience <i>noun</i>	/ɪk'spəriəns/	
adventure <i>noun</i>	/əd'ventʃə/	
chef <i>noun</i>	/ʃef/	
jump <i>verb</i>	/dʒʌmp/	
last <i>verb</i>	/lɑ:st/	
suddenly <i>adverb</i>	/'sʌdənli/	
including <i>preposition</i>	/ɪn'kludɪŋ/	

## QUESTION TIME

Can you answer these questions?

- 1 Do you like doing dangerous sports?
- 2 Would you like to do a parachute jump?
- 3 What would you like for your birthday?
- 4 Where would you like to go on holiday this year?
- 5 Which countries would you like to visit?

**Study Link** **MultiROM**

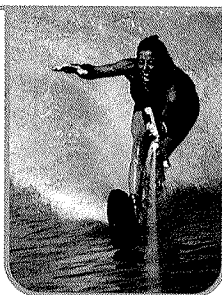
## Presents to remember

### A Wine tasting

This is the perfect experience for stylish people who want to know the difference between a good wine and a bad wine. You can learn a lot



about wine and how it is made and you can try some excellent wines with the help of the experts. After this course you will know which wine to buy in the supermarket and which wine to order in a restaurant.

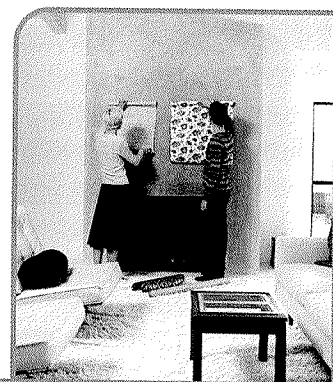


### B Waterskiing

If you're a good swimmer, then why not try waterskiing? First you do a quick training course on land, and then you're ready to practise in the water. This activity is really exciting, and your friends and family can have a good time watching, too.

### C Interior design tuition

If you want to change the style of your house, but you don't know where to start, then this is the present for you. Professional designers teach you how to use space, light, and colour. They also help you to be more creative by introducing your own personal style into your designs. Lunch is included in the course.



(adapted from a website)

## They dress well but drive badly

### WORKBOOK

#### 1 GRAMMAR adverbs

a Complete the sentences with an adverb.



- 1 The Germans are careful drivers.  
They drive carefully.
- 2 The French cook perfect meals.  
They cook \_\_\_\_\_.
- 3 The British are very polite.  
They speak very \_\_\_\_\_.
- 4 The Brazilians are good at football.  
They play football \_\_\_\_\_.
- 5 The Japanese are very hard workers.  
They work very \_\_\_\_\_.
- 6 The Canadians eat healthy food.  
They eat \_\_\_\_\_.
- 7 The Swedish speak beautiful English.  
They speak English \_\_\_\_\_.

b Make adverbs from the adjectives and complete the sentences.

good	careful	hard
loud	stylish	happy
generous	beautiful	

The ideal partner...

- 1 ...does housework happily.
- 2 ...dances \_\_\_\_\_.
- 3 ...cooks \_\_\_\_\_.
- 4 ...dresses \_\_\_\_\_.
- 5 ...drives \_\_\_\_\_.
- 6 ...gives presents \_\_\_\_\_.
- 7 ...works \_\_\_\_\_.
- 8 ...never speaks \_\_\_\_\_.



c Circle the correct answer.

- 1 My brother's a very careful / carefully driver.
- 2 Frank cooks very good / well.
- 3 Elena wears very stylish / stylishly clothes.
- 4 He always speaks very aggressive / aggressively to me.
- 5 He's very quiet / quietly. He never says anything!
- 6 She's generous / generously. She gives nice presents.
- 7 My French is very bad / badly.
- 8 Can you speak more slow / slowly?

**Study Link** Student's Book p.136 Grammar Bank 8D

#### 2 PRONUNCIATION adjectives and adverbs

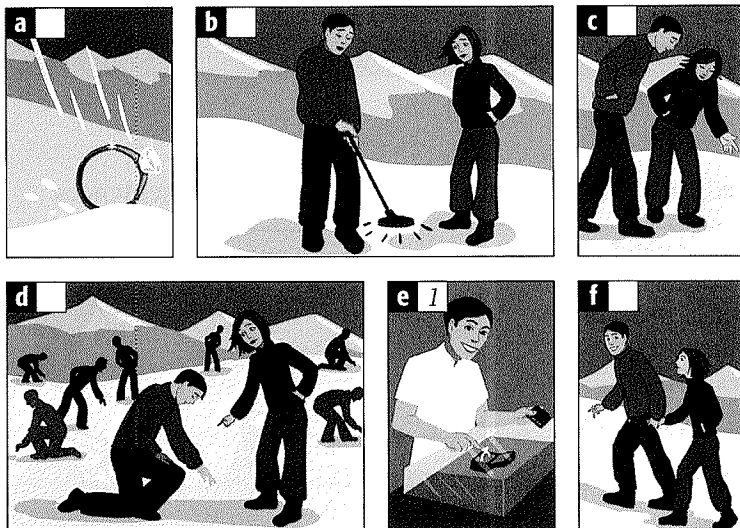
a Underline the stressed syllables.

- |                |             |              |
|----------------|-------------|--------------|
| 1 <u>badly</u> | 4 politely  | 7 completely |
| 2 dangerously  | 5 carefully | 8 quietly    |
| 3 beautifully  | 6 slowly    | 9 stylishly  |

b Practise saying the words.

### 3 READING

a Read the story, and put the pictures in the correct order.



#### Romance...without a ring!

A couple from Colorado USA had a big surprise last Saturday when they lost a \$4,000 ring at the top of a mountain.

Derek Monnig, 33, bought the diamond ring for his girlfriend, Debra Sweeney, 34, to celebrate their engagement. He wanted to ask her to marry him in a very romantic place, so they walked slowly in the snow to the top of the Rocky Mountains. They stopped and Derek said, 'I have something for you. Honey, I love you. Will you marry me?'

Suddenly, he took the ring out of his pocket and started to put it on her finger. But the ring fell into the snow near Debra's boot. They started to look for it, and other people came quickly to help them, but they couldn't find it, so they called the ski patrol. Seven more men came to help. They spent two hours with them trying to find the ring. The next day the couple went back to the mountain with a metal detector, but they never found it.

Debra wasn't too unhappy. 'It's much better to lose the ring than the guy,' she said. And luckily the ring was insured.

b Write T (True) or F (False).

- 1 Derek and Debra wanted to get married on top of a mountain. F
- 2 Derek had the ring in his pocket. \_\_\_\_\_
- 3 The ring fell into Debra's boot. \_\_\_\_\_
- 4 Seven people helped them look for the ring. \_\_\_\_\_
- 5 They spent all day looking for the ring. \_\_\_\_\_
- 6 The couple went back again with a metal detector. \_\_\_\_\_

c Guess the meaning of the highlighted words. Then check with your dictionary.

### More Words to Learn

Write translations and try to remember the words.

Word	Pronunciation	Translation
<u>s</u> ocial life <i>noun</i>	/ˈsəʊʃl laɪf/	
crime <i>noun</i>	/kraɪm/	
shy <i>adjective</i>	/ʃaɪ/	
polite <i>adjective</i>	/pəˈlaɪt/	
<u>e</u> legant <i>adjective</i>	/ˈelɪɡənt/	
steal <i>verb</i>	/sti:l/	
dress <i>verb</i>	/dres/	
<u>e</u> verywhere <i>adverb</i>	/ˈevriweə/	
<u>a</u> broad <i>adverb</i>	/əˈbrɔ:d/	
<u>a</u> lmost <i>adverb</i>	/ˈɔ:lməʊst/	

### QUESTION TIME

Can you answer these questions?

- 1 Do you speak English well or badly?
- 2 Do you eat healthily or unhealthily?
- 3 Do you drive fast or slowly?
- 4 Do you speak quietly or loudly?
- 5 Do you play any sport very well?

**Study Link** MultiROM

### CAN YOU REMEMBER...?

FILES

7&8

Complete each space with one word.

- 1 Is there \_\_\_\_\_ sugar in this coffee?
- 2 How \_\_\_\_\_ money do you have with you?
- 3 Who are you \_\_\_\_\_ to go on holiday with?
- 4 I think \_\_\_\_\_ going to rain.
- 5 His office is bigger \_\_\_\_\_ mine.
- 6 Who's \_\_\_\_\_ tallest person in your family?
- 7 I \_\_\_\_\_ like to do a parachute jump. I don't like flying.
- 8 My father drives very \_\_\_\_\_. He never goes at more than 80 kph.

## 1 VOCABULARY verb phrases

Match the phrases.

- |                   |                                       |                           |
|-------------------|---------------------------------------|---------------------------|
| 1 I'd like to     | <input checked="" type="checkbox"/> b | a a taxi?                 |
| 2 Could I have    | <input type="checkbox"/>              | b <del>check out</del>    |
| 3 Can I pay       | <input type="checkbox"/>              | c help with your luggage? |
| 4 Please sign     | <input type="checkbox"/>              | d by credit card?         |
| 5 Do you need any | <input type="checkbox"/>              | e your name here.         |
| 6 Can you call me | <input type="checkbox"/>              | f the bill, please?       |

## 2 CHECKING OUT

Order the dialogue.

- B Of course. ☐
- B Room 223. ☐
- A Yes. Which room is it? ☐
- B No, but I had a beer from the minibar last night. ☐
- A Thank you very much. Have a good trip. ☐
- A Good morning, madam. ☒ 1
- B Morning. Can I have the bill, please? ☒ 2
- A Right, can you sign here, please? ☐
- A Did you make any phone calls? ☐
- B Thank you. Goodbye. ☐



## 3 SOCIAL ENGLISH

Complete the spaces with a phrase from the box.

a good trip	can we meet	I'll call
I'll meet you	I'll e-mail you	I'm late

- A Oh no, I'm going to be late for my train.
- B Don't worry. 1 I'll call a taxi.
- A 2 at the airport.
- B OK. Where 3 ?
- A At the information desk, at 7 o'clock.
- A Sorry 4 .
- B No problem. We have time.
- A Have 5 . And please write.
- B 6 next week, I promise.

## 4 READING

a Read the text about Glasgow airport.



## GLASGOW AIRPORT

**Glasgow Airport is the busiest of Scotland's three main international airports, and 7.5 million passengers pass through it every year. Below you can find five different ways of getting to the airport:**

## ➤ BY CAR

If you're planning to drive to Glasgow Airport, you need to take the M8 motorway and turn off at junction 28. The airport is a 20-minute drive from Glasgow city centre and two minutes from the nearest town, Paisley.

## ➤ BY BIKE

The National Cycle Network Route will take you to the airport, where there is a safe place you can keep your bike until you need it again when you return. Take National Routes 75 and 7 to ride through Paisley to Glasgow Airport.

## ➤ BY TRAIN

The train will take you from Glasgow Central to Paisley's Gilmour Street Station, where you can take a taxi or a bus for the remaining three kilometres to Glasgow Airport. From Monday to Saturday there are eight trains an hour, and there are five every hour on a Sunday.

## ➤ BY BUS OR COACH

Citylink and Fairline buses operate a service to the airport from Glasgow city centre. The buses run every 15 minutes and drop you off in front of the terminal building. The price for a single ticket is £3.30, and the journey takes about 25 minutes.

## ➤ BY TAXI

Phone Cab Fly 24 hours a day on +44 (0)141 848 4588 for a taxi to take you to Glasgow Airport. The cost of a taxi from Glasgow city centre to the airport is approximately £16.50, and the journey takes about 20 minutes.

b How did the following people get to the airport?

- |                                    |               |
|------------------------------------|---------------|
| 1 James went on the motorway.      | <u>by car</u> |
| 2 Sarah paid £3.30.                | <u></u>       |
| 3 Robert made a phone call.        | <u></u>       |
| 4 Steve did some exercise.         | <u></u>       |
| 5 Carol went from Glasgow Central. | <u></u>       |

c Underline five words or phrases you don't know. Use your dictionary to look up their meaning and pronunciation.



## Before we met

### WORKBOOK

#### 1 VOCABULARY 'jealous' reading

Complete the sentences with these words.

holiday brochure    reply    silence  
fun    pick up

- 1 I asked him a question, but he didn't  
\_\_\_\_\_ *reply* \_\_\_\_\_.
- 2 A How did you find this hotel?  
B I saw it in a \_\_\_\_\_.
- 3 I like walking in the mountains – I love  
the \_\_\_\_\_.
- 4 Could you \_\_\_\_\_ those sweet papers?
- 5 A Did you have a good time at the party  
last night?  
B Yes, it was \_\_\_\_\_.

#### 2 GRAMMAR present perfect

a Write the contractions.

- 1 I have not been to Thailand.  
*I haven't been to Thailand.*
- 2 Tim has not been to a Japanese restaurant.  
\_\_\_\_\_
- 3 We have been to this city before.  
\_\_\_\_\_
- 4 I have been to this bar lots of times.  
\_\_\_\_\_
- 5 They have not been to New York.  
\_\_\_\_\_
- 6 My girlfriend has been to Paris twice.  
\_\_\_\_\_
- 7 He has been to Brazil.  
\_\_\_\_\_
- 8 We have not been to Mexico.  
\_\_\_\_\_

b Write sentences.



- 1 Brazil      *She's been to Brazil.*
- 2 Australia    *They've been to Australia.*
- 3 Japan      \_\_\_\_\_
- 4 Thailand    \_\_\_\_\_
- 5 Canada      \_\_\_\_\_
- 6 China       \_\_\_\_\_
- 7 Malaysia    \_\_\_\_\_
- 8 Argentina   \_\_\_\_\_

c Complete the dialogue.

- A Have you <sup>1</sup> *been* \_\_\_\_\_ to the USA?  
B No, I <sup>2</sup> \_\_\_\_\_, but my wife has.  
A Where <sup>3</sup> \_\_\_\_\_ she been to in the USA?  
B Only New York.  
A Has she <sup>4</sup> \_\_\_\_\_ to Canada?  
B No, she <sup>5</sup> \_\_\_\_\_. But we'd like to go there for a holiday.  
A And <sup>6</sup> \_\_\_\_\_ you been to Australia?  
B No, I <sup>7</sup> \_\_\_\_\_. Have you?  
A Yes, I <sup>8</sup> \_\_\_\_\_. I've been to Sydney and Canberra.



### 3 VOCABULARY town and city

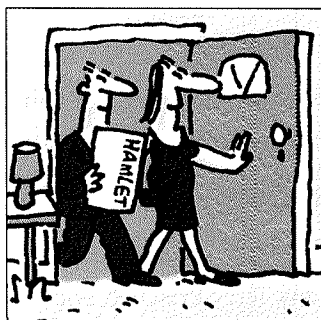
Where have these people been? Complete the sentences.



1 She's been to the  
market.



2 He's been to the  
b\_\_\_\_\_.



3 They've been to the  
t\_\_\_\_\_.



4 He's been to the  
s\_\_\_\_\_.



5 She's been to the  
h\_\_\_\_\_.



6 He's been to the  
s\_\_\_\_\_ c\_\_\_\_\_.



7 She's been to the  
c\_\_\_\_\_.









8 They've been to the  
t\_\_\_\_\_ a\_\_\_\_\_.

**Study Link** Student's Book p.152 Vocabulary Bank

### 4 PRONUNCIATION

Circle the word with a different sound. Practise saying the words.

	opera	want	concert	country
	Thursday	really	girlfriend	person
	jealous	never	break	tell
	cinema	continent	karaoke	pick up
	June	Germany	travel agent	angry
	have	holiday	hour	hotel

### More Words to Learn

Write translations and try to remember the words.

Word	Pronunciation	Translation
sports event <i>noun</i>	/ˈspɔːts ɪˈvent/	
continent <i>noun</i>	/ˈkɒntɪnənt/	
spa <i>noun</i>	/spɑː/	
miles <i>noun</i>	/maɪlz/	
jealous <i>adjective</i>	/ˈdʒeləs/	
ring <i>verb</i>	/rɪŋ/	
exactly <i>adverb</i>	/ɪɡzæktli/	
somewhere <i>adverb</i>	/ˈsʌmweə/	

### Study idea

Look back at the eight Study ideas in this workbook. Which ones do you do?

### QUESTION TIME

Can you answer these questions?

- Have you been to work today?
- Have you been to the supermarket today?
- Have you been to a restaurant today?
- Have you been to the cinema today?
- Have you been to a friend's house today?

**Study Link** MultiROM

**Study Link** www.oup.com/elt/englishfile/elementary

# 9 B

Films should have a beginning, a middle, and an end – but not necessarily in that order.

Jean-Luc Godard, French film director

## I've read the book, I've seen the film

### 1 VOCABULARY past participles

a Write the past participles of these irregular verbs.







infinitive	past simple	past participle
break	broke	<i>broken</i>
buy	bought	
drive	drove	
find	found	
give	gave	
lose	lost	
make	made	
run	ran	
write	wrote	

b Use past participles from the chart to complete the sentences.

- Debbie and Fernando have bought a new house.
- I've never \_\_\_\_\_ a marathon.
- Daniel has \_\_\_\_\_ his girlfriend some flowers.
- John Grisham has \_\_\_\_\_ many bestsellers.
- Have you ever \_\_\_\_\_ your leg?
- I'm going to be late. I've \_\_\_\_\_ the car keys.
- You've \_\_\_\_\_ a lot of mistakes.
- She \_\_\_\_\_ some money in the street.
- I've never \_\_\_\_\_ a Ferrari.

### 2 PRONUNCIATION irregular participles

Circle the word with a different vowel sound.  
Practise saying the words.

					
given	found	left	come	taken	known
written	thought	heard	done	made	lost
<u>seen</u>	caught	said	drunk	read	broken
driven	worn	sent	got	paid	spoken

### 3 GRAMMAR present perfect or past simple?

a Circle the correct form.

- I didn't meet / have never met anyone nice at the party.
- Miko went / has been to the cinema last weekend.
- Did you read / Have you read any books by John Irving?
- Lucy's a journalist. She met / has met a lot of interesting people.
- They started / have started to watch the film, but they fell asleep before the end.
- We didn't see / haven't seen the film yesterday because the cinema was full.
- I didn't read / haven't read any Terry Pratchett books. I don't like science fiction.
- Did you go / Have you been to that new restaurant in the city centre last Saturday?

b Complete the dialogues with the correct form of the verbs in brackets.

- A <sup>1</sup> Have you read (read) any of the Harry Potter books?  
B Yes, I have. My brother <sup>2</sup> \_\_\_\_\_ (give) them to me for my last birthday.
- A Which one <sup>3</sup> \_\_\_\_\_ you \_\_\_\_\_ (like) best?  
B The first one. I <sup>4</sup> \_\_\_\_\_ (read) it five times.
- A <sup>5</sup> \_\_\_\_\_ you \_\_\_\_\_ (see) the new Almodóvar film?  
B Yes, I have. I <sup>6</sup> \_\_\_\_\_ (take) my boyfriend to see it last night.
- A <sup>7</sup> \_\_\_\_\_ (be) it good?  
B No, I <sup>8</sup> \_\_\_\_\_ (not / enjoy) it.

**Study Link** Student's Book p.138 Grammar Bank 9B

# The richest woman in Britain



**The richest woman in the UK is now Joanne Kathleen Rowling, the author of the Harry Potter books. But life hasn't always been easy for her.**

She was born on 31st July 1965 and started writing at the early age of six. At school she was very quiet and didn't like sport much. Her favourite subjects were English and Modern Languages. After school she studied French at Exeter University and she later became a bilingual secretary. She didn't enjoy her life as a secretary and when she was 26 she left the UK to teach English in Portugal. She met and married a journalist and their daughter, Jessica, was born in 1993. The marriage ended in divorce and Ms Rowling moved to Edinburgh, Scotland. It was during this period that she started her first Harry Potter novel, which she wrote in a café while her daughter was asleep.

She published *Harry Potter and the Philosopher's Stone* in 1997 and in the same year she won one of the most important book awards in Britain. Since then millions of people have read her books in many different languages, and millions have seen the Harry Potter films. Everybody knows who she is and everybody has heard of the famous character she has created. Harry Potter is possibly the most famous boy in the world.

Read the text and answer the questions.

- 1 When was J K Rowling born?
- 2 How old was she when she started writing?
- 3 What were her favourite subjects at school?
- 4 What two jobs did she do before she became a writer?
- 5 Why did she go to Portugal?
- 6 What does her ex-husband do?

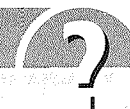
- 7 When was her daughter born?
- 8 Where did she write the first Harry Potter novel?
- 9 When did she win a book award?
- 10 How many people have read her books and seen the films?

## More Words to Learn

Write translations and try to remember the words.

Word	Pronunciation	Translation
back <u>row</u> <i>noun</i>	/bæk 'rəʊ/	
<u>soundtrack</u> <i>noun</i>	/'saʊndtræk/	
<u>autograph</u> <i>noun</i>	/'ɔ:təgrɑ:f/	
best <u>seller</u> <i>noun</i>	/best'selə/	
<u>version</u> <i>noun</i>	/vɜ:ʒn/	
<u>prefer</u> <i>verb</i>	/prɪ'fɜ:z/	
<u>based</u> on	/beɪst ɒn/	

## QUESTION TIME



Can you answer these questions?

- 1 Have you ever cried in a film?
- 2 Have you ever spoken to an actor?
- 3 Have you ever slept in the cinema?
- 4 Have you ever seen a film more than three times?
- 5 Have you ever left a film early?

**Study Link** MultiROM

## CAN YOU REMEMBER...?

FILES

8&9

Complete each space with one word.

- 1 A lot of people like rock music – it's \_\_\_\_\_ popular than classical music.
- 2 \_\_\_\_\_ you like to go up in a hot-air balloon?
- 3 Siberia is the \_\_\_\_\_ place in the world.
- 4 Your English is good. You speak very \_\_\_\_\_.
- 5 I've never \_\_\_\_\_ to the UK.
- 6 \_\_\_\_\_ you ever driven a Ferrari?

## 1 GRAMMAR

- a 1 was 2 was 3 Was 4 wasn't  
5 was 6 was 7 was 8 was  
9 was 10 were
- b 1 Was Mozart from Germany? No, he wasn't.  
2 Were Columbus and Magellan explorers? Yes, they were.  
3 Was Virginia Woolf a writer? Yes, she was.  
4 Were the Bee Gees from the USA? No, they weren't.  
5 Was John McEnroe a footballer? No, he wasn't.  
6 Was Matisse a composer? No, he wasn't.  
7 Was Picasso born in Spain? Yes, he was.  
8 Was Greta Garbo an actress? Yes, she was.  
9 Were Tolstoy and Cervantes painters? No, they weren't.  
10 Was Nelson Mandela born in Britain? No, he wasn't.
- c 1 is, was 2 Is, isn't, was, is  
3 were, are 4 was, were 5 was, was

## 2 VOCABULARY

- a/b 1 an inventor 2 a writer  
3 a politician 4 a composer  
5 a musician 6 a painter 7 a leader  
8 an actor 9 a scientist 10 a sailor
- d 1 was a scientist 6 were writers  
2 were inventors 7 was a politician  
3 was a painter 8 was a sailor  
4 was a composer 9 were actors  
5 was a musician

## 1 PRONUNCIATION

- a 1 wanted 2 painted 3 waited  
4 landed 5 started 6 decided

## 2 GRAMMAR

- a 1 walked, didn't walk  
2 studied, didn't study  
3 helped, didn't help  
4 played, didn't play  
5 booked, didn't book  
6 painted, didn't paint  
7 worked, didn't work  
8 showed, didn't show
- b 1 Was Peter tired after the match?  
2 Where were you last night?  
3 Were they late for the concert?  
4 Where did they land the plane?  
5 What university did your brother study at?  
6 Was your first boyfriend very tall?  
7 Why didn't you wait for the bus?  
8 What time did Sandra arrive at work yesterday?
- c 1 When did the Wall Street crash happen? 1929  
2 When did the Second World War finish? 1945  
3 When did Neil Armstrong land on the moon? 1969  
4 When did mobile phones first appear? 1985  
5 When did John Logie Baird invent the television? 1925  
6 When did George Harrison die? 2001  
7 When did Bill Gates start Microsoft? 1975

## 3 VOCABULARY

- 1 last night 2 two years ago  
3 last month 4 yesterday morning  
5 two hours ago 6 last July  
7 two weeks ago 8 yesterday afternoon

## 1 VOCABULARY

- a 1 a bus 2 for a walk 3 a good time  
4 a taxi 5 18 years 6 shopping
- b 1 went 2 got 3 had 4 went  
5 got 6 had 7 got 8 went  
9 had 10 went 11 had 12 had

## 2 GRAMMAR

- a 1 Robert wore a tie to work yesterday.  
2 They did their homework together last night.  
3 Helen didn't go to the shops last week.  
4 We met in the bar last night.  
5 We didn't have dinner at home last night.  
6 Jane got up early yesterday morning.  
7 He bought a newspaper at the station yesterday.  
8 I left home at 7.00 yesterday.  
9 She saw her friends after work last night.  
10 Bob couldn't come to dinner last week.
- b 1 did you go 2 Was it 3 did you go  
4 did you wear 5 did you get  
6 Did you get 7 you have 8 Was

## 3 READING

- b 1 F 2 F 3 T 4 T 5 T 6 T  
7 F 8 T

## 4 PRONUNCIATION

- a /æ/ came /v/ wrote /ɔ:/ heard  
/eɪ/ said /e/ knew

## 1 PRONUNCIATION

- a 1 made 2 said 3 lost 4 had  
5 bought 6 drove 7 could  
8 learnt

## 2 VOCABULARY

- a **Infinitive:** begin, come, drink, drive, give, know, put, ring, sit, wake, win, write  
**Past:** began, came, drank, drove, gave, knew, put, rang, sat, woke, won, wrote
- b 1 got, heard 2 met 3 bought  
4 went 5 made 6 didn't take  
7 found 8 lost 9 thought  
10 couldn't

### 3 GRAMMAR

- a 1 arrived 2 left 3 was 4 were  
5 looked 6 saw 7 couldn't  
8 opened 9 didn't run 10 went  
11 found 12 didn't want 13 took
- b 1 were you 6 did you do  
2 did you see 7 did you leave  
3 did you go 8 Did you go  
4 Did she like 9 Did you get  
5 did ... finish 10 did you go

### CAN YOU REMEMBER?

- 1 Can 2 going 3 us 4 ours  
5 were 6 didn't 7 have 8 went

## PRACTICAL ENGLISH 5

### 1 VOCABULARY

- 1 postcards 2 film 3 mug  
4 T-shirts 5 batteries

### 2 BUYING A PRESENT

Next, please 1  
No, thanks. Just the mug. 12  
It's five pounds. 7  
How much is a large mug? 6  
These mugs are quite cheap. 5  
How much are the T-shirts? 2  
Red, please. 10  
Red or blue? 9  
Oh! They're very expensive! 4  
Here you are. Anything else? 11  
They're 30 pounds. 3  
OK. Can I have a mug, please? 8

### 3 SOCIAL ENGLISH

- 1 Wow 2 look 3 nice 4 believe  
5 problem 6 Come 7 time 8 Relax

### 4 READING

- a 1 shops 2 cup 3 biscuits  
4 popular 5 find 6 love

**6****A**

## WORKBOOK KEY

### 1 VOCABULARY

- a 1 hall 2 bathroom 3 dining room  
4 study 5 garage 6 kitchen  
7 living room 8 bedroom
- b Across: 1 cupboard, 3 carpet, 7 mirror,  
8 sofa, 9 cooker, 10 bed, 11 lamp,  
12 fireplace  
Down: 2 picture, 4 fridge, 5 stairs,  
6 armchair, 10 bath

### 2 GRAMMAR

- a 1 Is there a 2 there's a 3 are there  
4 there are 5 is there a 6 there isn't  
7 there's a 8 Are there any  
9 there aren't 10 there are some  
11 are there any 12 There aren't any  
13 there's a
- b 1 There are some cigarettes on the floor.  
2 Are there any plants in your living  
room?  
3 There are some keys in that door.  
4 Are there any toilets in this  
restaurant?  
5 There aren't any windows in this  
room.
- c 1 It's 2 There's 3 there are  
4 they are 5 There's 6 there aren't  
7 there are 8 They are 9 it isn't  
10 there's

### 3 PRONUNCIATION

- a /ð/ think /θ/ that /eə/ here  
/ɪə/ wear
- b 1 carpet 2 mirror 3 cupboard  
4 fantastic 5 cooker 6 sofa  
7 armchair 8 information

**6****B**

## WORKBOOK KEY

### 1 VOCABULARY

- 1 in 2 next to 3 under  
4 in front of 5 opposite 6 behind  
7 in 8 on 9 over 10 between

### 2 GRAMMAR

- a 1 were 2 was 3 weren't 4 were  
5 wasn't 6 were 7 was 8 was  
9 weren't
- b 1 Was there 7 there weren't  
2 there were 8 there were  
3 There was 9 Was there  
4 there wasn't 10 there wasn't  
5 There was 11 there were  
6 Were there

### 3 READING

- b 1 approximately 400 years old  
2 the owners 3 swim, sunbathe  
4 ten 5 in the dining area outside  
6 twice a week

### 4 PRONUNCIATION

- a 1 ~~gh~~ost 2 autumn~~a~~ 3 comb~~b~~  
4 ~~l~~isten 5 wh~~i~~te 6 could 7 ~~w~~rite  
8 half 9 cup~~p~~board 10 ~~h~~our

**6****C**

## WORKBOOK KEY

### 1 VOCABULARY

- 1 argue 2 barks 3 cries 4 plays  
5 talk 6 move 7 watch 8 have

### 2 GRAMMAR

- a 1 are you doing  
2 'm looking  
3 are they doing  
4 Is Mrs Jackson watching  
5 's moving  
6 is Mr Jackson playing  
7 are arriving  
8 is opening
- b 1 The dog's barking.  
2 The baby's crying.  
3 The boy and girl are arguing.  
4 The woman is taking her dog for a  
walk.  
5 The boys are playing football.  
6 The man is eating a sandwich.  
7 The two women are running.  
8 The old man is reading a newspaper.

### 3 PRONUNCIATION

- a /ɪ/ writing /i:/ hearing /ɔ:/ working  
/et/ having /əʊ/ doing /aɪ/ living

### 4 READING

- b 2, 3, 5, 6

## 1 GRAMMAR

- a 1 What are you doing 2 Do you walk  
3 's buying 4 'm going 5 rains  
6 's talking 7 Does your baby cry  
8 watches
- b 1 does he start 2 's having  
3 's doing 4 don't like 5 are looking  
6 cooks 7 'm watching 8 goes  
9 don't want 10 are you going

## 2 VOCABULARY

- a 1 art gallery 2 shopping centre  
3 railway station 4 travel agent's  
5 police station 6 department store  
7 sports centre
- b 1 school 2 church 3 hospital  
4 museum 5 bridge 6 mosque  
7 castle 8 square 9 park  
10 chemist's 11 theatre

## 3 PRONUNCIATION

- a 1 centre 2 shower 3 opposite  
4 sofa 5 picture 6 ago 7 theatre  
8 mirror 9 tomorrow 10 parent

## CAN YOU REMEMBER?

- 1 were 2 Did 3 had 4 didn't  
5 are 6 weren't 7 making 8 Are

## PRACTICAL ENGLISH 6

## 1 VOCABULARY

- 1 corner 2 traffic lights  
3 roundabout 4 opposite 5 left  
6 right 7 straight on 8 past

## 2 ASKING FOR DIRECTIONS

- 1 Excuse 2 Where's 3 near  
4 exactly 5 tell 6 way 7 first  
8 say

## 3 SOCIAL ENGLISH

- 1 b 2 c 3 d 4 a

## 4 READING

- b 1 the tube  
2 in the rush hour  
3 upstairs on a bus  
4 on buses and the underground  
5 they're expensive  
6 £5
- c very big – enormous  
very good – excellent  
quite cheap – economical  
full of people – crowded  
difficult to understand – confusing

## 1 VOCABULARY

- a **Across:** 2 cereal, 4 fish, 6 oranges,  
7 pasta, 8 eggs, 10 apple, 11 meat,  
12 bread  
**Down:** 1 peas, 2 cheese, 3 lettuce,  
5 potatoes, 9 salad
- b **Vegetables:** carrots, onions,  
mushrooms, peas  
**Snacks:** cake, crisps, chocolate, biscuits  
**Fruit:** apples, pineapple, grapes,  
bananas

## 2 GRAMMAR

- a 1 some 2 an 3 some 4 some  
5 some 6 a 7 a 8 some 9 an  
10 some
- b 1 There isn't any rice in the cupboard.  
2 ate some fruit yesterday  
3 had an egg for breakfast  
4 is some sugar in this coffee  
5 don't have any vegetables in the  
garden  
6 were some sandwiches in the fridge  
7 wasn't any nice fish at the  
supermarket  
8 didn't have a salad for lunch
- c 1 some 2 a 3 some 4 some  
5 any 6 a 7 some 8 some 9 an  
10 any 11 some

## 3 PRONUNCIATION

/i:/ breakfast /e/ ice cream /ei/ eat

## 4 READING

- a A 3, B 2, C 4, D 1

## 1 PRONUNCIATION

- a **William:** wine, wallet, watch, walkman  
**Vera:** video recorder, vase, vodka  
**Brenda:** boots, bird, book, bike

## 2 GRAMMAR

- a 1 How many cigarettes do you smoke?  
He doesn't smoke many cigarettes.  
2 How much fruit do you eat?  
He eats a lot of fruit.  
3 How much milk do you drink?  
She drinks quite a lot of milk.  
4 How much exercise do you do?  
He doesn't do much exercise.  
5 How many cups of tea do you drink?  
She doesn't drink any (cups of) tea.  
6 How many biscuits do you eat?  
She doesn't eat many biscuits.

- b 1 How many hamburgers did Nikolai  
Cohen eat?  
2 How much milk did Gustav Sajer  
drink?  
3 How much ice cream did John  
Edwards eat?  
4 How many chicken wings did  
George Willis eat?  
5 How much fruit did Barbara Beard  
eat?  
6 How many hot dogs did Alina Baden  
eat?

## 3 VOCABULARY

- 1 beer 2 wine 3 orange juice  
4 milk 5 mineral water 6 coffee  
7 tea 8 Coke

## 4 VOCABULARY

- 1 sweat 2 In fact 3 temperature  
4 experiments 5 contain 6 at least  
7 myth

## 1 GRAMMAR

- a 1 She's going to enjoy the holiday.  
2 We aren't going to stay in a hotel.  
3 They're going to go swimming.  
4 I'm going to go camping.  
5 Are you going to pay for the trip?  
6 He isn't going to see the pyramids.
- b 1 are they going to leave  
2 're going to try  
3 're going to have  
4 Are you going to stay  
5 're not going to get married  
6 Are they going to see  
7 's going to meet  
8 isn't going to go
- c 1 are you going to go  
2 're going to travel  
3 are you going to visit  
4 are you going to sleep  
5 aren't going to stay  
6 's going to be  
7 are you going to go  
8 're going to get  
9 's going to come  
10 'm going to go  
11 'm going to spend  
12 'm not going to get

## 2 PRONUNCIATION

- a 1 holiday 2 hotel 3 campsite  
4 weather 5 museum 6 restaurant  
7 nightlife 8 programme

### 3 VOCABULARY

**stay:** in a hotel, at a campsite, in a bed and breakfast

**go:** on holiday, shopping, to the beach

**see:** the sights, a show, the Statue of Liberty

### 4 READING

b 1 C 2 B 3 A 4 D

c 1 penguin 2 turtle 3 elephant  
4 earth 5 hot-air balloon 6 spaceship

8  
A

### WORKBOOK KEY

#### 1 GRAMMAR

- a 1 colder, higher, cheaper  
2 wetter, thinner, sadder  
3 dirtier, drier, hungrier  
4 more beautiful, more difficult, more comfortable  
5 better, worse, further
- b 1 is faster than a Fiat  
2 is smaller than the Pacific Ocean  
3 is drier than Germany  
4 is shorter than the Suez Canal  
5 is cheaper than gold  
6 is worse for you than olive oil  
7 is colder than the sun  
8 is more difficult than English

#### 2 PRONUNCIATION

- a /i:/ easier, cheaper /e/ healthier, better  
/ɔ:/ taller, shorter /əʊ/ slower, colder  
/ɜ:/ worse, dirtier /aɪ/ drier, higher

#### 3 VOCABULARY

- 1 serious 2 generous 3 stylish  
4 friendly 5 aggressive 6 careful  
7 quiet

#### 4 READING

- b blue, green/white, red/orange, yellow  
d 1 F 2 F 3 T 4 T

8  
B

### WORKBOOK KEY

#### 1 GRAMMAR

- a **Comparative:** colder, higher, more expensive, drier, more dangerous, hotter, more beautiful, more crowded, better, worse  
**Superlative:** the coldest, the highest, the most expensive, the driest, the most dangerous, the hottest, the most beautiful, the most crowded, the best, the worst

- b 1 What's the longest river in the world?  
2 What's the smallest country in the world?  
3 What's the most crowded country in the world?  
4 What's the highest mountain in the world?  
5 What's the windiest city in the world?  
6 What's the smallest ocean in the world?  
7 What's the most expensive mineral in the world?  
8 What's the driest place in the world?

- c 1 a 2 c 3 b 4 a 5 a 6 a  
7 a 8 b

- d 1 The Rio Club is the biggest.  
2 The Victoria Inn is the smallest.  
3 The Rio Club is the most popular.  
4 The Rio Club is the cheapest.  
5 The Victoria Inn is the most expensive.  
6 The Minerva is the most beautiful.

#### 2 VOCABULARY

- 1 hot 2 cold 3 dry 4 wet 5 snowing  
6 windy 7 sunny 8 cloudy

#### 3 PRONUNCIATION

- a 1 the most difficult  
2 the noisiest  
3 the most expensive  
4 the fastest  
5 the coldest  
6 the most crowded  
7 the most beautiful  
8 the driest

8  
C

### WORKBOOK KEY

#### 1 GRAMMAR

- a 1 He'd like to see the film again.  
2 She'd like to do a parachute jump.  
3 They wouldn't like to go skiing.  
4 I'd like to learn Chinese.  
5 We wouldn't like to work in a fast-food restaurant.  
6 He'd like to be lucky one day.  
7 You wouldn't like to see that film.
- b 1 He wouldn't like to be a teacher.  
2 Would you like to be a ballet dancer?  
3 We'd like to live in a big city.  
4 I'd like to learn how to fly a plane.  
5 She wouldn't like to work for that company.  
6 Would they like to go to Chile on holiday?
- c 1 Would you like to go for a walk?  
2 Would you like a biscuit?  
3 Do you like your neighbours?  
4 What would you like to do tonight?  
5 Do you like going to the beach?
- d 1 to learn 2 doing 3 cooking  
4 to come 5 to go up 6 flying

#### 2 PRONUNCIATION

- a 1 A Would you like to drive a sports car?  
B Yes, I'd love to.  
A Why?  
B Because I love cars and driving.  
2 A Would you like to ride a horse?  
B No, I wouldn't.  
A Why not?  
B Because I don't like horses.

#### 3 READING

- a 1 B 2 C 3 A 4 C 5 A 6 B

7  
D

### WORKBOOK KEY

#### 1 VOCABULARY

- 1 be 2 have 3 get / be 4 be  
5 fall / be 6 move 7 have 8 move  
9 get / have 10 meet 11 have

#### 2 GRAMMAR

- a 1 She's going to eat  
2 He's going to fall  
3 She's going to get  
4 He's going to have  
5 They're going to see  
6 He's going to take  
7 She's going to buy  
8 He's going to make

- b 1 A 2 B 3 A 4 B 5 B 6 B  
7 A 8 A

#### 3 PRONUNCIATION

- a 1 good / cook, 2 music / student,  
3 love / money  
1 looking / book, 2 newspaper / true,  
3 hungry / lunch
- c 1 good cook 4 looking, book  
2 Love, money 5 newspaper, true  
3 music student 6 hungry, lunch

#### CAN YOU REMEMBER?

- 1 aren't 2 Were 3 is 4 wears  
5 some 6 many 7 going 8 are

### PRACTICAL ENGLISH 7

#### 1 VOCABULARY AND READING

- a 1 Grilled low-fat goat's cheese  
2 Summer vegetable omelette  
3 no 4 two 5 no
- b 1 f 2 e 3 b 4 c 5 a 6 d

#### 2 ORDERING A MEAL

- 1 reservation 2 table 3 non-smoking  
4 order 5 I'd 6 for 7 like 8 water

#### 3 SOCIAL ENGLISH

- 1 b 2 e 3 d 4 c 5 a

## 1 GRAMMAR

- a 1 carefully 2 perfectly 3 politely  
4 well 5 hard 6 healthily  
7 beautifully
- b 1 happily 2 beautifully / well 3 well  
4 stylishly / well 5 carefully / well  
6 generously 7 hard 8 loudly
- c 1 careful 2 well 3 stylish  
4 aggressively 5 quiet 6 generous  
7 bad 8 slowly

## 2 PRONUNCIATION

- a 1 badly 2 dangerously 3 beatifully  
4 politely 5 carefully 6 slowly  
7 completely 8 quietly 9 stylishly

## 3 READING

- a a 3 b 6 c 4 d 5 e 1 f 2  
b 1 F 2 T 3 F 4 F 5 F 6 T

## CAN YOU REMEMBER?

- 1 any 2 much 3 going 4 it's  
5 than 6 the 7 wouldn't 8 slowly

## PRACTICAL ENGLISH 8

## 1 VOCABULARY

- 1 b 2 f 3 d 4 e 5 c 6 a

## 2 CHECKING OUT

- Of course. 8  
Room 223. 4  
Yes. Which room is it? 3  
No, but I had a beer ... 6  
Thank you very much. Have ... 9  
Good morning, madam. 1  
Morning. Can I have the bill, please? 2  
Right, can you sign here, please? 7  
Did you make any phone calls? 5  
Thank you. Goodbye. 10

## 3 SOCIAL ENGLISH

- 1 I'll call 4 I'm late  
2 I'll meet you 5 a good trip  
3 can we meet 6 I'll e-mail you

## 4 READING

- b 1 by car 2 by bus 3 by taxi  
4 by bike 5 by train

## 1 VOCABULARY

- 1 reply 2 holiday brochure 3 silence  
4 pick up 5 fun

## 2 GRAMMAR

- a 1 I haven't been to Thailand.  
2 Tim hasn't been to a Japanese restaurant.  
3 We've been to this city before.  
4 I've been to this bar lots of times.  
5 They haven't been to New York.  
6 My girlfriend's been to Paris twice.  
7 He's been to Brazil.  
8 We haven't been to Mexico.
- b 1 She's been to Brazil.  
2 They've been to Australia.  
3 They've been to Japan.  
4 He's been to Thailand.  
5 She's been to Canada.  
6 They've been to China.  
7 He's been to Malaysia.  
8 She's been to Argentina.
- c 1 been 2 haven't 3 has 4 been  
5 hasn't 6 have 7 haven't 8 have

## 3 VOCABULARY

- 1 market 2 bank 3 theatre  
4 supermarket 5 hospital  
6 sports centre 7 chemist's  
8 travel agent's

## 4 PRONUNCIATION

- /ɒ/ country /ɜ:/ really /e/ break  
/k/ cinema /dʒ/ angry /h/ hour

## 1 VOCABULARY

- a **Past participle:** broken, bought, driven, found, given, lost, made, run, written
- b 1 bought 2 run 3 given  
4 written 5 broken 6 lost  
7 made 8 found 9 driven

## 2 PRONUNCIATION

- /ɪ/ seen /ɔ:/ found /e/ heard /ʌ/ got  
/eɪ/ read /əʊ/ lost

## 3 GRAMMAR

- a 1 didn't meet 5 started  
2 went 6 didn't see  
3 Have you read 7 haven't read  
4 has met 8 Did you go
- b 1 Have you read 2 gave 3 did...like  
4 've read 5 Have...seen 6 took  
7 Was 8 didn't enjoy

## 4 READING

- 1 31st July 1965  
2 six  
3 English and Modern Languages  
4 secretary and English teacher  
5 to teach English  
6 journalist  
7 1993  
8 in a café in Edinburgh  
9 1997  
10 millions

## CAN YOU REMEMBER?

- 1 more 2 Would 3 coldest 4 well  
5 been 6 Have



## **Appendix 23**

### **Students' Attitudes at the End of the Experiment**

Yes, I have enjoyed the sessions, they were different from the usual oral sessions, we felt that it was a game but at the same time, we learned new things that we thought we knew already, and we also participated spontaneously since it was a funny environment. I liked the use of Native people's video, I also appreciated the story in listening.

I would like to thank you for this experience, and it was a chance that we have been the selected group, you have helped through recording our voices to know what was our level in speaking how to evaluate it, and at the end to note the difference and the ~~amely~~ improvement.

Thank you.

First, I wanted to thank you for your help, I have learned many things concerning vocabulary, spelling, grammar ..., we have spent an agreeable moments with you, I wish you good luck in your Thesis.

To be Honest, I have learned different things and this is because the successful program that you have brought to us. I have learned an important thing in term of behavior and the use of language in different places. Concerning the spelling, really I found it helpful and I love your moto « make mistake, because I love mistakes. » In vocabulary also I have learned a great number. Also concerning pronunciation.

I think that the Audiovisual materials are helpful for the students to improve their speaking skill, also the other skills. Videos is a new method to encourage students to give more and understand better.



The use of audio-visual technology as a method of teaching was quite interesting and helpful.

Indeed, attending, participating and being an active member during the lectures presented by Miss Hakima who was very patient, understanding and attentive to our needs, was really pleasant, even more than that, it was fruitful and beneficial for all of us.

In the courses of phonetics we have learned how different vowels were pronounced and how to make the distinction between them, we have been provided with many examples and practiced by transcribing some words that we heard through an audio-visual programme brought into the classroom, we also discovered and corrected some mispronounced names of countries like: Brazil / France. However, in our oral sessions, we watched videos of native speakers simulating different conversations (seller vs customer, hotel and restaurant reservations...) after we have seen those videos, we tried to perform comparable situations on the floor, in front of our schoolmates. We learned through that activity new ways to ask for something politely and also how to overcome our anxiety when confronted with an audience.

To conclude, I assume that using audio-visual technology is the best way to attract students' attention and break the ancient methods of teaching.



I enjoyed the session presented by Miss Cherqui, because I learned many things through watching videos of native speakers, I learned ~~to~~ new words during oral class and I corrected some mispronounced words that I thought I knew.

In my opinion, Miss Cherqui is a good teacher since she presented the activities in the best she could, and she focused on our needs. Her activities helped us to overcome anxiety and shyness, we performed similar situations to what ~~I have~~ we had seen in videos. I think that audio-visual technology is an important method of teaching

I enjoyed the sessions a lot, because of the method used "Audio-visual technology", it helped me a lot in several aspects: First, to create self-confidence this is why I feel more pleasant while speaking, and this is one of the behavior I learned. In addition to Grammar and pronunciation: I discovered the right pronunciation of some words which I thought that I knew them, but it was not the case.

Grammar also, I learned a lots of things that helped me to improve my English and avoid several mistakes which I used to make.

The teacher speaks clearly and has a simple method while explaining, and the majority of the students grasped.

I think that "Audio-visual" method is an advanced technology that led to ameliorate the level of the students.