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Faculty of Arts

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Department of English Language

**The impact of using audio aids by
teachers at secondary school to improve
pupils, speaking skill**

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

﴿ وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ أُولَئِكَ كَانَ عَنْهُ مَسْئُولًا ﴾

الإِسْرَاءُ آيَةٌ: (36)

Dedication

To my father...

Acknowledge:

First of all, I would thank s "Allah" for providing me the strength to complete this work. I would like to thank you my mother and my husband for their support and encouragement. I would like to thank you my supervisor Dr. Hakeem Madwi for his advice and guidance. To all the stuff members of English department at Azzawia University especially Dr. Tantawi for his comments and help. I would like to thank you my family and my friends especially (Arwa Rhoma, Malak Hassan, Khalifa Albashir) for their help.

Declaration:

I here by declare that I am the sole author of this thesis entitled: The impact of using audio aids by teachers at secondary school to improve pupils' speaking skill in zawia city, and that no part has been plagiarized – I also declare that all the materials submitted in this work which is not my own work has been identified with proper citation and referencing.

Name

Date

Sara Mohammed Alaswed

28 / 08 / 2024

Abstract:

This research aims to investigate the impact of using audio aids by teachers in secondary schools in Azzawia City. The researcher used mixed methods to collect data. The researcher employed several tools, such as pre-experimental design, with 20 students. Questionnaire for teachers who teach with the use of audio aid material, which were 23 teachers. In addition, a semi-structured interview was conducted for students who participated with the researcher at the pre-experimental test. The researcher found that, according to the short period that the researcher had, there was a positive impact of using audio aids. The learners 'performance improved with confidence and ability to communicate in English.

Key words:

Audio aids, speaking skill, listening skill, secondary.

ملخص

تهدف هذه الدراسة إلى التحقيق في تأثير استخدام الوسائل الصوتية من قبل المعلمين في المدارس الثانوية في مدينة الزاوية. استخدم الباحث أساليب مختلطة لجمع البيانات. استخدم الباحث عدة أدوات، مثل التصميم ما قبل التجريبي، مع 20 طالبًا. استبيان للمعلمين الذين يستخدمون المواد السمعية في التدريس، والذين بلغ عددهم 23 معلمًا. بالإضافة إلى ذلك، تم إجراء مقابلة شبه منظمة مع الطلاب الذين شاركوا مع الباحث في الاختبار القبلي. وجد الباحث أنه، وفقًا للفترة القصيرة التي كانت متاحة له، كان هناك تأثير إيجابي لاستخدام الوسائل الصوتية. تحسنت أداء المتعلمين مع زيادة الثقة والقدرة على التواصل باللغة الإنجليزية.

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Chapter I: Introduction

Background Of the Study:

Students often struggle to communicate effectively in the English language. The issue stems from the fact that students are not proficient in speaking at the primary school level. Libya has been denied the respect it deserves in studies for a very long time. Lack of exposure to the target language and insufficient practice could be the cause of this. Consequently, educators ought to employ diverse resources and instructional tools in their classrooms to offer a greater variety of scenarios and exercises that will enhance students' oral communication skills.

The use of audio-aids, such as plays, stories, and dialogues, is crucial since it provides learners with the chance to hear the target language in context. Therefore, teachers need to select these materials wisely in order to help students improve their speaking competence. All audio aids also have a good impact on students' speaking abilities. Teachers now have to use more modern teaching techniques and ideas.

The purpose of the audio-aids is to enhance the quality of instruction by providing students with a contemporary means of language exposure. The usage of audio aid resources is intended to increase student interest in the class, boost their level of stimulation, save time, and increase efficacy. The resources used in the educational system are more specific, but they may be employed in all domains to acquire a new target language through a variety of devices, including the computer, TV, Internet, social media, and others.

Models and gadgets that can be heard and project an image of a person, object, or circumstance are known as audio aids. These include readily available and reasonably priced resources such as radios, CDs, cassette players, and recorded materials that a language teacher with minimal training can use in an L2 classroom to maximise the learner's benefit and make the teaching methods, techniques, and materials much more engaging and effective (Akanbi 1988).

In contrast to the majority of other aids and tools used in language classes, this kind of tool allows the teacher to adjust the way they teach and how they engage students. It also draws in students, sparks their imagination, eases their fatigue, encourages participation in the process, and helps them develop the necessary language proficiency, particularly in speaking and listening. Despite the fact that audio aids are generally considered to be very beneficial while teaching L2, there is currently a

lack of availability of them at the secondary level in Libya. Therefore, this study will focus on availability of audio aids and their use by teachers in Libyan schools. Moreover, the effectiveness of these tools on learners' performance. Additionally, the learners' point views about learning with the use of auditory system.

1. Statement of the problem:

The majority of students in Libyan secondary schools struggle with public speaking. They are unable to communicate in a clear and understandable way. The majority of teachers' approach, the accessibility of the required teaching resources, and the students' minimal exposure to the English language are just a few of the factors contributing to this .

Every aspect of the world economic, social, cultural, and political is changing, and the educational system is no exception.

Stated differently, the employment of audio aids in the classroom such as, cassette, broadcasts, and CD seems to have significantly altered the regular, traditional procedures, particularly when it comes to speaking and listening sessions.

to raise students' performance, especially in speaking, and to provide them the tools they need to communicate more effectively.

2. Objectives of the study:

- To explore the impact of Audio aids on secondary school students.
- To investigate the student's point views about Audio aids as a delivery method.
- To understand the teacher view about using audio aids .

3. Significance of the Study:

This research work aims to investigate the use of audio visual aids and their relation with the pupils' improvement in English as a foreign language, Moreover, they are used in enhancing their speaking skill. They also aims to diagnose how essential the use of (audio aids) is for pupils and teachers to report to them about its importance and usefulness on enhancing and facilitating their work in the classroom, specifically in the listening and speaking session. Additionally, it is for those researchers who need it as a reference or simply as an interesting subject.

4. Research Questions:

To conduct this research a few questions have to be asked; they are as follows.

- 1) What are the tools that can help EFL learners to improve their speaking skill?
- 2) What strategies and methods teachers use to improve teaching speaking skill?
- 3) what are the teachers' views about using Audio aids in speaking skill?

5. The Methodology:

In this study, the data were collected by the using mixed approach (quantity and qualitative)

1) (Test pre&post) test for students:

This research applied a pre-experimental design (one group pre-test and posttest), this design involved one group that is pre-test (O1), expose to treatment (X) and post-test (O2). It aims to know whether there is significant development before and after using audio tools and to know whether by using audio aids can improve speaking skill.

2) Questionnaire for teachers:

The questionnaire will talk about availability and the use of audio aids by teachers in secondary Schools in Azawia.

3) Interview for students:

The interview will talk about the learner's opinions about learning with the use of audio aids material and its impact of development their speaking skill.

Summary:

Libyan education system focus only in traditional methods, in this research the researcher will try teaching with the use of audio aids material and will observe if these tools can help students to participate and improve their ability to communicate in English or not.

Chapter II: Literature review

Theoretical framework:

Introduction:

The need for a variety of methods while teaching English to speakers of other languages (EFL) compels educators to employ technological resources that support their students' learning. Resources for audio aids are frequently utilized in academia and are essential to education. Attention is captured, concepts are made simpler, and time is also saved by using drawings on the board, charts and posters on display, book illustrations, sounds, and words. Additionally, using audiovisual tools in the classroom helps spark students' interest in picking up new knowledge. The use of audio aids in the classroom is widely acknowledged to improve student learning. For the majority of human history, audio-materials served as the main source of education. The earliest humans drew on cave walls to express themselves and show what they wanted. Primitive humans learned from their environment as life evolved, and their primary learning techniques were imitation and trial. With the development of word and print, we almost lost our ability to work with aural materials. The significance of using audio-aids in teaching and learning is shown by studies on "how people learn." When teachers use instructional aids, students are seen to feel more motivated, pay closer attention, show curiosity, and pick things up fast. Students can quickly and successfully acquire the language by using a variety of resources. Additionally, the use of audio-aids in English instruction is crucial since it can encourage students to participate in class activities and, consequently, the teaching process. Making the material understandable for the students, using the target language as much as possible in the classroom, avoiding straight translation, and providing further explanations in the mother tongue are the main responsibilities of language teachers. In this regard, the audio-aids are helpful since they give students solid support and assist teachers in coordinating and correlating concepts, which makes the instruction more precise and tangible. Any audio that can be used to create an engaging and dynamic learning environment, such as sound recordings, music recordings, drama recordings, interviews, or anything else, can be used in the teaching process by the ELT instructor. Instead of utilizing the students' mother tongue, use posters, even play appropriate video clips, and clarify the text's meaning in the target language. The teacher may be able to free up time for other beneficial tasks by utilizing the audio-aids. Teaching is a science as well as an art, and skilled educators are constantly looking for ways to improve their methods. Teaching a language involves imparting

not only reading and writing skills but also other language abilities. English is taught in Libyan schools starting in primary school. Although it is expected that pupils will be able to speak and understand the language after graduation, they are unable to do so. They pause and speak with little vocabulary. When teaching English as a foreign language (EFL), the teacher has a hurdle because of their reluctance. But teachers can create an environment where kids may learn a foreign language more easily and effectively with the help of technology. Teachers that specialize in teaching foreign languages to their students are expected to have astute interaction-stimulation skills in the classroom. Students who are attempting to acquire English as a second language require encouragement and support. The four LSRW (listening, speaking, reading, and writing) components of language learning must be mastered by them. Jaber (2021), mentioned that modern technological aids, such as digital audio recordings, provide incomparable comfort in collecting voice recordings from students within educational environments. Besides, the utilization of digital audio recording is recognized as an efficient tool for teaching foreign languages in classrooms, which also indicates that the primary objective is to enhance speaking skills.

Interrelation between Receptive and Productive Skills:

Teachers frequently discuss language use in terms of the four abilities of speaking, writing, listening, and reading. Usually, there are two categories for them. The phrase "receptive skills" refers to reading and listening abilities where meaning is deduced from speech. Speaking and writing are examples of productive skills in which pupils must truly develop language on their own (Harmer, 2007, P. 265). Receiving language through the ears is called "listening." When we listen, we must recognize speech sounds and turn them into words and sentences. When we listen, our ears pick up particular sounds, such as letters, stresses, rhythms, and pauses, and our brains translate these sounds into meanings that we can understand. Any language takes focus and attention when listening. Some people have to put in more effort than others to master this ability. Those that struggle with concentration are usually not good listeners. A second language takes much more concentration when listening. We pick up this ability, just like babies, by listening to others who are fluent in the language. Native speakers may or may not be a part of this. One can listen to recorded or live voices for practice. The most crucial thing is to listen to as many different voices as you can. Strong listening abilities are essential for learners to acquire in order to speak English fluently. Speaking clearly to others and being able to comprehend

what others are saying are two benefits of listening. It aids in acquiring appropriate word pronunciation, intonation, and word and sentence stress placement. This facilitates understanding of communication by others. "Reading" is the act of interpreting a set of written symbols by examining them. When reading, our eyes interpret textual symbols letters, punctuation, and spaces while our brains translate those symbols into words, phrases, and paragraphs that make sense to us. Reading aloud (for other people to hear) or silently (in our heads) is both possible. Reading is a receptive talent, meaning it allows us to take in information. However, speaking fluency is also necessary for the difficult reading process in order to pronounce the words we read. Reading is productive in this sense as well since it allows us to convey and receive information even if it's only to ourselves. Does speaking English require reading? No, is the succinct response. While they are fluent in English speakers, some native speakers are illiterate. However, reading is something that a person can do on their own and will help them talk (as well as listen and write) by considerably expanding their vocabulary. Therefore, it is advised that English learners attempt to read as much as they can in English Skills since reading is a very valuable skill and activity.

The Speaking Skill:

"Speaking is the active use of language to express meaning so that other people can make sense of them," claims Cameron (2001, p. 40). Additionally, she claims that speaking is harder than listening. She continues, saying that the reason for this is that speaking involves both language creation and comprehension. "To speak is to use words; to say or discuss anything, to converse with someone; to address someone in words, etc." according to the Oxford Advanced Learner's Dictionary (2008, p. 426). Speaking skill is defined by Florez (1999) as the ability to use terminology that is appropriate for the audience, comprehensible, and relevant to the subject matter and context of the speech act. According to Harmer (2007), the speaking process entails the three AAA stages of awareness, appropriation, and autonomy. During these stages, learners are made aware of the features of the target language that are integrated into their existing knowledge base and gain the ability to mobilize these features on their own in real - time. Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts," according to Chaney and Burks (1998) Speaking is described as a participatory meaning-construction process that includes information production, reception, and processing. The context, the people speaking, and the goals of the speech all influence the speech's structure and meaning (Burns & Joyce, 1997). The operational definition

of speaking in this study is the foundational stage students' capacity to communicate verbally, coherently, fluently, and appropriately in a given meaningful context to serve both transactional and interactional purposes while adhering to the pragmatic and discourse rules of spoken language and using proper pronunciation, grammar, and vocabulary.

D. Elements of Speaking skill:

Pronunciations:

According to Harris (1974), When pupils talk, they can produce clearer language by using proper pronunciation. It deals with the phonological process, which is the part of grammar consisting of the constituents and principles that establish the patterns and variations in sounds in a language. Pronunciation has two components: suprasegmental characteristics and phonemes. The researcher deduced from the aforementioned remark that pronunciation is the study of how words in a certain language are formed clearly when individuals speak. Pronunciation is essential when communicating in order to facilitate understanding of the other person.

Vocabulary:

According to Brown (1984), vocabulary is made up of words you use when you talk or write as well as terms you understand when you read or listen. Having a large vocabulary can facilitate efficient communication. Keeping a vocabulary notebook is one of the best strategies to manage your word acquisition, according to Collier (1971). You might want to keep a big one on your desk for studying and a little one in your pocket so you can jot down words as you hear and see them.

Grammar:

According to Yule (1994), grammar is a type of internal language knowledge that is used in the creation and identification of language that is suitably structured.

Comprehension:

Two common senses are the foundation of comprehension, according to Clark and Clark (1977). In the strictest sense, it describes the mental process through which listeners assimilate the sounds made by a speaker

and use those sounds to construct an understanding of the speaker's intended meaning. More broadly, It retrieves and stores the fresh data that it sends. In memory.

Accuracy and fluency:

According to Brown (2001), the first objective of language instruction should be fluency In communicative language courses. Fluency, according to Cunningsworth (1987), is the capacity to speak a language confidently, naturally, and without excessive pauses or hesitations. To some extent, students can become more exact if they are given the opportunity to focus on the phonological, grammatical, and discourse factors in their spoken output. When teaching students English, teachers should set an example of how to speak the language In a way that is attractive, grammatically and phonologically right. The quality of being precise, error-free, and right is called accuracy. The pupils only make one or two significant mistakes that lead to confusion, not many substantial phonological problems, a few grammatical and lexical faults, or both Brown, (2001).

The capacity to speak a language clearly and effortlessly, as well as the smoothness with which a language or activity is represented, Is known as fluency. It is focused on how smoothly and quickly words are spoken. Even If it is concerned with the intensity of practices, talent, and habit, It should be speech that Is as fluid as that of a native speaker.

Types of Speaking Skill:

According to Brown (2001), he classified the oral language into two types, they are monologue and dialogue .

Monologue:

Brown (2001, p. 251) clarified, saying that "the hearer must comprehend long durations of speech without interruption when the speaker uses spoken language in monologues. Whether the hearer understands or not, the discourse will continue at the same time. He classified two categories of monologues. First of all, prepared monologues such as - speeches and other written content typically show little repetition and are thus challenging to understand. Second, spontaneous monologues such as - lengthy "stories" in discussions and spontaneous lectures have more repetition, which facilitates understanding; nevertheless, the addition of additional performance factors and hesitations can either facilitate or impede comprehension.

Dialogue:

According to Brown (2001, p. 251), "Dialogues involve two or more speakers and can be classified into those exchanges whose purpose is to convey propositional or factual information (transactional) and those that promote social relationships." Because the participants in each scenario may have a great deal of common knowledge (background information, schemata), the familiarity of the interlocutors will result in conversations with a greater number of implicit meanings, assumptions, and other meanings. References and meanings need to be clarified in order to guarantee proper comprehension in interactions between or among individuals who are unfamiliar with one another. If these references are not stated clearly, misunderstandings could occur.

Speaking Problems:

According to Aziz & Kshinathan (2021), students still struggle with speaking English due to a lack of vocabulary knowledge, anxiety, fear of making mistakes, and poor fluency and grammar. In addition to these reasons, pupils lack enthusiasm, are slow readers and word learners, and would rather converse in their native tongue than English. The way that the students were taught also played a role in their inability to speak English fluently. Sayuri (2016) came to the conclusion that in addition to having issues with pronunciation, fluency, grammar, and vocabulary, students also lacked confidence in themselves, were hesitant to speak up for fear of making mistakes, and felt uneasy because they had nothing to say. A further study conducted by Rahayu, Verawati & Islamiah (2019) According to the data gathered, environmental variables that hinder students' ability to use the English language in everyday language conversation are the primary causes of their troubles. Moreover, the dearth of desire to practise English. According to Afshar & Asakereh (2016), the main issues that students have when speaking English may be broken down into three categories: linguistic, affective, and social issues. Affective problems encompass a range of issues, such as fear, motivation, self-confidence, anxiety, family history, and teacher and student competency. The comprehension in speaking class and comprehension outside of the classroom are examples of socially connected difficulties. The issues pertaining to language encompass vocabulary, fluency, grammar, and pronunciation. Learners may struggle with affective issues when speaking for a variety of reasons, including nervousness, anxiety, and low self-esteem. They'll probably talk less clearly and more slowly in an effort to avoid making blunders. Additionally, they prefer to halt frequently and are hesitant to speak in front of the class.

Firstly: linguistic issues

A .Vocabulary:

The words that people use to express themselves when speaking are referred to as vocabulary. "If learners want to use language fluently and want to sound like native speakers, they need to be able to put words together quickly in typical combinations," according to Pawley and Syder (as cited in Nunan, 2003, p. 130). This implies that vocabulary issues arise when someone lacks the language necessary to communicate and is unable to put their vocabulary into well-constructed sentences. In other words, the speaker needs to have a large vocabulary for the discourse to flow smoothly.

B. Grammar:

"Grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level," states Nunan (2003, p. 154). Additionally, he said, "Sentences are acceptable if they follow the rules set out by the language's grammar." It implies that learners will not be able to successfully communicate in English if they are ignorant of grammar norms.

C. Pronunciation:

How to Pronounce It Sound production is referred to as pronunciation. A second language learner must become proficient in each unique phoneme of a new language, claims Hinkel (2005). It will also benefit the pupils if they can communicate in a natural way, much like a native speaker. Pronunciation accuracy is essential for improving speaking abilities. Even if they make mistakes in other areas, learners who pronounce words correctly in English are more likely to be understood than those who pronounce words poorly.

Secondly: Effective issues

Anxiety:

Uncertainty In relation to studying a foreign language, anxiety is characterized by tension, apprehension, and agitation, according to Horwitz et al. (cited in Nascente, 2001). Nascente continues, "Among other affective variables, anxiety stands out as a major barrier to efficient language learning." Stated differently, anxiety has an impact on students' language acquisition. Consequently, when considering this matter, it is

critical to consider learning. Several academics have also observed that fear plays a big role in students' learning; Sylvia and Tiono (2004), for instance, quote Horwitz (1991). He believes that students' anxiety about speaking a certain language may have an effect on their performance. It may have an impact on a person's spoken language output level and provide the false impression that they are less fluent. This notion suggests that teachers should make an effort to create a setting in the classroom where pupils feel more at ease participating in educational activities.

self confidence:

It's common information that students lose confidence when they think their conversation partners didn't comprehend them or when they think others don't understand them. They would opt to remain mute in this situation while others spoke, demonstrating the pupils' lack of confidence in their ability to communicate. Tsui responded by citing Nunan (1999), who asserts that students who are self-conscious and uneasy in their English are bound to have communication anxiety. This is a perfect example of how teachers ought to prioritise assisting their students in gaining confidence. This implies that in order to help students develop their confidence, teachers need get information from both theoretical and practical experiences.

C .lack of motivation:

Research indicates that a student's drive is critical to their achievement in the classroom (Songsiri, 2007). Nunan (1999) highlights the need of taking motivation into account when analyzing the learning process because it may have an impact on students' reluctance to speak in English. In this sense, motivation plays a critical role in determining how prepared pupils are for communication. Zua (2008) continues, "Inspiration comes from within." She asserts that it will heighten the students' interest in the material they are studying, regardless of their objectives. Building students' enthusiasm to study is a vital task for all teachers, as evidenced by the numerous studies that demonstrate students with great motivation to succeed may persevere in their studies and achieve better scores than those with weaker motivation.

A. Shyness:

When speaking in front of the class in English, shyness is a common emotional problem that many students experience at some point. This suggests that shyness may be a contributing factor to issues with students' classroom learning, particularly when it comes to speaking classes. As a

result, focusing on this element is equally crucial to assisting students in giving their best oral presentations in the classroom (Gebhard, 2000). Accordingly, Baldwin (2011) goes on to claim that one of the more prevalent phobias that students experience is speaking in front of others, and that sense of shyness causes their minds to wander or makes them fearful that they won't know what to say.

B. Fear of making mistakes

One of the primary reasons why students are reluctant to use English in the classroom is fear of making a mistake (Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010). Aftat (2008) notes that the fear of making mistakes is associated with the concerns of criticism and unfavorable assessment. Furthermore, this is also greatly impacted by the students' fear of receiving negative feedback from the teacher or being made fun of by their peers. Students typically give up on the speaking activity as a result (Hieu, 2011). Because students can learn from their mistakes, it is crucial for teachers to persuade their students that making mistakes is neither wrong nor harmful.

Thirdly: Social issues

According to Ur (1996), there are four main factors that cause problems faced by students in speaking. Those problems are inhibition, nothing to say, low participation, and mother tongue used .

A. Inhibition:

When attempting to communicate in a foreign language in the classroom, students frequently feel restricted. Concerned about making mistakes, afraid of being judged or losing face, or just bashful of the attention their speech may draw.

B. No thing to say:

To say even when students exhibit no inhibitions, they sometimes lament that they are unable to come up with anything to say or know how to express themselves when they ought to be speaking. The students understand how difficult it is to come up with anything to say.

C. law participation:

For example, in a large group class, it is discovered that each person must speak one at a time in order to be heard. The tendency of certain students to dominate while others talk very little or hardly at all exacerbates this issue.

D. Using mother tongue:

If some or all of the students in the class speak the same mother tongue, they might speak it more often because speaking English feels strange and is easier. It can be challenging to encourage certain students, especially the less motivated or disciplined ones, to stick to the second language if they converse in small groups. The researcher attempts to address these issues by employing audio aids in English language instruction and creating a conducive learning environment for students to speak and listen in the language so they can understand the benefits of using audio aids in the learning process.

Role of the Teacher:

Harmer(2001,p.275-276)stated that the teacher employs three roles:

1) prompter:

When a student gets stuck or runs out of things to say, the instructor should help them by providing ideas without cutting into the discussion. As a consequence, students won't experience frustration when they speak.

2) Participants:

Along with engaging his students in activities and discussions, the instructor can also take part in role plays and discussions. With fresh knowledge, he can enhance the activity, guarantee ongoing student engagement, and uphold an innovative environment.

3) Feedback provider:

When students are working on an activity, the teacher needs to be aware of when to provide feedback. If the teacher participates too much or corrects them too much, it may hinder their progress and remove the opportunity for communication. Instead, mild corrections may help students clear up any misconceptions.

According to Brown (2001:271274), there are six similar types of speaking performance in classroom .

They are follows:

According to Brown (2001:271274), there are six categories of speaking performances that are comparable in the classroom. They are presented in the following order.

A. Imitative:

Students who demonstrate "human tape recorder" speech that is, speech that tries to isolate a specific vowel sound or produce an intonation contour should be given comparatively little speaking time in the classroom. Instead of engaging in a deep conversation, the purpose of this kind of imitation is to highlight a particular feature of language structure.

B. Intensive:

Intensive speaking goes one step beyond initiative which include any speaking performance which is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self initiated or it can even form part of some pair work activity, where learners are "going over" certain forms of language .

C. Responsive:

A significant portion of what students say in class is responsive, consisting of brief answers to queries or remarks posed by the teacher or other students. These responses are typically adequate and don't involve conversation.

D. Transactional (dialog):

Response-based language is expanded upon by transactional language, which is used to transmit or exchange certain information. For instance, a conversation may come across as more negotiational than receptive.

E. Interpersonal (dialog):

Interpersonal dialogue Is another type of communication that is more often used to preserve social relationships than to share knowledge .

F. Extensive (monolog):

Finally, oral summaries, oral reports, or even short presentations involving extended monologues are expected of intermediate and advanced pupils. Here, the register is more formal and purposeful. This speech can be delivered unexpectedly or with preparation.

Speaking versus listening comprehension:

In essence, listening is an active process. "We do not simply take a language in like a tape recording to our purpose in listening and our background," said Nunan (1989: 23). It is the listener's responsibility to recognize and translate those uttered signals into recognized words, to assess grammar and additional meaning, and to react correctly to what has been stated. In their listening book. Anderson and Lynch(1988) made a distinction between listening that is reciprocal and listening that is not. The latter describes these listening exercises where the listener can negotiate the interaction's topic and engage in conversation with the speaker. They emphasize how listening is a dynamic process.

Teaching aids:

The terms "teaching" and "assistance" make up the phrase "teaching aids." "Aid is another word for assistance or support, while teaching is the act of aiding learning. Teaching is the process of assisting students in developing the information, abilities, and attitudes necessary to attain specific, predefined goals. It involves the interaction of three crucial elements of education: the subject matter, the teacher, and the student. A teaching aid is a tool that an educator uses to assist in better enabling the process of teaching and learning.

- You can use it as a way to give the theoretical and practical texts life. A teaching aid can engage students in four ways: physically, mentally, emotionally, and environmentally. It does this by having them use their senses and act out scenarios, mentally by having them use their thoughts and reasoning, emotionally by having them act out scenarios, and environmentally by having them become aware of their surroundings.

Creating an interest in students is a crucial part of the teaching process. Effective learning can occur when interest is generated in the material. Using instructional materials is crucial for this reason since they may spark students' interest in the teaching-learning process. Richard (1981) discovered in his research that the average person can recall 10% of what they read, 50% of what they see and hear, and more than 70% of what they hear, see, and do. This viewpoint is also explained by an old proverb: I hear, then I forget. I do and I comprehend; I see and recall .

Types of teaching aids:

Categorization of Teaching Aids on the basis of Sense Organs addressed.

1) VISUAL AIDS:

Visual aids include things like models, photos, charts, posters, books, maps, flash cards, flannel boards, chalkboards, overhead projectors, magnetic boards, slides, photo graphs, silent films, and more that rely on the user's sense of vision.

2) AUDIO-VISUAL AIDS:

The aids which involve the sense of vision as well as hearing are called Audio- Visual aids. For example :- television, demonstration, lectures, mobile phones, films, computer etc.

3) Audio Aids:

Audio-aids are devices and models that project an image of a person, thing, or situation and may be heard. These include readily available and reasonably priced items like radios, cassette players, recorded materials, and the like, which a language teacher with minimal training can use in an L2 classroom to make the teaching strategies, materials, and methods much more engaging and effective while also maximizing the learner's benefit (Akanbi 1988). Unlike most other forms of aids and means used in language classes, this kind of aid allows the teacher to quickly and effectively adjust the teaching style and technique as well as the classroom environment as needed. On the other hand, it draws the learner's attention, stimulates their imagination, lessens their fatigue, encourages them to participate actively in the process, and helps them develop the necessary proficiency in the language skills, particularly speaking and listening. The goal of the many teaching tools developed and suggested by language specialists is to pique the student's interest and motivate them. The student becomes passionate and excited when they hear the native speaker's voice and accent on the audio tape. This makes it much easier for the student to comprehend both the linguistic and communicative elements. Textbooks and other written materials used to teach the target language take on a more realistic appearance with the inclusion of audio aids. For instance, the learner is pulled to the information as soon as the tape player is turned on and it is presented. He or she senses that there is another teacher there in the room. Additionally, the teacher can effectively manage the weak and uninterested student with the use of auditory aids. These tools are thought to improve student connection and active participation while decreasing teacher discourse and the chalk approach. Using audio cassettes, the teacher can also provide students as much practice as is required; however, it should be kept in mind that audio aids should also have a purpose. According to

Pike (1997), there are several important reasons to carefully plan and implement audio aids: they can motivate students, draw and hold their attention, reinforce the lesson's main ideas, illustrate and support spoken literature, reduce student misunderstanding, increase retention, add a touch of realism, save money and time in the classroom, assist teachers in communicating more clearly and succinctly so that students can understand the material easily, and help them clarify their thoughts and provide a logical path for communication. (Muniruzzaman and M.M. Rahman, 2008).

Types of audio aids:

▪ Radio:

One of the easiest ways for learners to improve their listening skills is to listen to the radio. Law-tech is radio.(Miller & Flowerdew, 2005:165).One of the most important audio tools is the radio; it gives pupils practice in general listening skills and increases their understanding of various contexts. "The role of Radio in learner's everyday life effects its use in the language learning classroom," asserted Mishan (2005, p. 138).Additionally, because they can listen to "pop songs or their favorite programs," students will increase their motivation (Flowerdew & Miller, 3005:167).

▪ The tape recorder:

The recorder on cassette The most important audio aid is the tape recorder. It offers a successful source of real language and a reach in enhancing teaching and learning. "Audio cassette players are the simplest and cheapest way to provide listening practice opportunities for students in a classroom," according to Flowerdew & Miller (2005:167). Chan (2004) presented an alternative viewpoint in which she stated that using tape in the oral skills lesson is crucial. The tape player is the most convenient means for students to listen to a range of genres, including lectures, music, poetry, stories, interviews, and dialogs, in order to strengthen their receptive skills. The audio tape recorder According to Alsharif (2008), language laboratories are a common feature in many schools. It is predicated on hearing and repeating language structures; in theory, children would acquire the language more quickly if they heard and repeated language patterns frequently enough. The language lab is especially useful for teaching listening materials since it provides teachers with the opportunity to listen to native speakers in order to enhance their pronunciation and supports them in delivering the lessons using a variety of ways. However, language laboratories are helpful tools

that let kids easily learn how to listen. is currently the most widely available voice recording device for skilled workers. When used as a teaching tool, tape recorders allow students to hear native speakers with challenging intonations, which helps them comprehend other languages and improves their speaking and listening abilities.

CD - Player:

Using CD players is another contemporary method of comprehension through hearing. Electronic devices called CD-players are made expressly to play audio CD-ROMs. These CDs contain lectures and listening exams that can be stored for later use by English language learners (Nomass, 2013).

Language laboratory:

According to Alsharif (2008), language laboratories are a common feature in many schools. It is predicated on hearing and repeating language structures; in theory, children would acquire the language more quickly if they heard and repeated language patterns frequently enough. The language lab is especially useful for teaching listening materials since it provides teachers with the opportunity to listen to native speakers in order to enhance their pronunciation and supports them in delivering the lessons using a variety of ways. However, language laboratories are helpful tools that let kids easily learn how to listen. On the other hand, the teacher needs to carefully prepare the materials he will use in the lab, listen to the lessons repeatedly, highlight any new or significant information, and develop engaging exercises that students may complete in the lab.

Previous studies:

There are several researches including this field, Learning a foreign language is done with the intention of communicating, either orally or in writing. Put another way, being able to speak a foreign language is a guarantee of mastery. In his study, Belmekki (2023) examines the effects of self-video recording on students' speaking skill development in an engineering school. Pre- and post-tests were used in a quasi-experimental study to find the cause-and-effect relationship between the two variables. Two intact groups were created from the separation of the control and experimental groups. The data were analyzed using both descriptive and inferential statistics, including the mean, standard deviation, independent sample t - test, and effect size. The results of the trial demonstrated that students' capacity to communicate was impacted by self-video recording

and that there was a 6.43% difference between the group of students receiving treatment and the control group. This implies that making self-videos can be a useful tool for raising pupils' speaking proficiency. As a result, It is suggested that students use self-video recordings as a teaching tool to rehearse speaking more. It's also recommended that students utilize and experiment with various ICT resources to help them with speaking and general foreign language acquisition. Wicakdono (2017) in his research: speaking skills are enhanced by using video recordings, and after discusses how to teach speaking with video recordings. Using students at Nusantara PGRI Kediri University in East Java, Indonesia, in the third grade, this study examined the efficacy of video recording in enhancing students' speaking abilities. There are 73 female and 21 male third-graders, and the majority of the female students are bashful and fear making mistakes. Based on the data, it can be inferred that learners have a good attitude towards video recordings, particularly when it comes to recognizing and identifying their speaking shortcomings without feeling embarrassed. According to Parasad & Konal (2020) in their study under title the learners' perceptions about the use of video recordings in developing students' speaking skills and expressing abilities while participating in presentation, group discussion and debate in the ESL classroom. Sixty professional students, from a professional college are formed as the sample for this study. To ascertain the effectiveness of using video recording in the classroom teaching for developing the learners' oral skills, the students' questionnaire was administered to acquire the data. The questionnaires were analyzed to establish the measures of oral fluency of learners in their video recordings. The results expressed that the integration of video recordings in speaking classes significantly improved the learners' oral proficiency. However, it was found that video recordings aided to encourage the learners to participate in speaking activities confidently and efficiently.

Asvio, Rahmadoni, Febriani and Vivekanantharasa (2022) Found out how audio-visual aid can enhance students listening skills of EFL learners. From the observation, it was found that most students have bad scores in listening skills and low motivation in following listening materials. The researchers, then, employed the classroom action research method to fix the problem directly. This research was conducted in the English department of UIN FAS Bengkulu. The population used by the researchers was students in the third semester who got listening class. The sampling technique used was purposive sampling, choosing the criteria or specific considerations so that they do not go through the selection process as done in a random technique. In this case, the researchers chose class 3b because it had the lowest grades and motivation among the other

classes. Two cycles were done to handle the problem. The instrument used to gain the data by using a test, observation sheet, and interview. The data comparison from pre-assessment to final assessment shows a positive impact of the strategy on students' scores and motivation in the teaching-learning process of listening. Rasmi, Irmawati and Ihsan (2020). On their study to improve the speaking skill of the eighth grade students of SMP Negeri 3 Banawa in the use of audio visual aids. The research was conducted through action research consisting of two cycles. The data were obtained from observation during the implementation of the action; interview with Teacher of English and the eighth grade students from class VIII A; and discussion with Teacher of English. Data in the form of field notes, interview transcripts, and photographs. The validity of the data is obtained by applying utilization Audio Visual Aids, results and processes. The results show that there was an increase in students' speaking skills through the use of audio visual aids. The audio-visual tool used in this study was video and slide. Videos were taken from youtube.com in the form of dialogue in certain expressions. These videos can attract students' attention and increase their learning motivation. Students can have a better understanding of the use of English in real situations when they learn appropriate English language models through audio-visual aids (video and slide). Students make improvements in several aspects of speaking skills, such as fluency and comprehensibility. They are more confident in speaking English. They actively participate during the teaching and learning process. In addition, they did not hesitate to ask the teacher when they found difficulties. The research findings are also supported by the results of students' speaking achievement which increased from 57.78 in cycle I to 72.67 in cycle II .

Ramli (2018) in his research investigated the use of podcast to develop students' English skills, listening and speaking. Technology has produced prominent contribution on education in this information age. It is well known as audio technology. Podcast is one of interactive medias applied to support learning process in the classroom in developing listening and speaking skills. . The result found that the potential achievement in using technology affected both students and teachers. Students moderately engaged themselves to sharpen their English achievements; listening and speaking with technology experiences. They obtained various instructions and interesting learning atmosphere. Besides, the teacher was also challenged to have an ability to integrate technology tools (such as Podcast) to perform a creative instruction in classroom setting. Podcast provided tremendous topics and activities which make teachers and students enrich their knowledge as well as mastery their skills in educational purposes

.Ainun¹, Munir²,and Tahir³ (2020)found that the effect of using podcasts on the students listening skills. This research was done at Universitas Negeri Makassar. The population of this research was the students from Universitas Negeri Makassar. The researcher used cluster random sampling to choose the sample of the research. The sample of this research was 25 students from class D 2020. The researcher used a quantitative technique. The instrument of this research was a listening test using audio podcast which was administered as a pretest and post-test. Based on the result of data analysis showed that the use of audio podcast improved the students listening skill. It was shown by the mean post-test score which was higher than the mean pretest score ($63.63 > 51.76$). Then, the researcher concluded that using audio podcasts on the listening skills has a significant effect on students listening skill. In addition, using of podcast improve learners vocabulary and communication.

Abdulrahman, Basalama and Widodo (2018) in their research under title "investigate students' listening comprehension through the use of podcast in EFL classroom". 60 high school students in Indonesia were taken as sample for this research with distribution of 30 students in experiment class and 30 students in control class. The samples were taken by using cluster random sampling. Quasi-experimental method with the post-test only control group design was applied in this research. In addition, a survey questionnaire was administered to experimental group to explore their perception on the use of podcast instruction in teaching listening. Findings revealed that there is a significant difference of post-test score between two groups, favoring experimental group. Data analysis using one way ANOVA showed significance value (sig. 0.010) is lower than < 0.05 which interpreted that Podcast has significant impact on students' listening comprehension. Additionally, the result of questionnaire indicated that students have positive attitude toward the use of podcast in listening classroom. Students perceived that podcasts provided authentic materials, interesting activities including listening exercises and meaningful tasks for them so they felt more motivated to learn English. This study recommended that teacher may utilize podcast in teaching listening considering its effectiveness as technology based learning tool.

Bastari, Diana and Samad (2017)concluded that Podcast is a digital recording which contains a recorded programs from television, radio, and interviews. Many researchers have discussed about the podcast as an alternative teaching media to support students developing their speaking skills. A significant improvement on students' speaking skills by using podcasts . Class XI IS3 was chosen as the sample of this study with total

30 students. This pre-experimental study employs pre-test and post-test. These tests are provided in the form of oral tests. The data from these tests were then calculated by using statistical formulas. The result showed that the post-test score was higher than the pre-test. The finding showed that there was a significant improvement of the students' speaking skills performance after undertaking treatments. Thus, podcast media can be used as one of the alternative media in teaching English especially speaking skill in EFL classes.

Kamelia (2019) according to her research was design in descriptive qualitative research. The data was collected and analyzed from several related of literature on the application of videos in English classroom around the globe. This study stands its objectives and sees video as one of the effective media that can make students more enjoyed process teaching and learning. This study recorded that many research has proved on the effectiveness of using video as media for students, especially the EFL classroom. It seems using videos can give a relaxing situation for students in learning English. It also can make students more active and easy to understand the material since the video contains pictures and audio that causes students to see the material directly. These recent studies also share the teaching procedure used by the researcher/teacher when conducting teaching and learning activities in the class which are seems divided into three steps, e.g., Pre-activity, main activity, and activity of the last post. The analysis recommends the teacher, as a model should have planning systematically what teacher should do during teaching and learning process to deliver go accuracy, which all help to improve speaking skills. In his research, "The use of audio visual media in teaching speaking" Kurniawan (2016). Results indicated that 89% of the sample of eighth grade students from SMPT demonstrated an increase in improvement in their speaking skills when using audiovisual aids. The introduction of audiovisual content was well received by Bustanul Arifin. The use of audiovisual media in English speaking skill has increased fourth grade students at Labschool Elementary School East Jakarta, according to Herlina's research (2014) "improving students' speaking skill through audiovisual media at fourth grade of Labschool elementary school east Jakarta." Audiovisual media can enhance students' speaking of being able to present an attractive Speaking skill activities in the classroom. With the use of audiovisual tools, students can learn English short stories from expert speakers more quickly. In his study "Effectiveness of audiovisual aids in language teaching at the tertiary level," Almamum (2014) provides evidence in favour of the claim that audiovisual aids promote language acquisition. Different audiovisual resources are beneficial to teachers as well as students in language

classrooms. The use of audiovisual aids in language instruction improves student motivation, creates an engaging and dynamic classroom environment, and facilitates the development of language skills. The appropriate use of audiovisual aids by teachers can enhance language learning and teaching. "The role of audio scripts in the improvement of students speaking skills" is Zineb's (2014) study. According to the study, students can improve their pronunciation, grasp of accents, and understanding of national cultures by listening to native speakers read aloud from audio scripts. They can also expand their vocabulary by learning new words and sentences. Abudullah & Alshwabkah (2023) on their study that aims to investigate the speaking enhancement throughout podcasting use as a teaching method. Besides, it focuses on how this podcasting enhances speaking of English language. In this study, the researcher focuses on university students in Jordan. In order to achieve such aims, this study employed quasi-experimental design. The findings concluded based on the lecturers' observation during implementing speaking test that EFL students committed several speaking errors and these errors are found to be caused due to lack of vocabulary, pronunciation difficulties, grammar differences, listening difficulties, tenses, morphological error categories, and preposition use. It also found that students are positively affected by the use of technology-based teaching approach (podcast), additionally, it is concluded that technology-based approach positively affected students' speaking skill. This study recommends that teachers and students should focus when improving speaking skills on the use of technology tools. In addition, it is recommended to conduct further studies focusing on the causes of speaking difficulties. Fitria, Vianty and petus (2015) study aimed at investigating whether or not there were significant differences in English listening and speaking achievements between the twelfth grade students of MAN 3 Palembang who were taught by using Podcasts and those who were not, and this study aimed to get the students' feedback about the use of Podcasts to improve their English listening and speaking achievements. There were 60 twelfth grade students of MAN 3 Palembang in the academic year 2014/2015 as the sample and they were divided into experimental (N= 30) and control groups (N= 30). Both groups were given pre- and post tests, but only the experimental group was given the treatment. To collect the data, listening and speaking tests were administered to students in both groups, and a questionnaire was administered to the students in the experimental group. The obtained data were analyzed by using paired and independent sample t-tests. The results showed that there were significant differences in both listening (mean difference= 23, p= 0.000) and speaking (mean difference= 17, p= 0.000) achievements between the experimental and control groups. Next, the

results of questionnaire indicated that Podcasts served meaningful, appropriate, interesting tasks, activities and authentic materials which could attract the students attention, increase their motivation, and improve their comprehension. Hence, based on the results of this study, Podcast was an effective and innovative technology-based learning tool in English classroom, especially in integrating listening and speaking. Rhoma (2024) in her research EFL Teachers' Attitude towards Using CDs as Audio Teaching Aids in Teaching (Listening and Speaking Skills) found out that, there are effective role by using CDs to improve listening and speaking skills, however no application by teachers in secondary Schools at Surman city according to the unavailable laboratories, lack of experience and time and lack of financial support to available these aids.

Summary:

In this study, I'll attempt to concentrate on the effects of using audio aids, like CDs and cassette players, on the learning process and how they affect the development of speaking and listening skills. I'll use a mixed approach combining quantitative and qualitative methods to demonstrate how well students are performing and how they can overcome their obstacles when using audio aids .

Chapter III: Research Methodology.

Introduction:

The methods and techniques utilised in this investigation to produce accurate and trustworthy data are presented in this chapter. It provides an overview of the study's participants, research design, data collecting, and environment.

Research methodology and design:

The current study aims to investigate the impact of using audio aids by teachers in secondary school to improve secondary students' speaking skills. The purpose of the current study is to find out how using audio aids in the classroom helps secondary school teachers enhance their students' speaking abilities. Consequently, the research will be useful in identifying the enhancement that auditory assistance provides for students' performance. The project also sought to improve students' speaking abilities by encouraging teachers to include audio aids in the English language learning process by using quantitative and qualitative methods to Gather data..

Research Questions:

Addressing the following research questions is the goal of the project:

1. What are the tools that can help EFL learners to improve their speaking skill?
2. What strategies and methods teachers use to improve teaching speaking skill?
3. what are the teachers' views about using Audio aids in speaking skill?

The participants:

Participants in this study will include teachers who employ audio aids in the classroom as well as secondary school students in Azzawia City.

The sample:

The sample for this research was selected through cluster random sampling. The researcher chooses two classes randomly to represent the pre-experimental design. The students of both classes had the same ability. Besides, the students also had the same background knowledge in learning English.

Sample size:

The total number of participants is 30 students 10 of the participants were selected to do the pilot study, whereas the others were the main participants of the study. Moreover, 23 teachers who are using audio aids in classroom activities.

Data collection tools and design:

pre-experimental design:

According to Sugiyono (2008:108) there are three major types of experimental research design via: pre-experimental, true-experiment and quasi experimental. There are three types of pre-experimental, namely one - shot case study designs, one-group pre-test-post-test designs, and static-group comparisons. This research applied a pre - experimental design (one group pre-test and posttest), this design involved one group that is pre-test (O1), expose to treatment (X) and post-test (O2). It aims to know whether there is significant development before and after using audio aids and to know whether by using audio aids can improve speaking skill.

Table 3.1 Pre-experimental (one group pre - test post test) design:

Pre - test	Treatment	Post-test
O1	X	O2

Arikunto, (2006)

Questionnaire:

According to Creswell (2012), a questionnaire is a tool used to gather quantitative data for statistical analysis. A primary objective of the survey is to delineate patterns, such as those concerning educational policy, which will facilitate the identification of the population's ideas and attitudes. (Page 73 of Ramli, 2017). As a result, a yes/no survey was employed. According to Johnson and Christensen (2012), it refers to techniques that concentrate on obtaining participant responses to standardized items for confirmatory research aimed at measuring particular variables and testing hypotheses. There were two components to the instrument: availability of audio aids and the use of audio aids.

Interview:

Another technique of this research is interviewing. Interview is a technique of data collection that is most widely used in social research, whether qualitative or quantitative. Because in the daily life of almost all social relations are conducted by human beings and involve interviews or conversations. Hadi (1993:59) states that an interview can be viewed as a method of data collection by way of question and answer undertaken unilaterally by systematic and based on the purpose of the investigation.

The purpose of interviewing people is to find out their mind, what they think, or how they feel about something. The researcher interviewed the students to find out the problems in speaking English. This instrument will use a tape recorder, so the interviewer will record all of the interviewee's answers from the Interviewer's question was given orally based on the problem study, so the researcher recorded their answers and then transcribed and typed the data into a computer file for analysis.

Semi-structured interview:

Semi-structured interview allows the researcher to explore the information and dispute as needed, using a written list of questions as a guide (Mackey & Gass, 2005, p. 173) The themes and questions for the semi-structured interview are predetermined, but they are open-ended, and the phrasing and order of the questions can be adjusted to suit the needs of each interviewee and their responses by using prompts and probes (Cohen et al., 2018, p.511). Thus, openended questions are posed to participants, and in light of their answers, further inquiries will be made in order to gain a deeper comprehension of their perspectives regarding the use of audio aids to improve students' speaking abilities.

Pilot study:

A pilot study was conducted to assess the students' current level of EFL speaking skills. A selected sample was taken from Al. Rabeea Alarabi Secondary School for girls in the south of Azzawia, Libya, to check the students' speaking performance in the first midterm exam in 2023. The sample included 10 girls As a researcher, I have to pilot the instruments that are conducted to use to help me to collect data, so I tried to pilot a test and chose appropriately what type of pre-experimental design will help me in this research, also if I need another instrument to prove another goal, so I conducted semi-interviews for students and piloted it as

a second instrument to collect information. The last instrument that I used was questionnaires for EL teachers who used audio aids to know their points of view about using the audio aid.

Reliability of Data Collection instrument:

Measuring reliability of the data collection instrument is essential in ensuring that the study is a "consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable" Joppe (2000). Consequently, for the sake of data collection instrument reliability, the researcher employed "Cronbach Alpha Test" to measure the internal consistency of questionnaire statements.

$$a = \left(\frac{n}{n-1}\right)\left(1 - \frac{\sum a^2}{a_{2t}}\right)$$

In so that (a) = consistency sign whereas (n) = number of questionnaire statements

Procedure of Collecting Data:

The procedure of collecting data was presented in chronological order as follows:

Pre-experimental test:

After doing treatment for four meetings, the post-test was given to the students. The procedure and the test materials were the same with the pre-test questions talk about yourself "&" Talk about daily routines". The results of the pre-test and post-test were calculated to measure whether or not the students make progress in speaking skill after the use of audio aids material.

Teachers' questionnaire:

The questionnaire was about asking yes-no(open ended) questions to teachers who used the audio aids materials to enhance the speaking skills, The questionnaires were posted online via Facebook using Google Online Form. The questionnaires were also submitted manually to the respondent and the researcher asked them questions about the availability of audio aids and the use of audio aids (See appendix 1).

Students' interview:

The semi structured interview was conducted only for students who shared and helped us to collect data. The researcher asked them questions to get their point views about learning with the use of audio aids and material help or not to. develop their levels in speaking skills (see appendix 2).

Technique of Data Analysis:

To analyze the speaking score, the researcher used the following steps.

- a) Students answers were recorded.
- b) Made the transcript of the students recorder.
- c) Scoring the student's answer In analyzing, the data of pre experimental were classified into four classifications accuracy, fluency, courage, and comprehensibility.

Ethical Issues:

Before embarking upon this research study, I asked permission from the concerned authorities of the schools, and more specifically from the teachers in charge of the group from which I selected the participants. In addition, participants agreed to provide and allow me to use the information gathered to. develop this study.

Summary :

We used both quantitative and qualitative methodologies to discuss realistically how audio aids have a favorable impact on Zawia City secondary school students' learning process. What the researcher discovered will be made clear in the following chapter .

Chapter III: Data Analysis

Introduction:

This chapter will examine the quantitative and qualitative information that the researcher has discovered.

Statistical Methods Used in Describing and Analyzing Data The researcher employed several statistical methods as follows:

Cronbach's Alpha (α) Test for Validity and Reliability:

Cronbach's Alpha (α) is one of the important statistical tests used for analyzing questionnaire data. Before conducting statistical data analysis, it is necessary to perform the Cronbach's Alpha test, which is a statistical test that determines whether the questionnaire's statements are valid and reliable based on the responses from the sample. The higher the Cronbach's Alpha coefficient value was greater than 0.60; the higher the internal consistency of the responses, making the results more reliable for achieving the study's objectives and analyzing its results. This increases confidence in the results obtained (Al - Bayati, 2005, p. 49-pallant,2020)

Normality Test:

The relative distribution method was used to describe the nature of the sample's responses to a specific statement. If the scale used is a binary scale, the description is as follows (Rizqallah, 2002, p. 158)

- a. If the sample's responses to a specific statement are "disagree" or "no," it indicates a low level of agreement.
- b. If the sample's responses to a specific statement are "agree" or "yes," it indicates a high level of agreement.
- c. This method is used to describe the responses of the study sample to each statement in the questionnaire.

Wilcoxon Test Around the Mean:

The Wilcoxon test is used to test statistical hypotheses related to the mean of the study population if the study sample's data are qualitative or if the data are quantitative with a small sample size and the population does not follow a normal distribution. Therefore, this test is employed to test the significance of the agreement level on each statement in the questionnaire (Ashour and Abu Al-Futouh, 1995, p. 29-Tabachnick&Fidell,2013).

Z – Test:

The Z-test around is used to test statistical hypotheses related to the population mean if the sample data are quantitative and the sample size is

large. This test is used to test the study's sub-hypotheses (Al - Baldawi, 1997, p. 332-Tabachnick&Fidell,2013).

Pearson Correlation Coefficient:

This coefficient is used to determine the type and degree of the relationship between two quantitative phenomena, both following a normal distribution (Dawood and Fadil, 2004, p. 15 Tabachnick&Fidell,2013). It is also used to measure the construct validity of the achievement test.

Research Setting:

This study was conducted during the second semester of the academic year, autumn 2023 - 2024.: The pre-test and post-test were administered in two schools: Al - Olympi Modern School for Girls and Al - Wahda School for Girls in Zawia, Libya. The teachers' questionnaire was implemented in several schools within Zawia area. The study involved English language teachers who teach English as a foreign language at secondary schools, specifically targeting second year students. This study seeks to investigate the effect of the use of auditory aids (as the independent variable), such as CDs, language labs, and audio files and recordings in various formats like MP3 and MP4, on enhancing speaking skills (as the dependent variable) in English language education.

Study Methodology

Based on the nature of the study, the researcher used a pre-experimental approach to examine the effect of the use of auditory aids (the independent variable) on developing speaking skills in English language education (the dependent variable). This approach relies on experimentation to either confirm or reject a hypothesis through testing. It is considered an intermediary between quantitative and qualitative methodologies, as it is used to assess the impact or effectiveness in altering a variable(Dawson,2002)... In this case, the potential effect of using auditory aids on English language learning was examined through a questionnaire for teachers and a pre-test and post-test for students. To calculate the data collected by the questionnaire and the pre and post-tests, the data were statistically analyzed by using SPSS (Dawson,2002). This methodology provided the researcher with sufficient data to thoroughly address the study's problem and answer its questions in an optimal way.

Study Population and Sample:

Study Population:

The study population included all private and public secondary schools in Zawia for the academic year 2023-2024. According to the Ministry of Education's statistics for the year 2022-2023, the total number of schools in Zawia is 51 schools including 375 EFL teachers. (The number of students required).

Study Sample:

The study sample consisted of 23 teachers who actively used auditory aids in their teaching of English language for secondary school grades (from the first to the third year) in various public and private schools in Zawia during the academic year 2023-2024. Additionally, the sample included 20 female second year students from Al-Olympi Private secondary School and Al-Wahda secondary School in Zawia during the fall semester - 2023-2024. The sample was selected by using cluster random sampling method .

Study Procedures and Data Analysis Techniques:

To accomplish the study's objectives, the researcher followed these procedures for data collection process:

- 1) Review of Literature: the researcher examined relevant theoretical literature and reviewed previous studies related to the study's topic. This, in return, helped her in formulating the research framework.
- 2) Development of Study Tools: The researcher constructed the necessary data-collection tools for the study.
- 3) Validation of the Study's Data Collection Tool: the data collection tools were presented to a number of specialized experts to ensure its validity.
- 4) Determining the Study Population and Sample: The population and sample of the study were identified and selected
- 5) Distribution of the Electronic Questionnaire: The researcher distributed the electronic questionnaire among EFL teachers.
- 6) Collection of Data Collection Tools' Responses: Responses from the data collection tools were gathered.
- 7) Reliability Testing: The reliability of the questionnaire was assessed using Cronbach's alpha coefficient.
- 8) Statistical Data Processing: The collected data from the questionnaires were analyzed using the Statistical Package for the Social Sciences

- (SPSS) to determine descriptive statistics such as the mean, standard deviation, and Cronbach's alpha.
- 9) School Visits: The researcher visited Al-Olympi Modern Secondary School for Girls and Al - Wahda Secondary School for Girls, to explain the study's objectives to the stakeholders, and to hold several meetings with EFL teachers to clarify how to implement the study and its intervention(s).
 - 10) Selection of the Second-Year Secondary Class: The second-year secondary class was chosen for the experiment.
 - 11) Pre-Test Administration: The researcher and an EFL teacher administered a pre-test to the second year students to assess their speaking skills before conducting the experiment. Teaching the Units Using Auditory Aids: Units one, two, and three from the English textbook for second year students were given using auditory aids. This intervention lasted for five weeks, with 45 - minute session every week. The experiment began on [3-2-2024], and ended on [5-3-2024]. During this period, the researcher closely monitored the EFL teacher's teaching to ensure the achievement of the study's objectives and the proper implementation of the intervention.
 - 12) Post-Test Administration: After completing the units, the researcher administered a post-test to the group, which was the same test given before the experiment, to determine the effect of the independent variable on the dependent variable.
 - 13) Test Scoring and Data Organization: The teacher corrected the test and recorded the students' scores on a correction form, while the researcher organized the data, entered it into the SPSS program, conducted statistical analysis, and interpret the results.
 - 14) Conducting Student Interviews: The researcher conducted the interviews with the students who experienced the intervention to explore their perspectives about these aids and identify any challenges they might face when implementing the intervention.
 - 15) Presentation of Study Results: The results of the study were presented in precise tables.
 - 16) Deriving Conclusions and Recommendations: Conclusions were drawn, and recommendations and suggestions were made based on the findings.

Data Collection Tools:

Questionnaire Design:

The researcher prepared the initial copy of the questionnaire statements after reviewing numerous scientific references and previous studies in the field of the current research. The researcher ensured that the

questionnaire was clear and straightforward. An electronic questionnaire was administered to the study sample to collect the required data. The Respondents were asked to mark the answer they deemed appropriate. The other used data collection tool was a pre- and post-achievement test which was used to assess the sample's English language proficiency.

Data Collection Tools Validity:

For the sake of the validity of the questionnaire, the researcher conducted the following tests:

a. Content Validity:

The researcher checked the content validity of the questionnaire by ensuring that all of its questions covered all the dimensions of the problem under study, as well as all aspects and dimensions of the hypotheses derived from the theoretical framework of the study. Similarly, the researcher checked the content validity of the test by making sure that all the questions in the test covered all dimensions of the problem under study and addressed all aspects and dimensions of the main hypothesis.

b. Face Validity (Judges' Validity):

In order to assess whether the questionnaire's statements meet the intended purpose and research objective, the questionnaire was reviewed by the MA project supervisor. After discussing it with him, some modifications were made. Subsequently, the researcher presented it, along with the research plan, to a group of quantitative research experts to verify the appropriateness of the questionnaire's statements for the research population, ensuring that the statements measured what they were intended to measure and address the research questions. Additionally, the experts reviewed the questionnaire. They provided several remarks and suggestions, which were taken in consideration to create the final version of the questionnaire as shown in Appendix (2). The questionnaire consists of 19 statements evaluating the use of auditory aids, divided into two themes as follows :

- The first theme is “Accessible Audio-Aides” which includes 9 statements.
- The second theme is “Use of Aids” which includes 10 statements.

The purpose of using the questionnaire as the primary tool for collecting the data from the study sample was to provide them with sufficient time to carefully answer the questionnaire. In addition, to ensure that the test

questions serve the intended purpose and align with the study's objective, the initial version of the test was presented to the supervisor. After discussing the test content with him, some modifications were made. Then, the researcher presented the test, along with the research plan, to a group of experts, including experts in curriculum design, teaching methods, and English language assessment, as well as supervisors from the Ministry of Education, whose names are listed in Appendix (4). The experts evaluated the quality and credibility of the test items and the. The experts provided several remakes, suggestions, and modifications, which were taken into account, resulting in the final version of the test as shown in Appendix (3). Moreover, the interviews with students were also utilized to benefit from the advantages of direct communication, including the ability to elicit further clarifications that would help form a clear and comprehensive understanding of the application of auditory aids.

Data Analysis and Testing Study Hypotheses Study Hypotheses:

Main Hypothesis:

For the sake of achieving the study's objectives, the study seeks to test the hypothesis that the use of audio aids will improve English speaking skills of high school students compared to traditional teaching methods that rely solely on textbooks and lectures. The data used to test the hypothesis collected from English language teachers in the city of Zawia through a close-ended questionnaire.

The null and alternative hypotheses are formulated as follows:

Null Hypothesis (H0): There is no significant effect of using audio aids in developing the English speaking skill of high school students, according to EFL teachers' perspective, at the significance level of 5%.

Alternative Hypothesis (H1): There is a significant effect of using audio aids in developing high school students' speaking skill, according to EFL teachers' perspective, at the significance level of 5%.

Sub - Hypotheses:

The following sub-hypotheses emerge from this:

- **Null Hypothesis H0:** There is no statistically significant difference at the significance level 5% in the availability of audio aids in teaching English language to high school students.
- **Alternative Hypothesis H:** There is a statistically significant difference at the significance level 5% in the availability of audio aids in teaching English language to high school students from the perspective of language teachers.
- **Null Hypothesis H0:** There is no statistically significant difference at the significance level 5% in the use of audio aids in teaching English language to high school students from the perspective of language teachers.
- **Alternative Hypothesis H1:** There is a statistically significant difference at the significance level 5% in the use of audio aids in teaching English to high school students from the perspective of language teachers.

Main Hypothesis:

- **Null Hypothesis (H0):** There is no statistically significant effect at the significance level 5% for the use of audio aids in enhancing students' speaking skills in terms of fluency, vocabulary competence, syntactic accuracy, and self-confidence.
- **Alternative Hypothesis (H1):** There is statistically significant effect at the significance level 5% for the use of audio aids in enhancing students' speaking skills in terms of fluency, vocabulary competence, syntactic accuracy, and self-confidence.
- **The following Sub-Hypotheses are emerged from Main Hypothesis 2:**
 - Null Hypothesis H0 - 1:** There are no statistically significant differences at the significance level 5% between the average scores of students before and after using audio aids in the proficiency test of using audio aids in teaching English language to high school students in terms of fluency.
 - Alternative Hypothesis H1-1:** There are statistically significant differences at the significance level 5% between the average scores of students before and after using audio aids in the proficiency test of

using audio aids in teaching English language to high school students in terms of fluency.

- **Null Hypothesis H0 - 2:** There are no statistically significant differences at the significance level 5% between the average scores of students before and after using audio aids in the proficiency test of using audio aids in teaching English language to high school students in terms of vocabulary competence.
- **Alternative Hypothesis H1 - 2:** There are statistically significant differences at the significance level 5% between the average scores of students before and after using audio aids in the proficiency test of using audio aids in teaching English language to high school students in terms of vocabulary competence.
- **Null Hypothesis H0 - 3:** There are no statistically significant differences at the significance level 5% between the average scores of students before and after using audio aids in the proficiency test of using audio aids in teaching English language to high school students in terms of syntactic quality and clarity.
- **Alternative Hypothesis H1 - 3:** There are statistically significant differences at the significance level 5% between the average scores of students before and after using audio aids in the proficiency test of using audio aids in teaching English language to high school students in terms of syntactic quality and clarity.
- **Null Hypothesis H0 - 4:** There are no statistically significant differences at the significance level 5% between the average scores of students before and after using audio aids in the proficiency test of using audio aids in teaching English language to high school students in terms of self-confidence and delivery quality.
- **Alternative Hypothesis H1 - 4:** There are statistically significant differences at the 5% significance level between the average scores of students before and after using audio aids in the proficiency test for using audio aids in teaching English to high school students in terms of self-confidence and communication quality.

Analysis of Questionnaire:

After collecting the responses from the questionnaire, the researcher employed a numerical method to code the data, where the responses were coded as shown in the following table (1).

Table 1: Distribution of Scores on Responses Related to the Binary Scale.

Answer	NO	YAS
Degree	1	2

Table (1) shows that the average agreement score is (1.5). If the average score of the sample's responses significantly are greater than (1.5), it indicates a high level of agreement. Conversely, if the average score is significantly lower than (1.5), it indicates a low level of agreement. If the average score does not significantly differ from (1.5), it suggests a moderate level of agreement. Therefore, the study will test whether the average agreement score significantly differs from (1.5) or not. The Statistical Package for Social Science (SPSS) was used to analyze the data as follows:

Reliability and Validity Testing:

After entering the questionnaire data using SPSS, Cronbach's Alpha coefficient was calculated for each statement in the questionnaire as well as for all the statements collectively. This calculation ensures the reliability and validity of the "study tool. The researcher calculated the Cronbach's Alpha (α) coefficient and the self-validity coefficient by finding the square root of Cronbach's Alpha (α) for each theme of the questionnaire and for all the themes. If the reliability coefficient values exceed 0.60, it indicates a high degree of internal consistency in the responses, allowing the results to be considered reliable for achieving the study's objectives and analyzing its results (Al-Bayati, 2005, p. 49 - Tabachnick&Fidell,2013). The questionnaire is then administered to the study sample, and the results are analyzed. However, if the reliability coefficient values are low, the questionnaire items must be reviewed to remove those items that reduce the reliability of the questionnaire until an acceptable reliability coefficient value is reached. The results are presented in Table (2):

Table2 : Results of Validity and reliability test

No	Topics	Number of Items	Reliability statistics Cronbach,s Alpha	Validity
1	Accessible Audio – Aides	9	0.838	0.915
2	Use of Aids	10	0.663	0.814
3	Item – Total Statistics	19	0.755	0.869

According to table (2), it is observed that the values of Cronbach's Alpha (reliability coefficients) vary between 0.663 and 0.838, and the validity coefficients range between 0.814 and 0.915. These are high values, greater than 0.60, indicating a high degree of reliability and validity. That is, it is possible to rely on these responses to achieve the study's objectives and analyze its results.

Testing the Sub - Hypotheses of the Study:

Table 3: The frequency and percentage distribution of the sample's responses to the statements of the first theme in the questionnaire (Accessible Audio-Aides) and their agreement levels according to the relative distribution method.

Table 3: Results of Validity and reliability test Validity Reliability statistics

No	Item		NO	YAS	Degree Approval	Of
1	Does your school have audio aids?	freq	12	11	medium	
		Per%	52.2	47.8		
2	Does your school have a laboratory?	freq	14	9	low	
		Per%	60.9	39.1		
3	Do you have enough resources for your subject?	freq	10	13	high	
		Per%	43.5	56.5		
4	Are the tools easily accessible?	freq	12	11	medium	
		Per%	52.2	47.8		
5	Are the tools well-made?	freq	10	13	high	
		Per%	43.5	56.5		
6	Are the assistive devices in good working order?	freq	8	15	high	
		Per%	34.8	65.2		
7	Do the tools help students understand the material more easily?	freq	2	21	high	
		Per%	8.7	91.3		
8	Are the resources offered relevant to the subject?	freq	7	16	high	
		Per%	30.4	69.6		
9	Do tools really need to be used when teaching speaking skill?	freq	3	20	high	
		Per%	13	87		

Table (3) demonstrates:

High approval levels for the following statements:

3 - Do you have enough resources for your subject?

5 - Are the tools well-made?

6 - Are the assistive devices in good working order?

7 - Do the tools help students understand the material more easily?

8 - Are the resources offered relevant to the subject?

9 - Do tools really need to be used when teaching speaking skill?

Low approval level for the following statement:

2 - Does your school have a laboratory?

Moderate approval levels for the following statements:

1 - Does your school have audio aids?

2 - Are the tools easily accessible?

To test the significance of the approval level for each statement in the questionnaire, the Wilcoxon signed-rank test was used against the mean scale (1.5). The results are presented in Table 4. The null and alternative hypotheses for each statement were as follows:

Null Hypothesis: The mean of approval level for the statement does not significantly differ from the mean scale (1.5).

Alternative Hypothesis: The mean of the approval rating for the statement significantly differs from the mean scale (1.5).

Table 4: Results of the Wilcoxon Test on the Mean of the Study Sample's Responses to the Statements in the First Section of the Questionnaire

No	Item	mean	Standard deviation	Statistical test	sig
1	Does your school have audio aids?.	1.48	0.511	-0.209	0.835
2	Does your school have a laboratory?	1.39	0.499	-1.043	0.297
3	Do you have enough resources for your subject?	1.57	0.507	-0.626	0.532
4	Are the tools easily accessible?	1.48	0.511	-0.209	0.835
5	Are the tools well-made?	1.57	0.507	-0.626	0.532
6	Are the assistive devices in good working order?	1.65	0.487	-1.460	0.144
7	Do the tools help students understand the material more easily?	1.91	0.288	-3.962	0.000
8	Are the resources offered relevant to the subject?	1.70	0.470	-1.877	0.049
9	Do tools really need to be used when teaching speaking skill	1.87	0.344	-3.545	0.000

According to Table (4), it can be concluded that the calculated significance values are less than the significance level (0.05), and the

mean of the study sample's responses exceed the mean scale (1.5) for the following statements:

7 - Do the tools help students understand the material more easily?

8 - Are the resources offered relevant to the subject?

9 - Do tools really need to be used when teaching speaking skill?

Therefore, the null hypotheses are rejected for these statements and accept the alternative hypotheses. As the mean of the responses of the study sample for these statements exceed the mean scale (1.5), this indicates a significant increase in the approval level for these statements. The calculated significance values are greater than the significance level (0.05) for the following statements:

1 - Does your school have audio aids?

2 - Does your school have a laboratory?

3 - Do you have enough resources for your subject?

4 - Are the tools easily accessible?

5 - Are the tools well-made?

6 - Are the assistive devices in good working order?

Therefore, the null hypotheses are not rejected for these statements, which indicate that the approval level for these statements is moderate. To test the sub-hypothesis stating that there is no statistically significant difference at the significance level at 5% in the availability of audio aids in teaching English language to high school students from the perspective of language teachers, the mean of the study sample's responses to all statements related to the first section (the extent of availability of audio aids) were calculated. The Z-test was used against the mean scale (1.5), and the results are presented in Table (5). The null and alternative hypotheses were as follows:

- Null Hypothesis: The overall mean of the approval level for the statements does not significantly differ from the mean scale (1.5).
- Alternative Hypothesis: The overall mean of the approval level for the statements significantly differs from the mean scale (1.5)

Table 5: Results of the (Z) test on the overall mean of the study sample's responses to all the statements of the first theme of the questionnaire (the availability of audio means).

Description	mean	Standard deviation	Statistical Test	d. f	sig
The mean of responses of the sample to all statements of the first theme.	1.6232	0.3066	1.927	22	0.067

According to Table 5, it can be observed that the value of the test statistic is (1.927) with a calculated significance of (0.067), which is greater than the significance level of (0.05). Therefore, the null hypothesis is not rejected. That is, that the approval level for the responses to the first section of the questionnaire are moderate, indicating that audio aids are not well provided in schools.

Sub - Hypothesis 2: This sub-hypothesis states that there is no statistically significant difference at the significance level 5% in the extent to which audio aids are used in teaching English to high school students from the perspective of language teachers.

Table 6: Frequency and percentage distribution of the study sample's responses to the questionnaire statements related to the second theme (Use of Aids) and the degrees of agreement with them according to the relative distribution method

No	Item		NO	YES	Degree Of Approval
1	Do you prepare the lesson before utilizing the appropriate tool?	freq	3	20	high
		Per%	13	87	
2	When instructing, do you make use of any practical aids?	freq	4	19	high
		Per%	17.4	82.6	
3	Do you promote student participation in the use of the tools?	freq	5	18	high
		Per%	21.7	78.3	
4	Do pupils find the lessons with the aids enjoyable?	freq	2	21	high
		Per%	8.7	91.3	
5	Do the tools you utilize correspond to the pupils' mental abilities?	freq	2	21	high
		Per%	8.7	91.3	
6	Do aids encourage learning in students?	freq	1	22	high
		Per%	4.3	95.7	
7	Is there any space left over to store the aids?	freq	13	10	low
		Per%	56.5	43.5	
8	Are supplementary tools used with caution?	freq	8	15	high
		Per%	34.8	65.2	
9	Do you employ upgraded assistance?	freq	12	11	med
		Per%	52.2	47.8	
10	Do pupils who receive assistance study more effectively?	freq	4	19	high
		Per%	17.4	82.6	

According to Table (6), it is noted that:

The approval degrees are high for the following statements:

- 1 - Do you prepare the lesson before utilizing the appropriate tool?**
- 2 - When instructing, do you make use of any practical aids?**
- 3 - Do you promote student participation in the use of the tools?**
- 4 - Do pupils find the lessons with the aids enjoyable?**
- 5 - Do the tools you utilize correspond to the pupils' mental abilities?**
- 6 - Do aids encourage learning in students?**
- 8 - Are supplementary tools used with caution?**
- 10 - Do pupils who receive assistance study more effectively?**

The approval level is low for the following statement:

- 7 - Is there any space left over to store the aids?**

The approval level is medium for the following statement:

- 9 - Do you employ upgraded assistance?**

To test the significance of the level of approval to each statement of the questionnaire for the second theme, the Wilcoxon test was used on the scale mean (1.5). The results were as in Table (7). The null and alternative hypotheses for each statement was as follows:

Null hypothesis: The mean of the level of approval to the statement does not differ significantly from the scale mean (1.5).

Alternative hypothesis: The mean of the level of approval to the statement differs significantly from the scale mean (1.5).

Table 7: Wilcoxon test results on the mean of the study sample's responses to the statements of the second theme of the questionnaire

No	Item	mean	Standard deviation	Statistical Test	sig
1	Do you prepare the lesson before utilizing the appropriate tool?	1.87	0.344	-3.545	0.000
2	When instructing, do you make use of any practical aids?	1.83	0.388	-3.128	0.002
3	Do you promote student participation in the use of the tools?	1.78	0.422	-2.711	0.007
4	Do pupils find the lessons with the aids enjoyable?	1.91	0.288	-3.962	0.000
5	Do the tools you utilize correspond to the pupils' mental abilities?	1.91	0.288	-3.962	0.000
6	Do aids encourage learning in students?	1.96	0.209	-4.379	0.000
7	Is there any space left over to store the aids?	1.43	0.507	-0.626	0.532
8	Are supplementary tools used with caution?	1.65	0.487	-1.460	0.144
9	Do you employ upgraded assistance?	1.48	0.511	-0.209	0.835
10	Do pupils who receive assistance study more effectively?	1.83	0.388	-3.128	0.002

According to Table (7), it is noted that the calculated significances are less than the significance level (0.05) and the overall mean of the study sample's responses exceed the average scale (1.5) for the following statements:

- 1 - Do you prepare the lesson before utilizing the appropriate tool?**
- 2 - When instructing, do you make use of any practical aids?**
- 3 - Do you promote student participation in the use of the tools?**
- 4 - Do pupils find the lessons with the aids enjoyable?**
- 5 - Do the tools you utilize correspond to the pupils' mental abilities?**
- 6 - Do aids encourage learning in students?**
- 10 - Do pupils who receive assistance study more effectively?**

Therefore, the null hypotheses are rejected for these statements and accept the alternative hypotheses for them. Since the means of the study sample's responses to these statements exceed the average of the scale (1.5), this indicates a significant increase in the level of approval to these statements.

The calculated significances are greater than the significance level (0.05) for the following statements:

- 7 - Is there any space left over to store the aids?**
- 8 - Are supplementary tools used with caution?**
- 9 - Do you employ upgraded assistance?**

Therefore, the null hypotheses are rejected for these statements, indicating that the approval level for these statements is moderate.

To test the hypothesis stating that there is no statistically significant difference at the significance level 5% in the extent to which audio aids are used in teaching English language to high school students from the perspective of language teachers, the mean of the study sample's responses to all statements related to the second section (use of audio aids) were calculated. The Z-test was applied against the mean scale (1.5), and the results are presented in Table (7). The null and alternative hypotheses were as follows:

- Null Hypothesis: The overall mean of approval level for the statements does not significantly differ from the mean scale (1.5).

- Alternative Hypothesis: The overall mean of approval level for the statements significantly differs from the mean scale (1.5).

Table 8: Results of the (Z) test on the overall mean of the study sample's responses to all questionnaire statements related to the second theme (use of audio aids)

Description	mean	Standard Deviation	Statistical Test	d. f	sig
Overall mean of the study sample's responses to all statements of theme 2	1.7652	0.1526	8.336	22	0.000

sample's responses to all statements of theme 2 According to table (8), it can be concluded that the value of the test statistic is (8.336) with a calculated significance of (0.000), which is less than the significance level of (0.05). Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted. As the overall mean of the study sample's responses is (1.7652), which exceeds the mean scale (1.5), this indicates a difference in the level of use of teaching aids.

Testing the Main Hypothesis of the Study:

To test the main null hypothesis, which states that there is no significant effect of using audio aids on improving English speaking skills among high school students from the teachers' perspective at the significance level of (5%), the mean of the study sample's responses to all statements related to this hypothesis were calculated. The Z-test was applied against the mean scale (3), and the results are presented in Table (9). The null and alternative hypotheses were as follows:

- Null Hypothesis: The overall mean of approval level for the statements does not significantly differ from the mean scale (3).
- Alternative Hypothesis: The overall mean of approval level for the statements significantly differ from the mean scale (3).

Table 9: Z - test results on the overall mean of the study sample's responses to all related statements

Description	mean	Standard Deviation	Statistical test	d. f	sig
Overall mean of the study sample's responses to all questionnaire statements	1.6942	0.1613	5.776	22	0.000

According to Table (9), it can be concluded that the value of the test statistic is (5.776) with a calculated significance of (0.000), which is less than the significance level of (0.05). Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted. As the overall mean of the study sample's responses is (1.6942), which is greater than the mean scale (1.5), this indicates a significant effect of using audio aids on improving English speaking skills among high school students from the teachers' perspective.

Testing the Second Hypothesis of the Study:

The second hypothesis states that there is no statistically significant effect at the significance level 5% of audio aids on developing students' speaking skills, specifically in terms of fluency, vocabulary competence, and self-confidence. The researcher first tested the sub-hypotheses derived from the main hypothesis of this study as follows:

- Null Hypothesis H0 -1: There are no statistically significant differences at the significance level 5% between the mean of the scores of students before and after using audio aids in the proficiency test of using audio aids in teaching English to high school students, in terms of fluency in oral communication. H0: $\mu_1 = \mu_2$.
- Alternative Hypothesis H1-1: There are statistically significant differences at the significance level 5% between the mean of the scores of students before and after using audio aids in the proficiency test of using audio aids in teaching English to high school students, in terms of fluency in oral communication. H1: $\mu_1 \neq \mu_2$.

Since the sample size is small, fewer than 30 participants, a normality test is first conducted.

- Null Hypothesis: The distribution of the population of the study sample does not differ from the normal distribution (follows the normal distribution).
- Alternative Hypothesis: The distribution of the population of the study sample differs from the normal distribution (does not follow the normal distribution).

Table 10: Test of the dependence of the population distribution on the normal distribution

Type of Test	Test Statistic	Degrees of Freedom	Significance Level
Fluency at Pre-Test	0.703	20	0.000
Fluency at Post-Test	0.760	20	0.000
Vocabulary at Pre-Test	0.744	20	0.000
Vocabulary at Post-Test	0.723	20	0.000
Structures at Pre-Test	0.637	20	0.000
Structures at Post-Test	0.737	20	0.000
Self-confidence at Pre-Test	0.830	20	0.002
Self-confidence at Post-Test	0.637	20	0.000
Overall Pre-Test	0.866	20	0.010
Overall Post-Test	0.920	20	0.029

Since the significance level for all tests, both pre- and post-intervention, is less than the considered significance level (0.05), the null hypothesis is rejected and the alternative hypothesis is accepted. This indicates that the population of the study sample does not follow a normal distribution. Consequently, we will use a non-parametric test, specifically the Wilcoxon signed-rank test, instead of the paired t-test.

The means and standard deviations of the study sample scores for the pre-test (before using audio aids) and the post-test (after using audio aids) in learning English were calculated. The results are presented in Table (11).

Table 11: the results of the Wilcoxon test for the pre- and post-test on the level of fluency in oral communication

No.	Test Type	Number	Mean	Standard Deviation	Z Test	Sig.
1	Pre-test	20	1.65	0.745	3.755-	0.000
2	Post-Test	20	2.60	0.681		

According to the results in Table (11), it can be concluded that the mean of score for the pre-test in fluency of oral communication is (1.65) with a standard deviation of (0.745), while the mean of the score for the post-test is (2.60) with a standard deviation of (0.681). The test statistic value for z is (-3.755) with a significance level of (0.000), which is less than the significance level (0.05). Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted. That is, the mean of the students' scores before using audio aids significantly differ from the mean of scores after using audio aids in terms of fluency of in oral communication. The difference in the mean of the scores, which is (0.95) in favor of the post-test, proposes that using audio aids is effective in teaching English, particularly in enhancing students' fluency in oral communication.

Testing the second sub-hypothesis derived from the second main hypothesis of this study:

- Null Hypothesis H0-2: There are no statistically significant differences at the significance level 5% between the mean of the students' scores before and after using audio aids in the proficiency test of using audio aids in teaching English to high school students, in terms of vocabulary competence.
- Alternative Hypothesis H1-2: There are statistically significant differences at the significance level 5% between the mean of the students' scores before and after using audio aids in the proficiency test for using audio aids in teaching English to high school students, in terms of vocabulary competence.

Table 12: the results of the Wilcoxon test for the pre - and post-test on the level of Vocabulary Competence

No.	Test Type	Number	Mean	Standard Deviation	Z Test	Sig.
1	Pre-test	20	1.60	0.598	4.025-	0.000
2	Post-Test	20	2.50	0.607		

Table 12 demonstrates that the mean of the scores for the pre-test in vocabulary competence is (1.60) with a standard deviation of (0.598),

while the mean of the scores for the post-test is (2.50) with a standard deviation of (0.607). The test statistic value for z is (-4.025) with a significance level of (0.000), which is less than the significance level (0.05). Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted. This indicates that the mean of the students' scores before using audio aids significantly differ from the mean of the scores after using audio aids in terms of vocabulary competence. The difference in the mean of the scores, which is (0.90) in favor of the post-test, suggests that using audio aids is effective in teaching English, as they help students learn and acquire new vocabulary by hearing native speakers use these words in their dialogues and conversations.

Testing third sub-hypothesis derived from the second main hypothesis of this study:

Null Hypothesis H0-3: There are no statistically significant differences at the significance level 5% between the mean of the students' scores before and after using audio aids in the proficiency test of using audio aids in teaching English language to high school students, in terms of the quality and clarity of sentence structures.

- Alternative Hypothesis H1-3: There are statistically significant differences at the significance level 5% between the mean of the students' scores before and after using audio aids in the proficiency test for using audio aids in teaching English to high school students, in terms of the quality and clarity of sentence structures.

Table 13: the results of the Wilcoxon test for the pre- and post - test on the level of the quality and clarity of sentence structures

No.	Test Type	Number	Mean	Standard Deviation	Z Test	Sig.
1	Pre-test	20	1.60	0.598	4.025-	0.000
2	Post-Test	20	2.50	0.607		

Table (13) shows that the mean of the scores of the pre-test in the quality of sentence structures is (1.45) with a standard deviation of (0.510), while the mean of the scores of the post-test is (2.55) with a standard deviation of (0.605). The test statistic value for z is (-3.947) with a significance level of (0.000), which is less than the significance level (0.05).

Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted. This indicates that the mean of the students' scores before using audio aids significantly differ from the mean of the scores after using audio aids in terms of the quality and clarity of sentence structures. The difference in the mean of the scores, which is (1.10) in favor of the post-test, suggests that using audio aids is effective in teaching English language, as they enable students to acquire useful linguistic structures and expressions.

Testing the fourth sub - hypothesis derived from the second main hypothesis of this study:

- Null Hypothesis H0 - 4: There are no statistically significant differences at the significance level 5% between the mean of the students' scores before and after using audio aids in the proficiency test of using audio aids in teaching English to high school students, in terms of self-confidence and the communication quality.
- Alternative Hypothesis H1- 4: There are statistically significant differences at the 5% significance level between the mean scores of students before and after using audio aids in the proficiency test of using audio aids in teaching English to high school students, in terms of self - confidence and the communication quality.

Table 14: the results of the Wilcoxon test for the pre - and post - test on the level of the self - confidence and communication quality.

No.	Test Type	Number	Mean	Standard Deviation	Z Test	Sig.
1	Pre-test	20	45.1	100.5	3.947-	0.000
2	Post-Test	20	52.5	50.60		

According to Table 14, it can be concluded that the mean of scores of the pre-test in self-confidence is (2.25) with a standard deviation of (1.070), while the mean of the scores of the post-test is (3.55) with a standard deviation of (0.510). The test statistic value for z is (-3.589) with a significance level of (0.000), which is less than the significance level (0.05). Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted. This indicates that the mean of the students' scores before using audio aids significantly differ from the mean of the

scores after using audio aids in terms of self-confidence and the communication quality. The difference in the mean of the scores, which is (1.30) in favor of the post-test, suggests using audio aids is effective in teaching English in terms of enhancing students' self-confidence and the communication quality.

Testing the main hypothesis of the study:

- Null Hypothesis (H0): There is no statistically significant effect at the significance level 5% of audio aids on developing speaking skills in students, in terms of fluency in oral communication, vocabulary competence, sentence structures, and self-confidence.
- Alternative Hypothesis (H1): There is a statistically significant effect at the significance level 5% of audio aids on developing speaking skills in students, in terms of fluency in oral communication, vocabulary competence, sentence structures, and self-confidence

Table 15: the results of the Wilcoxon test for the pre - and post-test of the second hypothesis

No.	Test Type	Number	Mean	Standard Deviation	Z Test	Sig.
1	Pre-test	20	2.25	1.070	3.589-	0.000
2	Post-Test	20	3.55	0.510		

Based on the results in Table 15, it can be concluded that the mean of scores of the pre-test is (6.95) with a standard deviation of (2.350), while the mean of scores of the post-test is (11.20) with a standard deviation of (2.016). The test statistic value for z is (-3.939) with a significance level of (0.000), which is less than the significance level (0.05). Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted. This indicates that the mean of the students' scores before using audio aids significantly differ from the mean of the scores after using audio aids. The difference in the mean of the scores, which is (4.25) in favor of the post-test, suggests that using audio aids is effective in teaching English.

The results from the previous tables indicate that the second hypothesis, which states that audio aids have an effect on developing speaking skills among EFL students in terms of fluency in oral communication,

vocabulary competence, quality of sentence structures, and self-confidence, is accepted.

Measuring the Effect of Using Audio Aids on the Level of English Language Learning among High School EFL Students To test the main hypothesis about the effect of using audio aids on the level of English language learning among EFL secondary school students, Pearson's correlation coefficient was used to obtain the mean of the study sample's scores in the pre-test and post-test. The results are shown in Table (16), where the hypotheses were as follows:

- Null Hypothesis (H0): There is no statistically significant effect of using audio aids on developing English language learning among EFL secondary school students.
- Alternative Hypothesis (H1): There is a statistically significant effect of using audio aids on developing English language learning among EFL secondary school students.

Table 16: the results of testing the effect of using audio aids on developing students' learning of the English language in secondary school

No.	Description	Correlation Coefficient	sig	Effect Percentage %
1	The effect of using audio aids on developing English language learning among EFL secondary school students	0.735	0.000	%73

According to table (16), the value of the correlation coefficient for the effect of using audio aids on developing students' learning of the English language in the secondary stage is (0.735) with a significance level of (0.000), which is less than the significance level of (0.05). Hence, the null hypothesis is rejected and the alternative hypothesis is accepted. This indicates that there is a positive effect of using audio aids on developing students' learning of the English language in the secondary stage .

Study Findings:

The following results were concluded after analyzing the data obtained from the responses of the research sample:

1 - The study proved that the use of audio aids positively contributed to the improvement of EFL secondary school students' speaking skills.

3 - The use of audio aids has a positive effect in teaching English language effectively.

4 - Audio aids have a significant effect on developing EFL secondary school students' fluency, vocabulary competence, sentence structures and self-confidence.

6 - There is a positive statistically significant effect of the use of audio aids on students' learning of the English language in the secondary stage, as 73% of the development of the level of learning the English language among the students is due to including audio aids in the teaching method .

Thematic View Analysis:

In this stage, the researcher used a thematic view analysis technique to analyze the obtained data. A thematic analysis approach is often employed to identify and analyze the themes that emerge from the data. In this analysis process, the researcher organized and prepared the interview data manually (Dawson,2002). Afterwards, she transcribed all audio information from recordings. She read and analyzed the transcripts several times to make sense of the obtained information. Data were coded and segmented in order to represent specific ideas, concepts, or themes. The researcher gathered similar codes to form themes. The meanings and implications of the identified themes were interpreted to provide conclusions about the EFL students' attitudes towards the impact of using audios aid through the journey of learning process .

Date Interpretation:

1) Audio-Aides help learners overcome problems of pronunciation:

I received data collection assistance from twenty of the same students that participated in the interview. They are all in agreement about this. Student A, for example, claimed that using audio aids enhanced his speaking and listening skills. Student B claims that using audio aids during their education has enhanced their vocabulary and pronunciation.

2) Audio aids enjoyable and saved time:

All twenty students concur on this topic. All of them stated that after learning a new lesson, such as "Talk about yourself," we become proficient at talking about yourself and applying the knowledge we have learnt quickly. In other words, we become error-free at introducing ourselves.

3) Audio aids motivate students to participate and practice English language as a native speaker:

Every participant agreed that audio aids contribute to a fully motivated classroom environment that inspires students to engage and communicate in English.

4) Variety of teaching aids is needed:

Two students are opposed to teaching solely with audio aids, while only eighteen students support the idea. Student A claims that I had trouble understanding what I was hearing, thus I would much rather teach using the traditional method. Student B said that she likes to use a range of teaching aids when educating because not all students can learn information by using simply audio aids.

Results:

The result of this study showed the following:

- 1) Pupils who use audio help during training pronounce words more accurately.
- 2) Students can acquire a lot of vocabulary that is helpful for the English language with the help of audio aids.
- 3) The use of audio helps motivate students to participate.
- 4) Depending on the students' aptitude, the learning process requires a variety of instructional styles.
- 5) Students' confidence is increased and engagement is encouraged when audio aids are used in the classroom.
- 6) It improves accuracy and fluency, which improves a person's ability to talk like a native speaker.

Chapter III: Discussion and Conclusion

Introduction:

The results of the qualitative and quantitative data analysis are examined in detail, along with additional information and interpretations, in this chapter. The three research questions of the study are addressed in the discussion of these findings:

Q1-what are the tools that can help EFL learners to improve their speaking skill?

The results showed that speaking and listening abilities were improved while using auditory aids like speakers and records. Additionally, it might improve their speech and vocabulary. In support of this, Belmekki (2023) reports in his research that students who utilise self-video recordings as a teaching tool practice speaking more. The pre-experimental test is also used as a data collection technique. This is further supported by Ramli (2018), who discovered that technology use had an impact on both teachers and pupils. For example, podcasts help students learn more effectively in the classroom and advance their speaking and listening abilities.

Q2-what strategies and methods learners use to improve their speaking skill?

According to the researcher, using audio aids in teaching techniques has a good and statistically significant impact on students' English language learning in the secondary stage. In fact, students' development of English language proficiency has increased by 73% as a result of using audio aids. A range of teaching techniques were required throughout the learning process to improve speaking skill performance, depending on the learners' ability. This was confirmed by all earlier research, including Almamun's (2014) assertion that a variety of audiovisual tools benefit students and teachers alike by fostering a dynamic learning environment and facilitating the development of language abilities. Adam (2018) further backed the Idea that audiovisual aids increase speaking skills by boosting vocabulary, accuracy, and self-confidence.

Q3-What are the teachers 'views about using Audio aids in speaking skill?

The researcher discovered that using audio aids to teach English has a beneficial impact on language proficiency. It has a big impact on how fluently EFL secondary school pupils develop. Sentence constructions, competency, vocabulary, and self-assurance When Ogwa (2002) stated that a teacher who uses teaching aids in addition to oral speech will cover more ground with the class In less time than a teacher who uses speech alone, It bolstered this argument. Rhoma (2024) Found out that ,although the effect role that CDS play at the classroom, how ever most teachers can not use it for lack of time,lack of experience and lack of availability at schools in Surman city,which agree with the current study with the questions. 1.Does your school have laboratory? Dose your school have audio aids? The answer for these questions gave low and medium answer which clearly that there are not availability to use technological auditory always by teachers and students.

Conclusion:

Speaking is regarded as one of the most Important communication abilities, and this research study shown that auditory aids could be useful tools for improving speaking skills. Analyzing the impact of audio aids as a tool to enhance speaking abilities among secondary school students in Libya was the goal this study successfully accomplished. The results of the analysis of the study's data suggested that auditory aids might be useful for enhancing speaking abilities.

The application of auditory assistance gives students access to speaking practice while facilitating the teaching-learning process in the classroom. The voice recording was uploaded online to help with speaking practice. Following the session, speaking abilities improved dramatically for the majority of students. Not only has speaking ability generally improved, but fluency, intonation and pronunciation, vocabulary and grammar, content and organization, and all of these areas have advanced as well. The participants showed increased assurance and comfort speaking in English after utilizing the audio aids tools. Another noteworthy development that emerged from the analysis of the qualitative data obtained from a semi-structured interview is that the students indicated In

their answers that they were motivated to keep using these really helpful tools in the field of education.

In summary, audio aids are helpful; recorded audio may be utilized in creative language courses to encourage students to actively participate in speaking at different proficiency levels. It is strongly advised that you use these resources to increase your English proficiency. Furthermore, the incorporation of audio aids, like recording, demonstrated to the students that they can record and label any grammatical errors or vocabulary problems, and then address these areas through extra practice or assignments. All things considered, auditory aids can be regarded as useful resources for students to enhance their public speaking abilities and get greater self-assurance in their capacity to converse in English language.

Recommendation:

Based on the current findings, some recommendations are proposed. It is hoped that the suggestion will be considered to facilitate the real use of English language in the classroom and make it easy and successful learning process.

- 1) Teacher should encourage all learners to speak in English.
- 2) Teacher should create a suitable and friendly environment while they are speaking.
- 3) The use of audio (CD-Players. Podcast.) can help learners to correct their errors without feeling embarrassed.
- 4) The using of audio aids support the students to participate orally.

Suggestions:

1. more similar studies at all levels of public and private schools to determine the effectiveness of the use of audio-visual means in learning English.
2. Training and training courses for teachers at various levels of education to keep up with learning in the current era.
3. Encourage teachers to use audio in schools in all.
4. Studying the current situation in schools in general in order to find out the reasons for the obstacles to study using the audio media.

In summary, the subject matter can be explored further by other researchers with access to a bigger sample size of respondents from other Libyan locations, in order to provide a comprehensive and universal picture of the phenomenon being studied. More resources, more disciplines, more areas, and more schools can undoubtedly produce findings that are more accurate.

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Appendices:

Appendix 1: Questionnaire:

Instructions:- Please put a tick mark (√) against 'yes' and (×) against 'No'. This questionnaire deals with availability of audio - aids and use of audio - aids.

Name of the Teacher:

Accessible Audio-Aides:	YAS	NO
1. Does your school have audio aids?		
2. Does your school have a laboratory?		
3. Do you have enough resources for your subject?		
4. Are the tools easily accessible?		
5. Are the tools well - made?		
6. Are the assistive devices in good working order?		
7. Do the tools help students understand the material more easily?		
8. Are the resources offered relevant to the subject?		
9. Do tools really need to be used when teaching speaking skill?		
Use of Aids:	YAS	NO
1. Do you prepare the lesson before utilizing the appropriate tool?		
2. When instructing, do you make use of any practical aids?		
3. Do you promote student participation in the use of the tools?		
4. Do pupils find the lessons with the aids enjoyable?		
5. Do the tools you utilize correspond to the pupils' mental abilities?		
6. Do aids encourage learning in students?		
7. Is there any space left over to store the aids?		
8. Are supplementary tools used with caution?		
9. Do you employ upgraded assistance?		
10. Do pupils who receive assistance study more effectively?		

Appendix 2 : Semi Structured interview

- (1) هل تفضل أن يكون الدرس مرفق بوسائل سمعية؟ ولماذا؟
- (2) هل تستمتع باستخدام هذه الوسائل خلال الدرس؟ ولماذا؟
- (3) هل استخدام هذه الوسائل تسهل على المتعلم فهم الدرس؟
- (4) عند تعرضك لهذه الوسائل هل تشعر بأن مهارة التحدث تطورت لديك؟
- (5) أيهما تفضل طريقة الاستماع لتطوير مهارة التحدث أم الطريقة التقليدية؟
- (6) هل تتمنى أن تكون اللغة الإنجليزية مبنية على دروس مكثفة من هذا النوع؟

Appendix 3 : Test


1) Talk about your self?

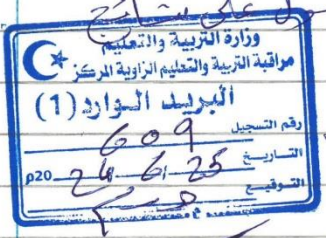
2) Talk about daily activities?

Appendix 4 :
**Names of experts who evaluated The questionnaire,
test and the interviews.**

1. Dr. Hakeem Madwi, Applied Linguistics. Azzawia university.
2. Dr. Abdusslam Tantawi, Applied Linguistics. Azzawia university.
3. Dr. Rnaa Kabbasa, Applid statitics. Azzawia univrsity.
4. Dr. Fahema, Applied Linguistics. Azzawia university.

مراقبه التربية والتعليم الزاوية
 السيد مراقب الاقليم والتعليم الزاوية
 الزاوية المركز انما قدمه الطلاب
 الباحثة اساره محمد عبد السلام الاسود
 تأمل منكم التناون ومضي معلومات
 بما يخص عدد متعلمين ومعلومات التفه
 الانجليزية وكذلك عدد المدارس في المرحلة

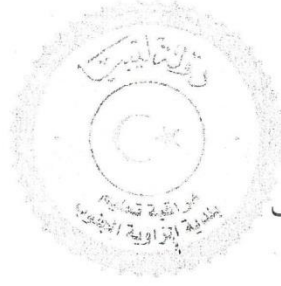
التناون ذلك للحصول على نتائج
 دقيقه له ووضعي اجس
 وشكراً
 والسلام عليكم ورحمة
 الله وبركاته
 مقدم الطلب: 



دولة ليبيا

وزارة التعليم

مراقبة التربية والتعليم الزاوية الجنوب



التاريخ: 7. 1. 2024

الرقم الإشاري: 239/24

السيد المحترم/ رئيس قسم الدراسات العليا جامعة الزاوية

بعد التحية

يفيدكم مكتب التعليم الثانوي بمراقبة التربية والتعليم الزاوية الجنوب بأن السيدة/سارة محمد عبدالسلام الأسود طالبة الماجستير بقسم اللغة الانجليزية التابعة لديكم قد قامت باستبيان عن عدد مدارس التعليم الثانوي وكذلك عدد معلمي ومعلمات اللغة الانجليزية بمدارس التعليم الثانوي والذين لديهم جداول دراسية للعام الدراسي 2024/2023 وللعلم عدد المدارس (7) وعدد المعلمين والمعلمات (40).

والله اعلم بالصواب

حمزة محمد عبدالرحمن

مدير مكتب التعليم الثانوي بمراقبة التربية

والتعليم ببلدية الزاوية الجنوب



مراقب التعليم

الملف الدوري

ع. ناجي الشانبي

حكومة الوحدة الوطنية
†°100°E† †°0C8†† †°NΨ°0°††
agasu nduronnu numii-Ī
Government of National Unity



وزارة التربية والتعليم
MINISTRY OF EDUCATION
مراقبة التربية والتعليم الزاوية الغرب

التاريخ: 2024/06/25

الرقم اللشاري: 2024/1472/1

السيد / رئيس قسم الدراسات العليا بجامعة الزاوية

،،، بعد التحية ،،،

تفيدكم مراقبة التربية والتعليم ببلدية الزاوية الغرب بأن
السيدة / ساره محمد عبدالسلام الاسود طالبة الماجستير بقسم اللغة
الانجليزية التابعة لكم قد قامت باستبيان عن عدد مدارس التعليم
الثانوي وكذلك عدد معلمي ومعلمات اللغة الانجليزية بمدارس التعليم
الثانوي الذين لديهم جداول دراسية للعام الدراسي 2023- 2024 م
حيث أن عدد المدارس (16) مدرسة وعدد المعلمين والمعلمات (85)
معلم ومعلمة .

والسلام عليكم ورحمة الله وبركاته

عبدالحكيم أحمد عبدالكفيظ
مراقب التربية والتعليم بلدية الزاوية الغرب



صورة الى : معي
الملف الدوري للحفظ .

ع الطالب

وزارة التربية والتعليم
جامعة الزبير

أنا الطالب سارة محمد عبد السلام الأسود

أتقدم بطلب لدين مدرسة ثانوية للاولمبي

للعلوم الحديثة من أجل موضوع دراسته

لرسالة بحث ذلك لكي يحصل على البيانات

المطلوبة لغرض إكمال رسالتي تحت

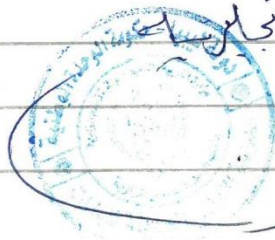
عنوان ديفر استناداً إلى وسائل البحث

من قبل مكتبكم إلى مرحلة الثانوية لتتميم مهارتي

التي كنت راجية منكم قبول طلبتي للإقامة

متابعة مع مكتبكم إلى مدرسة وكنتم لكم اختياراً

مع الطلب في ماره الا في الاجازة



مقدمه الطالب: سارة

إدارة مدرسة الاولمبي طريقه للبنات

وزارة التربية والتعليم
جامعة الزاوية

السلام عليكم ورحمة الله
وبركاته

أنا مقدمة الطلب الطالب سارة محمد الأسود

أنتقدم إلى مدير مدرسة الوحدة بنات

بمنطقة ابوعيسى الزاوية للفرض بشأن إعطائي

الإذن لتدريس حليتي سنة ثانية اربي ذلك

لقد رخص اجراء امتحان ومقابلة لطلاب هذه

المرحلة في شأن أثر استمرام الوسائل الصحية

من قبل متلمي المرحلة الثانوية على تطوير مهارته

التربوية وبارجاء استبيان للمعلمين الذين على

كفاءة التامة باستخدام هذه الوسائل.

مقدمة الطلب: سالت

التاريخ: 3-2-2024

مدير المدرسة:

توقيع إدارة المدرسة
S.
3



Questionnaire

Instructions:- Please put a tick mark (✓) against 'yes' and (×) against 'No'.

This questionnaire deals with availability of audio- aids and use of audio- aids.

Name of the School:

Name of the Teacher:

Accessible Audio-Aides:	YAS	NO
1. Does your school have audio aids?.		
2. Does your school have a laboratory?		
3. Do you have enough resources for your subject?		
4. Are the tools easily accessible?		
5. Are the tools well-made?		
6. Are the assistive devices in good working order?		
7. Do the tools help students understand the material more easily?		
8. Are the resources offered relevant to the subject?		
9. Do tools really need to be used when teaching speaking skill		
Use of Aids :	YAS	NO
1. When instructing, do you make use of any practical aids?		
2. Do you promote student participation in the use of the tools?		
3. Do pupils find the lessons with the aids enjoyable?		
4. Do the tools you utilize correspond to the pupils' mental abilities?		
5. Do you prepare the lesson before utilizing the appropriate tool?		
6. Do aids encourage learning in students?		
7. Is there any space left over to store the aids?		
8. How carefully do you handle the aids?		
9. Do you employ upgraded assistance?		
10. Do pupils who receive assistance study more effectively?		

? x x

2. Objectives of the study.:

- ① •To explore the impact of Audio aids on secondary school students.
- ② •To investigate the student's point views about Audio aids as a delivery method.
- ③ To understand the teachers view about using

3. Significance of the Study audio-aides.

This research work aims to investigate the use of audio visual aids and their relation with the pupils' improvement in English as a foreign language, Moreover, they are used in enhancing their speaking skill. They also aims to diagnose how essential the use of (audio aids) is for pupils and teachers to report to them about its importance and usefulness on enhancing and facilitating their work in the classroom, specifically in the listening and speaking session. Additionally, it is for those researchers who need it as a reference or simply as an interesting subject .