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**The Role of Audio Visual Aids in Teaching/ Learning Drama:  
The Case of Master I Drama Students of the Department of  
English at MMUTO**

**Presented by:** Ms. RABHI Nadia

Ms. TAKILT Nouara

**Supervised by:**

Mrs. LARABI Sabeha

**Board of Examiners :**

Chair: Mr. HAMMOU Mohammed, MAA, Department of English, MMUTO.

Examiner: Mrs. AIMEUR Roza, MAB, Department of English, MMUTO.

Supervisor: Mrs. LARABI Sabeha, MAA, Department of English.

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N° de série : .....

N° d'ordre : .....

## Dedication

To

my Precious Family,  
my Faithful Friends,  
all my beloved ones

Nouara TAKILT

Special thanks to my dear parents,  
my beloved family,  
all my friends

Nadia RABHI

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## ***Abstract***

*The current study focuses on the usefulness of audio visual aids in drama courses. It deals with the role of audio visual aids in teaching/learning drama, the case of Master I drama students of the department of English, at Mouloud Mammeri University of Tizi-Ouzou. It aims at finding out whether these teaching aids help both students and teachers in the teaching and learning process. Our research work aims at checking whether the advanced technology enhances the teaching of drama and raises interest and motivate students. To achieve these aims, we have adopted Lee and Coppen theory (1968), mentioned in Simple Audio Visual Aids to Foreign Language Teaching. Questionnaires were handed to students in order to collect enough data about our research topic and to achieve the goal of the study and the interviews we have conducted, as it will be shown through our work, addressed drama teachers. The investigation is based on the quantitative and qualitative research methods. The outcomes are analyzed according to the rule of three. After the discussion of the results, we have found that audio visual aids are very important in drama classes. They are equally helpful for students in acquiring drama knowledge and communicative competence. Most importantly, it is reliable for teachers in delivering their lectures in comfortable and easier ways.*

**Keywords:** Audio visual aids, drama, motivation, teaching/learning process

# List of Abbreviations

**AVA:** Audio Visual aids.

**EFL:** English as foreign language.

**ESL:** English as Second Language.

**FL:** Foreign language.

**L2:** Second language.

**MMUTO:** Mouloud Mammeri University of Tizi-Ouzou

**Q. :** Question.

**QCA :** Qualitative Content Analyses.

**SLA:** Second language acquisition.

**TL:** Target language.

**TV:** Television.

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# **General Introduction**

## **Statement of the Problem**

Modern language teaching needs new techniques and dimensions to facilitate teaching learning situations. Teachers use different technologies to come out from the traditional teaching. These technologies used in classroom are known as audio-visual supports. They are materials which provide great help in stimulating and facilitating the learning of foreign languages. Nowadays, the use of teaching materials has an influence on teaching FLs especially Drama English language classes which makes the process of teaching and learning easier and achieve the aims of teaching a foreign language.

The use of audio visual supports in teaching literature is very interesting for both students and teachers because it can promote students' capabilities and skills to acquire more knowledge and show how people behave in the culture of the language they are learning as it creates an atmosphere full of communication between students within the classroom. It also encourages students to engage in different dramatic activities with more interest to comprehend the ambiguous ideas that they meet in texts or plays. The use of audio visual means is important for teachers for a better transmission of their message. It likewise facilitates their teaching tasks.

English as a foreign language learners (EFL) face difficulties in the classroom especially MMUTO Drama students. These difficulties are not only related to their language skills that are not sufficient, but also to other factors such as the lack of materials used in classes and the teaching methods which do not help students to communicate effectively in the target language so as to succeed in their studies.

## **Aims and Significance of the Study**

The main objective of this study is to show the importance of the use of audio visual materials in teaching literature especially for English drama students at the level of MMUTO. We also aim to look at the appropriate aids used by teachers during the teaching of English as a foreign language to demonstrate how they use them in the right time and the right place. The purpose is also to live in a direct way the events of any given dramatic story and understand much more in a concrete way drama and its fields/ its different modes, tragedy, comedy... Accordingly, we aim to motivate both students and teachers about the importance of the use of audio visual supports in their classes in order to create and maintain a smooth agreeable climate full of enthusiasm and good interaction.

The second objective is to observe how students reflect on this new method of learning that is used to facilitate the learning process and to help students achieve their objectives. In addition, we want to go further beyond the traditional and classical methods that make the teaching and the learning process boring and less vital.

## **Research Questions and Hypotheses**

In our work, we seek an answer for the following research questions:

- Does the use of audio visual aids in drama classes ensure effective language teaching and learning?
- How can audio visual supports help students to understand more their lessons and how can teachers use them in delivering their lectures?
- How do Master drama students of the Department of English at MMUTO react towards the use of audio visual materials during their lectures?

To achieve our aim and in an attempt to give an answer to our research question, we put forward the following hypotheses:

- The use of audio-visual aids in drama classes has positive impact in teaching learning process.
- The use of audio-visual aids has no influence on the drama masters' students and teachers in learning teaching process.
- Drama belongs to visual arts; therefore, drama students have to use visual supports to visualize plays.

## **Research Techniques and Methodology**

In our research, we need to adopt both quantitative and qualitative research methods. The quantitative is used to collect the numerical data about the number of drama students in UMMTO who benefit from the use of audio visual materials during their lectures, and to know how many times teachers use these aids. We also investigate whether they focus on the use of these materials during the whole session (one hour and half) or just one hour or few moments. The qualitative research method is used to collect open ended data gathered from the questionnaires and the teachers' interviews that leads to find out the efficiency of the audio-visual supports in classes and the attitudes of both teachers and students towards the use of these supports in a given class.

Concerning data collection instruments, the questionnaires addressed to students which contains close ended questions so as to collect numerical data and open ended questions to get the non-numerical results. The second instrument is the teachers' interview which permits us to see the impact the audio-visual aids have on students and teachers.

## **The Structure of the Study**

Our dissertation is based on the Lee and Coppen (1968) *Simple Audio Visual Aids to Foreign Language Teaching* theory. It is organized according to the traditional complex model which is composed of six parts: general introduction, review of literature, research design, presentation of the findings, discussion of the findings and finally a general conclusion. The first part gives us a glance about the topic of this research study and it contains the structural form of this dissertation and the steps that should be followed to achieve the objective of this research. The second part is about the theoretical concepts underlying the investigation of audio visual support in teaching, the third one is concerned with the description and the explanation of data collected. The fourth part is related to the presentation of the results, while the fifth part consists of the analysis and the interpretation of the collected data. The last chapter, is a kind of summary of the main findings; it ends with suggestions of other research topics.

# Chapter I :

## Review of Literature

## **Introduction**

This review of literature tackles the main theoretical framework to be used in present research. It provides an overview of the use of audio visual aids in teaching and learning English language. First, it presents the main concepts of the study. Then, it reviews the role and the main purpose of these aids in teaching and learning drama. After that, it introduces the relationship between the three concepts; Multimodality, drama and audio visual aids. Since, there is a strong link between them especially in the field of education. This chapter also intended to see the different aids used and its aim in teaching drama. Finally, it looks for the influences have the audio-visual aids in learners' communicative skills.

### **1. Definition of Concepts**

#### **1.1. Visual Aids**

Visual aids are different tools used to facilitate lessons and make the tasks easier and clear to understand through the sense of seeing. For example, pictures, maps, posters, charts, slides, real objects...etc. Singh (1975: 158) defines the visual aids as:

Visual aids – in a very loose sense- are indispensable in the teaching process. Using the blackboard, drawing diagrams and pictures using the maps and charts are some of visual aids that are used constantly in the classroom but when one talks about the visual aids in the context of foreign language teaching, one is very specific about the type of visual aid and one invariably means some type of pictorial presentation that could make the learning simpler, quicker and more meaningful.

So, the use of any visual aids during lectures enrich students' imagination to have a clear image in their minds

#### **1.2. Audio Aids**

Audio aids are effective devices for learning/teaching situation which helps learners receive and grasp information through the sense of hearing such as tape recorders, radio ...etc.

### 1.3. Audio Visual Aids

Audio visual aids are also called instructional materials among the important tools used in teaching drama which decode the various unclear and complex dramatic concepts to make it clear and understandable. For example LCD projectors, TV, computer, VCD player, multimedia...etc. According to Khan (2013: 13-22) the audio-visual aids are tools that make teaching- learning process more efficient and effective. Students do believe that they enjoy learning through these tools as they totally change the atmosphere of the class and make the class more interactive. Al-Jibouri (1978: 107) refers to audio visual aids as *“any material program or machine used to help the teacher explain his lesson better is included under learning aids”*.

### 1.4. Drama

Drama as a complex literary form allows both students and teachers to use and/ or follow a specific technique in teaching/ learning situations since *“drama is not just the description or discussion of events from real life; it is the re-creation of real life and making use of all the constituent elements of real activity. These obviously include language as well as things like movement, position, gesture and facial expression”* (Moody, 1971: 67). So, teaching drama refers to the teachers' and learners' abilities to create real life atmosphere within classroom as Gladys (1962: 544) explain *“the teaching of drama in English class is really meaningless: since plays are written to be seen and heard students can be expected to acquire drama appreciation only by seeing plays performed or by actually participating in them directly”*. Moody (1971: 67) claims that in teaching drama field *“we are concerned with the fundamental process of converting a printing text into a live performance whether in realm of our imagination as we read or for an actual stage production”*. Drama can be an important

way to bring lessons into practice as it offers students to engage in fun activities that increase their confidence in group working skills.

## **2. The Role of Audio-Visuals in Teaching Drama and the Main Purpose of Teaching English Language Through Drama**

The increasing need for communication and exchange between people not speaking the same language and the difficulties to conquer the competences to perfectly master a language other than their mother tongue are the major points that cause in man will to think about the improvement of languages teaching. This has developed the teaching of foreign languages.

Teaching materials are elements used in education that bring together resources that facilitate the work for teaching and learning for learners. These elements can be concrete (books, games...), virtual (films...) or abstract (tape recorder...). It is helpful for teachers to make the classroom environment more interesting and interactive as it is useful and enjoyable for students during their lectures, because it motivates them to pay more attention in the class as it relates their learning situation with their real life. Singh (1975: 157) explains that:

The visual aids provide the proper and correct situation of the language use and also explain the meaning of the object and actions as well as the different nuances of the target language without the interference of the filter language. By the use of audio visual aids, the effectiveness of the learning is increased since it helps the learners to assimilate the language contents in a more meaningful yet interesting manner. Through the appeal to eye and ear the aids provide the systematic improvement of knowledge and skill of the target language.

Before coming to AVA in teaching drama, the idea of using drama in English language teaching should take place for further explanations as an opening part in this essay. But speaking about English language teaching, refers us to the SLA where another problematic is arisen: How the students of L2 or FL can develop their competence? Students can develop their competence in L2 through two different ways as Krashen (1982: 10) states: *“adults have two distinct and independent ways of developing competence in a second language”*

The first way is language acquisition, a process similar if not identical, to the way children develop ability in their first language. Language acquisition is subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication.

The second way to develop competence in a second language is by language learning. We will use the term ‘ learning ’ henceforth to refer to conscious knowledge of second language, knowing the rules, being aware of them, and being able to talk about them. (Ibid)

Drama education conveys a meaning in context and enhances and flourishes one’s own L2 either in an informal (acquiring) or a formal (learning) process. Since English language is taught in concert contexts where it should be used, in other words, it is taught far from the accumulated documents that students should learn by heart, that is to say drama engages students in communicative situations, and far more it develops the imagination and the creativity of the students. Davies (1990: 88) states that: *“Drama can take several forms in the language classroom, but above all it should be a communicative activity where the students make the choices”*, also claims that: *“Drama bridges the gap between course-book dialogues and natural usage, and can also help to bridge a similar gap between the classroom and real-life situation by providing insights into how to handle tricky situations.”*(Ibid: 96)

## **2. 1. Meaning in Context**

Drama as a means of communication and expression conveys unlimited meanings in each movement or gestures used when playing, depending on the context used in different settings, time period, and the actors. So, *“drama represents an ideal method of work if teachers want to put the meaning for students into a sizeable context.”*(Krivkova, 2011: 12). In the same sense, Harmer (2007: 270) confirms that students should: *“activate language to communicate real meaning, rather than just practicing language”*

(Phillips cited in Krivkova, 2011: 12) emphasizes the utility of drama in L2 teaching because *“it encourages children to speak and gives them the chance to communicate, even*

*with limited language, using non-verbal communication, such as body movements and facial expressions.”*

Moreover, *“teachers can help their students in providing the situations (context) which light up the meaning of the utterances used”* (Lee and Coppen, 1968:1). Furthermore *“teachers can improve their own grasp of the foreign language and help them prepare more effective lessons”* (Ibid). According to (Marley and Duff cited in Krivkova, 2011: 13) *“drama techniques have the singular merit of directly engaging students’ feelings and, as a result often making them aware of the need to be able to express them appropriately”*.

## **2. 2. Motivation**

Students can get an ideal L2 once they are motivated. Good motivation is like a motor which keep up the students’ enthusiasm, it is defined by Jeremy Harmer (2007: 51) as *“some kind of drive which pushes someone to do things in order to achieve something.”* Drama can provide students with enough interests in the learning process, despite its difficulties, by involving them in concrete situations where they can do things, in other words, they can practice and experiment things to achieve the knowledge. That is to say a student *“is much more engaging than just learning by rote.”* (ibid).

Speaking about motivation, it is often referred to its two types as explained by Harmer which are the intrinsic and the extrinsic motivation. The former is related to the external factors like society, family and peers’ attitudes toward a given subject, and the latter is about what happens inside the classroom such as the teachers’ methods or activities used inside the classroom(Ibid: 20)

It is up to teachers to provoke intrinsic motivation where students find a good climate, well disposed to the learning process, and drama of course, can provide this atmosphere.(Maley and Duff cited in Krivkova, 2011: 11) promote the role of drama in creating and maintaining

the enjoyment of the students who are involved in a given dramatic activity since they are involved in the lecture and they are on the open area of imagination where they can participate freely in the presented lesson where their cognitive process is activated.

### **2. 3. Learning styles**

Each one of us learns in his/ her specific way. So, in Neuro-linguistic Programming researchers like Richard Bandler and John Grindler made a distinction between these styles and they have categorized them into three segments: some of us are strongly visual, it means they learn by sight sense, such as charts, graphics, pictures etc. Others are auditory, it refers to the listening process, so they can memorize or learn more when they hear information and this kind of learners are able to learn when they listen to music, and the last segmentation is the kinaesthetic learners who learn more when performing actions. Harmer(2001) states: *“In any one classroom we have a number of different individuals with different learning styles and preferences, which means that we have to offer a wide range of different activity types in our lessons in order to cater for individual differences and needs.”*

In such conditions, good teachers will incorporate all modalities in all classroom activities, *“considering the fact that drama includes all kinds of stimuli, visual, auditory and kinaesthetic (...), its use in education can be regarded as extremely beneficial.”*(Ibid)

### **3. Multimodality, Drama and Audio Visual Aids**

As already mentioned above, drama is a multimodal way of instruction, it allows a good and well-made lecture, and it can help students take part in the activities programmed in the classroom. Also, it can provide each individual with a comprehensible way and the needed information according to the styles mentioned before.

### **3.1. Multimodality in Teaching Drama**

There is a strong link between multimodality and drama, namely in education. The multimodal approach is a field which explore the world of all modes exist in language communication including linguistic and non-linguistic modes. It is concerned with the study of what is behind each movement, shape, action, colour, position, the style of writing, that is to say teachers use semiotic modes to make lesson clear and more coherent. Kress et al. (2001: 56) states that: “*the different semiotic modes within the lesson worked together to form a coherent text through a range of textual features.*” Therefore, multimodality should be included in the study of drama with its different aspects like films and plays.

Performing plays within classrooms, students in role i.e. those who are engaged in the play, make different linguistic and non-linguistic modes/ signs. So, to interpret and decode the meaning intended by the players, a certain knowledge of semiotic is required, likewise in films, mimed activities, reportages and even in devising, students have to know how to make a coherent mixture to form a meaningful and creative mise en scene namely in films, plays or TV shows. In addition to what is said before,

Exploring texts through drama has long been accepted as a potent and successful teaching methodology. The imaginative framework drama provides, enables children to develop active, interactive and reflective relationship with the text whilst giving teachers the freedom to facilitate depth of learning in divers and exciting way. (Baldwin and Fleming, 2003: 4)

### **3.2. The Relationship Between Audio Visual Aids and the Teaching of Multimodality in Drama**

It is unreliable to speak about teaching drama including multimodality without talking about the way these information and knowledge will be fulfilled, that is to say, AVA are automatically and systematically related to the different modes of drama. As it is mentioned in the definitions, audio visual aids are tools by which teachers can reach the teaching process

either it is required seeing, listening, speaking or doing activities. They are also intended to approach all the students who have different types of learning, since it is a multimodal approach. Drama education should be directly connected to multimodality with the teaching by audio visual aids to achieve successfully the learning process and get knowledge in drama.

#### **4. A List of attentions Stated by Gladys About Drama Teaching**

1. The values of and goals for the teaching drama need to be more clearly defined.
2. Teachers must learn to work with drama in all its contemporary manifestations – the theatre, TV, and motion pictures- and consider each as fulfilling a valuable and complimentary function.
3. The teaching of drama must be more carefully structured within the total curriculum, with careful allocation of skills at each level to provide a meaningful sequence of experience throughout the high school years.
4. More experimentation should be undertaken to determine the most effective ways to teach drama, and these efforts and results should be made known.
5. Teachers need to learn to utilize dramatic materials more effectively and to compensate for personal deficiencies in background in drama(Gladys, 1962: 545)

#### **5. The Different Aids Used in Teaching Drama**

Teaching drama has always been a talent more than anything else, and drama teachers should use appropriate supports to achieve the aims of teaching literature. The integration of technology into the curriculum promotes higher order thinking skills and makes the process of teaching easier, clear and quicker. Rivers (1981: 398) claims that: *“Language teachers have been quick to seize upon the possibilities opened up by the easy availability of recording equipment, both audio and visual”*. So, teachers used different teaching materials in order to make students remember the language they learned in foreign language teaching.

##### **5.1. Teaching Drama Using Visual Aids or Observational Aids**

###### **5.1.1. Pictures**

Pictures are visual tools used in teaching drama to visualize the content of the lesson. It makes the learners more attentive and engaged in tasks and allows them to realize their

imagination about any topic, characters or plays. It becomes more real and contextualized. Learners get an overview of the lesson and can generate ideas better. As Kerop (1978:129) says: *“A picture is better a thousand words”*.

## **5.2. Teaching Drama Using Audio Visual Aids**

### **5.2.1. Video’s role as an audio visual aid in teaching drama**

Students face difficulties in pronunciation, motivating, understanding the language and culture of English language. So, the use of videos is very significant in facilitating the complex process of teaching drama. Wilson (2000) reveals that students prefer using new methods in learning foreign language which help them to decode the difficult things in learning and videos in classes is a means which is often used to extract the accent and the correct form of pronouncing words and expressions from the native English speakers. Stephens (2001: 22) claims that: *“films also connect students with language and cultural issue simultaneously”* since *“students can identify the person depicted in a living experience in the other culture and learn and observe the total response with facial expressions, gesture, hesitations and pauses”* (Rivers, 1981: 211). Thus, videos are considered as audio visual aids which connect students with language and culture as they allows them to see the whole play and the whole picture about different activities looking at their different movements, facial expressions, gestures... These aids help students to learn the correct form and pronunciation of English language. The use of videos in drama classes was liked by both students and teachers since *“video in the classroom offers exciting possibilities for language teaching and learning”* (Lonergan, 1995)

#### **5.2.1.1. Films**

Films are one of the most important tools in teaching literature especially drama because they allow students to understand what is taught in their classes and give them a chance to see

the reality. Film communicates through oral, written, and physical means. Therefore, catering to different abilities experiences proved that film motivates both student and teachers with the result of improved attainment of learning process. So, basic point to start drama is to see film, and Moody (1971: 68) claims that: *“It would be certainly helpful for students to see a good stage performance of a play”* and Rivers (1981: 24) adds that films *“give a vivid representation of life of the people and the place where they live, thus providing much useful information as a background to reading and as a basis for oral discussion”*. As Mrs. LARABI stated in her expose of post-graduation studies, *“Instead of focusing on the assessment of students’ written and oral skills, film widens the teacher’s objective in exploring various aspects of a given thematic topic. By such, he will succeed in the mutual reinforcement of content and language”*. (Larabi, 2005: 3)

#### **5.2.1.2. Power Point**

Power point is the most common Microsoft tool that teachers or students use in any research study or presentation in classroom. It facilitates the lecturing task and creates a dynamic atmosphere. Furthermore, *“the use of power point for teaching presentations has considerable potential for encouraging more professional presentations”* (Jones, 2003). So, a structured and targeted power point presentation enhance, the teaching and learning process of teachers and learners, it makes an appropriate presentation for almost learning style members, it encourages and stimulates the learners, at the same time, it supports and helps teachers (ibid)

## **6. The Aims of Teaching Drama Through Audio Visual Aids**

- The use of visual aids in teaching/ learning drama is very important in creating connection between students and the text. Teaching language using visual aids allows students to take part in the text and to have a full concentration on it which leads to

authentic communication between them then the understandability of stories and texts. Many aids like pictures, videos recorders, tapes simplify the courses as it increases students thinking, interest, and motivation. Kishore (2003) says “*visual aids stimulate thinking and understand*”

- Audio visual aids broke the differences and distance that exist between people and permit them to communicate and exchange ideas, so the culture and the climate of other countries can be brought into the classroom using aids like: slides, films, projectors. According to Dicke (1993) “*once the phenomenon is visualized, the picture and knowledge becomes very clear and permanent*”.
- The use of audio visual aids in teaching drama encourages participation because students like more learning if they are engaged in important and practical activities. As Wright (1976: 1) claims, many media and many styles of visual presentations are useful to the learners.

## **7. Enhancing Communicative Skills Through the Use of Audio Visual Aids**

Teaching drama is a very complicated task which brings both students and teachers from the traditional education model into the modern one using a set of educational materials that helps them to become critical thinkers, readers, writers, listeners and speakers that leads to collaborate and communicate effectively. Harlen (1943: 260) claims that “*improvement in reading techniques results from the use of various devices. Word meaning may be enriched through such visual as: Lantern slides, pictures, picture dictionaries, illustrated encyclopedias, and catalogs*” and “*the teaching of speech for special communication can be greatly improved by the use of audio visual aids*” (Ibid: 261). Audio visual aids enhance leaning and teaching drama by providing an opportunity to link between different concepts. As they motivate students in learning literature to create a strong engagement between student

and the text, influencing the way information is presented and received, improvement and the mastery of language skills. Students will be motivated in learning drama as they have no interest in that field due to the difficulties they faced in literary text. So the use of such aids helps them in understanding the abstract ideas in a text and gains a self-confidence engaging in learning process, as they become more active in memorizing and resulting in higher order skills and Larabi (2005: 11) clarify that:

Clearly audio visual means, widely recognized as powerful communication media, can greatly enhance, reinforce and diversify English language teaching. With careful selection and purposeful planning, the civilization teacher who uses efficiently visual supports will certainly succeed to make students enthusiastic, enlighten climaxed issues in history and most importantly, turn his and his student's routine and boredom to fields of interest.

## **8. Theoretical Framework**

To achieve the goal of our work we adopted the theory of Lee and Coppen (1968) mentioned in *Simple Audio Visual Aids to Foreign Language Teaching*. It states that audio visual aids help the teaching process in five ways

- (i) They can brighten up the classroom and bring more variety and interest into language- lessons;
- (ii) Visual aids in particular can help to provide the situation (context) which light up the meaning of the utterances used;
- (iii) Aural aids in particular help the teacher to improve his own grasp of the foreign language and to prepare more effective lessons;
- (iv) Both aural and visual aids can stimulate children to speak the language as well as to read and write it;
- (v) They can help in giving information of one kind or another about the background of literature and about life in the foreign country concerned.

Lee and Coppen claim that audio visual aids change the classroom environment and bring more decoration and variety which help both drama students and teachers to enrich their teaching and learning process and solve some of their problems. They say "*classrooms are not always as bright and attractive as they should be*". So, "*if the room where the language is taught appears drab and dreary the pupils may not look forward to going there and may develop a certain distaste for the language-lesson*". As well as, visual aids provide a situation which makes the utterances said more clear to students and they say that "*visual aids can help by providing contexts which would not otherwise be available*". In addition to that, audio

visual aids improve the intellectual development of the learners and make them able to use language as it is mentioned in their book *“certain aids encourage pupils to make active use of the language they are learning. If a picture is interesting they will want to talk or write about what they have seen in it”*. Teaching drama needs any kind of audio visual aids, because of its complex and difficult language and learners needs background information to understand and master the literary of the foreign culture. It is mentioned that *“for those who believe a foreign language is best learnt by learning something also about the daily lives of those who speak it as a home language, there is help given by visual aids in providing information about those lives”* they added *“the advantages of radio and television as a source of knowledge about a country”*. So, these aids make the process of teaching more obvious.

## **Conclusion**

To conclude, this chapter has presented the relevant literature review which is used in the research. It shows that researchers in the field of teaching foreign languages state that audio visual aids play an important role in teaching/learning process. Hence these aids have a positive impact on both drama teachers and learners as they are useful in understanding dramatic concepts, stimulating thinking, and improving learning skill in classroom.

# Chapter II :

# Research Design

## **Introduction**

This chapter deals with the research design of the study. It is about the explanation and description of the methods and research techniques used to collect data and to answer the fundamental research questions stated in the general introduction of the work. It is divided into three parts which are the research method states different methods used in social sciences and refer to quantitative, qualitative and mixed methods, the procedures of data collection based on students' questionnaire and drama teachers' interview at the level of English department at MMUTO. Furthermore, the data collections are analyzed according to the rule of three. So, in order to achieve our aim, we have adopted the theory of Lee and Coppen (1968) *Simple Audio Visual Aids to Foreign Language Teaching* as a framework of our research.

### **1. Research Method**

In our research, data collection and data analyses techniques from both quantitative and qualitative research methods are used. Therefore, the mixed method is adopted in order to collect numerical and non numerical data which are gathered from close ended and open ended questions. These data are collected through the students' questionnaire and drama teachers' interview.

### **2. Procedures of data collection**

#### **2.1. The Questionnaire**

It is a tool for collecting and recording data about a particular issue or interest from a large number of people. *“The questionnaire is widely used and useful instrument for collecting survey, providing structured, often numerical data, being able to be administers without the presence of the researcher...”*(Wilson and Mc Lean, 1994 cited in Cohen et al., 2007: 317)

### **2.1.1. Students' Questionnaire**

It was felt that students may be more comfortable in answering and expressing their opinions in write form. A questionnaire is designed to collect enough data about the use of audio visual aids in drama classes and the importance of these aids in teaching/ learning foreign language.

Students' questionnaire was addressed to (53) master one drama students at the level of English department at MMUTO. It is made of twenty-three(23) questions, started with a short introduction in which we explain the subject and the aim of the questionnaire and the way they should respond to the questions, followed with our great thanks' for their cooperation. Then, the three sections which are divided into the general questions contains only close ended questions with predetermined answers from which participants can choose, the use of audio visual aids, and the audio visual aids in drama sections which are presented in both close ended and open ended questions permits participants to express their own answers. At the end of the questionnaire we devoted a space for further comments and suggestions.

### **2.2. Interview**

From what is mentioned before,a questionnaire is very useful research tool that many researchers tend to use in their researches. It is important to look for other tools to gather more data. In our research, we need to use interviewsto gain more understanding about our topic, because an interview is another method of data collection which represents a meeting or a dialogue between interviewer and interviewee for asking listed questions to drama teachers. These structured interviews addressed to drama teachers at the level of theEnglish department at MMUTO.It contains twelve (12) questions last from fifteen (15) to twenty (20) minutes for each teacher.

### **3. Procedures of Data Analysis**

This part represents the procedure of analysis of collected data; it is based on the rule of three:

#### **3.1. Quantitative Statistical Method**

Both quantitative and qualitative research methods are used in order to collect numerical and non numerical data, using close ended questions to generate statistics. The latter is calculated with help of a computer software program “statistical package for social sciences (SPSS)” which is concerned with the analysis of statistics, presenting the quantitative data to transform them into tables, charts, histograms...etc to show percentage.

##### **3.1.1. The Rule of Three**

In mathematics, specifically in elementary arithmetic and elementary algebra, given an equation between two fractions or rational expressions, one can cross-multiply to simplify the equation or determine the value of a variable. Given an equation like:  $\frac{a}{b} = \frac{c}{d}$  (where b and d are not zero), one can cross-multiply to get:  $ad = bc$  or  $= \frac{bc}{d}$ . and that is what we have used in our statistical analysis, it is used for the quantitative data gathered from the students' questionnaires. (en.Wikipedia.org wiki/ cross-multiplication)

#### **3.2. Qualitative Content Analysis (QCA)**

The qualitative data also needs to be analyzed and the QCA is the appropriate method to do so. It is used for interpretation and description of the data collected from the open ended questions and the results of the interview.

### **4. The Limitations of the Study**

During the whole process of doing and writing our dissertation, many limitations were manifested. The major obstacle was the lack of supervisors in the fields of Language and Communication, and Applied Linguistics and Social Semiotics. The second hard one which is

non-invaluable than the first, is the choice of the appropriate theory, we haven't got it till August. The third threatening matter was the teachers' questionnaires that we didn't get back regarding the critical time period that we were in.

## **Conclusion**

This chapter has presented the research design of our work which consists of: First a short view about the research design. Second the methods used to collect data in which students' questionnaires and the teachers' interviews are used to collect enough data about the research questions and the last procedure of data analysis based on rule of three.

# Chapter III:

## Presentation of the Findings

## Introduction

This section represents the gathered data from fifty-three students' questionnaires and teachers' interview. These results are presented in different ways and they are commented.

### 1. Results of the Students' Questionnaire:

#### Section 01: General Questions

##### Q.1. Are you male or female?

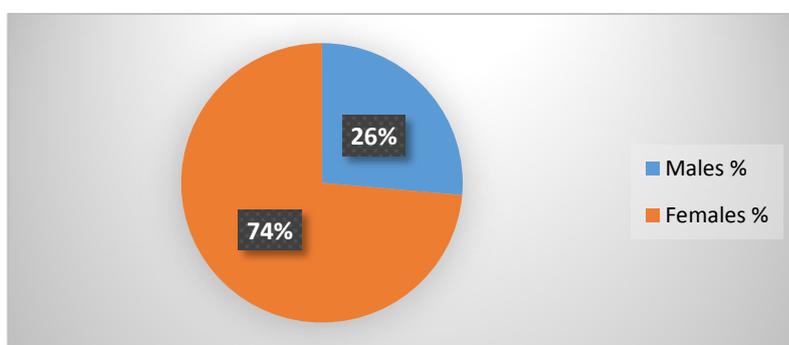


Diagram 01: Students' Gender

This diagram shows that the percentage of females in drama classes is bigger than the males, so females represent 74% and males appear only 26%.

##### Q.2. Do your teachers use audio visual supports in your class?

	Number of students	The percentage %
Yes	35	66.03%
No	18	33.96%

Table 01: The Use of Audio Visual Aids in Class

This table shows the students who assisted to an audio-visual class which represents 66.03% and it depicts the majority of the participants holding males and females. The 33.96% represents the participants that have not attended the audio-visual class.

**Q.3. If it is yes, how do you find the use of these supports?**

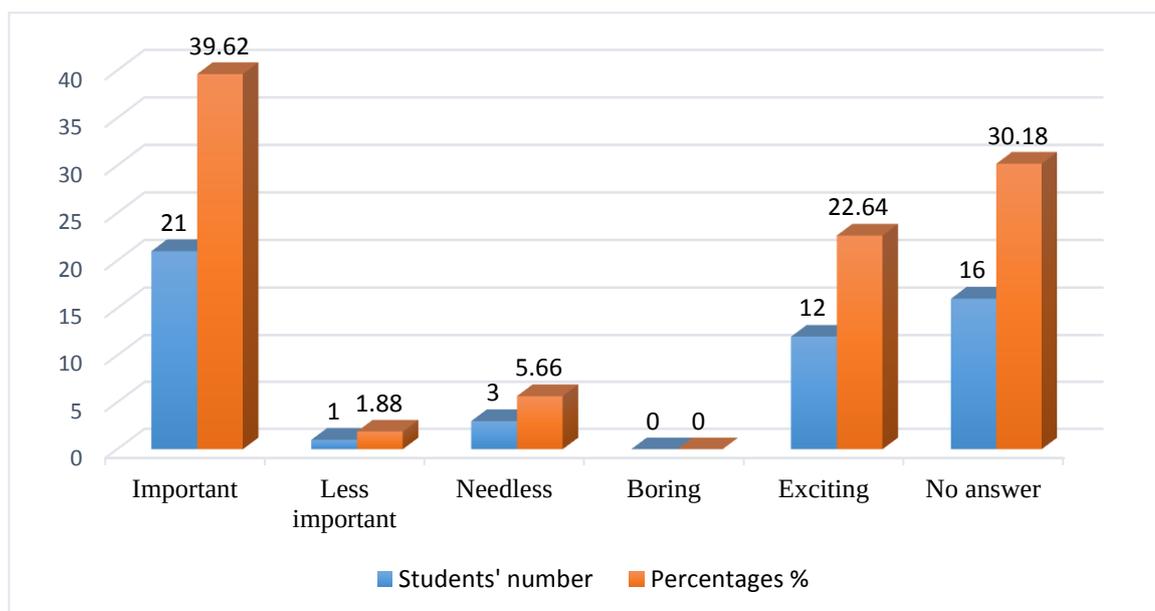


Diagram 02: The Students’ Attitudes toward the Use of Audio Visuals in Class

In this graph, the students have good attitudes towards the use of audio visuals in class. Here, we can see the number of participants who answered with “important”, which is higher than all the other suggestions, it represents 21 individuals and its percentage is around 39.62 %. It is also clear that students enjoy these aids, the percentage of their excitement is high 22.64 % and the boringness is very low it is at 0 %. There are also 16 participants, around 30.18 % who did not answer this question.

**Section 2: The Use of Audio Visual Supports**

**Q.1. Do you prefer this method (using audio visual supports in class)?**

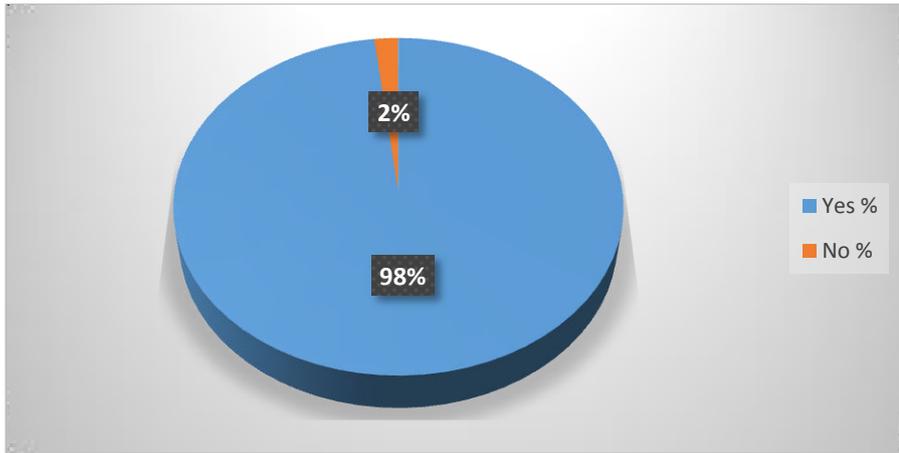


Diagram 03: The Students' Preferences of Using or Non-Using Audio Visuals in Class.

Here it is visible that students prefer using this technique in class since it represents 98% from the whole participants. They argued that: *“it makes things clear and the learning easier”*, only 2% of them who do not like using it.

**Q.2.6. Do audio visual supports motivate you, and when?**

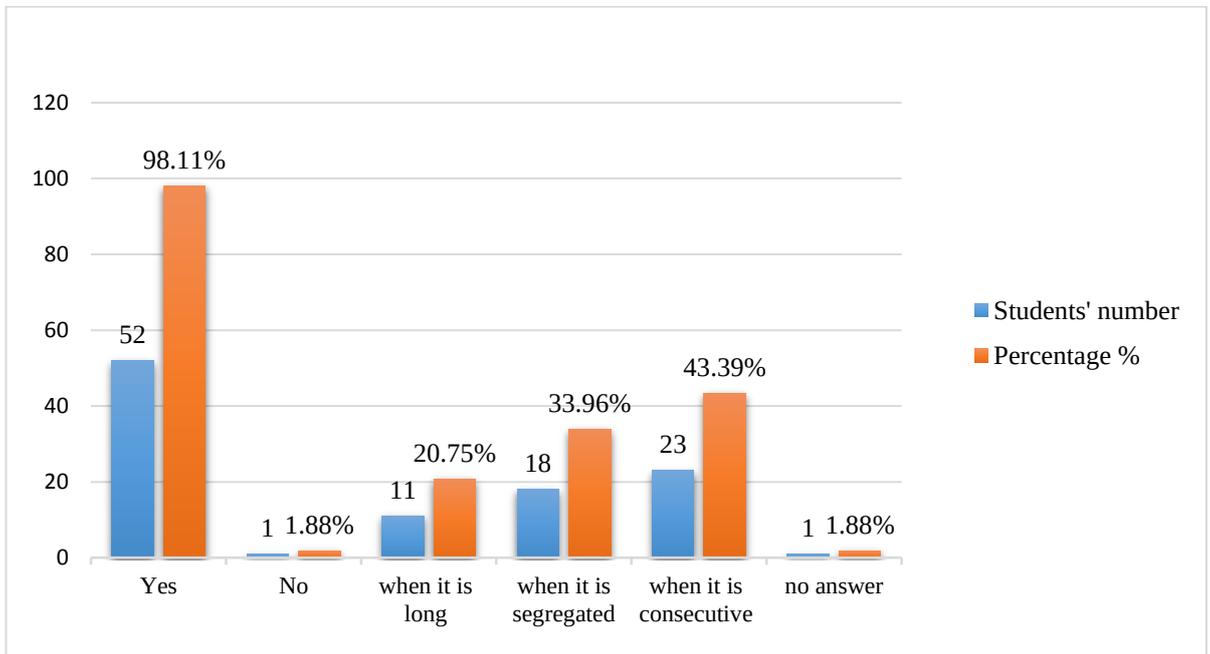


Diagram 04: The Students' Motivation When Using Audio Visual Aids.

It is clear from this graph that most of students are motivated when using audio visual aids in class. So, 98.11% answered with 'yes' and 1.88% with 'no'. And it is visible that they

are motivated more when the use of these aids is inconsecutive, since 43.39% answered with ‘when it is consecutive’. 33.96% answered with ‘when it is segregated’ and 20.75% with ‘when it is long’. Finally, 1.88% didn’t answer this question.

**Q.3: What are the types of audio visual supports that your teachers use in class?**

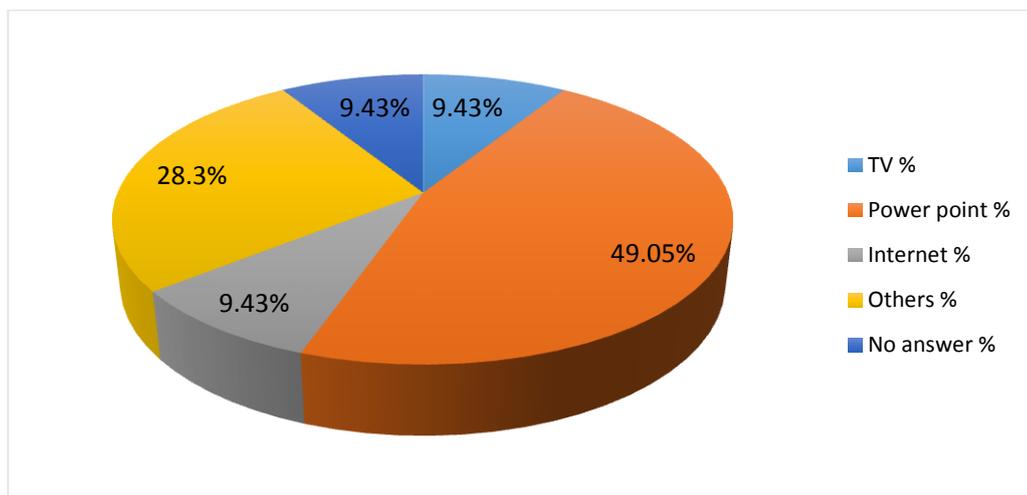


Diagram 05: The Audio-Visual Types Used in Class.

This figure shows which type of audio visuals is used frequently in class, and here it is clear that teachers use much more power point than the other types. The amount of answers in this type is around 46%, and 27% answered by mentioning other types like smart phones, and between those who did not answer to this question and those who said TV and internet are about 9% for each.

**Q. 4: Do audio visual aids fit your needs in a given lecture?**

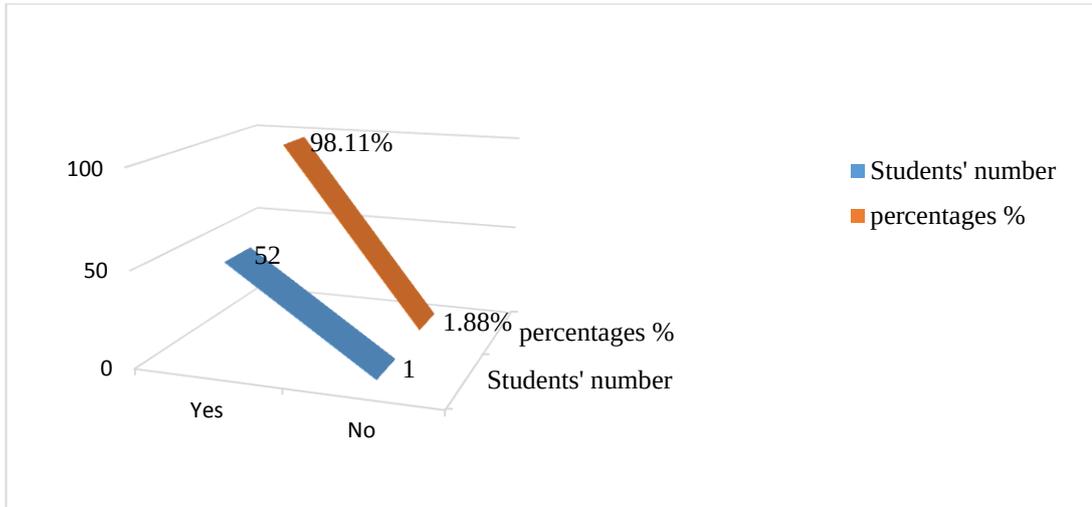


Diagram 06: The Benefits of the Audio Visual Aids.

From the figure above we can see the amount of the participants who benefited from the use of these aids and those who did not. So, the percentage goes from 1.88% 'standing for no' to reach 98.11% that represents the answer 'yes'.

**Q.5. How much time does your teachers take in presenting their lectures with audio visual supports?**

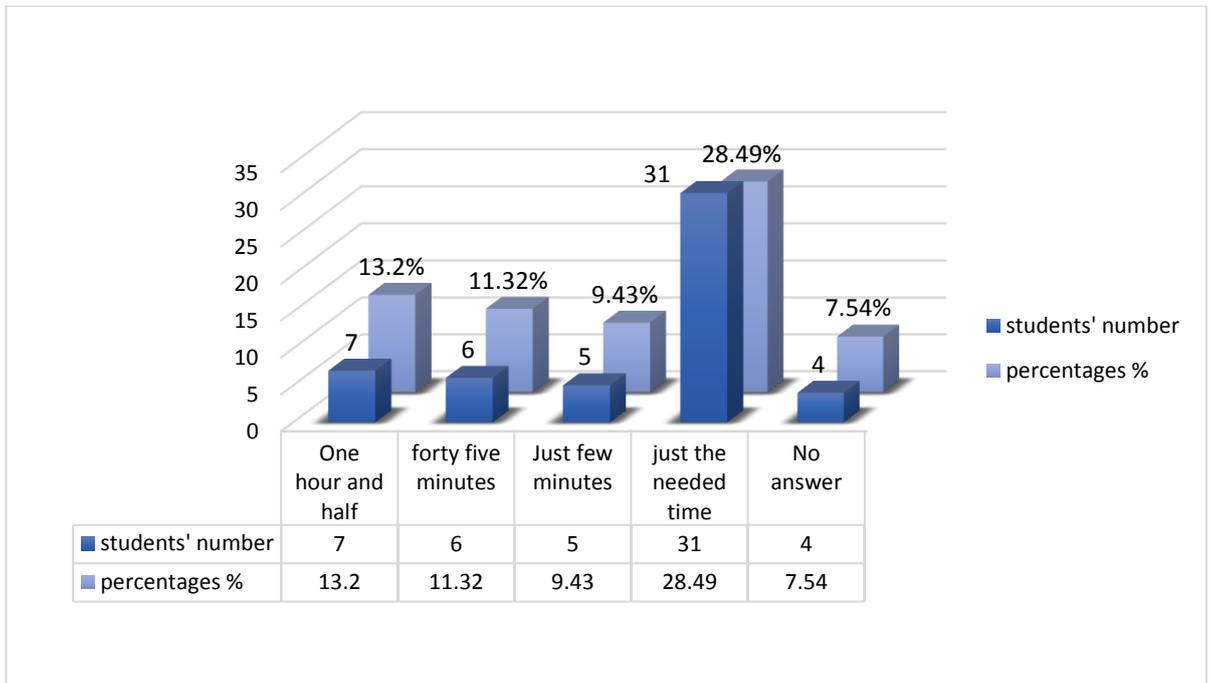


Diagram 07: The Time Taken to Present a Given Lecture with Audio Visual Aids

This diagram shows that most of teachers, according to their students, use only the needed time for an audio-visual presentation, 28.49% answered by “just the needed time”,13.20% answered by “whole session”, 11.32% answered by “forty-five minutes”, 9.43% answered by “few minutes” and 7.54% did not give their answers.

**Q. 7. How much do you agree with the following statement? “I usually understand more when my teacher comments the represented document, film...”**

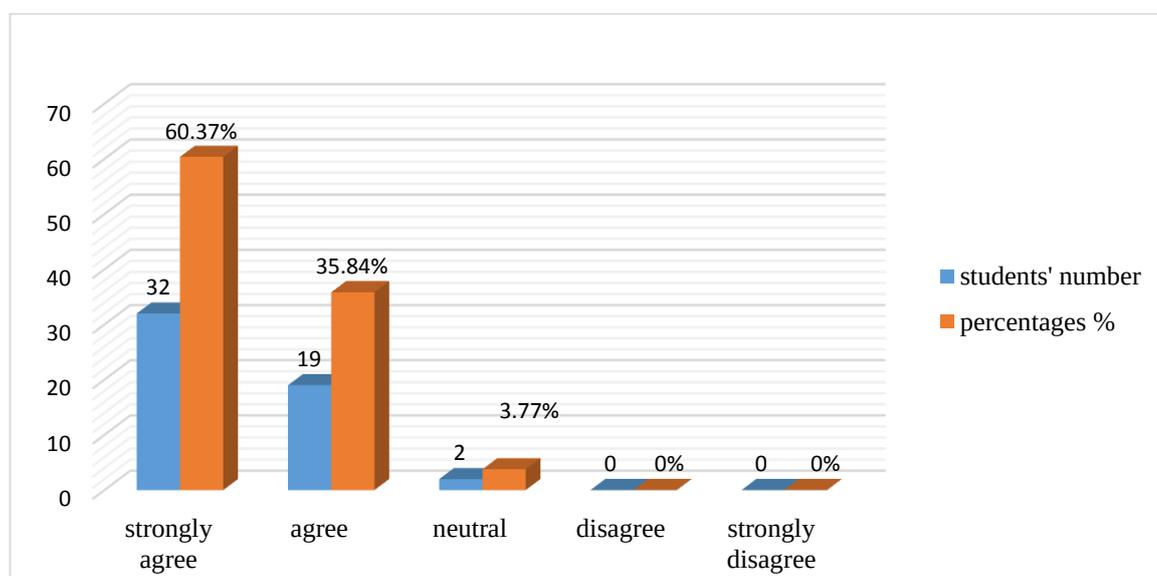


Diagram 08: Teachers’ Importance versus Audio Visual Aids

This diagram shows high percentages in the two first alternatives,60.37% of the students are strongly agree with the statement “I usually understand more when my teacher comments the represented document, film...” and 35.84% of them are agree when the teachers comment the documents used in audio visual aids. Only 3.77% who are neutral and the two last alternatives represent 0%.

**Q. 8. How often do your teachers use audio visual supports?**

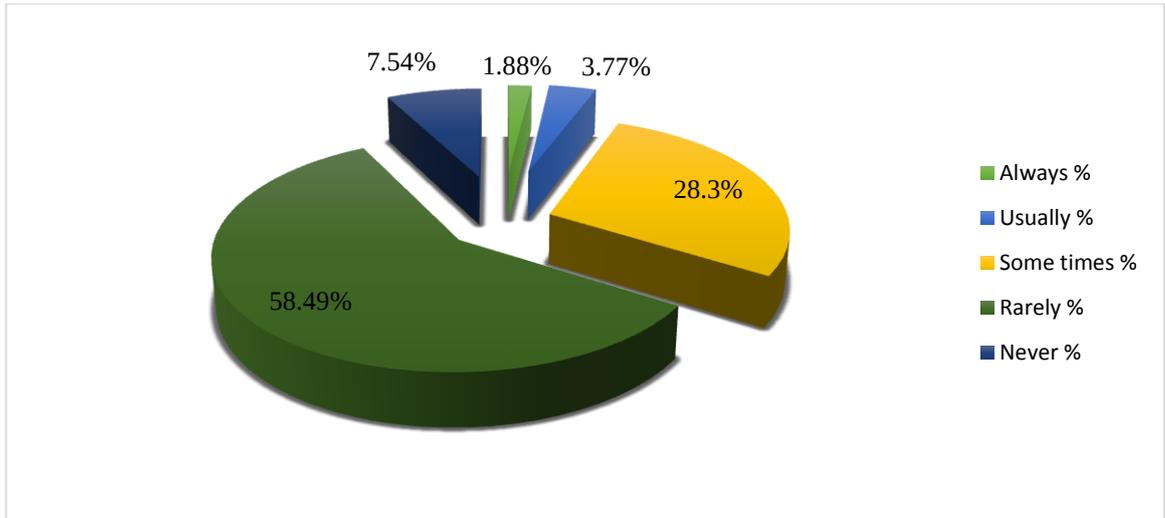


Diagram 09: The Frequency of Using Audio Visuals in Class.

Here we can see clearly that, according to students, teachers do not use frequently audio visuals in class. Indeed, around 58.49% answered by 'rarely', 28.3% answered by 'some times', 7.54% answered with 'never', 3.77% answered by 'usually' and only 1.88% who answered by 'always'.

**Q. 9: What kinds of supports make you understand more the lecture?**

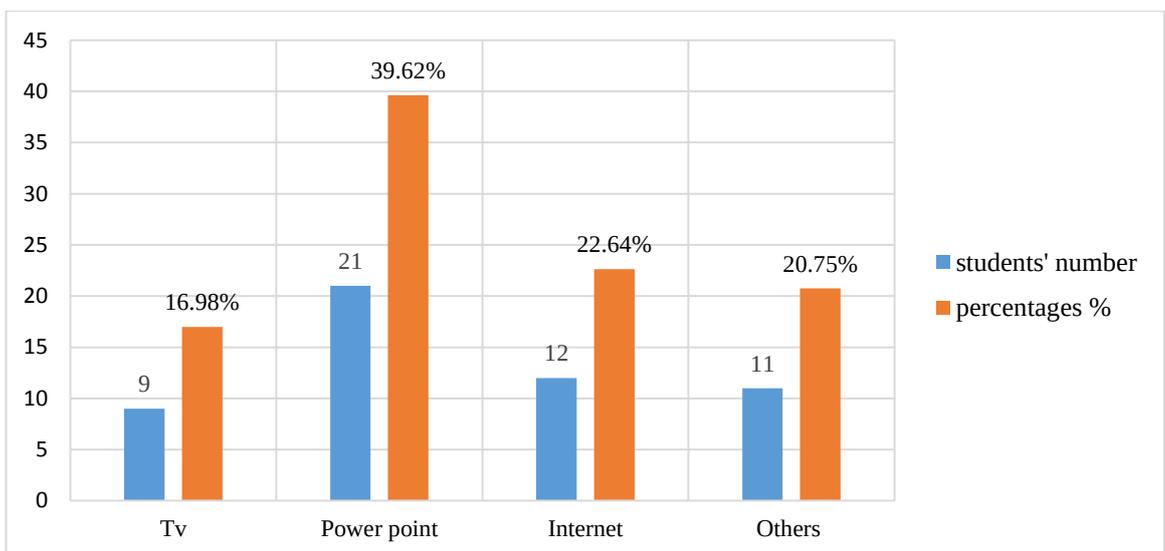


Diagram 10: The Supports that Make Students Understand More.

39.62% represents students who understand more their lectures when using power point, 22.64% represents those who understand more by using internet, 20.75% understand more by different other elements like smart phones or by combining between the mentioned tools. Only 16.98% who understand more by using TV.

**Q.10. How much are you good in listening to native speakers of English?**

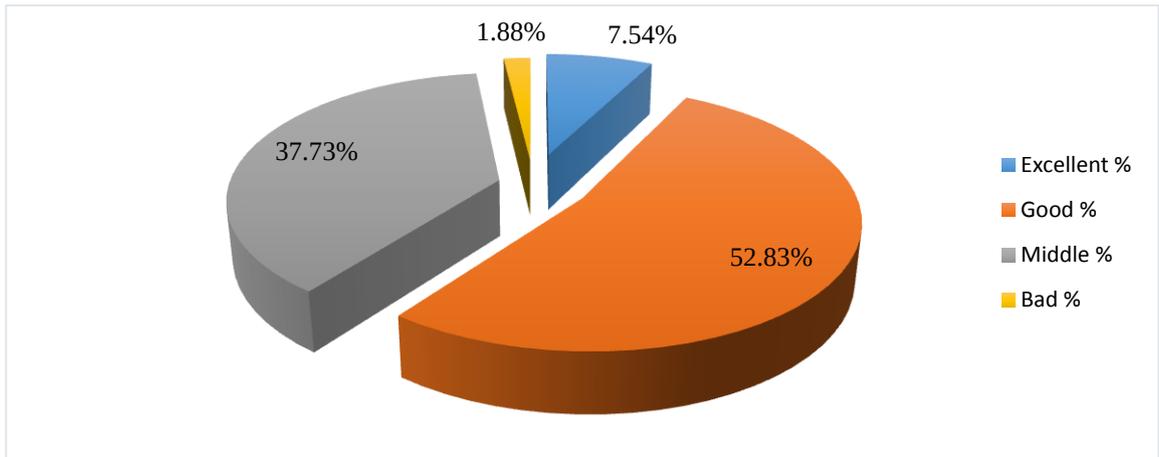


Diagram 11: The Listening Skill of Master Drama Students

This diagram shows that 28% from the students of drama are good in listening skill, 20% are in the middle, 4% are excellent and only 1% is bad in the listening skill.

**Q.11. What kind of sensory memory do you have?**

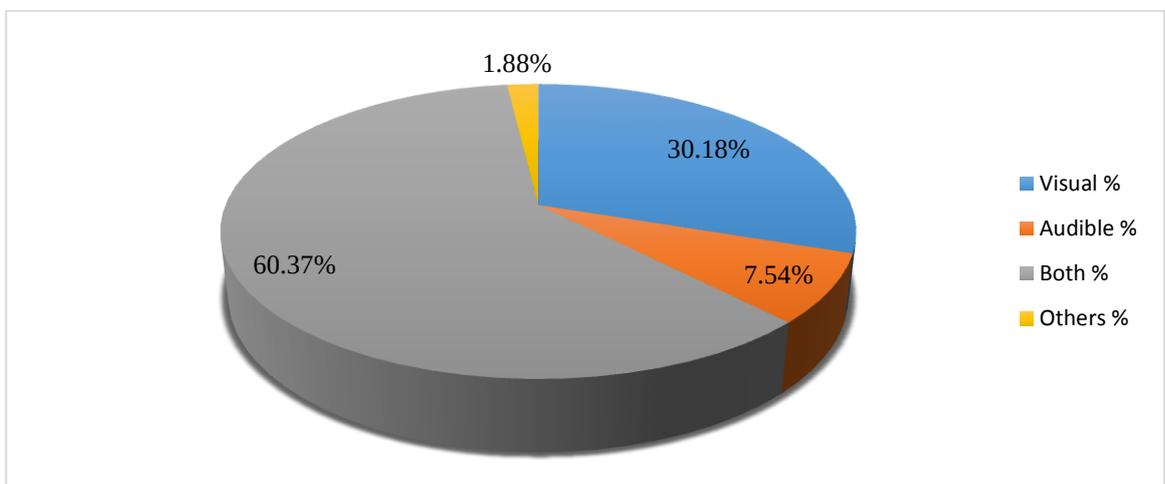


Diagram 12: The Students' Learning Styles

This diagram depicts variations in master drama students' learning styles. 32% represents those who have visual and audible learning style at the same time, 16% have the visual one, 4% have the audible one and then 1% have others learning styles.

### Section 03: Audio Visual Supports in Drama

**Q. 1. How much do you feel your knowledge of drama is improved since using audio visual aids?**

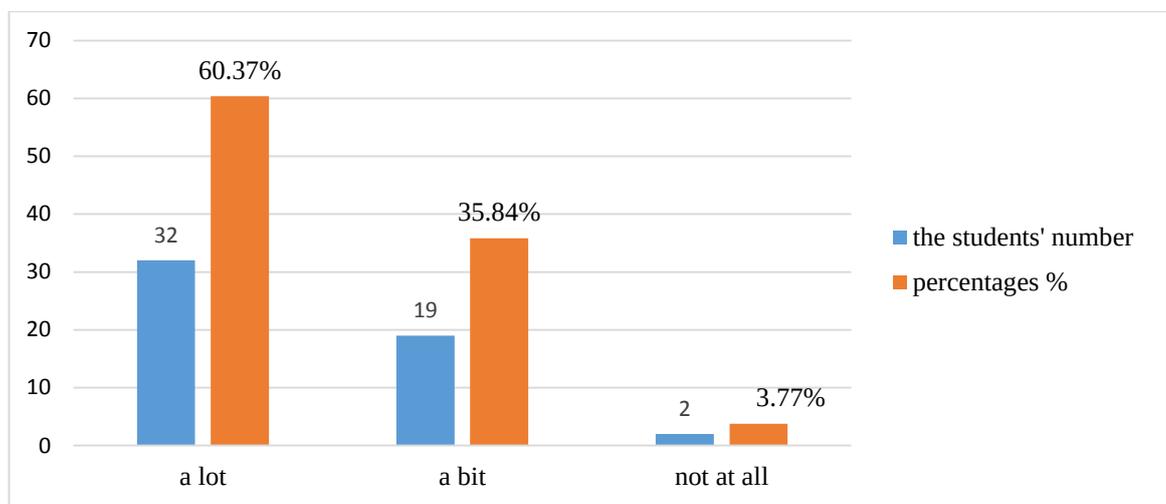


Diagram 13: The Students' Improvements in Drama Knowledge since They Use AVA.

It is visible that most of students are improved in their knowledge of drama since they use audio visuals, so 60.37% answered by "a lot", 35.84% answered by "a bit" and only 3.77% who answered by not at all.

**Q. 2: Are the documents used in drama reflecting really the English culture?**

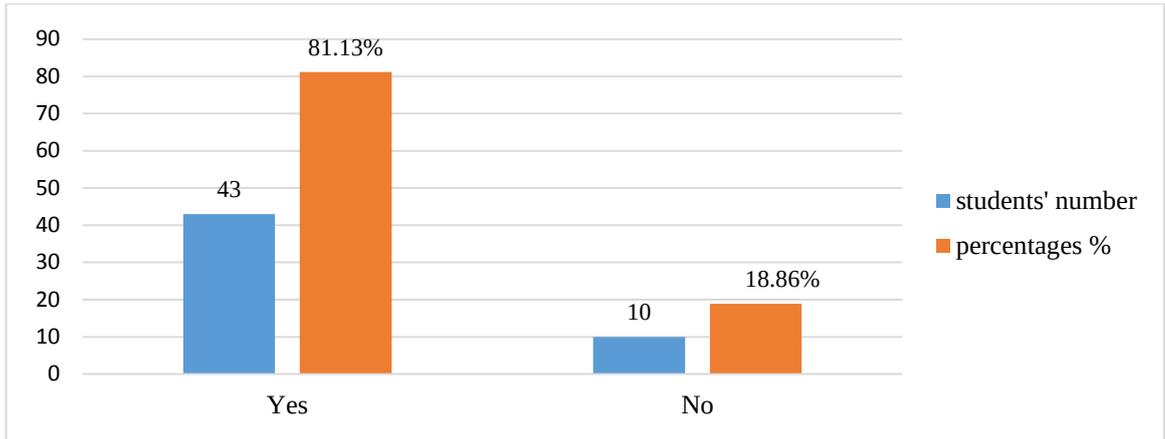


Diagram 14: The Reflection of the English Culture in Drama Representations According to Students.

Here 81.13% represents students who think that the documents used in drama classes reflect really the English culture, and around 18.86% think that these documents do not reflect really one's own culture.

**Q. 3 and Q. 4: What are the tools you frequently use? And which of them do you prefer?**

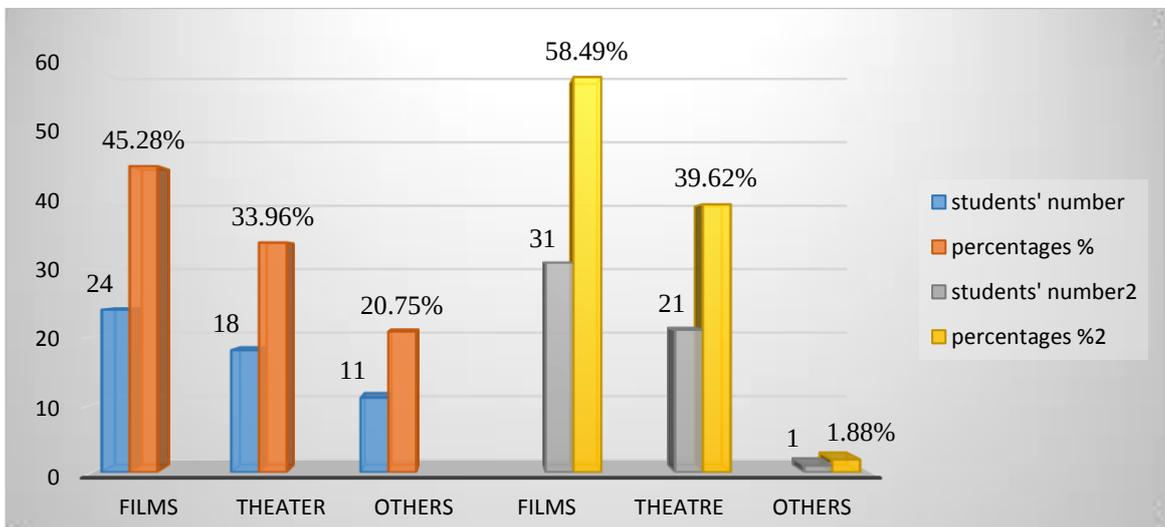


Diagram 15: The Tools Used in Class and the Preferred Ones for the Students.

This diagram show 45.28% of students who said that their teachers use films in their classes, 33.96% students said that their teachers use theatre and 20.75% use other tools like music or both of the previous ones. From the diagram, we can notice that students of

dramaprefer much more films as a tool of instruction, 58.49% of them answered by‘films’, 39.62% answered by‘theatre’ and only 1.88% who prefer other tools.

**Q. 5 and Q. 7: Do you think that the use of drama visual supports shows you the importance of studying drama and canthese aids enhance your communicative competence?**

	<b>The number of students who see the importance of studying drama by using drama visuals</b>	<b>The percentage %</b>	<b>The number of students who have enhanced their communicative competence through using drama visuals</b>	<b>The percentage %</b>
<b>Yes</b>	51	96.22%	41	77.35%
<b>No</b>	2	3.77%	9	16.98%
<b>No answer</b>	0	0%	3	5.66%

Table 02: The Importance of Studying Dramathrough Visuals in Knowing the Role of Drama and Enhancing the Communicative Competence.

The table above shows that 96.22% ofthe participants think that using drama visual shows the importance of studying drama, and 3.77% think that using drama visual do not show the importance of studying drama, as it shows also the students who have enhanced their communicative competence by using drama visual, so they represent 77.35% of the participants, 16.98% represents those who have not enhanced their communicative competences, only 5.66% who did not answer to this question.

**Q. 6: Do you think that the use of audio visual supports minimizes the importance of your drama teacher’s role in class?**

	Number of students	Percentages %
<b>Yes</b>	25	47.16%
<b>No</b>	28	52.83%

Table 03: The Role of Teachers in Class While Using Audio Visual Aids.

This table shows the number of students who think that the use of audio visual aids emphasis or eliminates the importance of the teacher in class. So, 52.83% think that the teacher is indispensable for the lecture, and 47.16% think that the use of audio visual aids minimizes the role the teacher in class.

**Q. 8: Do you find difficulties in understanding any show presented through audio visual aids?**

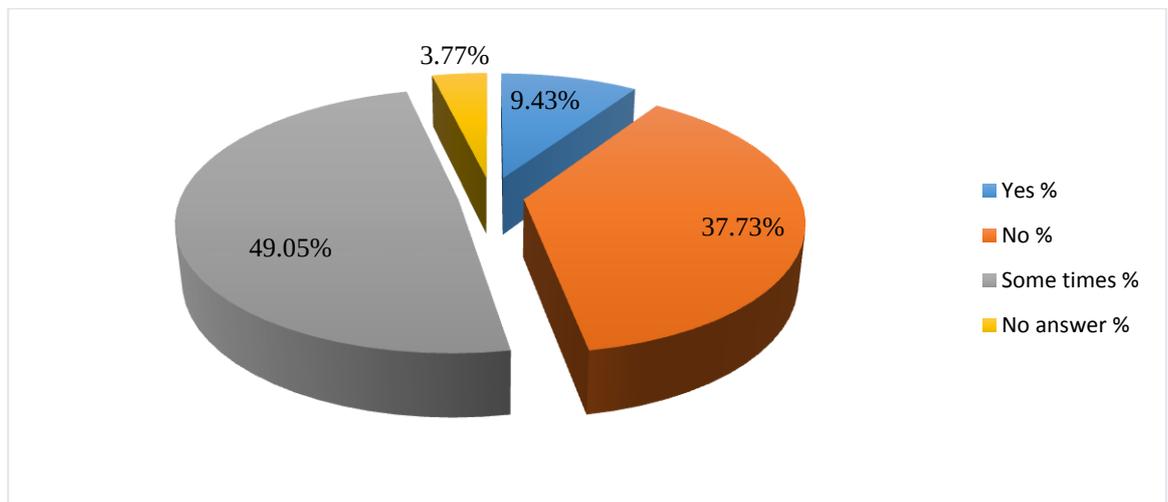


Diagram 16: The Students Who Find Difficulties in Understanding an Audio-Visual Presentation.

Students who find difficulties in understanding an audio-visual presentation represents only 9.43% from the whole participants, 37.73% do not find any difficulty, 49.05% sometimes find difficulties in understanding the audio-visual presentation. Finally, 3.77% of students did not answer this question.

Question nine (09) is an open-ended question in which we provided the opportunity for informants to speak about their opinions on how their teachers can help them understand more during drama visual presentation.

We have also left a space for their suggestions in where they mentioned the lack of audio visual supports, and the lack of practice, so they suggested to go to the Theatre in groups so they can understand more and make reference to what they have already done in class, and they suggested that audio visuals should be used in all of the options that exist in the English department.

## **2. Presentation of the Results of the Teachers' Interview.**

The second data collection tool used in our research is the teachers' interview. It is conducted with teachers of drama. The interview helped us much to bring more details answer to our research hypotheses and our research questions.

### **Q. 1: Do you use audio visual aids in your class?**

This question was asked to know whether teachers use audio visual tools in teaching, some of them answered by yes but very rarely, others use audio visuals too, especially when it is about films or stage graph techniques, and the others did not use these aids when teaching.

### **Q. 2: What type of teaching aids do you use?**

All teachers answered about the type of aids they use during their lectures and most of them use both audio and video aids such as TV, Videos and power point.

### **Q. 3: Does the type of AVA used in particular presentation depend upon:**

- The purpose of the presentation.
- The physical setting.

- The nature of audience or others.

This question seeks to identify the main factors which permit teachers to choose the appropriate type of teaching aids during a particular presentation. Some teachers said that the selection of these aids is depended on what they teach first and which aspect they will teach, then the nature of audience, others claims that selecting aids is dependent on all presented proposition.

**Q. 4: How do these aids help you?**

This question aims at knowing the benefits of these aids in teachers' practices. All of the teachers said that AVA is helpful, they expressed it by using the following adverbs: a lot and greatly, one said that "it is more than necessary especially in play writing". Another added "the image has become as a fifth skill, AVA can't be replaced"

**Q. 5: Do you think that your students enjoy using these aids?**

This question is to know about teachers' point of view toward students when using AVA. All of them believe that their students enjoy these aids.

**Q. 6: When you use AVA in class, and how often you use them in teaching drama?**

This question aims to find the situations that lead teachers to use teaching materials during lectures and they prefer to use them always since they are very important in engaging learners into practice and allow them to be more familiar with such aids and advanced technology. Other teachers use AVA only when students face difficulties in understanding unclear concepts because teaching literature especially drama needs a lot of concentration and the theory alone is not sufficient, thus they use such aids to bring reality and draw the whole picture in classroom. This led them to transform the whole text into plays, but still these aids not necessarily during all lessons because it depends on learners' understanding.

**Q. 7: To what extent do students and teachers benefit from the use of AVA?**

From the teachers' point of view, such aids can help students to:

- Take notes without mistakes.
- The abstract ideas become more concrete.
- Interact more and make a balance between teachers' talk and students talk time and grasp more.

Teachers benefit from AVA:

- Facilitates the teaching process.
- Teachers are more comfortable in using these materials.
- Helps them make classes interactive.

**Q. 8: Is communicative competence of your students improved since using these aids?**

This question seeks at identifying the improvement made in the students' communicative competence noticed by their teachers. All of them noticed a great improvement, even the teacher who didn't use it, think that the use of AVA makes access to the native speakers, so they can progress by using the listening skill.

**Q. 9: Do you see any improvement in your students' four language skills?**

The answers vary from one teacher to another. Some think that the more they listen the more they can speak and write, the other said 'yes' but it is hard to say that, since they should be acquired before these four language skills.

**Q. 10: Do visual aids in particular can help you create a situation (context) which highlights the utterances said?**

According to teachers, visuals can create a situation which highlight the utterances said i.e. the topic spoken about in the class, but one of the teachers said that it is rather to transpose not to create especially at this level (first year master students)

**Q. 11: What is the role of AVA in teaching drama?**

The results of this question allow us to know the importance of these aids in teaching drama, and the teachers' answers based on the following:

- AVA encourages students to learn drama with more attention and more perception.
- It creates a kind of pleasure by working.
- Improves listening and speaking skills in English.
- The message will be transmitted efficiently, either it is in aural or visual way.
- Visual aids help both students and teachers to establish and organise a given presentations.

**Q. 12: What are the problems faced by the drama students at the level of English department MMUTO in using AVA and what are the suggestions that you can make to solve these problems?**

Teachers mentioned that the lack of equipment in the department causes obstacles for students in learning drama. So, teachers proposed good and advanced materials in the English department, such as a big TV in the library and equipped classrooms to facilitate the projections and specific rooms where they can perform their plays.

**Conclusion**

The results obtained from first year master drama students' questionnaires and structured interview conducted with drama teachers in the department of English, MMUTO demonstrate

the importance of audio visual aids in teaching learning process in drama. So, most of participants reveal their needs for these aids.

# Chapter IV:

## Discussion of the Findings

## **Introduction**

This chapter is devoted to the discussion of the results of the study. The findings deriving from the students' questionnaire and the teachers' interview are discussed and interpreted in relation to the theory of Lee and Coppen (1968) "*Simple Audio Visual Aids to Foreign Language Teaching*" in order to answer the research questions and hypotheses.

### **1. Discussion of the Results of the Students' questionnaire**

#### **1.1. Participants' Gender and Their Attributions Toward the Use of Audio Visual Aids in Class**

The results of the first section revealed that females are dominant (74%) over males (26%). This implies that females are more interested in the study of English language especially the field of drama, in contrast with males who prefer to learn scientific and technical branches. But both sex groups have the same point of view that the usage of language teaching materials is necessary for knowledge. Thus, (66.03%) use such supports in learning and (39.62%) pointed out the importance of these aids in learning process. Gordon(2007:179-180) has argued that the technological aids play an important role in building learners' motivation, in constructing their interest in learning and in developing an excited communicative context.

#### **1.2.The Use of Audio Visual Aids in Teaching Learning Process**

##### **1.2.1. The Benefits of Using Audio Visual Aids in Classroom**

The results obtained from the study show that the majority of students prefer to use AV method in classroom and the high percentage (98%) confirmed that audio visual aids considered among the helpful techniques which can help them to better understand their lectures and increase the learners' motivation and self-confidence since most of them(98.11%) are motivated from the use audio visual aids in classes and only the minority

(1.88%) neglect this importance. Most of the students claim that these educational materials facilitate the process of learning and make it more interesting. So, the implementation of such teaching aids may help students participate confidently with teachers and classmates. Add to the students' clarifications about the importance of using AVA in classroom. Aggarwal(2009:60-62) have listed various benefits of implementing these materials in classroom among them:

- **Good motivators:** Educational materials involve the learning process;enrich the classroom activities and establish a good environment between learners with more interest.
- **Supplement and complement verbal instruction:** The use of audio visual aids reduces the amount of words' use and clarifies concepts to get easier and successful learning.
- **Clear image:** Learners cannot understand what is taught in classroom until it is clearly exposed and presented. Thus, the role of teachers is to know how they can help their pupils in making their understanding easier and effective by applying the appropriate learning styles. The utility of audio visual aids is an efficient style that can achieve this goal.
- **Vicarious experience:** Learners' understanding depends on their engagements into practical experience, for this reason teachers look at different ways that illuminate the issues faced in learning process.
- **Variety:** The development of audio visual method endows the educational field with various tools and supports which shift students from the traditional teaching method into digital, technological, and modern one, thus the explanations become more practical and visualized.

**Freedom:** A good classroom environment for teachers and students and smooth running of courses is created by the use of audio visual supports which make the learning more likeable and students freely express their opinions engaging in a full discussion during lectures this help them to improve their language skills.

Students emphasise the importance of their teachers in classroom when using audio visual aids. The results reveal that 90.21% of the participants understand more when their teachers comment the presentations made in class, so 60.37% answered with ‘strongly agree’ and 35.84% answered with ‘agree’ (see the diagram 08). This make a reference to what Moody (1971:63) come with, they said, “*Intending to teach drama have a responsibility to ensure that their students gain this kind of familiarity*”. Because some dramatic words, sentences, texts have more than one meaning and learners may not understand the main idea if it is not clarified for them. So, teachers are responsible for explaining and commenting the misunderstand concepts.

### **1.2.2. Audio Visual Tools Used in Class**

The result shows that (49.05%) of the respondents use power point in class and (39.62%) of them emphasis on the importance of this aid in understanding more their lectures, because it is widely used presentation program which has now become commonplace in the world of educational technology and the appropriate use of power point can enhance the teaching learning experience for both students and teachers as it is an effective tool for good structured presentation making in classroom in professional manner. This helps to avoid the common use of texts found in printed handouts, as it encourages learners to incorporate between visual and auditory media into their presentations.

In addition to power points, they use internet (22.64%) to get information about any topicsince they can download files designed for language teaching, and the use of TV, shows

only(16.98%)since teachers rarely allow students to watch different English channel programs made for native speakers and they only give them a chance to see some plays or films about stories included in their teaching program, still TV provides students' with a great help in facilitating drama learning as it makes classroom environment more effective, interesting and active which permits students to improve their listening/speaking skills because watching movies or TV program creates students' emotions and feeling such as laughter, anger, relaxation, love... These emotions are often heightened by the mood created by visual scenes, the actors and music. The videos can have a strong effect on learners' mind and senses as it increases their memory, stimulate the flow of ideas and provide an opportunity for freedom of expression as it decreases anxiety and make learning fun. The majority of drama students (98.11%) agree that such supports fit their needs and help them to promote teachers'/students' relationship and to stimulate thinking.

### **1.3. Audio Visual Supports in Drama**

Using audio visual aids as a technique in learning ESL/ EFL through drama is perceived as *“learning something also about the daily lives of those who speak it as a homelanguage, there is the help given by visual aids in providing information about those lives.”* (Lee and Coppen, 1968: 6) That is to say, audio visual aids used in drama education offer a source of background and information of the daily lives of those who speak the target language(TL). Our study reported that our participants see the cultural background on the documents used in drama. A closer look at our information's answer to question two (02) shows that forty-three students (81.13%) reveals the reflection of the documents used to one's own culture.

The result of the study revealed that the audio-visual aids help the improvement of the students in drama knowledge. In question one (01) thirty-two students which mean 60.37% of the participants are improved a lot. Nineteen students (18.86%) are improved but only a bit.

The students' answers make reference to Lee and Coppen (1968:6) in their claims: "*Pictures of another sort, again including filmstrip and films, are aids to the study of literature, throwing light on social settings, such as Elizabethan England, eighteenth-century France, and Tolstoy's Russian, and on natural settings, such as the lake poet's Landscape*".

The results obtained from the study revealed that 58.49% of the participants (see diagram 15) prefer the use of films as a tool of instruction. One student said: "*I understand more with films and it motivates me*". Another student said, "*Films are more effective tool to ameliorate language.*" And another one claimed "*Films are more interesting*". So, the results of the study reveal that films are helpful in both, understanding and ameliorating the language learned. Films are also interesting and motivating tools. James (1954: 383) emphasis on the importance of films in teaching and learning process. So, he claims: "*Films provide concrete examples of what is taught in the classroom, and help students to tie subjects together*".

As far as the frequency of the use of audio visual tools in classrooms is concerned, the reported results in this study depicts that twenty-four students, which means 45.28% of the teachers use more films in their classes, so this can be as a support of what the study come about in the students' preferences. In order to reach all the students categories, teachers opt also to use theatre in classrooms, so eighteen students, which means 33.96%, said that their teachers use more theatre since there are twenty-one of participants (39.62%) prefer the use of this tool as a way of instruction. In addition, teachers use other tools so that they can reach the 1.88% of the participants who opted for 'others' concerning the students' preferences.

Concerning the importance of studying drama visuals in knowing the role of drama in education and in enhancing the students' communicative competence, the results obtained from the study revealed that 96.22% of the participants see the importance of studying drama through using drama visuals (see table 02). One student said "*Drama should be*

*visualized.*” Another one claimed, “*We know what drama is really.*” Another one said, “*Since drama is performance, we should visualize understanding.*” This makes reference to what Krivkova (2011: 12) says about drama, “*drama represents an ideal method of work if teachers want to put the meaning for students into sizeable context.*”

A closer look at the results’ answer to question seven (07); forty-one students, that is to say 77.35% of the participants enhance their communicative competence by using drama visual. In other words, the majority of the participant benefits from drama visuals in gaining more vocabulary and fluency in speaking, and it helps also the memorization of information mainly in those who have visual style of learning as it is cited in the review of literature. One student said: “*through the use of these supports, we learn new vocabulary.*” Another one added: “*when we use for example a play, students try to comment and analyse it.*” Another one claimed: “*visual supports help us to imitate and speak the language fluently*”. Vygotsky’s social constructivist theory claims the best way of learning is when learners are involved in the learning process and work with other learners (a cooperative learning). So, drama can provide students with collaborative activities where they will be engaged in.

As concerning the role of teachers in classrooms when they are using audio visual aids, our results revealed that 52.83% of the students think that teachers are important and play a great role in explaining what has been documented or depicted in the different aids. One of the students said, “*Audio visual aids are just a method for further understandings about what the teacher says.*” This makes reference to the intrinsic motivation, so teachers use different methods and activities to encourage students and to involve them in the lecture in an enjoyable and attractive way.

A closer look at the results, the participants think that the use of audio visual aids minimizes the role of teachers in class (see table 03), this information represents 47.16% of

the participants. One student said, *“The teachers’ role is to bring only the supports to the students, and it is up to them to understand and work on it.”* Another one said, *“In the traditional way of teaching, the teacher explains everything but with the use of audio visual supports, he is just here to explain or clarify the ambiguous point.”*

Actually, these two last standing points about the teachers’ role when using audio visual aids in class, portrays more the indispensable importance that have teachers in bringing and explaining lectures even with the use of these aids. Furthermore, Lee and Coppen (1968) emphasise that teachers should not only teach language but also to strengthen their knowledge about it, that is to say teachers should be able to lighten the courses and make them clearer and easier to grasp. In consequence, this shows the great importance that teachers have in teaching even with audio visual aids.

Students may find difficulties in understanding audio visual supports. The results obtained from our study show that twenty-six participants i.e. 49.05% of the students meet sometimes difficulties in understanding audio visual presentations. One student said, *“for example, for the Algerian theatre, there are many plays that are not clear at all.”* Another one said, *“Sometimes I have difficulties to understand some words.”* Another one said, *“It depends! Since there are different subjects matter and different English accents.”* However, these difficulties may be the consequence of many aspects, as the students’ utterances show. So, the teacher can manifest to decrease the amount of these difficulties by explaining some unclear and unfamiliar words and lighten up the ambiguities and give more clarifications of some details about a new element included in the lecture.

There are students who do not find difficulties in understanding the audio-visual presentations. The results portrayed (in diagram 16), twenty-one of the students which means 37.73% of the participants do not find difficulties in such presentations. One student said,

*“It is well explained and organized.”* Another added, *“Everything is clear by visualizing and listening.”* The results show that 9.43% from the participants have difficulties in understanding a given presentation, since they did not use these aids before in lectures.

It is clearly viewed from the results of our study that students want to be supported by clarifications about a given presentation, also get further explanations from their teachers in order to have a well-shaped idea and perspectives about a given subject matter. One participant said, *“Make all what is unclear and explain the difficult points.”*

Some students want to have more practices in class, so one of them said, *“the teacher should guide us to act some plays to understand better”*. Others need further information about the films or pieces used in class. One student said, *“The teacher can help us by giving us the space and the time of the pieces or films to understand and to relate the subject to the space and time”*. There are also those who want a summary of the presentations, as one of them says, *“the teacher has to sum-up the presentations, and focus on the most important points”*. There are those who want that their teachers explain at the same time the audio-visual presentation. There are others who prefer that their teachers provide them with the general context of the subject matter before the presentation.

At the end, students were provided with a space for further suggestions, and most of them were asking for more equipped rooms and more accessible audio visual materials in the English department.

## **2. Discussion of the Results of The Teachers’ Interview**

Teachers’ interview was the second data collection that we have used in gathering information from drama teachers. The answers were very significant and helpful in our study; they provided us with clear information about our research hypotheses and research questions.

Teachers gave us the proof about the usefulness of audio visual aids in teaching and learning process from their experiences. All of the teachers said that audio visual aids are helpful, so they talked about its benefits and they have mentioned the following:

- Facilitates the teaching process.
- Teachers are more conformable in using these materials.
- Helps them make classes interactive. As Natoli (2011) says: “*Audio visual materials are rich opportunities for students to develop communication skill while actively engaged in solving meaningful problems.*”It helps the students take notes without mistakes.
- Helps the students concretize the abstract ideas.
- Helps the students interact more.

From their experiences, they noticed that audio visual aids improve the students’ communicative competence and students’ four language skills. Furthermore, they noticed that visual aids can create a situation, but for others it is rather to transpose a context which highlight the utterances said, that is to say to represents a given situation. It is clear from their answers that audio visual aids play an important role in teaching and learning drama.

Accordingly, teachers, as students did, they mentioned the lack of materials, that is to say the lack of audio visual aids and equipped rooms in the department of English language, so they provided us with some suggestions by which students can learn in a good atmosphere. Some of them are as follows:

- Have a big TV in the library where they show different programs broadcasted in English language so that students may have access, all of time, to the native speakers’ language.
- Have more audio visual materials in the English department.

- Have specific rooms to drama teaching learning process.

## **Conclusion**

In general, the results accumulated from the students' questionnaires and teachers' interview have been objectively analysed according to the theory of Lee and Coppen (1968) *Simple Audio Visual Aids to Foreign Language Teaching*. The results confirm clearly our hypothesis which says that: 'The use of audio visual aids in drama classes has positive impact in teaching learning processes. In a way or in another, as the study confirms the first hypothesis automatically refute the second who says: 'The use of audio visual aids has no influence on drama masters' students and teachers in teaching learning processes. As it confirms the third hypothesis which says that: 'Drama belongs to visual arts, therefore drama students have to use visual supports to visualize plays'.

Concerning the research questions, the study gives us clear answers where the results reveal an effective language teaching-learning by the use of AVA, which provide for the students a better understanding of their lectures that they receive with great pleasure and enthusiasm.

## Conclusion

Altogether, our dissertation has investigated the use of audio visual aids in drama teaching-learning process and its importance in that field. This study has been conducted at the Department of English at Mouloud Mammeri University of Tizi-Ouzou. It is meant to reveal the needs of students and teachers to effective teaching-learning process, and to transform the traditional casual way of teaching and learning mainly in drama, into a professional and vital one. That is to say, this study intended to improve the teaching-learning drama process, so that both students and teachers will be opened to the world-wide development and make profit from these advanced technologies, since the majority of youths, if it is not all of them, nowadays are fascinated by the world of technology in their life style including education.

This study has been conducted with the use of two techniques namely students' questionnaires and teachers' interviews. The participants of the study represent fifty-three master one drama students of the English department who are chosen at random. Likewise, we have chosen three teachers of the same setting. For the sake of analysing the data of this research, quantitative and qualitative approaches were used. The latter are intended to answer the research questions and test the hypotheses of the study mentioned in the statement of purpose in the general introduction. In order to analyse the qualitative data gathered from the students' questionnaires, the Rule of Three has been fostered. However, Qualitative Content Analysis is adopted to interpret the qualitative data gathered from the open-ended questions and the teachers' interviews.

Depending on the results of the study, the answers of the research questions presented in the general introduction were deduced. The majority of drama students (98.11%) are motivated when using audio visual aids in their classes, among them there are those who find it 'exciting' (22.64%) and those who perceived it as 'important' materials for teaching and

learning (39.62%).The same thing for drama teachers, the use of AVA in teaching is perceived as a helpful tool, for them it is more than necessary since it attracts students' attention, makes them enjoy and understand the lesson, and it fosters more interaction.

Furthermore, 96.22% of the participants noticed that studying drama as students of EFL is very significant as they are set in a real context. It is clear from the results that 60.37% of the participants improved a lot their knowledge of drama and the target culture since their use of AVA. In addition, 77.35% of the participants have developed their communicative competence through using drama visuals. Many students said: *'drama should be visualized'*.This confirms what the third hypothesis states in the general introduction, *'Drama belongs to visual aids;therefore, drama students have to use visual supports to visualize plays.'*

Speaking about improvement, the teachers' interviews reveal that AVA can improve students' four language skills, so teachers highlighted the role of listening in developing the appealing language environment. Thus, the more students listen the more they can speak, read and write. Even the listening skill is improved by itself i.e. the more students listen the more their listening skill develops. In fact, through these aids students can get access to the cultural background of the native speakers of the TL, i.e. to be open to the daily lives of those who speak the TL as a home language. That's what the results depict. In fact, 81.13% of the participants believe that drama representations made in class reflect really one's own culture. Therefore, students gain also the cultural skill of the TL through audio visual aids. Moreover, it is common practice in drama classes that teachers tell their students that drama is the mirror of society, therefore the cultural background is likely acquired for sure.

Concerning the students' preferences of tools, the results show that 58.49% of the participants prefer the use of plays and films. So, teachers can hand the students the target

play or film to watch it at home. In the classroom, they will discuss only the major points and show just the important details of the film, knowing that films are flexible tools. 39.62% of the participants prefer the use of theatre, so teachers can devote some of their time in the beginning or at the end to perform some plays or do with the student proposition which says: *“go to theatre in groups...”*

Teachers are very indispensable in audio visual sessions as the results reveal. In fact, 52.83% of the participants confirm the important role teachers have in giving further explanations in any presentation, while 47.16% of the participants say that the audio-visual aids minimize the role of the teacher, but in their explanations the information given contradict their answers, so we can see a certain chasm in their answers.

Making a link between the framework provided in the literature review of the study (see the chapter I) with the results reached in the students' questionnaires and teachers' interviews in the practical part of the study (see chapter III), we reached the following conclusion: Drama students of the Department of English at MMUTO, are in need to use more Audio-Visual Aids in their classes to insure effective learning process since it motivates and reinforces their skills. In addition to the fact that it helps them in better understandings their lectures, so Audio Visual Aids offer students the theoretical and the practical parts of drama education. Likewise, Audio Visual Aids ensure the effective teaching process.

To conclude, we would like to make a call to the heads of the Department of English of Mouloud Mammeri University of Tizi-Ouzou: *We ask your persons to look for solutions to the lack of equipment in our Department. So, that teachers and students can benefit from them. Our experience has been very fruitful and gratify. Therefore, we hope that by the coming years, our department will be endowed with better materials and facilities. We also want to attract the attention of the pannel of examiners that even Master I and II media,*

*culture, social semiotics, language and communication students suffer from the lack of audio visual materials.* We wish that coming studies will look for other changes to make a difference and go ahead in the improvement of the teaching learning process.

In this study, we dealt only with the importance of the use of Audio Visual Aids in teaching-learning. Henceforth, the future studies about the AVA in education can be undertaken on the way we use them more concretely in classes.

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# Appendices

## Students Questionnaire

Dear Learners,

We would be very grateful if you can devote some of your time to answer this questionnaire which aims to know about the usefulness of audio visual supports in drama classes and the extent of its help in providing better understanding. Your answers are indispensable for our work and it will be treated with great confidence. Please, cross (×) in the appropriate answer or answer with full sentences if it is required.

**Thank you in advance for your cooperation.**

### Section 1: General questions.

1. Are you?

A. Male

B. Female

2. Do your teachers use audio visual supports (TV, power point...) in your class?

A. Yes

B. No

3. If it is yes, how do you find the use of these supports?

A. Important

D. Boring

B. Les important

E. Exciting

C. Needless

### Section 2: The use of Audio visual supports

1. Do you prefer this method (using audio visual supports in class)?

A. Yes

B. No

Why?.....  
.....

2. Do audio visual supports motivate you?

A. Yes

B. No

Why:

.....?

1. What are the types of audio visual supports that you use in class?

A. TV

B. Power Point

C. Internet

Others:

.....

2. Do these supports fit your needs in a given lecture?

A. Yes

B. No

Why?

.....

.....

3. How much time do your teachers take in presenting their lectures with audio visual supports?

A. One hour and half

B. Forty fifth minutes

C. Just few minutes

D. Just the needed time

4. When do you think that audio visual supports motivate you in class?

A. When it is long

B. When it is segregated

C. When it is consecutive

5. How much do you agree with the following statement?

*“I usually understand more when my teacher comments the represented document,  
film...”*

- A. Strongly agree
- B. Agree
- C. Neutral
- D. Disagree
- E. Strongly disagree

6. How often do your teachers use audio visual supports?

- A. Always
- B. Usually
- C. Some times
- D. Rarely
- E. Never

7. What kinds of supports make you understand more the lecture?

- A. TV
- B. Power point
- C. Internet

Others.....  
.....

8. How much are you good in listening?

- A. Excellent
- B. Good
- C. Middle
- D. Bad

11. What kind of sensory memory do you have?

- A. Visual
- B. Audible
- C. Both

Others.....  
.....

**Section 3: audio visual supports in drama**

1. How much do you feel your knowledge of drama is improved since you have started using audio visual supports?

- A. A lot  C. Not at all   
B. A bit

2. Are the documents used in drama reflecting really one's own culture?

- A. Yes   
B. No

3. What are the tools you frequently use?

- A. Films   
B. Theater

Others.....  
.....

4. Which tool do you prefer?

- A. Films   
B. Theater

Others: .....

Why?

.....  
.....

5. Do you think that the use of drama visual supports shows you the importance of studying drama?

- A. Yes

B. No

Why?

.....  
.....

6. Do you think that the use of audio visual supports minimizes the importance of your drama teacher's role in class?

A. Yes

B. No

Why?.....

.....

7. Do you think that the use of drama visual supports enhances your communicative competence?

A. Yes

B. No

Why?.....

.....

8. Do you find difficulties in understanding any show presented through audio visual supports?

A. Yes

B. No

C. Sometimes

Why?

.....  
.....

9. What do you think the teacher can do to help you understand more during drama visual presentation?

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

This space is devoted for further comments and suggestions.

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

**Thank you very much for answering!**

## **Teachers' interview**

Question 01: Do you use audio visual aids in your class?

Question 02: What type of teaching aids do you use?

Question 03: Is the type of AVA used in particular in particular presentation depend upon:

1. The purpose of presentation.
2. The physical setting.
3. The nature of audience or others.

Question 04: How much do these aids help you?

Question 05: Do think that your students enjoy using these aids?

Question 06: When teachers use AVA in class, and how often they use it in teaching drama?

Question 07: To what extent students and teachers, benefits from the use of AVA?

Question 08: Is the communicative competence of your students improved since using these aids?

Question 09: Do you see any improvement in your students' language four skills?

Question 10: Do visual aids in particular can help you create a situation (context) which highlights the utterances said?

Question 11: What is the role of AVA in teaching drama?

Question 12: What are the problems faced by the drama students at the level of English department MMUTO in using AVA and what are the suggestions that you can make to solve these problems?