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The Video-Based Technique for Speaking Skill Development Case study: 2nd Year LMD students of English Foreign at University of Mostaganem

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DEDICATION

I dedicate this work To my parents who have provided me with their encouragement, love
and understanding

To my brothers and sister for their whole-hearted support

To all my extended family

To all my friends and teachers at the University of Mostganem

To all who were there for me, thank you for your help and encouragement .

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ABSTRACT

This research study focuses on one of the best techniques and a useful tools that is used in teaching and learning foreign languages, which is named video-based technique, numerous teachers have regarded it as a beneficial aid in teaching ESL/EFL,the current work aims to find the effectiveness of video-based technique on the learners' speaking skill and how to develop their communication competencies ,it focuses on the best use of the video-based technique to enhance the learners' oral skills, The work aims to show us how the use of this technique with students of foreign languages is effective for speaking skill development . The main hypothesis adopted in this research study is that the effective use of the video-based technique can greatly help both the teachers to engage in professional development and the students to improve their oral communication skill. The main hypothesis in this research study is that the effective use of the video-based technique can help both the teachers and students to improve the oral communication skill. This research is based on second year LMD students questionnaire in order to have idea how the video based technique is effective in developing learners speaking skill. Through the analysis of results of questionnaire we found that students consider the video-based technique as an important technique in enhancing their speaking skill and it motivates them to learn.

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GENERAL INTRODUCTION

Technology takes a huge part in our lives today, it has an effect on all domains of our daily life, such as education .It re-restructures and gives a new look to the education, In addition, it helps in transferring the attention from the teacher to the learner himself, that means the methods and techniques used in teaching in the past have been changed.

Using technologies in teaching language can create a better atmosphere to the learner. Teaching methods have known many changes due to the technologies' advancement such as teaching English as a foreign language ,It is necessary to provide English as a Foreign Language with more than visual resources, more than that, using audio- visual resources will enhance learner's skills and motivation.

Mastering a second language may occur with the fostering of the speaking skill, enhancing speaking skill needs educational technology, this latter refers to any kind of device that would increase learner's attention and motivate him. According to Harmer (2001) in his book "The practice of English language teaching" said that the application of video tapes has been used as a common feature to teach the target language for many years.So, it is important to integrate the video-based technique in EFL curriculum and consider it as method to enhance Algerian educational system.

The current research helps educators on how to use the video-based technique well in their classes.It was based on second year LMD students English Foreign Language at University at Department of English of Abdelhamid Ibn Badis, Mostaganem.

This research study tried to answer on these two questions: To what extent can video-based technique be an effective teaching model to enhance speaking skill ?

And how can novice teachers and learners apply effectively the video instrument in EFL class?

And we hypothesize :First ,If the teachers use the video based technique they would improve their students speaking skill, and , Second, the application of video based technique may motivate students in classroom and out the classroom .

This research points to examine the connection between using video-based

technique and the development of the learners' speaking skill, the research was divided into three main chapters, the first about theoretical background on the use of multimedia in EFL/ESL ,the second about the application of videos in different EFL situations and third one about Questionnaire Analysis.

CHAPTER ONE

Introduction

This chapter shows the development of using technology and Information and Communication Technologies (ICTs) tools in teaching and learning EFL/ESL, precisely, to examine theoretically scholarships positions about the feasibility of multimedia use on proving speaking skill development. The latter is considered as an important skill to be developed in English communication in order to achieve language performance. This chapter sheds light on the historical development of ICT starting with defining it, to the reasons behind its integration within language learning. In addition, the implementation of technological learning model in education will be developed theoretically to indicate learners' motivation role. This chapter will also lay stress on explaining the theory of the video-based technique, it is hypothesized that this technique is efficient to some extent, to meet gaps of students having difficulties with traditional methods for the development of their speaking.

2-Historical Background of Information and Communication Technology (ICT)

The last urban decades, Information and Communication Technology (ICT) perceived a rapid advancement in the fields of learning and teaching foreign languages. The term "Information Technology" has been developed in terms of four ages. One of the most revolutionized ages that affect today's education is called the "Electronic Age" including "Digital Computing" which started to appear during World War Two from 1940s till now.

During the late 1970s, education has started a new era that included ICTs tools and technology devices.

Over the end of the 20th century, the educational world has noticed fundamental growth in fields such as communication technologies, computer network, and information technology. The evolution of new horizons in communication services through computer devices has made various opportunities in order to use variety new technology materials for teaching and learning processes. The incorporation of technologies and communication proposes new possibilities toward the educational systems as well as its capacity to incorporate rate, enhance, and promote interaction with each other over a wide geographic

distance aiming to achieve the learning objectives. In other words, interactivity, flexibility, and convenience have become an integral part of information and communication technologies' environment. Because it helps the learner to share learning resources, promote centered learning environment and cooperative learning principles and it enhances creative thinking and solving problem skills.

There was a competition between the developed nations concerning the immersion of information and communication technologies (ICTs) into learning in order to prepare their students to be developed in the digital era and to provide them with the skills they need, teachers were encouraged to use the available technology as a consequence to cover the needs of the students and to benefit from it.

Last years ago, the main focus was mainly on the quantity of technology use, however, latest research considers that not all technologies are beneficial or even helpful. Now, teachers recognize the unique use of educational technologies does not guarantee the power to transform the learning process. Teachers must know how to use those technologies effectively and efficiently to bring new pedagogies in terms of instruction to improve learning and to demonstrate the learner skills. It is emphasized that "technology is an artifact, a product and a tool" (Lei and Zhao, 2007: 285). In other words, it has the capability to complete certain tasks when it's linked to specific problems. It should be used in a correct way to gain its all benefits.

3-Definition of Information and Communications Technology (ICT)

Information and communications technology (ICT) in education can be best defined as a means to enhance the teaching process. It includes any products that can save and transmit data in a digital form such as Microsoft Office, Email, Social networks…etc. ICT services can't be the substitute the traditional means of education, because the combination of both would give effective results . in our today's educational world , educators reliance on ICT becomes a necessity regarding the cultures, the environments and the circumstances. Teachers look for a way in which they can integrate ICT in teaching in somehow to fit learners needs. It is claimed that ICT use relies on distinct factors such as mathematics and science teachers had passive attitudes toward ICT, while EFL and ESL teachers had an active one. Another factor to be mentioned is the availability of computers or PCs for teachers ,as a result, ICTs in teaching and learning foreign languages are now beneficial and entertaining tools in learning as well as they support the instructor and the learner's language through visual aids, such as images, animation and digital resources as

videos that offer authenticity in the learning environment. In addition, they enhance learners' motivation aiming to develop the learning century skills .

4-Student Learning with Technology

Technology has been involved in the student environment, as a tool or means to enhance the curriculum. One potential point to reach could improve students' performance. Lately, the studies have shown that the lack of challenge and competition could even worsen students learning and demotivate students. Teachers, therefore, are using technology to provide authentic learning opportunities. Relying on technology applications to stimulate real-world situation can promise to enhance student work, by having such an experiment, exploring new realities and gaining a wide range of munitions (Young, 2008: 14). Moreover, the teacher-student collaboration starts to see light, after the positive consequences resulted from the implementation of technology and other kinds of media in the curricular. They were both motivated to team with each other, to analyze and to solve real world problems.

Technology brought about many changes in the learning process. One of its advantages is that the teaching method shifted from the teacher-centered method to autonomous and collaborative learning model in which the teacher plays the role of monitor and guide

i.e. from the traditional teaching method to the modern one. In other cases, it eliminated the distance issues; students are no more obliged to meet their teachers face-to-face since they are

technologically connected. Therefore, educators should be updated to the new developments.

5-The Role of Technology towards Learner's Motivation

Technology has transformed the way we teach and the way we learn. At the same time, the accurate influence of using instructional technology is still under search. That is to say, it is unknown. For an educator in the 21st century, it is essential to gain a deeper understanding of the role of technology on student's desire and motivation in order to learn.

Motivational aspects are the primary concerns among teachers; motivation creates and elaborates the demand to achieve the desired goal of learning. Teachers are always seeking

to discover and know what motivates their students. Motivation is the key of academic succession as well as to promote a productive learning environment .

In learning environment, good motivators should motivate students to love learning and guide them to maintain self-efficiency beliefs. In order to encourage students, educators must shift the focus from themselves to their student's interests and their existing knowledge.

Creating entertaining activities for students' responding is a challenging activity for all teachers. Furthermore, adopting technology to promote successful lectures may prove to be a beneficial motivator and a good facilitator during educational environment . Both technology and teacher motivation affected positively students' motivation.

Because students react positively towards the use of technology, teachers should make responsive efforts aiming to create tasks which cover some kinds of educational technologies.

Technology as a tool to increase personal motivation can perform effectively in the change process as to open new opportunities that develop the teaching and learning processes particularly with the learners' needs and capacities to learn. It can play a key in the teaching and learning environments. Technology can form and reform who is the teacher and who is the learner, using technology can improve learners' autonomy as a means of amelioration towards more digitally-rich 21st century learning environment (Groff, 2013: 4).

Technology is considered as a part to obtain the 21st century skills which are the fundamental key to success to be productive in today's education and society. Some educators ensured that schools who incorporate technology-based learning increase student's motivation and engagement. Moreover, powerful technology that is incorporated with a vivid pedagogy is a successful recipe for productive teaching and learning environments (Groff et al., 2013:7).

However, for most educational technologists, the key to success is to grasp and understand the pedagogies of learning, then, what type of technology can enable that. Innovative technologies do not have only the power to improve the pedagogical activities. but, it has also the power to change the whole learning environment into a productive learning. Substantially, motivated students will be more likely to have a higher performance level due to the opportunities that the teachers and the technology have made available.

6-Definition of Speaking

In this passage, the research tries to give a theoretical background of the skill we are aiming to test through the video-based technique. Through learner's interaction and communication production, an oral communication skill is produced effectively in teaching and learning English as a foreign language aiming to acquire and improve learner's abilities toward successive oral performance. Speaking is considered as the primary skill to develop language proficiency as well as it's important because learners are going to perform in a

discussion situation where communication in English is needed.

Speech plays an essential role in our daily lives. Through producing a coherent speech, our feelings, ideas, and opinions are totally expressed. In a learning environment especially where second language or foreign languages are taught the main aspect for learners is being fluent in the target language because the desired goal in learning a foreign language is to be able to speak it.

Speaking is an interactive process to provide meaning through information's production and processing. Speaking skill includes the ability to communicate using language and to convey messages into an appropriate learning situation. Speaking means to interact and participate with others in educational discussions or situations. "Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information" (Brown, 1994: 23).

Speaking is the main skill for language learners to master with other language skills. It is definable that speaking is a difficult process to send and receive messages through using expressions. Speaking as "a skill by which they [people] are judged while first impressions are being formed" (Hedge, 2002: 261). In other words, speaking is an essential skill needed to be produced in both first and foreign language .

7-Speaking Problems

Teaching foreign language requires more than knowing about this language. Through practicing productive skills such as speaking certain deficiencies may occur. SL students may face problems in producing sounds because they cannot speak the same as a native speaker does, thus, teachers provide set of activities that help fill the gap between grammatical and sociolinguistics competencies. It is claimed that teaching speaking aims

to develop the communicative competence. Therefore, difficulties in speaking may appear due to lack of interest in the topic, or insufficient listening practices or inhibition .

7-1 Lack of Interest in the Topic

Low participation among ESL students may go back to the topic imposed by the teacher and the degree of knowledge and information that learners have about the topic may raise mystery

in learners mind. Students are not supposed to know as a teacher always expected. This deficiency results in low irregular participation.

7-2 Insufficient Listening Practices

Teachers believed that at the beginning of language learning learners develop

knowledge of words and structures through repeatedly listening to these words. This is why children learn their mother tongue by hearing terms and concepts from the environment surrounds them. In education a teacher must pay attention to the importance given to listening activities .

7-3 Inhibition

It is evident that EFL classes have different groups and kinds of learners, in addition lessons cannot be completed without the sufficient interaction of students. However, some students choose to keep their ideas to themselves due to many reasons like being afraid of mistakes or lack of self-confidence in front of their classmates or because of their shyness. "it is too easy for a foreign language classroom to create inhibition and anxiety" (Littlewood, 1999: 93).

8-Definition of Video Technique

The recent 20 years, the integration of video technique has witnessed rising use in the educational field. Cruse (1949) stated that:
according to a series of studies conducted by the Corporation for Public

Broadcasting, these surveys measured both patterns of use and teacher attitudes

and expectations for outcomes. Not only is this technology widely used, according to the most recent study, but it is also highly valued as a means of teaching more effectively and creatively.

The term video is a "copy of film, programme, etc., that is recorded on videotape" (Oxford Dictionary, 2007: 493). A video is recording of moving visual images made digitally or on videotape . The video concept is used to indicate multimedia's range presented by "CD", "DVD" or digitally.

8.1-Video Technique as an Audio-Lingual Technique

Through the years until recently, the emphasis on or the importance of this method is highlighted toward language learning. Some methods have been practiced in order to teach English aiming to improve language skills, such as the direct method and the audio-lingual method.

During the years, technology has changed our lives in many aspects and domains. Firmin and Genesi described the fact that "during the late 1990s, new technologies were being invented and designed almost monthly" (Firmin and Genesi, 2012: 1603). Technology is not static in terms of production in which education was the main issue for researchers who want to know the effectiveness of technological products mainly in education. Vail clarified that video based techniques are just one from a large number of technological tools that affected learning and their use in today's education. However, the important thing is how to make students know how to use of these technologies in order to produce correct context .

Video as a technique of the audio-lingual method is an important practice in order to teach english especially for enhancing speaking skill ,in this case, teaching EFL to promote teachers and learners to use English as a means of communication aiming from their students to master english and to gain speaking proficiency.

8.2-Videotapes

The use of audio-visual material becomes very important in teaching foreign languages. What is significant about video technique is that it enhances student comprehension and ability to discuss. Teachers use video in different formats, one kind of video technique is that of YouTube video.

8.3-The Benefits of Using Video in Teaching Speaking

Since the last decades of the 29th century, teaching through video has been used in many educational fields. It is advocated that video influenced the field of teaching foreign languages. It is beneficial for both teachers and learners. "To some people videotape is

merely a glorified version of audiotape, and the use of video in class is just listening with pictures"(Harmer, 2001: 282).

In the recent years , the use of video is become a preferable technique for many teachers rather than using different technological aids because it motivates the students as well as it helps them to be more interested in the course. Educators believed that video-based technique is an effective and animated combination of images and sounds, thus, it entails a ready-made context for learners who have fewer capacities in reading and writing. Additionally, the technique can be monitored by teachers through controlling the use of this technique. For instance to use the pause button in order to gain recorded pieces as well as using the rewind button to save the confused learners.

Harmer stated various beneficial reasons for using video technique in order to teach English especially speaking. This technique involved numerous advantages; one of them is language in use that can be provided through the use of video in which the students can benefit from it by hearing and seeing the intended language, so video can be an effective bridge between the studentss and the information aiming to understand and to learn the pronunciation of that language .

One of the effective benefits is that video technique can provide real-world information for the learners. without forgetting that video can be beneficial in means of cultural understanding where the teacher can promote a deep acknowledgment about authentic lifelong learning about others cultures.

It is clarified that using video to learn a language can easily improve the learners' motivation. So using authentic tool can increase students' interest in any educational situation.

Furthermore, hearing about real life experiences and seeing a real interaction with other interlocutors, it may be examined as an effective stimulus to learn foreign languages .A video technique is a dynamic stimulus to improve students' attraction, to increase their motivation and to develop their speaking skill.

8.4-Video's Types

Video techniques entail various types of educational videos. Harmer highlighted the focus on three fundamental types of video that can be useful and helpful for every learner, everywhere and in any learning situation: Stream programs,

real-world and language learning videos .

8.4.1 Stream Programs

These programs are recorded from many media programs, either from a television channel, a documentary tape or from a film tape. The latter are called stream programs. However, some of them are quite difficult to understand for the learners, especially where several pronunciations are delivered.

8.4.2- Real- World Video

Teachers and learners should extremely benefit from documentary films or wildlife documentaries aiming to practice those video tapes materials as educational aids. Documentary films are the most educational aids that contain interesting topics. Moreover, they provide the learners with a rich-knowledge through promoting opportunities to engage in variety of learning discussions.

8.4.3- Language Learning Videos

The basic advantage toward language learning videos is that they have been designed for students with high powerful capacities. However, the poor production and inauthentic language lead to the failure of the learning video quality. Therefore, the teacher's choice is very important toward the use of such technology in which the student will be able to embrace joyfully the technique through motivation and interest's improvements (Harmer,

op.cit, 2001: 284).

Conclusion

In this chapter, the research concluded that technological aids have a great influence in stimulating EFL/ESL learners' language performance. So the beneficial use of those aids such as the use of video technique as an audio-lingual technique helps the learner to be engaged in the variety of activities that can enhance and develop the students' speaking skill. That is to say, teaching and learning speaking skill become more effective when the teacher uses authentic audio-visual materials as video technique to create a real-world communication for the learner. Rests to the tutor to be careful of the content and timing of the elaboration of such technique otherwise the criteria in question can be barriers.

CHAPTER TWO

II-Chapter two:The application of videos in different EFL situations

Introduction

This chapter shows the effectiveness of using video technique as an instructional aid that helps the teacher to explain lectures and to motivate students aiming to achieve an effective learning. Nowadays, educational aids like movies, songs videos, and documentary videos are considered as the perfect aids to facilitate and to deliver knowledge in an interesting way so the students could be more motivated toward learning. However, the application of those aids is not that easy. Both the teachers and the learners should know how to embrace them and how to apply them effectively. Accurately, it aims to highlight the various innovative uses of video technique in a different educational situation as university and private school. With referencing to their relative pedagogical value like in: teaching oral skills, teaching grammar, teaching vocabulary, teaching civilization, teaching English literature, and in teaching English for specific purposes. The hypothesis of this chapter concludes that video-based technique is an innovative source of information inside and outside the classroom.

1-Definition of Blended Learning

Blended learning is not a new term. It has been integrated into the curriculum as a beneficial means of using ICTs in many educational situations aiming to improve the learning target and the teaching activities. The term is simply about the effective adaptation of ICTs into course design to enhance the students' ability to engage them in effective motivating environments, whether it is basically face-to-face or "distance mode " (Bath and Bourke, 2010:1).

Blended learning is realised in teaching and learning environments where there is an effective integration of different modes of delivery, models of teaching and styles of learning as a result of adopting a strategic and systematic approach to the

use of technology combined with the best features of face to face interaction. (Krause 2007 qtd. In Bath and Bourke, 2010: 1)

So blended learning is not just about integrating technologies .It is about promoting better ways in order to support the learners to achieve their objectives and to make them more engaged through learning experiences.

2-Blending Videos into University Curriculum

Teachers believed that online content can be integrated into curricular in a way that enhances learning for the learners such as blending videos into the university curriculum. Hence, videos can be used into university curriculum to turn a conversation, to create inspiration, and to promote opportunities for the learners and the teachers to create their own media (Bath and Bourke, 2010: 38; Tucker, 2013: 17).

2.1-Create Inspirations

Before introducing a topic, the good way to maintain the students' interest is to promote a video that asks a question, creates an interesting situation or relates the target topic to a real-world matter.

2.2 Promote Opportunities to Teachers and Learners for Publishing

One of the most important keys to creating successive learning environment is to provide learners with the opportunity to be creators of their own videos as a bridge to learning. "Self-publish sites like YouTube and Vimeo provide a global audience for students' multimedia projects, giving their work another layer of relevance" (Tucker, op.cit, 2013: 14)

2.3 Using Video and Television Programming in Private Schools

According to the Education Department of the Corporation, researchers have proven that seeing is remembering and there are different proportions of people that can remember by seeing, hearing and both seeing and hearing. "More than half of teachers surveyed describe TV and video as very effective for teaching students with learning disabilities or economic disadvantages" (Cruse, 1949: 10).

2.3.1 In Language Arts

It is very important to implement literary content to promote speaking skill. It represents the high level of the language of prestige. One of the benefits of video using can be seen in applying this modern technique in teaching language arts within private schools (Coonrod et al., 2004: 13)[3]. Students bring deep experience in television to the classroom. It "…can be gateways to otherwise hidden student knowledge about the society and culture at large, and teachers should make students aware of how experience with any form of communication, be it television or print, leads to a deeper, critical enjoyment of that form and ability to use it more effectively for their own goals" (Williams 2001 qtd. Coonrod et al., 2004: 13).

In Literature, for example, teachers have found great advantages in using films, new stories and "soap operas" to create and manage activities for learners at distinct levels. Additionally, it helps to supply alternative interpretation for literary classes. This experience enables students develop their knowledge about other's culture and traditions in one hand. On the other hand, private schools look for the quickest and the best effective tool to boost comprehension for learners. Ultimately, the use of TV and videos improve motivation score for learners.

2.3.2 In ESL/EFL

Teaching a foreign language demands the mastery of the four skills. Teachers, therefore, use video and television programming to accommodate learners' needs. The technique functions as a portrayal of dramatized cultural context. A teacher described her experience of using video with her students and provided successful strategies to show its effectiveness:

pausing the video so students could copy down visual information; eliminating the sound track so students could practice their oral and written English skills by supplying the missing dialogue; using closed captioned programs to reinforce vocabulary and reading skills; and providing copies of video tapes to parents so that they, too, can improve their English, and become "active partners" with their children in the learning of English. (Clovis 1997 qtd. In Coonrod et al., 2004: 14)

3-Movies in Different Areas of Foreign Language Teaching

Movies are considered as a flexible tool to teach foreign languages in which they can be used in various areas of foreign language teaching. These areas are teaching oral communication, vocabulary, grammar and civilization.

4- Teaching Speaking Skills

During the last decades, the attitudes towards foreign language learners' speech have been developed; yet, errors were seen as a key to failure toward the learning process. Even though the attitudes have been changed, teaching oral skills can be challenging. Nevertheless, teaching communication skills is very important in order to provide the students with the information and the tools they need to enhance their communicative competence. There exist three basic reasons in order to make the students speak in the classroom. First of all, speaking tasks promote opportunities to practice in a real performance and chances to perform real-life speaking during a class discussion. Second, speaking-based activity in which the learners try to use the language they realize, it provides feedback for both educators and learners. Last and not least, whenever the students have chances to stimulate the variety elements of a known language, they will use these elements automatically (Harmer, 2007:123).

there are five reasons why movie used as teaching media they are varieties of accent can be demonstrated, slices of culture can be demonstrated, historical change can be easily demonstrated, using audio-visual elements aids learning, and movies are great to watch.

That is to say, using the movie as a media to teach an EFL/ESL class is an effective way to teach the students how to speak and how to be good speakers as well as motivates them toward a conversational interaction. Textbooks usually do not instruct for example a small and interactive conversation. However, films can be an efficient way to enhance the learners' oral skills, since movies mostly introduce a

current and authentic language with various types of words and expressions (Khan, 2015:47). Furthermore, it is known that movies invoke feelings, opinions, and ignite a discussion. This helps the teacher to get the students with relevant discussion topics.

A study done by an Indian researcher noticed that watching a movie inside the classroom is a preferable activity for the students to learn (Imayati, 2013: 159). So presenting a movie will make the classroom environment more interesting and enjoyable in which makes the learners more motivated toward learning. Brown stated that the "movie is the most widely applicable and powerful among the resources for teaching and learning since it has unique capacity to communicate, to influence, and to inform" (Ibid). The time the students are seeing

a film, they directly get some experiences which highly enhance their understanding and thinking. "English movie had big contribution for the students in learning English, as like how the native speakers pronounce the words, how they mimic their face, and also they will see how the native speaker use body language when they are speaking"

Activities such as analysis of plot, characters, and setting of the story help the learners to speak up about their understanding from the movie as well as help them to concentrate on watching the movie. Finally, a movie as a learning tool enhance the learners to improve their oral skills, thus, it develops the students' understanding score. Therefore, the more the learners learn about speaking skill, the more they learn how to deliver effectively inputs for others and how others' information can be understood.

5-Teaching Grammar

Since decades, grammar teaching methods have been changed through time. Methods such as Grammar Translation look after teaching grammar rules and vocabulary and grammar of the lecture. Also, there are other methods which belong to the cognitive approach; their final aim is to develop the communicative competence to reach fluency. Nowadays, teachers seek modern horizons to enhance the process of teaching. It is stated "that using audiovisual methods, such as movies, can motivate the students to study grammar in a different way" (Ruusunen, 2011:31). The use of modern methods fosters learners' motivation. It can over pass the

handicap resulted from the traditional ways and provide better understanding of grammatical structures.

Thus, using films to teach grammar is also worth trying. Moreover, grammar assignments based on a film could be for example gap-fill exercise, an introduction to new grammar topic, a revision of already learned grammar topic or coming up with a grammar rule based on a scene of the film. (Ibid: 32)

6-TeachingVocabulary

Over the decades, learning vocabulary, on the other hand, has faced various different attitudes and methods. For instance, the direct method advocates that the learner learns a foreign language through meaningful use of that language, and in the classroom, the learner uses and hears only the target language. Hence vocabulary is an integral part of every lecture. On the other hand, the audio-lingual method emphasizes on vocabulary just when the essential structures and the sound system of the language are mastered.

Nowadays vocabulary plays an important role in order to communicate with foreign languages. However, to learn new terms in a foreign language is not easy, and it is based on a lot of repetition and practicing. The utility of English captions through watching a movie (Yuksel and Tamriverdi, 2009: 48-54). Because captions help to gain vocabulary since the learner is engaged in the context of the movie. Through an adequate amount of repetition and practicing even beginners will gain the ability to acquire an effective vocabulary which helps them to communicate during a learning situation (Wray, 2004: 249). Ultimately, acquiring an effective vocabulary can be used greatly in oral exercises, discussions, and interviews.

7-Teaching Civilization

In history, educators have emphasized the role of video and television programming during culture's classrooms. They contributed to bringing topics to life by recreating images and scenes from the past. The integration of media technologies foster learners' motivation and add some entertainment for serious topics as history. A British teacher's experience with using a historical broadcast as "recreation so exact you can stop it and say, 'right, now tell me what it looks like in a street in Viking

Yorvik. What do you think you're going to be able to smell?" (Bage 1997 qtd. In Coonrod et al., 2004: 12).

Bage assumed that movies and video tapes help create more effective communication between teacher and learners. He also calls for Mutual Corporation in order to develop teaching, update pedagogy and finally improve motivation in history classes (Ibid).

Educators concluded that through movies, learners can understand the deeper meaning of language and the connotation of culture. This is especially true for foreign language learners, who miss the authentic English language-learning environment. "The imagery and sound of film has the power to capture attention and spur thinking in a way that words don't, viewing an entire film is necessary to explore a several issue such as cultural proficiency" (Sarah and Patricia 2009 qtd. In Saci, 2013: 41).

8-YouTube

The student's access toward YouTube as an online streaming video to learn, it can be a beneficial tool in order to develop multiple foreign language skills. The utilization of YouTube inside and outside the classroom can strongly stimulate conversation, listening, and pronunciation skills.

It is argued that YouTube produces an authentic learning and promotes autonomous learning style and student-centered learning. Moreover, YouTube application can enhance listening and speaking skills (Watkins and Wilkins, 2011: 115). In other words, creative instructors can easily find new procedures to apply YouTube and other online videos in listening and speaking or in an English discussion, because, they are the most perceived via

sight and sound. Through YouTube conversation for targeted discussions, learners can be productive in critics and they can enhance their speaking in the target language.

As an example to design an online lecture around any YouTube video, "TED-ED" is

the appropriate platform to experience the flipped learning model. (Tucker, 2013: 10)
.

EFL classes tied with the relevant technology access lead to an appropriate use of YouTube and other online video-streaming sites. Additionally, using YouTube clips

can help the learners to learn by themselves in order to be autodidactic persons and to enhance their autonomy.

9- Virtual Visits

For learners, Skype can be a good technique in order to create an online video either with their classmates or with others such as reading and discussing a special novel with others. Learners also can get opportunities in order to have an author visit and talk with other students via Skype. Through virtual visits such as with authors, professionals in every field that the learners are willing to discuss with or with graduate and doctoral students can help the learners to develop their conversation skill, know how to learn collaboratively, and apply the target

Language in a relevant way. Skype in learning is considered as an educational project that is directed toward connected teachers and students all over the world. That is to say, it can stimulate greatly the learners' speaking and listening skills about any educational field such as cultural exchange.

10-The Use of YouTube in Teaching English Literature

One cannot neglect the role that technology plays in teaching foreign languages. YouTube is considered as one the effective ways to attain successful learning. Learners may use YouTube as a mean to help them in clear understanding of vague points that can face them in the lesson. Additionally, YouTube is very popular for adults, which facilitate handling with it.

These days YouTube has become more popular, especially among adults. This website provides learners with authentic situations and with everyday clips that help them to get better understanding of their lessons (Al-zyoud, 2012: 526).

Literature is believed to be a crucial module for EFL classes. It requires intensive efforts by teachers to ease critical test for learners "Learners should not forget that the novel is not just fun to read, it teaches us many things about life, and it also helps learners in communication with others" (Ibid:527).

Thus, YouTube can be an option help learners better comprehend literary works. Consequently, YouTube encourages students, provides motivation and to bring more attraction towards lessons.

Conclusion

In this chapter, the study has concluded that Video techniques are of various forms of educational technology. The relevant application of those techniques helped the teacher and the learner to benefit from them as well as enhanced the students' speaking and listening skills through a real context, motivation, and students' engagement in an interactive learning environment. Also, the video-based technique is considered as a rich innovative aid which creates an effective learning atmosphere. In addition, barriers of time and place are breaking down through the use of video technique. Sincerely in today's education, this latter improves the learners' achievement and develops their speaking skill.

CHAPTER THREE

III-Chapter three: Questionnaire Analysis

Introduction

In this chapter we will discuss and analyze the students' questionnaire ,in order to identify the efficacy and importance of the use of the video-based technique for the learners' speaking skill improvement and show how students of EFL class deal with it.

The questionnaire is divided into three sections, the first section deals with the learners' general information. The second section is about the video-based technique. Section three focus on the effectiveness of the video-based technique in teaching speaking skill. All the questions were divided between "Yes" or "No" questions and open ones

Analysis the Results

The Questionnaire's result discusses and analyzes three main sections.

Section one: General information

The first section is the part of the students' general information that shows us a detailed vision of the learners.

Item 1: Gender

Table one shows that the rate of students is equal to females and males, which resemble 50% females and 50 %, represents males from the total sample.

| Gender	Males	Females
Number of students	**15**	**15**

Table 1: Students' Gender

Item 2: Age

The results show that the majority of the participants are aged between 19 and 22 years that represent 88% from the entire number of the students. A few of them are between 23 years and 25 years, which represents 12%
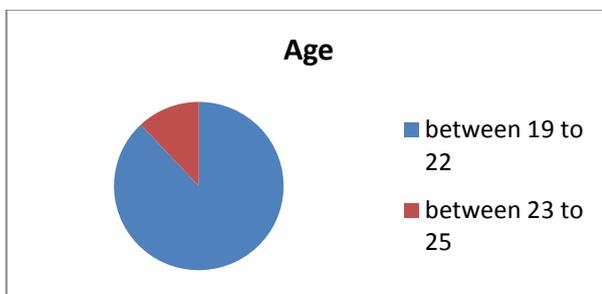

Item 3: How can you esteem your experience in learning English?

We saw that 84% of students from the total agreed on getting a positive experience in learning English. Some of them see their experience in learning English as a difficult experience that represents 14% and 2% of them have a negative experience.
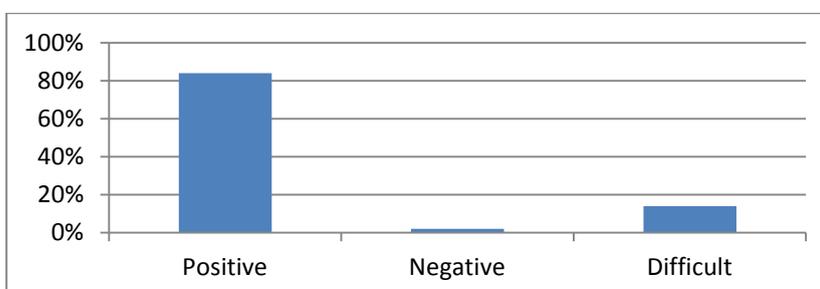
Item 4: What do you think about your speaking level?

The students describe their speaking level: 48% of students are good speakers and 2% believe that they have a very good speaking level , 44% have the average in speaking, and 6% of them think that their speaking level is poor.

Students' Level in Speaking

- Very good
- Good
- Average
- Poor
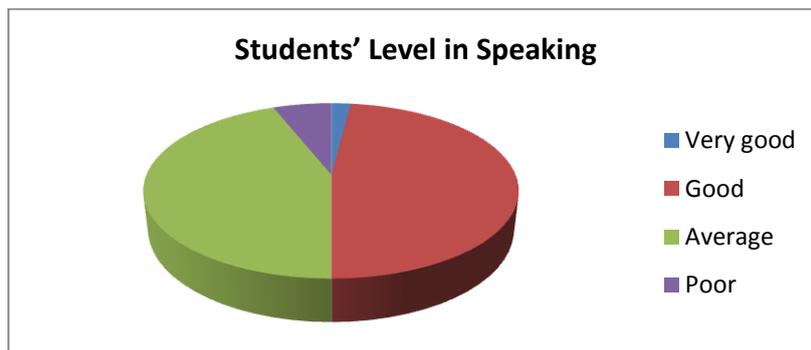
Item 5: Do you think that using technology in a foreign language class is a good technique to develop your learning skills?

The answers of the participants show that the majority of them 96% see the use of technology in foreign language classes as a good method to develop their learning skills. And 4% see that the use of technology as a bad method. So, we can say that the use of the technology by teachers in the classroom is beneficial for students' learning skills.

Section two: Video techniques

This section describes the application of video techniques and it contains four questions.

Item 6: Do you like studying with video-based technique in oral expression courses?

From the results below, the majority of participants 96% like to learn with the video-based technique in oral expression courses, because they think that it is a good technique that enhance their speaking and listening skills, And 4% of them did not like to study with it .

Do you like studying with video-based technique in oral expression courses?

- YES
- No
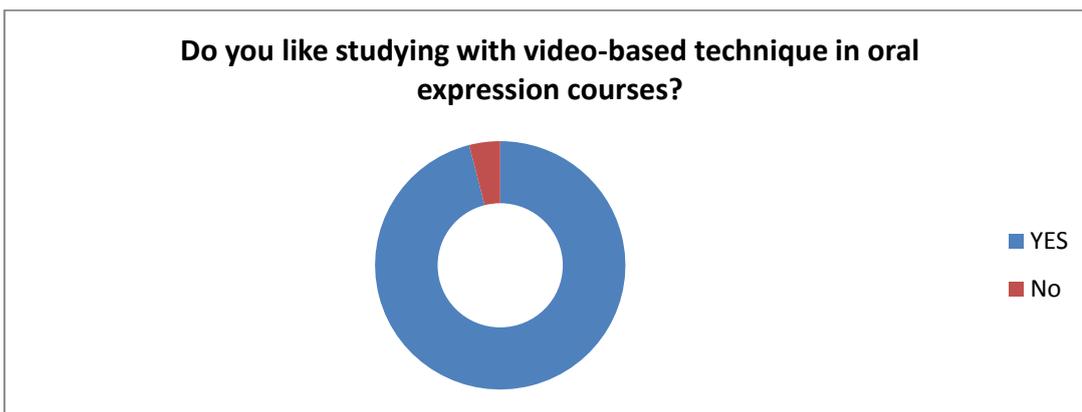
## Item 7: Which kind of teaching videos do you like?

According to the students' answers, 52% of them prefer to use documentary videos and 36% of them prefer movie videos, and rate of 12% prefer songs video, there are students who selected more than one and others add other kinds of videos

So, the majority of students prefer to study with documentary and movie videos because these kinds of videos motivate and attract them more .

The Learners' Favorite Kind of Videos

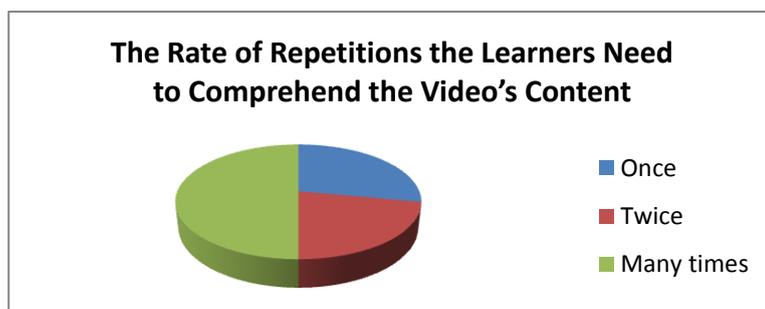- Documentary videos
- Movie videos
- Songs video

Item 8: Give frequency of your tendency to use videos

The results show that 54% of the students have a good tendency in using videos from time to time, And 36% of them who have a high tendency in using videos always. And 10% of them have a little tendency to use videos which is rarely.

Frequency of the Learners' Tendency in Using Videos

- Always
- Sometimes
- Rarely
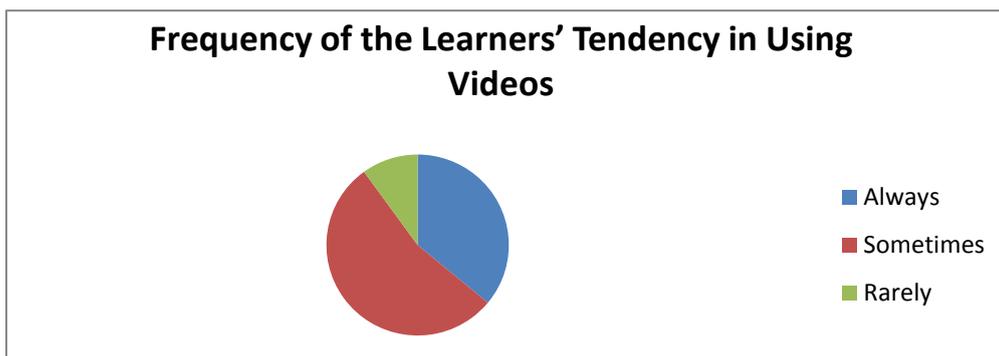
Item 9: How many times do you need to watch the video to understand its content?

From the results, we see that 28% of students need one time, half of them 50% need to watch the video twice in order to understand the content well. And, 22% of the them need more time to understand.

The Rate of Repetitions the Learners Need to Comprehend the Video's Content

- Once
- Twice
- Many times

Section Three: Video techniques in teaching speaking

This section deals with the students' opinions about the use of video-based technique in teaching speaking .

Item 10: what is your opinion about the use of videos in speaking?
 The results were as follow: 92% of students see that the video is helpful in speaking. 6% think that is less helpful, and 2% consider the use of video in speaking is difficult for them to apply video .

Students' Opinion on the Use of Video in speaking

- Helpful
- Less helpful
- Difficult to apply video

Item 11: You permanently use video in the target language to enhance more (Please choose one skill)

The majority of participants 64% choose speaking skill as targeted skill in using video, While 32% of students chose listening skill as a skill that can be enhanced through the use of the video-based technique. And 4% chose writing as a targeted skill.

The Students' Targeted Skill in Using Videos

- Speaking
- Listening
- Reading
- Writing

Item 12: To what extent, native speakers' videos affect your speaking level?

From the results we found 44% chose the option highly, and the same number of students 44%, chose option intermediately. When only 12% consider native speakers' videos have minimal affection on them.

Item 13: Do you think that the use of these videos helps you to control your weaknesses in pronunciation?

The results of the graph show that the majority of students 98% believe that using videos can help them control their pronunciation weaknesses, and just 2% of them think that it does not help them control their pronunciation weaknesses.

The students' opinion on using videos to control their pronunciation weaknesses
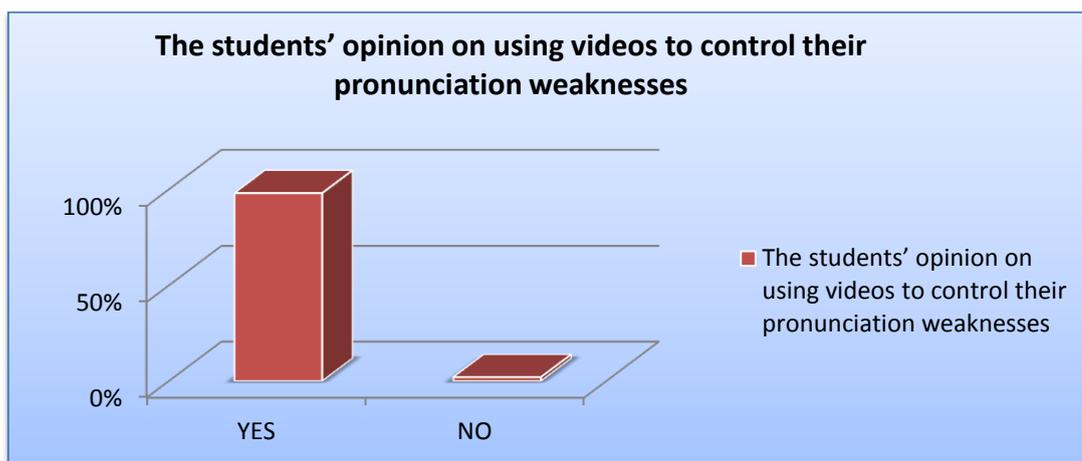
Item 14: Below, which one of the language features can be developed through the use of videos?

From students' responses, we found that most of them 48% see that vocabulary can be developed through using video technique. 38% chose pronunciation and 8% choose grammar, and 6% chose all of them.

So,we can say that the use of the video technique is a good method to eliminate weaknesses of students in vocabulary, pronunciation, and grammar .

The Language Features that Can Be Developed when Using Video-Based Technique
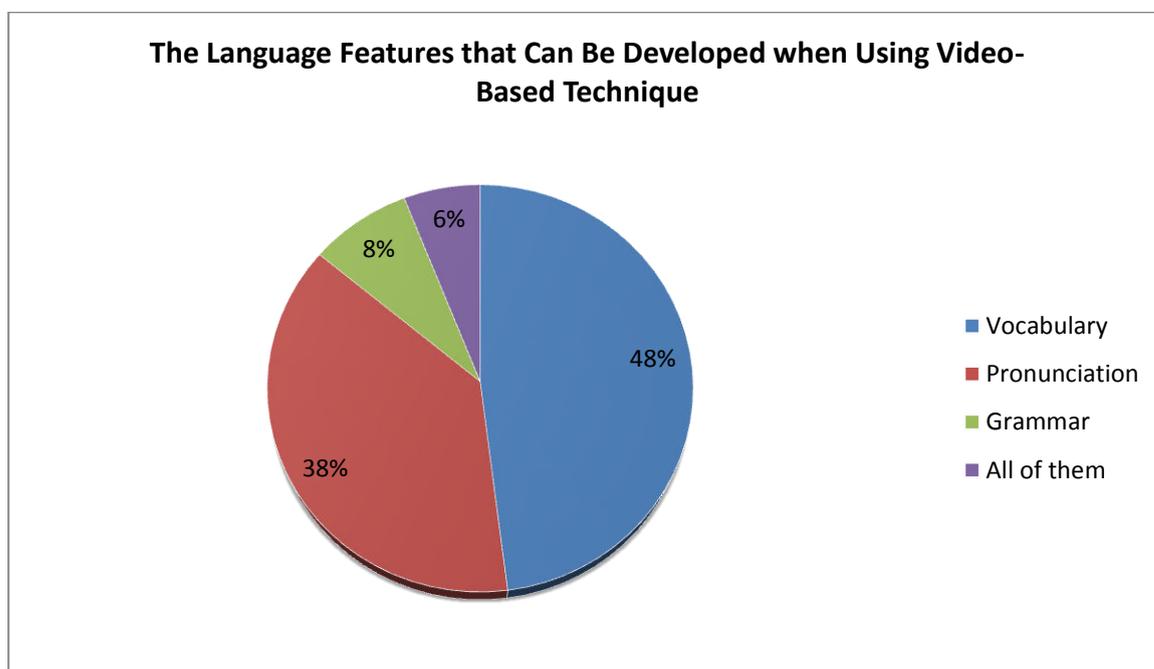
Conclusion

The questionnaire aimed to show how students of second year LMD deal with the use of video-based technique for the development of their speaking skill.

The questionnaire was divided into three sections;

Firstly, section one contains general information that concerns the student himself

Secondly, section two "Video Techniques" deals with the application of video techniques. Thirdly, section three deals with the students' opinions about the use of video-based technique, and to what extent this technique is helpful for improving their speaking skill.

Finally, through results we can say that students are able to rely on this technique to enhance their level in the English language.The results of the questionnaire confirms the suggested hypothesis.

GENERAL CONCLUSION

This paper was conducted to inspect the ability of using video in improving second year students speaking skill, The research was carried out at the English Department at the University of Abd Alhamid Ibn Badis Mostaganem.In the research we hypothesized that to improve learners speaking skill we should provide them with more learning opportunities and create an authentic environment by using videos . the use of video-based technique in the field of learning foreign languages is important to enhance learners speaking skill, and it enriches the learners' vocabulary and culture while listening to foreign speakers, this latter confirm that the video- based technique fosters learners speaking skill and makes them speaking fluently . The research was based on second year LMD students of English Language .The current research study focused on the basic element that back up the developing of foreign language teaching and learning, in addition, techniques such as video make students feel that they are in real situations during lectures, the research assumed that the application of video-based technique on foreign language learning and teaching is an important element to create the suitable atmosphere for a better learning. The memoire contains three main chapters;the first chapter deals with the main theories definitions which are reviews related to literature about the use of multimedia in EFL/ESL, the second chapter shows how to apply the video technique at university and schools and to comprehend this technique well ,and the third chapter which is the practical part and it concerns the analysis of the questionnaire. The research study look for to discuss and prove the relation between the consideration of video-based technique and speaking development through the research questionnaire conducted with second year student of English Language.

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APPENDIX1: The questionnaire

Dear students,

The following questionnaire is a part of my dissertation which is about the consideration of Video-Based Technique in Foreign Language for Speaking Skill Development

You are kindly asked to answer this questionnaire that aims to highlight the effectiveness of using video-based technique for the development of the students' speaking skill.

<u>Section One:</u>

General Information:

1. Gender:

Male ☐   Female ☐

2. Age: ………………………….

3. How can you esteem your experience in learning English?

Positive ☐ b- Negative ☐   c- Difficult ☐

4. What do you think about your speaking level?

a- Very Good ☐ b- Good ☐   c-Average ☐ d- Poor ☐

Do you think that using technology in a foreign language class is a good technique to develop your learning skills?

Yes ☐   No ☐

Section Two:

Video Techniques:

Do you like studying with video-based technique in oral expression courses?

Yes ☐   No ☐

Justify your response:…………………………………………………………………………

Which kind of teaching videos do you like?

a- Movie video ☐ b- Documentary video ☐   c- Songs video ☐

Others:

……………………………………………………………………………………

8.Give frequency of your tendency to use video:

a-Always ☐ b-Sometimes ☐   c- Rarely ☐

9.How many times you need to watch the video to understand its content?

One time   ☐   Twice ☐   Many times ☐

Section three:

Video techniques in teaching speaking:

10.What is your opinion about the use of videos in speaking?

a-Helpful ☐ b-Less helpful ☐ d- Difficult to apply them ☐

11.You permanently use video in the target language to enhance more (Please choose one skill)

Speaking ☐ Listening ☐ Reading ☐ Writing ☐

12. To what extent, native speakers' videos affect your speaking level?

Highly ☐ Intermediately ☐ Minimal ☐

13. Do you think that the use of these videos helps you to control your weaknesses in pronunciation?

a-Yes☐ b- No ☐

14.Below, which one of the language features can be developed through the use of videos?

a-Vocabulary☐ b-Pronunciation☐ c-Grammar☐ d- All of them☐