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A Critical Study of the Role of Audio-Visual Aids in Teaching Speaking Proficiency of English Language to the Male Students of Secondary Classes of Hazara Division

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Article Information Received: November 25, 2022 Revised: January 03, 2023 Accepted: January 04, 2023 Available Online: January 15, 2023	Abstract <i>This research was conducted to critically study the role of traditional and modern Audio-Visual aids in enhancing the speaking competency of the male students of secondary classes of the government schools of Hazara Division. By using a random sampling technique, 400 students and 40 Senior Subject Teachers were taken as a sample. Two questionnaires for teachers and students were developed. The students were also interviewed to assess their speaking proficiency. Statistical tools, such as percentage and mean frequency were used to analyze the collected data. A validated and quantified rubric was used for measuring interviews of the students. It was found that the speaking skills of most of the students were weak. The majority of teachers did not use A.V. aids like smartphones, computers, the internet, television, and recorded news and tapes of native English language speakers. Moreover, the language lab was not used to improve students' pronunciation. English language teachers, generally, used English language textbooks, blackboards, and chalk to teach speaking proficiency. It is suggested that language labs should be established in schools. Besides this smart phones, computers, tape recorders, radios, television, and low-cost material should also be used to improve the speaking skill of students.</i>
Keywords Audio-visual aids Proficiency English language Students Teachers	
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1. Introduction

Audio-visual aids are used in all teaching situations for facilitating students' comprehension. Moreover, these devices are used to communicate ideas by making them interesting and concrete. There was a gradual progress in the mass media in the last four hundred years. There was a rise of print media in the nineteenth century whilst computers, the internet, and mobile phones were the special features of the twentieth century. Media went on progressing with the invention of the radio, television, video and audio tapes, and film strips. Inventions such as the internet and the smartphone have brought revolutionary changes in the media that have progressed into social media of the modern era. These inventions constitute modern audio-visual aids that can be used in English language classrooms to improve the speaking proficiency of students. With the progress of the non-print media, new avenues of learning and knowledge have been discovered for the development of humanity (Muller, 2006).

Progress in media has contributed to the development of a child's personality because the affective and cognitive domains of a student are developed by the progressing modern media. They develop as emotionally intelligent beings who can adapt to any new and challenging situation anywhere in the world. English language courses are more focused on reading and writing aspects and resultantly, they develop reading and writing skills whereas speaking and listening skills remain their Achilles heel (weak point). Literacy is more focused on communication and it is written proficiency that is preferable in schools. Resultantly, students are stronger in written proficiency whereas oral or spoken proficiency remains weak due to negligence and wrong choice for preferred literacy (Harmer, 2007).

Technological development has played a positive role in the spread of education. Modern and traditional technological appliances and tools like radio, tape recorder, television, multi-media, and, supreme of them all the smartphones, which can be used to spread knowledge and especially proficiency in the English language (Ahmed, 2013).

The English language can effectively be taught by utilizing verbal and visual modes of communication. Seemingly, non-print media like, television, movies, and computer are taking lead over print media because non-print media creates interest in language teaching besides motivating students to learn the language in an atmosphere conducive to learning a language. Though, print media is also useful in teaching speaking skills yet non-print media is more effective because it makes a classroom more activity-based and practical. It is under-utilized to teach speaking because it is useful in teaching speaking in an interesting and enjoyable atmosphere (Doff, 2011).

1.1 Objectives of the study

This study was focused on the following objective:

1. To highlight the role of Audio-visual aids in improving the speaking skill in the English language of the government male secondary school students of the Hazara division.

2. To study the role of traditional audio-visual aids in teaching speaking skills in the English language.
3. To study the role of the latest audio-visual aids in teaching the speaking skill of English language effectively.

1.2 Research questions

The following research questions become the basis for the conclusions of the study:

- Q.1. What is the role of Audio-Visual aids in teaching speaking skills in the English language?
- Q.2. Are Audio-visual aids like textbooks, blackboards, and chalks helpful to improve speaking skills in the English language?
- Q.3. What is the role of modern Audio-visual aids such as smartphones, computers, television, and the internet in improving the speaking skill of the English language?

2. Review of Literature

The role of audio-visual aids in teaching speaking skills has prime importance. With the progress in technology, audio-visual aids have progressed too. Traditional audio-visual aids, such as, whiteboards, markers, and textbooks have been complemented with modern teaching aids, such as, a computer, the internet, a smartphone, and a television. In the following section, these aids are discussed in detail.

2.1 Blackboard/whiteboard

Black or whiteboard is the centuries-old A.V. aid in the classes. Teachers feel it relaxed to have a board in the class because they write important points on it. Students copy the main points or the notes for their later reference. There are some rules which should be followed for the better use of the board. Teachers should not copy their entire lecture on the board because it will be boring practice for students. Colored markers/chalk may be used to make the lecture more interesting. Moreover, teachers should write in the normal script to make their students experts in writing. Students should be practically involved in the lecture (Jadal, 2011). The teacher may ask them to read the points written on the board aloud. Teachers should not stand in front of the board because it will hamper students to see the board. He should stand on the right side to provide a better view to his students. Following these measures board can be used as a useful and effective aid in English language classes (Hedge, 2008).

2.2 Tape recorder/recording app

Tape recorders and mobile phones are useful A.V. aids. Dialogues and conversations with native speakers of English are useful to teach pronunciation and improving overall speaking proficiency in English. Moreover, students can read the text while listening to improve their reading proficiency in the English language; students can imitate the tone, accent, and intonation of

native speakers during the practice of listening. Listening to a variety of speakers will be helpful to improve the speaking skills of students (Towndrow, 2007).

2.3 Realia

Realia are real objects that are used in the classroom for making lessons interesting and concrete. This help to build the vocabulary of the students. Real objects like furniture items can be used to teach the lesson such as; “My Bank Account” (KPTBBP, 2013). Grammatical structures can be taught by using available real objects in the class. For teaching nouns, classroom furniture, students’ body parts, and uniforms are helpful too. To educate students about the role of police and the army, they can be provided with helmets and uniforms of soldiers. So, with the help of Realia students can be taught the English language interestingly and playfully (Mathew & Alidmat, 2013).

2.4 Flashcards

Flashcards are low-cost audio-visual aids because these can be prepared with the available resources in the classroom. Cards of different colors can be used to teach different language structures. SVO structure can be taught with the help of three different color flash cards. Similarly, subject and predicate can be taught with the help of a pair of flash cards. An activity may be initiated on stage to practice the structures. Students may chant the subject and predicate in chorus to learn the structure in an interesting way (Joklova, 2009).

2.5 Mobile phone, computer, and internet

With the use of smartphones, computers, and the internet, the teaching of the English language has become easy and activity based. These audio-visual aids are beneficial to teach grammar, vocabulary, and phonology. The pronunciation of students can be improved by conducting drills of pronunciation in the class. English language tutorials are available on the internet that can prove helpful in teaching speaking skills of the English language (Lee, et al, 2005).

2.6 Songs

Educational songs are useful in teaching different grammatical structures to students. They can sing a song in a chorus to learn the structure playfully. These songs can inspire weak students to learn grammatical structures, vocabulary, and pronunciation interestingly. As these are not routine activities for students, so they enjoy them and learn the English language more easily. These are also helpful in teaching rhyme, rhythm and stress patterns of the language. A sense of cooperation helps them to become a better human being in their future life (Yolageldili & Arıkan, 2011).

2.7 Magazine pictures

These are very useful visual aids because they provide opportunities for students to learn vocabulary more practically. These are thought-provoking due to their practical nature. These can be supplied on demand, so they are easily accessible and convenient to use. These are effective to introduce new grammatical structures besides this they can be used in group

activities, pair work, and drills of new grammatical structures. Students can collect and create their picture bank with the help of the collected pictures. They can utilize the pictures from the picture bank whenever they want to conduct activities to learn speaking skills in the English language (Suryati, 2011).

2.8 Wallcharts

Wall charts are popular visual aids among English language teachers because they are useful in teaching grammatical exercises. Moreover, these can be utilized to conduct listening and speaking activities in the classroom and comprehension exercises to teach the use of the English language in various practical situations of life. Vocabulary items and English language pronunciation are basic components to learning speaking skills of the English language and these (wall charts) are very effective visual aids as far as teaching speaking skills is concerned. Pictures and drawings are useful to make abstract things concrete and wall charts can easily be used to improve the speaking proficiency of students. The phonetic script can be taught with their help because charts, having phonetics, are displayed on the wall. Students will learn them due to their constant practice in class. These can be used for drills of phonetics in the classroom. To give practice to students, words should be written on one side of the charts and students should be directed to write the phonetic script of the words in front of the words. These are beneficial to teach speaking skills in an atmosphere conducive to learning a language (Seel, 2008).

2.9 Television

Educational broadcast on television is very constructive for learning a language. Moreover, television programs can be utilized for teaching speaking skills in the English language because there is authentic material available for learning a language. Recorded news bulletins from BBC and CNN are authentic material to practice speaking and listening activities in class. To improve proficiency in the English language, lectures of renowned professors and technically skilled professionals can be used effectively in the classes. An announcer or a television host speaks in the style of delivering a lecture in the class and students may listen to him attentively to drill English language structures in the class. The educational telecast is very pertinent to teach speaking and listening skills and if used in a practical fashion students will learn the language proficiently (Macià et al, 2006).

2.10 Magazines and newspapers

The English language can be learned as a communication skill and English language newspapers and magazines use easy diction for communicating complex ideas and expressions. Furthermore, these present latest and up-to-date information to readers about the day-to-day happening around the globe. This information is practically useful to learn new vocabulary and change the grammatical structures of the English language. These become ready and accessible visual aids because of their low cost and easy access. The latest information about the different fields of knowledge is useful to motivate and inspire students to learn new skills by utilizing their rational and imaginative faculties. Learners can improve their English language skills by going through pages specified for youth, sports, and Sunday magazine (Asokhia, 2009).

Audio-visual aids make a lesson interesting and make abstract things concrete. Audio-visual aids like tape recorders/apps, radio, smartphones, computers, television, flashcards, newspapers, and magazines are effective to teach speaking skills. The situation of speaking skill of English language is not satisfactory at the secondary school level in the Hazara division because English language teachers do not use audio-visual aids to make students proficient. Due to this, students are not able to express themselves fluently in English. If students are taught by using the latest methods of English language teaching complemented with audio-visual aids then their speaking skills in the English language will be improved.

Speaking skills of English cannot be learned effectively without using audio-visual aids in English classes. The present study encompasses the speaking skill of secondary school students of the government boys' schools of Hazara division. Before the initiation of this research work, no significant research has been conducted in the Hazara division that was focused on the role of audio-visual aids in making students proficient in speaking skills of the English language. So, this research focused specifically on learning speaking proficiency by using audio-visual aids in the government male secondary schools of the Hazara division.

3. Research Methodology

This was quantitative research that was based on questionnaires and structured interviews. Using the interviews and questionnaires, secondary school students' speaking skills and the role of audio-visual aids in improving speaking proficiency were highlighted.

3.1 Population of the study

The study was focused to pinpoint the role of traditional and modern Audio-visual aids to make students proficient in speaking skills of the English language. The population of the study is discussed in detail as under:

1. The first portion of the population was comprised of all the male students of secondary classes of Hazara division. The population of boy students in the government secondary schools of Hazara division was 8000.
2. The second portion of population comprised all the Govt. male Secondary school Teachers teaching in the secondary schools of Hazara division. The total population of male SST in secondary schools of the Hazara division was 400 (people).

3.2 Sample of the study

To minimize the researcher's bias and make the study more objective, a random sampling technique was used in the study, and 40 Secondary School Teachers (S.S.T.) and 400 secondary school students from the government boys schools were selected randomly to conduct the study. Sample size for students and SST was 5% and 10% respectively. Ten government boys schools were selected randomly and 10 students and 4 SST were selected from the sampled school. This comprised the desired sample for students and SST which was 400 and 40 respectively.

3.3 Research instruments

To evaluate the role of traditional and modern audio-visual aids in enhancing speaking skills of English, the research instrument; is a questionnaire comprising ten questions developed by the researcher. The researcher personally administered the interviews and the answers of the students were recorded for further investigation of speaking skills (of students). To assess the speaking skill of students a rubric was developed and the answers of students were replayed and assessed with the help of the quantified rubric. The findings of the interviews (assessment of students' speaking skills) are presented in the finding section of the study. Two questionnaires for students and teachers were developed to ask them about the teaching and learning process carried out in government schools. Both questionnaires were comprised of nine statements. The questionnaire of students was developed on two scales whereas the questionnaire of teachers was developed on three scales. To determine the reliability of the instruments, Cronbach's alpha coefficient was applied, to the instrument of teachers and students. The instruments were reliable because the calculated value of Cronbach's alpha coefficient for teachers was 91 and for students, it was 90. These values showed that the instruments were reliable to conduct the study objectively.

3.4 Data collection

To conduct the study within the stipulated time, the researcher interviewed the students to judge their speaking proficiency. Furthermore, two questionnaires were administered to teachers and students of the sampled schools too. The majority of teachers and students returned the questionnaires in time to conclude the data collection portion of the study.

3.5. Analysis and presentation of data

Interviews of students were evaluated using a rubric for the speaking skill of students whereas research questions of the study became guiding principles to analyse and interpret the questionnaires of students and teachers. The rubric for measuring the speaking skill consisted of numerical values. Based on measured values, the speaking proficiency of students was assessed and students were labeled as fluent, partially fluent, and weak. Statistical measures; mean frequency and percentage were used to draw inferences from the sampled data of the questionnaires. The data was presented in the form of tables for teachers and students. The questionnaires of teachers were analysed by using mean frequency. During the analysis 'always' was assigned to scores between 2.5 to 3, 'sometimes' was assigned to scores between 1.5 to 02, and 'never' was assigned to scores less than 1.5. The number of fluent, partially fluent, and weak students (data based on students' interviews) was determined using a percentage as a statistical measure. Data comprised of questionnaires of students was also interpreted using a percentage as a statistical measure. The findings, conclusions, and recommendations of this study are based on the analysis and interpretation of data (of students and teachers).

Table 1: *Teachers' views on the use of A.V. aids to teach speaking*

S.No.	Statements	Frequency of Responses			Mean Frequency
		Always %	Sometimes %	Never %	
1	English language textbooks are used to make students proficient in speaking skills.	30 75%	10 25%	0 0%	2.75
2	Speaking skill in the English language is taught by using a whiteboard, marker, and textbooks of the English language.	5 12.5%	12 30%	23 57.5%	1.55
3	Tape recorders/apps, radio, and English movies are used to make students proficient in speaking skills.	13 32.5%	10 25%	17 42.5%	1.9
4	Modern audio-visual aids and language labs are used to make students proficient in the speaking skill of English.	0 0%	5 12.5%	35 87.5%	1.12
5	Pronunciation of the English language is taught by using an English language dictionary.	6 15%	5 12.5%	29 72.5%	1.42
6	Recorded tapes of the native speakers are played to improve speaking skills.	13 32.5%	12 30%	15 37.5%	1.95
7	Low-cost material is utilized to make students proficient in the speaking skill of English.	9 22.5%	14 35%	17 42.5%	1.8
8	Textbooks of English language are helpful in teaching speaking competency of English.	30 75%	10 25%	0 0%	2.75
9	Students take keen interest when they are taught by using smartphone, internet and computer.	30 75%	10 25%	0 0%	2.75

Table 2: Students' views about their English teachers' use of A.V. aids to teach speaking

S.No.	Statements	Responses	
		Yes %	No %
1	English teachers utilize the whiteboard to solve exercise questions.	274 68.5 %	126 31.5 %
2	English teacher teaches speaking skills by using an English dictionary, charts, and tape recorder/App.	103 25.75 %	297 74.25 %
3	English language teacher teaches speaking skills by using a smartphone, the internet, and a computer.	172 43%	228 57%
4	English language teacher plays recorded news and dialogues to improve the speaking skill of English language in the class.	09 2.25 %	391 97.75 %
5	English language teachers use boards, charts, and tape recorders to help students learn English in a better fashion.	349 87.25 %	51 12.75 %
6	Learning the speaking skill of English with the help of a tape recorder, videos and charts is an enjoyable activity.	374 93.5 %	26 6.5 %
7	English language teacher plays recorded tapes in the class for improving speaking and listening skills in English.	13 3.25%	387 96.75%
8	Being learners of the English language, listening to recorded tapes in class, seems a beneficial activity to learn to speak.	356 89%	44 11%
9	Listening to English language news should be a regular feature to improve listening and speaking skills in the English language in class.	172 43%	228 57%

Table 3: Students' Speaking Skills (Students' Interviews)

Total strength. of students	Fluent in the speaking skill of English language	%	Partially fluent in the speaking skill of English	%	The weak speaking skill in English	%
400	0	0%	53	13%	347	87%

4. Findings and Discussion

The following section is based on teachers' points of view about teaching speaking skills with the help of A.V. aids, students' responses about the use of A.V. aids by their teachers in the class, and an assessment of students' speaking skills from their interviews. Moreover, a discussion about the use of A.V. aids for the teaching and learning process is also presented.

4.1 Teachers' views on teaching speaking skills of the English language with the help of audio-visual aids

After the statistical analysis of statement 1, it can be concluded that 75% of English language teachers used textbooks to make students proficient in speaking skill of English. English language textbook is useful to teach speaking skills.

After the statistical analysis of statement 2, it is indicative of the fact that 30% of English language teachers sometimes used blackboard/whiteboard, chalk, and English language textbooks for making students proficient in the use of speaking skills of the English language. These A.V. aids are very beneficial to teach speaking but it is not an encouraging sign that most of the teachers (57%) either did not use them or sometimes used these aids in the English language class. These aids are easily available in every class and these can be termed as no-cost A.V. aids. These are effective because they give practical shape to abstract concepts and help students to get expertise in the English language.

Statistical analysis of statement 3 reflects that 25% English language teachers used to teach speaking skills by using smartphones, the internet, and computer technology in the English language classes. Though these audio-visual aids are very beneficial to make students proficient in the speaking skill of English language yet these are sparingly utilized in English language classes. Everyday English can effectively be learned with the help of dialogues and conversations with native speakers. Movies and conversation can be taught using English movies and day-to-day conversation. Due to a lack of practice in conversational English, students are weak in speaking skills in the English language.

Statistical analysis of statement 4 shows that 87% of English language teachers were never used to utilizing modern audio-visual aid and language lab to make students proficient in the speaking skill of English. It (a language lab) has modern gadgets and appliances which are quite beneficial to teach speaking skills of English. It is observed that teachers do not use it in English language classes to teach speaking skills in the English language.

Analysis of statement 5 shows that 72.5% of English language teachers never utilized an English language dictionary for making students proficient in the pronunciation of the English language. If students learn correct pronunciation at the beginning of their learning process then they will be able to use the English language effectively. English dictionary is effective to teach students pronunciation but a large number of English language teachers never used it. This is the reason that secondary students of the Hazara division are not able to pronounce words correctly. English language dictionaries are available on the internet and online dictionaries are quite helpful to teach correct pronunciation. Smartphones are really helpful in this regard and if these are utilized in classes then they will be useful in teaching speaking.

Analysis of statement 6 shows that 30% of English language teachers sometimes played native speakers' recorded tapes for improving their speaking skills in the English language. The recorded tapes of native speakers are useful in the class because these can improve the speaking and listening skills of English. A language can be acquired by listening to it quite often. On the contrary, it is noted that a large majority of English language teachers never used the aids to make students proficient in speaking skills of the English language. This becomes a reason for the weak speaking skill of students.

Statement 7 suggests that 35% of English language teachers sometimes prepared and used low-cost material to make students proficient in speaking skill of English. Low-cost material is also a useful teaching aid and it can be helpful to develop speaking skills but it was sometimes used by the English language teachers in the classroom which contributed to the low level of speaking proficiency of the secondary school students.

After the analysis of statement 8, it is concluded that 75% of English language teachers found that the textbooks were helpful in teaching speaking skills of English. English language textbooks contain articles that improve students' vocabulary and comprehension besides this grammar and language activities, which are beneficial for secondary school students, are also dealt in them. So, these are helpful to teach speaking and the majority of English language teachers also recognize this fact and used them accordingly.

Analysis of statement 9 shows that 75% of English language teachers opined that their students used to take a keen interest when they were taught by using smartphones, the internet, and computer. Audio-visual aids make abstract things concrete besides this these make learning speaking skills easy and enjoyable for the students and they also admit this fact. Modern communication technology is helpful to teach speaking and if used wisely it becomes quite effective to improve the speaking skill of the English language.

4.2 Students' views about the use of A.V. aids by their teachers in the class to teach speaking skills in the English language

Statistical analysis of statement 1 indicates that the majority (68.5%) of respondents (secondary school students) endorsed that English teachers utilized whiteboards to solve exercise questions. Blackboard/whiteboard has been used as a teaching aid for a long time but the majority of English language teachers 57% did not use it in their classes to make their teaching of speaking skills effective. Exercise questions and main points of speaking activities can be written on the board for students' practice and comprehension. Pertinent use of the board is helpful in teaching speaking skills of the English language effectively.

Statement 2 shows that 74.25% of respondents (secondary school students) did not agree with the statement that their English language teachers used to teach speaking skills by using English dictionaries, charts, and tape recorders/Apps. So, the majority of respondents rejected the statement. The majority (72%) of English language teachers also confirmed that they did not use an English dictionary to teach pronunciation. These audio-visual aids are very useful to make students proficient in the English language because they can learn pronunciation, everyday

conversation, vocabulary, and simple sentences (using these audio-visual aids). The practical practice is the opposite because these aids are not used by English teachers. This is the reason for the poor speaking skill and faulty pronunciation of secondary school students.

Analysis of statement 3 shows that 43% of respondents (secondary school students) agreed with the statement that their English language teacher often used a smartphone, internet, and computer for teaching speaking while 75% of English language teachers opined that their students like to be taught with the help of Audio-visual aids like smartphone, internet, and computer. Using a smartphone, internet and computer is the most effective to make students proficient in speaking skills. Due to the availability of lectures from expert teachers and dialogues, everyday conversation and English as a communication skill can be learned. These are modern Audio Visual aids to teach speaking skill but these are not used by the majority of English language teachers in the classroom.

Statistical analysis of statement 4 shows that 97.75% of respondents (secondary school students) agreed with the statement that they never listened to recorded news and dialogues to become proficient in English besides this 42% of English language teachers also accepted the statement that they never used a tape recorder, radio, and English movies to make students proficient in speaking skill. The use of these aids is helpful to teach speaking but these audio-visual aids are not used properly in English classes to teach speaking. Resultantly, students are poor in the spoken aspect of English and they cannot comprehend the native speakers of English besides having a faulty expression of English.

Analysis of statement 5 shows that 87.25% of secondary school students accepted that blackboards, charts, and tape recorders are beneficial in learning English in a better fashion. These audio-visual aids are very effective and their value to teach speaking skills of the English language is accepted too. The majority of students were also aware of this and they wanted to be taught speaking by using these A.V. aids.

Analysis of statement 6 shows that 93.5% of secondary school students endorsed the statement that they found it enjoyable to learn English with the help of a tape recorder, videos, and charts. These audio-visual aids make a lesson interesting besides making abstract concepts concrete and tangible. The majority of students also liked learning to speak with these A.V. aids because they found them practical and easy to proficient in English.

For statement 7, it is reflected that 96.75% of respondents (secondary school students) stated that they were not taught by using the recorded tapes in the class. Listening helps in acquiring the first language, similarly, a second language can be learned by listening to the conversation of native speakers. It is noted that a large number of teachers never played recorded tapes to teach English and the students of secondary classes were not able to speak English because they were not provided opportunities to listen to English language conversations.

Analysis of statement 8 shows that 89% of secondary school students accepted the statement that listening to the recorded tapes in class was an enjoyable activity. A large number of students wanted to be taught using recorded tapes because they were aware that English could be learned by listening to the speakers of the English language. Dialogues, the conversation of native speakers, and the practice of everyday English are most pertinent in learning a language.

Proper utilization of these activities in the class paves the way for expertise in the English language.

Analysis of statement 9 shows that 43% of the respondent (secondary school students) accepted the statement that they should be taught English by playing English news in class while 57% of respondents rejected the statement. English news can be helpful if used regularly in class because students can improve their grammar, pronunciation, and vocabulary by listening to the English news in class. English news provides opportunities for learning standard English and students' academic performance can be improved with the consistent use of English news in English language classes.

4.3 Assessment of students' speaking Skills from their interviews

Statistical analysis of table 3 shows that 13% of secondary school students were able to express themselves partially in the spoken aspect of English whereas 87% were not able to express themselves in English because they were weak in speaking skills of the English language. It is found that the majority of the male students of secondary classes of Hazara Division were not able to speak the English language. It is not an encouraging sign and needs to be improved by taking suitable measures like using A.V. aids, interactive teaching techniques, and using Direct Method to teach speaking skills of English.

5. Conclusions

The followings are the main findings of the research.

1. The majority of the male students of secondary classes of Hazara Division were not able to speak English fluently.
2. A large number of English language teachers used textbooks of English language to teach the speaking skill to students.
3. Most English teachers sometimes used blackboard/whiteboard, chalk, textbooks, tape recorder, radio, and English movies to teach speaking skills of English.
4. The majority of English language teachers neither used language lab to teach speaking skills nor used English dictionary to teach pronunciation.
5. Most English language teachers sometimes played recorded tapes of the native speakers and prepared low-cost material to improve the speaking skills of English of their students.
6. Most English language teachers always found English language textbooks beneficial to make students proficient in speaking skills of English.
7. Most of the students preferred to be taught with the help of the latest audio-visual aids, such as smartphones, computers, and the internet.
8. The majority of student respondents stated that their English language teacher solved exercise questions on the blackboard and they were in practiced using the blackboard very often.
9. Most of the students reported that they were not used to listening to recorded tapes of native speakers, English news, and native speakers' dialogues to become proficient in the English language.

10. Most of the respondent students stated that traditional audio-visual aids such as white/black boards; charts and tape recorders can be utilized in English language classes to learn English in a better way. They wanted to become proficient in the English language by using a tape recorder, videos, and charts because they liked to become a part of enjoyable speaking activities in the class.
11. A large number of students stated that they should be taught by playing English news in the class.

Following are the main recommendations of the research.

1. Language labs may be established in the schools for improving speaking skills in the English language.
2. English language teachers may use the latest audio-visual aids like smartphones, computers, tape recorders/apps, the internet, and television to improve their speaking skills.
3. Teachers may be trained to use the latest audio-visual aids like computers and the internet to improve their speaking skills in the English language.
4. Low-cast material may be prepared in the classes to teach speaking skills.
5. English language textbooks may be improved so much that these can be used as reference books.
6. English language teachers may use blackboard/whiteboard and chalk/marker in such a way that students can learn and enjoy learning the speaking skill of the English language.

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