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**The Consideration of Video-Based Technique in Foreign Language for
Speaking Skill Development: Psycholinguistic Review**
**Case Study Second Year LMD Students in the Department of English at
Ammar Thelidji University of Laghouat**

**Dissertation Submitted to the Department of English in Partial Fulfillment for the
Requirement of Master Degree in Teaching Civilisation
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Dedication

In the name of Allah, Most Gracious, Most Merciful
All the praise is due to Allah alone, the sustainers of all the worlds

We would like to dedicate this modest work to our families: Marfoua and Djemil; Guedim and Hassane.

To the dearest persons in this world our loving parents whose great words and beautiful expressions encourage us. A special thanks for their support and precious advice.

To the soul of our hearts, grandfathers and grandmothers; aunts and uncles thank you for your love and valuable wisdom.

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"Shall I compare you to a candle that
Kept on enlightening the path of knowledge for me...
You are more generous, you are much greater.
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Abstract

This research shed light on a technique and a useful tool in the field of teaching and learning foreign languages called video-based technique. Many teachers have considered it as a beneficial aid in teaching ESL/EFL. This work aims to seek the effectiveness of video-based technique on the learners' speaking skill and communicative competencies development. The current research study focuses on conducting the use of the video-based technique on maximizing the learners' oral skills. The work highlights the importance of using this technique with students of foreign languages. 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. Also, this research aims to focus on the various kinds of video-based technique, and prove that their application can stimulate and motivate the student to develop his/her learning skills. This work is based on second year LMD students' questionnaire aiming to know more about the effectiveness of using the video-based technique in developing the learners speaking skill development. Through the analysis and the data collected, we noticed that the students consider the video-based technique as an essential technique in stimulating their oral communication skill, in addition to this; it increases highly their motivation and creates a real world communication for them.

Abbreviations and Acronyms

3D	Three Dimensional
CD-ROM	Compact Disc Read-Only Memory
DVD	Digital Video Disc
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
ESP	English for Specific Purposes
ICT	Information and Communication Technology
PC	Personal Computer
SDT	Self-Determination Theory
SL	Second Language
TED	Technology Entertainment Design
TV	Television
VC	Videoconferencing
VCR	Video Cast Recording

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General Introduction

Technology occupies a huge surface of our lives. It is undeniable that technology has an intense access to our daily life aspects such as education. It reshapes the whole structure and gives a new-fashioned look to education. Moreover, it contributes in shifting attention from the teacher to the learner himself. That is to say, the situation and the manner that teaching used to take place have been changed.

Teaching languages with the aid of technology could provide a better environment to the learner. Teaching methods have witnessed massive changes thanks 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, adding audio-visual resources to the curriculum will enhance learner's skills and motivation.

The manifestation of the mastery of a second language may occur with the fostering of the speaking skill. To learn a language means to produce and communicate it accurately. Ultimately, this would facilitate the teacher's goal, which is learning foreign languages. The term Educational Technology refers to any tools the teacher relies on in his course. Those can be any kind of Information and Communication Technology (ICT) devices such as web-based-computers, CD-ROMs, and more attractively video conferences. In other words, any kind of device that would increase learner's both attention and motivation. In this matter, Harmer (2001) through his book "*The practice of English language teaching*" concluded 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 for Algerian teachers at university to confront the challenge and consider the integration of video-based technique in EFL curriculum as a way to enhance the education sector of our country.

Based on individual observation, students of 2nd year LMD, face difficulties in pronunciation and grammar needed to produce correct spoken English. The main reason behind this may be according to the techniques that teachers use and to other factors in the class. This traditional method weakened by a lack of availability of educational materials. This research does not neglect the benefits of the traditional method in education, especially in terms of language skills as it remains the best way in terms of integrating words and how to speak and to produce the language correctly. Yet, the problem manifested in its limitations and insufficiency to cover all students' needs.

In fact, there is a big interest in how technologies such as the online/offline videos can be the best techniques ever to enhance the level of education and to change the traditional learning. The use of videos as an instrument in English classes has grown rapidly as a consequence of the increasing emphasis on oral communication skill. However, Marshall

(2002) in his article “*Learning with Technology*” delivered that it is not about technology, it is about the opportunities to share knowledge, to get input and to create an active learning environment where students gain experiences toward learning, and to create the professionalism in schools in order to produce an effective educational environment.

Throughout our learning experience with using the videos-based technique in various contents, we have experienced the feel of being motivated to learn and get information with a suitable material. Learning that listening, reading, and writing are the most vital components of communication skills for students. These major skills sound very common therefore usually take them for granted.

There are various tools that help in the access of learning. Optimistically, the current research study helps instructors to understand better through the use of video-based technique. The research study sought to answer the following questions: To what extent can video-based technique be an effective teaching model to enhance speaking skill? Eventually, sub questions are as follows: what are the theoretical views about the emergence of video-based technique? And how can non-expertise teachers and learners apply effectively the video instrument in EFL class?

The current research study is mainly based on two hypotheses which will be examined and verified through this process. Firstly, we hypothesize that if the instructors apply the video-based technique they would enhance their learners’ speaking skill and enrich their vocabulary. Thus, we would agree that if teachers use this technique they would accurately stimulate their students’ motivation either inside or outside the classroom.

This research aims examine the link between using video-based technique and the development of the learners’ speaking skill. The study investigates that applying video-based technique in EFL classroom is an active and dynamic process which plays a vital role in stimulating the students’ oral communication skill. The core idea of this study is conceived through students’ reaction about the use of video technique in education and what are the effects of the technique toward the students’ speaking skill. Thorpe (1995) in his article “*Digital Technology in Classrooms: Video in Teaching and Learning*” conducted that the shift from analog to digital production with video application, teachers can easily help the students understand the target language through the use of small pieces of any kind of illustrative video. This research shows that the students get the needed information and know how to embrace this tool of technology to make learning more appropriate. In addition, it investigates the effects of this technique towards the students’ learning motivation. As well as, discusses what the effects of video technique toward students’ oral competency and what the

major reasons behind choosing the video technique from a large number of technological tools and its effects in oral communication skill while using it inside and outside the classroom.

The objective of the study is to prove that video model is an authentic active process which plays a vital role in developing the speaking skill of the students. Particularly, the study has the following sub-objectives:

- To show the effective role of the video techniques in improving the students' speaking skill inside and outside the classroom;
- To develop the teaching process in helping the learners to grasp language information and motivate them;
- To highlight the benefits of using video-based technique both in the learning and the teaching processes.

Since the last decade up to now, the teaching process has witnessed various distinct changes through implementing technologies in order to develop students' skills in English as a Foreign Language. Acklam and Robertson (2000) in their book *"Action Plan for Teachers - A Guide to Teaching English"* explained that the students need an opportunity to learn in order to produce language to be able to develop their use of English. As a consequence, the use of video as an educational bridge to learn became an authentic material to develop the learners' competencies. English Foreign Educators such as Harmer and Altman have identified the importance of integrating the video technique in the learning and teaching procedures.

Thorpe (1995) concluded that the change from theoretical to practical production of video paved the way for opportunities in the learning process. Furthermore; videos as a practice tool can produce miracles and inspirations in the learning process. Thus, Tucker (2013) explained that instructional videos are the perfect bridge for a good teaching especially when it comes to the matter of explaining difficult concepts and motivating the learner.

Also, Cruse (1949) in his essay *"Using Educational Video in Classroom Theory, Research and Practice"* believed that video as a technique is not a new tool since it was delivered for soldiers during world war two as a training tool. Yet, it is classified as an effective material for learner's attractiveness and to develop their experience in learning.

Altman (1989) through his book *"The Video Connection: Integrating Video into Language"* claimed that due to video a completely a new "pedagogy" or "Methodology" has been developed in the learning process. Interestingly, Altman (1989) supported the use of video because it can advocate and contextualize grammar and vocabulary by putting language

in a completely natural context. Because of this reason, Altman preferred authentic videos. That is why Harmer (2001) stated that Audio-Visual materials are so near to the actual fact of language as well as videos offer an opportunity to language learners in order to enhance their capacity to learn and to understand.

According to Altman (1989), the role of the teacher is to encourage the learners' interaction with the video-based technique because the preeminent teaching materials will not give efficiency if the teacher is not eager enough about his material. Also, Acklam and Robertson (2000) examined that the integration of audiovisual materials in the educational system are "helpful" aids for the students. In addition, it's very important to make EFL learners experience authentic communicative situations in which they will be adequate to learn how to convey their own thoughts, feelings, opinions and to improve their oral competence which is a key success for EFL communication. The selection of Video Techniques as an effective tool to improve speaking skill and to develop communicative competencies comes from the reliance that video technique usually holds both the interest and the attention of the majority of the students.

The attractive question through this study is how to embrace the potential of technology in order to meet the communicative skills of the 21st century and to prove that education is applicable and effective for anyone, everywhere and anytime.

Through time up to now, educational technology passed through three special generations of evolution. Siemens (2015) "*Preparing for the digital university: a review of the history and current state of distance, blended, and online learning*" noticed that nowadays, the 4th generation is dominated. The fourth dominant generation deals with digital technologies to prove their competencies in the learning process. According to Siemens (2015) educational videos are an integral part of "distributed interactions" that plays a crucial role in the development of the whole process. Woolfitt (2015) in his essay "*effective use of video in higher education*" examined that the extension of using video in the teaching process as a primary step to skip the traditional teaching model affects both the learners and the learning process towards their competencies' development. Furthermore, video technique which involves visuals is in relation with language reality and it reveals learners to that language. Thus, the video technique works to reach the learner's needs and to provide a bridge between the student's needs and the learning environment.

Using video teaching model to enhance the speaking competence produces an active learning process. Educators through their research study such as Erben (2009) in his book "*Teaching English Language Learners through Technology*" proved that video use technique

to teach speaking is a real effective tool to motivate the learners towards the ability to develop the speaking skill. It is ensured that video-based technique helps the learners to practice the skill in a real context and attracts learners to engage in an educational discussion either with the teacher or with other students. It can also facilitate the understanding of a literature or a civilization course to the learners and Woolfitt (2015) described that a video is a tool that has been implemented in many educational institutions in which have changed rapidly the way of teaching, learning, communicating, studying, and even working. It has the power to achieve and improve the learning outcomes.

A good teacher of English foreign Language provides a good teaching environment. A good teacher knows how to use interactive techniques to enhance his students such as using video technique as an authentic technique to improve the learner's communication skills. Video technique as a practical tool help the learners to become more engaged and interested in their learning development especially speaking skill through the use of a real language and the use of video technique as a support for shy students as a special case to engage them in a real discussion environment.

Through contemplating the use of the quantitative approach, the collection of data will have departure from a historical perspective. Historical type of research uses to describe the theoretical emergence of video-based technique. The testing of data based theory will be applied through a questionnaire to give a numerical description. The questionnaire is the primary data collecting material considered in the current research. The current study based on surveys to acquire the different perspectives concerning the subject through students' opinions at the English Department and to conduct how video techniques can improve students' speaking skill. The survey prepared will reveal to know about the different need of learners how can they feel and think about their spoken English level. Whether the authentic audio-visuals as a practice tool could help the learners demonstrate their speaking level.

Each of the three chapters of this research study aims to examine a specific purpose aiming to determine the beneficial role and the improvements of using the video-based technique in teaching and learning foreign languages toward the students' oral skills. The theoretical chapter will investigate and discuss theoretically the development of using technology and ICTs tools in teaching and learning EFL/ESL as well as proving speaking skill development. Accurately, the goal of the second chapter is to introduce the various innovative uses of video technique toward speaking skill in different educational areas. However, the work field chapter will analyze deeply the students' questionnaire aiming to

show the effectiveness of using the video-based technique for the learners' speaking skill development.

In the current dissertation, we divided the work into two parts: theoretical and practical one. Theoretically speaking, we are going to deal with a specific discussion about a certain issue which greatly belongs to our topic. In the first chapter, we are going to deal with a historical overview of technology in education such as a definition of ICT, advantages of technological learning and motivation overview. Thus, we will discuss general issues about speaking; definition and some characteristics of speaking performance. Also, we are going to highlight some students' problems in speaking as well as to provide a great picture about video technique; definition, the main types and benefits of videos.

The second chapter aims to point out a range of creative uses of video technique in the educational system. Also prove it as a source of information inside and outside the classroom. Then to introduce the differing techniques that could be used by the teacher and the learners as streaming and live techniques in order to realize the video's advantages and problems. Practically speaking, the third chapter is the field work and it is devoted to analyze, explain, and discuss the students' questionnaire and analyze their attitudes.

Chapter one

Theoretical

Background on

Multimedia Use in

EFL/ESL

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1.1. Introduction

This chapter investigates the development of using technology and Information and Communication Technologies (ICTs) tools in teaching and learning EFL/ESL, precisely, to examine theoretically scholars' 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.

1.2. 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 devices¹.

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

¹ <http://openbookproject.net/courses/intro2ict/history/history.html>.15/02/2017.

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, thus, 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 age and to provide them with the skills they need. Teachers were encouraged to use usefully the available technology as a consequence to cover the needs of the students and to benefit from it as a great support to teach and learn. Today's learners need the innovated century skills to develop students as well as to enhance their educational abilities. Chief Executive officer² (2001) argued that:

Some of these skills include digital literacy, inventive thinking, effective communication, teamwork, and the ability to create high-quality projects. In order to do reach this lofty goal, educators need to focus technology on the key building blocks of student achievement. Those building blocks include assessment, alignment, accountability, access, and analysis. (qtd. In Firmin and Genesi, 2012: 1604)

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, educators recognize the unique use of educational technologies does not guarantee the power to transform the learning process. Teachers must 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 benefits. Technology use depends on the context in which is closely related to users. However, the use of technology changes through time while technology is a constant point. Technology may be used in four categories technology as media for inquiry, technology as media for

² A chief executive officer (CEO): describes the position of the most senior corporate officer, executive, leader or administrator in charge of managing an organization. CEOs lead a range of organizations, including public and private corporations, non-profit organizations and even some government organizations

communication, technology as media for construction, and technology as media for expression (Lei and Zahao, 2007: 286)

1.2.1 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 Word Office, Email ...etc. ICT services cannot be the substitution for the traditional means of education .Yet, “the combination of both would give effective results³”. Nowadays, educators' reliance on ICT becomes a necessity; regarding the cultures, the environments and the circumstances. Teachers look for a way to 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 (Williams et al. 2000 cited. In Firmin and Genesi, 2012:1607).

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 multimedia 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.

1.2.2 The Rationale behind the Integration of ICTs within Language Learning

The huge impact of globalization, the growth of English and the evolution of technology have transformed our learning and teaching systems and even our attitudes. As a consequence, both English language and ICT have become necessary literacy skills aiming to the spread of non-native speakers of English in order to prove their participation in the information society.

³ Blended Learning: it is an education program (formal/informal) that combines online digital media with traditional classroom method.

The key feature of technological adoption to language learning has specific motives. Such as technology provides an authentic learning environment. It allowed learners to get in touch with a wide range of language information, as well as, it gives opportunities for a real discussion environment. Hence, technology provides a learner-centered environment and promotes learners' autonomy.

Bates (2005) stated that "Technology is neither good nor bad in itself but it is the way that it is used that matters" (qtd. In Britel and Benabderahman, 2015: 4). The latter highlights the significance of a perfect decision toward making the success of e-learning materials. Furthermore, he lays stress on how to be an ideal decision maker in order to understand the use of technology and its advantages as well as drawbacks.

In other words, the current technologies are not positively much better or more efficient than traditional ones. Yet, they differ in the requirement quality of better understanding and to promote effective application for learning.

1.3. Student Learning with Technology

Technology has been involved in the student environment, as a 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. 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, i.e. from the traditional way 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.

1.3.1 The Role of Technological Learning Model

Effective learning schedule is supported to guide the learner to switch on his mind better thinking. This schedule has to work through a creative and authentic way in order to find solutions for a complicated problematic and to work collaboratively with his environment. The technological learning model can be best defined as a logical choice to develop the target language due to flexibility, conductivity, and convenience that maintain the learning process. The model of educational technology plays a vital role in embracing the learning curriculum. It provides an active learning so the learner can find himself involved much more in the learning process, hence, the learner automatically can easily transfer information through the physical involvement. Also affecting the learners' participation where the learning process can develop both social and cognitive involvement of the learner.

The active involvement reinforces the acquisition of knowledge that makes the learner effectively relies on his reasons to analyze and resolve the received tasks. Through active learning, the learners can participate comfortably in a debate process and to depend on their own points of view. Therefore, constant discussion overtime participates in developing the learner's abilities and skills. (Rashty, 2012: 2) Moreover, the technological model requires the learner to think creatively in which technological tools became a support to the learner's creative thinking specifically the learner's ability to examine the lack to access information. However, the teacher's role as a monitor is to direct the learner toward the correct information through the creative thinking process. Creative thinking via technology can access the students to a new knowledge in which all their needs are met.

Collaboration is the process of shared creation: two or more individuals with complementary skills interacting to create a shared understanding that none had previously possessed or could have come to on their own. Collaboration creates a shared meaning about a process, a product, or an event. In this sense, there is nothing routine about it. Something is there that wasn't there before. (Schrage 1991 qtd. In Rashty, 2012: 4)

In other words, the educational technology process facilitates the collaborative performance of the learners toward activities and to reach the main goals of the target language. The collaborative process is defined as “Changes the relationship between the

learners among themselves and between the learner and the teacher” (Rashty, 2012: 4). As a result; the learning process has changed from a teacher-centered model to a motivator and facilitator in means of receiving knowledge.

It is stated that “conferencing as a course vehicle promotes more equal interaction among participants . . . social skills, mannerisms” (Harsim 1987 qtd. In Rashty, 2012: 4). It refers that learning community can provide easier means to exchange opinions for learners in which every student have the right to feel free expressing him or herself also they are free of social restraints which are considered as an obstacle for them in the traditional learning process. In addition, the learning community makes the learner facing various perspectives which develop the "Accumulated Knowledge"⁴ unlike the traditional teaching in which the learner received the teacher's opinion only. The latter brought a meeting of learners from different geographical areas that the learner can benefit from it in order to correspond during the learning process.

Ultimately, technology-based learning plays a major role in motivating the student in order to think critically through processing information and permits the learner to access in a collaborative learning which manifested the whole learning process. Furthermore, the technology based model provides the students' ability to establish open projects that allow the learners to convey information collaboratively which results increase the learning process rather than reduce it.

1.3.2 Interactive Learning via Technology

Obviously, technology has impacted much more the lives of people. In recent years the use progression of online and offline technology such as 3D virtual worlds; interactive whiteboards; audio-visual materials; and the digital book has surprised everyone in the way technology can improve learning which has been colossal recently. Due to this advancement, technology permits educators to be more creative, efficient and effective in the way of teaching. Thus, it creates an interactive environment for the learners in helping them to be motivated and engaged with learning activities. “The more students are involved the more they should learn while enjoying their time” (Allen and Seaman, 2010: 399).

Through technological model, the learners became more interested in learning which provides meaningful learning experiences. “If their learning environment mirrors the ways in

⁴ Accumulated Knowledge: the steady accumulation of knowledge.

which they engage the world, they will excel in their education” (Christen 2009 qtd. In Costley, 2014: 4). In other words technological education can change the learning place into an interactive learning environment. In addition, the choice of the good technological tool can enhance the learner's participation.

A study examined by Baytak et al. (2011) concluded that the majority of learners believed that the learning is improved by implementing technology into the curriculum of the study. Some students who participated in this study ensured that the use of technology in education makes the learning process more pleasant to learn. Learners believed that technology can transform learning environment into interesting, pleasurable, and in the same time interactive process (148).

1.4. Gardner’s Motivation Model in EFL

Motivation is an indefinable term and an essential issue in the learning process. Generally, language is considered as a basic element of the growing process which supplies motivation in its own. Thus, it’s the key for communicating and sharing in the learning environment.

A study done by Gardner (1985) intended to focus on three main points: two motivational constructs, stages of language acquisition, cultural and educational contexts, in which he believed that these elements are the major center to understand the learner’s motivation in terms of learning, in addition to the existing motivation either in classroom learning or other learning situation.

The factor of motivation plays an important role in the learners’ acquirement of a second language. Educators found motivation as a primary desire to achieve and work towards the desired goal. Students who are motivated have the willingness to engage in their studies as well as it is ensured that motivation is never a straightforward structure (Gardner, 2006: 2). According to him, there are two distinct types of motivation in language learning:

The motivation to learn (and acquire) a second language. This type of motivation is considered in the socio-educational model of second language acquisition (Gardner, 1985), the social context model (Clément, 1980), the Selfdetermination model (Noels, & Clément, 1996), the Willingness to Communicate model (MacIntyre, Clément, Dörnyei, & Noels, 1998), and the extended motivational framework (Dörnyei, 1994). (Ibid)

In other words, it is an extensive form of motivation to learn a second language that is not considered as a feature. Yet it is the general feature of the learner to get an opportunity to learn a language. However, “The second class of motivation is classroom learning motivation, specifically the language classroom” (Gardner, op.cit, 2006: 3). This type of motivation is also exemplified in the socio-educational model and it is a motivation’s fundamental part. Its significance relies on the motivation presented in the learning situation. It focuses mainly on the student’s perception of the learning environment thereby “it is clear that the teacher, the class atmosphere, the course content, materials, and facilities, as well as personal characteristics of the student will have an influence on the individuals’ classroom learning motivation” (Ibid). Eventually, one simply cannot differ between the two types of motivation because both of them are an operative matter towards learner’s learning.

On the other hand, Self-Determination Theory (SDT) is characterized by intrinsic and extrinsic motivation in which intrinsic motivation occurs while the individual learner is excited to perform in an interesting task or activity. This type of motivation is “the natural motivational tendency” which includes the growth of the cognitive, social and physical aspects in order to improve the learner’s knowledge and skills (Deci and Ryan 2000, cited in Yulin, 2003:27). The intrinsic motivation plays a crucial role in simplifying the relation between the learners’ autonomy and language motivation. However, “Extrinsic motivation refers to any form of regulation, which is external to the enjoyment of the activity itself” (Ibid: 24).

Furthermore, the individual autonomy is considered as an integral part of SDT in order to simplify the motivational tendency. Thus, to increase language motivation and to maintain learner’s autonomy toward the learning process, the teacher should get his learners engaged in the learning material in order to learn. According to Glasser “the five basic needs: love and belonging, power, freedom, fun, and survival” (Ibid: 28). Those needs are the successful key to the learners’ success in which students are autonomous learners in their

choices through acquiring power; also, they gain freedom in order to feel free to choose what they want to learn. Such as choosing the educational instruments they are interested with. Ultimately, the exciting courses can easily improve the learners' motivation toward the learning process.

1.4.1 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 (Senisi, 2006: 474)

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 (Senisi, 2006: 458).

Both technology and teacher motivation affected positively learners' motivation. Because students react positively towards technology's use, 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. As well as, 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. Yet, it has 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.

1.5. 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 which throwbacks the learners’ personalities.

1.5.1 The Significance behind Speaking

In the traditional models of teaching and learning, the speaking skill was less important in comparison with reading and writing skills such as Grammar translation method. Reading and writing are the necessary skills to be focused on; however, there is little or no regard for speaking and listening skills (Richards and Rodgers, 2001: 155). Recently, speaking is more important in the communicative approach since there is an expected interaction between the learners and other speakers through oral communication. Furthermore, the conversation is based on learners’ talk more than teachers’ talk in a learning situation.

of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most important: people who know a language are referred to as “speakers” of the language, as if speaking included all other kinds of knowing.
(Ur, 1991: 12)

Today, many EFL/ESL learners pave the way to the speaking skill in their learning because to master this skill will lead the development of the other skills. Moreover, the basic question that is often directed to foreign learners is “Do you speak English?” or “Do you speak Spanish?”, and not “Do you know how to write English?” that is to say most of the people take speaking and language knowledge as alternatives.

The significance of speaking is more manifested through the incorporation with other language skills. For instance, speaking can help learners to improve both their vocabulary and grammar structures as well as to develop their writing skill. Through speaking, learners/speakers can express easily their ideas, thoughts and even more their personal opinions and feelings. As a consequence, speaking is an important skill in any educational situation. Also speaking English is required in many working companies and organizations in order to communicate either with people or professional employers. So, speakers of foreign languages have more opportunities to get future careers in such companies. “a student who can speak

English well may have greater chance for further education, of finding employment and gaining promotion” (Baker and Westrup 2003 qtd. In Kouicem, 2010: 30).

1.5.2 The relation between Listening and Speaking

In the acquisition of communicative adequacy, speaking and listening are the two necessary skills to learn a language. So, a proficient speaker is in need to listen to an oral language and understand the intended meaning in order to respond accurately. A speaker has the necessity to listen because speaking is rarely conveyed isolated, as it is mentioned by “speakers are at the mercy of listeners” (Redmond and Vrchota, 2007: 120).

Furthermore, there are some essential processes toward listening skill such as “perception”, “interpretation”, “evaluation”, “recalling”, and “reaction” to the speakers. Hence, listening will occur effectively with the amalgamation of speaking through producing a speech in order to listen. For the occurrence of a communicative talk, the speaker and the listener must interact in it through verbal communication. The time a comprehensive output the speaker produced, the listener will try to develop this output effectively. “we only begin to ‘listen’ when we pay attention to the sounds we hear and make an effort to interpret them” (Chitravelu et al., 2007: 40).

1.5.3 Teaching Speaking

Speaking is an integral part of EFL/ESL learning and teaching, “A very important part of learning the spoken language is the learning and teaching of pronunciation skills” (Ibid: 78). Despite its significance, years ago, teaching speaking has been careless treated and English language instructors have carried to teach speaking as a matter of memorization repetition of drills and dialogues. However, today’s education requires that the intended goal of teaching speaking should enhance learners’ communicative competence. “learning to speak English in an acceptable way yourself so that your students habitually listen to good English and develop a feel for good English pronunciation” (Ibid: 66). That is to say, students can express themselves through an appropriate communicative discussion (Susanti, 2007: 7).

In other words, teaching speaking has been improved from the use of repetition and memorization of drills to the use of other materials as video techniques that guide learners to express their selves freely through their proficiency in speaking and use of the learned

language. Eventually, using techniques helps learners to develop their speaking skill as well as to improve their communicative abilities.

1.6. 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 encounter problems in producing sounds because he cannot speak the same 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 (Rivers, 1981: 192).

1.6.1.1 Lack of Interest in the Topic

Low participation among ESL students may go back to the topic imposed by the teacher. Also the degree of knowledge that learners have about the topic may raise ambiguity in learners' mind. Students are not supposed to know as a teacher always expected. This deficiency results in low uneven participation.

The teacher may have chosen a topic which is uncongenial to him [the learner] or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language. (Ibid: 193)

1.6.1.2 Insufficient Listening Practices

Educators 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 (Chitravelu et al., op.cit, 2007: 79).

1.6.1.3 Inhibition

It is obvious that EFL classes have different groups of learners. Additionally, lessons cannot be completed without the sufficient interaction by 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. “it is too easy for a foreign language classroom to create inhibition and anxiety” (Littlewood, 1999: 93).

1.7. Speaking Errors

Many of second language learners thought that bad performance is a result of a lack of knowing language's structure. Thus, acquiring language use is a crucial step to achieve accuracy in performance. However, students' possibility in making mistakes and errors still expected, especially in first stages of learning. These communicative errors may raise a misunderstanding to the listener. Teachers take in charge their students' responsibility. Therefore, they collaborate and try to grasp what is missing to fill in the gap. These activities are may be as follow: first, communicative games, designed by teachers to enhance student's involvement in classroom interaction. Second, discussion activities, these tasks are more oriented to advanced learners. Students are expected to discuss certain points and give their views about topics. Moreover, presentations and talks are known for benefits in fostering student's self-confidence, in addition, to stimulate motivation for better learning.

1.8. 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.

Through the years, technology has changed our lives in many aspects. 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 embrace the use of these technologies in order to produce correct context (Firmin and Genesi, op.cit, 2012: 1603).

Video as a technique of the audio-lingual method is an important practice in order to teach English especially 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. In other words, to reach the aims of teaching speaking, using the appropriate technique is keenly needed.

According to Nagaraj, language was presented in form of dialogues which involved common structures of every day's communication as well as a relevant vocabulary (Anggraeni, 2007: 16). To this end, learners need to practice spoken language using communication and dialogues through visual aids like video tapes during learning situations.

1.8.1 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. (2)

The term video is a "copy of film, programme, etc., that is recorded on videotape" (Oxford Dictionary, 2007: 493). The video concept is used to indicate multimedia's range presented by "VCR⁵", "DVD⁶" or digitally.

⁵ VCR: video cast recording.

⁶ DVD: digital video disc. A medium to store any kind of digital data

1.8.2 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. (See appendix 2, 65)

1.8.3 The Benefits of Using Video in Teaching Speaking

Since the last decades of the 20th 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).

Recently, the use of video is 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 learners and the information aiming to understand and to learn the pronunciation of that language (Ibid: 282).

Greatly, one of the effective benefits is that video technique can provide real-world information for the learners. Unforgettably, video can be beneficial in means of cultural understanding where the teacher can promote a deep acknowledgment about authentic life-long 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 (Harmer, op.cit, 2001: 282). A video technique is a dynamic stimulus to improve students' attraction, to increase their motivation and to develop their speaking skill.

1.8.4 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"⁷ and language learning videos (Ibid: 284).

1.8.4.1 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 (Harmer, 2001: 284)

1.8.4.2 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. According to McKay (2002), 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 (cited in Soong, 2002: 131).

⁷ 'Real-world': the realm of practical or actual experience, as opposed to the abstract, theoretical, or idealized sphere of the classroom, laboratory.

1.8.4.3 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).

1.9. 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

**The application of
videos in different
EFL situations**

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2.1. 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.

2.2. 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 mode⁸" (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)

⁸ Distance mode: is the education of students who may not always be physically present at a school.

So blended learning is not just about integrating technologies, yet, 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.

2.2.1 Blending Videos into University Curriculum

Educators 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).

2.2.1.1 Turn a Conversation

Every teacher has experienced the means of a disappointed discussion in any learning situation. Even when teachers design a debate, learners sometimes prefer not to share or engage in interactive talk with others. So videos can be the best technique that guides the students toward a conversation through interacting and sharing information, even if it is far from the class environment. “If teachers have access to technology in the classroom, they can pair the video with a back channel tool like TodaysMeet, encouraging students to react to the video as they watch” (Tucker, 2013: 8) (See appendix 2, 67).

2.2.1.2 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. As Mr. Afkir who is a teacher of English Civilisation at Laghouat University introduced a section video in British civilization class in order to make the students understand the delivered information interactively.

2.2.1.3 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 Vimeo⁹ provide a global audience for students’ multimedia projects, giving their work another layer of relevance” (Tucker, op.cit, 2013: 14) (See appendix 3, 69).

2.2.2 Using Video and Television Programming in Private Schools

It is obvious that all humans have the ability to memorize sounds and images such as incorporating Television programming in the academic Private school curriculum. The visual aspect is considered to as a key to convey meaning and restore it. 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).

2.2.2.1 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)¹⁰. 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).

⁹ Vimeo: is a video-sharing website in which users can upload, share and view videos.

¹⁰ Written by: EDC's Center for Children and Technology (CCT).

In Literature, for example, teachers have found great advantages in using films, new stories and “soap operas¹¹” 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.

2.2.2.2 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)

2.3. 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.

¹¹ Soap operas: television or radio drama series dealing typically with daily events in the lives of the same group of characters.

2.3.1 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. (Lynch 2006 qtd. In Imayati, 2013: 155)

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” (Ibid).

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.

2.3.2 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 overpass 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)

2.3.3 Teaching Vocabulary

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.

2.3.4 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).

2.4. Using Online Videos in Autodidactic Learning

Nowadays, when students are applying new terms in any educational field, they need to be supported and motivated. That is why educators are conducting with the “flippedlearning¹²” model in order to deliver instruction online and to make learning more active such as to insert the online instruction from an existing “Massive Open Online Course (MOOC)¹³” (Maher et al., 2007: 1)

In a flipped model, students watch a video, read an article or explore an online resource at their own pace. Then in class, they practice and apply what they've learned online, with the help of their teachers. Educators then design activities around students' interests or inquiries about what they're learning. (Tucker, 2013:10)

In today's education, teachers can apply easily from online and online streaming videos such as Skype and YouTube in order to teach EFL/ESL, to improve the learners' autonomy as well as to make them autodidactic persons.

2.4.1 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

¹² Flipped learning: is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom.

¹³ Massive Open Online Course (MOOC): is an online course aimed at unlimited participation and open access via the web.

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-ED¹⁴” is the appropriate platform to experience the flipped learning model. (Tucker, 2013: 10) (See appendix 4, 71).

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.

2.4.2 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.

2.5. 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.

¹⁴ TED-ED: is a non-profit media organization which posts talks online for free distribution, under the slogan "ideas worth spreading"

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.

2.6. Using Video Conferencing in Teaching ESP

Video conferencing (VC) has been integrated into many universities all over the world. The implementation of VC into English for Specific Purposes (ESP) curricular promotes opportunities for autonomous learning, collaborative learning, and cross-cultural communication through ICTs integration. It motivates the learners to embrace their learning responsibilities aiming to achieve an effective outcome of the lectures. Unforgettably, the teacher’s role takes an important part in the preparation.

Video conferencing is not a new term since it was used in many educational fields. Through camera, microphones, loudspeakers, screens and “IP¹⁵” connection aids, the learners can easily have access to live lectures either with another group of learners or with teachers at a distance place. “Videoconferencing seems to be a tool that could widely be applied in foreign language education. It offers scope for international collaboration in both EFL and ESP settings” (Háhn and Podlášková, 2016: 51).

¹⁵The Internet Protocol (IP) is the principal communications protocol in the Internet protocol suite for relaying datagrams across network boundaries. Its routing function enables internetworking, and essentially establishes the Internet.

2.6.1 Videoconferencing in Teaching EFL and ESP

Video conferencing practice can break the traditional routine of EFL teaching. Furthermore, learners' meet either with native or non-native speakers can enhance the learners' motivation as well as helps them to be able to communicate appropriately (Dörnyei, 2005: 140). Researches on EFL video conferences with native and non-native speakers have argued that VC sessions increased students' confidence and motivation level (Jung, 2013: 743).

A study was done by Demksteinova and Podlášková (2013) confirmed that videoconferencing promotes learner-centered learning. It provides learners autonomy, independent and cooperative learning. The study focuses on the learners' language in order to search, organize, communicate and share inputs in a foreign language through the use of online and live digital connection. However, the teacher's role is to monitor and facilitate the process. Moreover, VC offers a platform for both cooperative learning and activity-based learning. Dooly (2007) affirmed that a combination between cooperative learning and ICT tools provides an effective experience toward learning. In addition, the practice of foreign language leads students to develop skills that are required in future careers such as creative thinking, effective communication, and collaborative work through technology use (Háhn and Podlášková, op.cit, 2016: 53).

On the other hand, reports on cross-cultural EFL videoconferencing emphasized that VC discussions provide an active communication in English. Especially in ESP, videoconferencing had a great impact which offers opportunities to practice professional or vocational meeting in English. That is to say, technology has stimulated ESP for further benefits such as supporting critical thinking, effective communication, and using authentic materials in an interactive way.

Demksteinova and Podlášková study sought to prove the benefits of videoconferencing sessions toward speaking skills (Ibid: 57) (See appendix 5, 73). Even students with less English speaking skills have agreed that videoconferencing is an effective way to practice the language more than in traditional class. However, learners with good or very good speaking skills have agreed that the utilization of VC discussion is more interesting. Further, they have agreed greatly on the benefits of videoconferencing, exactly on the issue that VC sessions are an effective way to practice English smoothly.

Based on the students' feedback, VC discussions are enjoyable and interactive sessions, since it makes the learners more relaxed toward talking and interacting with others. Moreover, it provides a motivating atmosphere in order to practice English and to improve speaking skill.

2.7. 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

Questionnaire

Analysis

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3.1. Introduction

The work field chapter will discuss and analyze the students' questionnaire purpose in order to identify the efficacy and the tendency to use the video-based technique for the learners' speaking skill improvement and show how students of EFL class deal with this important matter. The survey is divided into three main sections, the first section deals with the learners' background information that contains five items on their general information. The second section consists of four items about the video-based technique. Section three shed light on the effectiveness of the video-based technique in teaching speaking skill and contains seven questions. All the questions were divided between "Yes" or "No" questions and open ones. Unforgettably, the meeting was directed to second year English students in LMD system at Laghouat University.

3.2. Description of the Sample

This research study focuses on undergraduate students at the English department at the University of Ammar Thelidji in the academic year 2016-2017. The sampling technique of the questionnaire includes choosing a number of study units from a defined study based on a large population. Generally, quantitative research is based on a large population. However, for practical purposes, it is only possible to integrate some of its members in the inquiry. A sample is a small part of a certain population chosen for specific observation and analysis. The population selected for this study is a combination of the variety of different individuals from various characteristics: gender, age, origins, cultural and linguistic background, in this study, we will choose 50 students (25 males and 25 females) from the whole sample of the second year English LMD. The study involves members of participants from the groups B1 and B2 of second-year LMD studying the oral expression module for nearly 18 hours practically per a semester at Ammar Thelidji university of Laghouat.

3.3. Description of the Questionnaire

The survey was distributed to fifty (50) students of the second year LMD during a class lecture under their instructors' control, various questions were divided between "yes" or

“No” questions in addition to open ones. The questionnaire is divided into three sections which are:

Section one consists questions about the students’ general information. In this section, we tend to focus on five questions concerning: gender, age, their opinion about their experience in learning English (Q 1.2.3). Then, we asked them about their oral communication level and whether they see the use of technology in a foreign language class is a good technique to develop their learning skills or not. (Q 4.5)

In the second section which is video technique, this section contains four questions. The first question (Q1) is about if they like to study with video-based technique. The next question (Q2) is dealing with the learners’ favorite kind of teaching videos, the third question (Q3) aims to determine the frequency of their tendency toward the use of video. The last question (Q4) seeks to know the rate of repetition that the students need to comprehend its content.

The last section deals with video technique in teaching speaking that includes eight questions. (Q1) seeks to highlight the learners’ point of view about the use of video in speaking. (Q2) aims to determine the students’ targeted skill in using videos. (Q3) tends to know the extent of the students’ reflection when listening to native speakers’ videos. (Q4) aims to assess the students’ opinion on using videos to control their weaknesses in pronunciation. (Q5) asks the learners to examine which of the language features can be developed through the use of videos. (Q6) asks the students whether if the use of video-based technique brings to them the target language and its culture or not. (Q7) seeks to know which of the following contents (civilization, Literature...) is a fertile field where video can be applied. The last question (Q8) deals with the students’ suggestions.

3.4. Aims of the Research

This research study aims to shed light on a beneficial technique in teaching foreign languages. It aims to highlight the effectiveness of using the video-based technique in EFL class and also aims to prove its benefits for speaking skill development of the learners. This latter will help to formulate an adequate strategy for those learners.

3.5. Analysis and Discussion of the Results

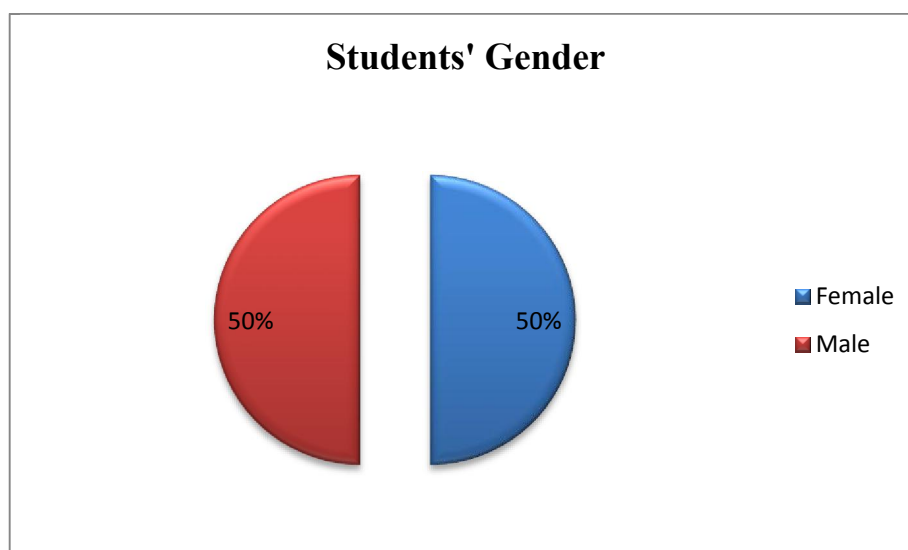
The Questionnaire's result discusses and analyzes three main sections. Each section examines a specific perspectives related to the research study of using video-based technique toward the speaking skill.

Section one: General information

The first section is the part of the students' general information aiming to provide us with a detailed vision of the learners. So we can get relevant responses and a clear and adequate statistics.

Item 1: gender

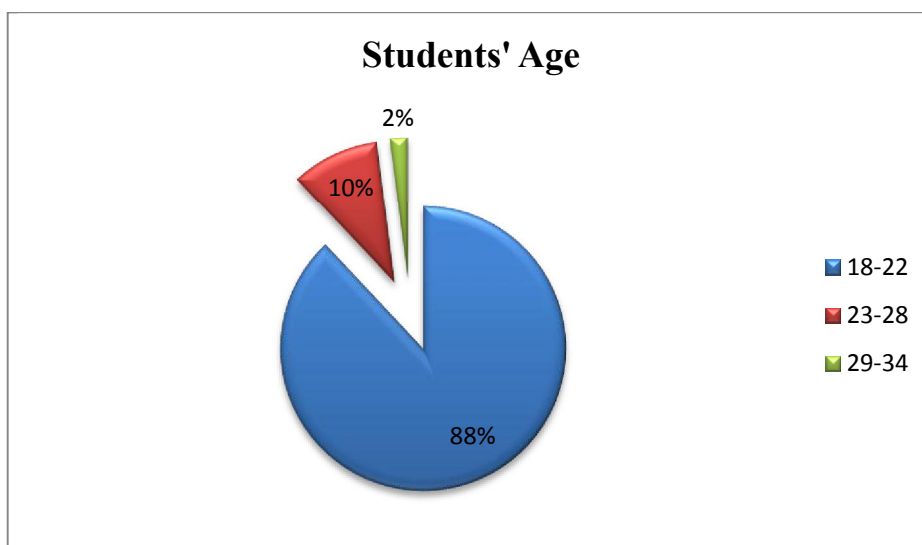
Graph one shows that the rate of students is equal to females and males, which resemble 50% females and 50 %, represents males from the total sample.



Graph 1: Students' Gender

Item 2: Age

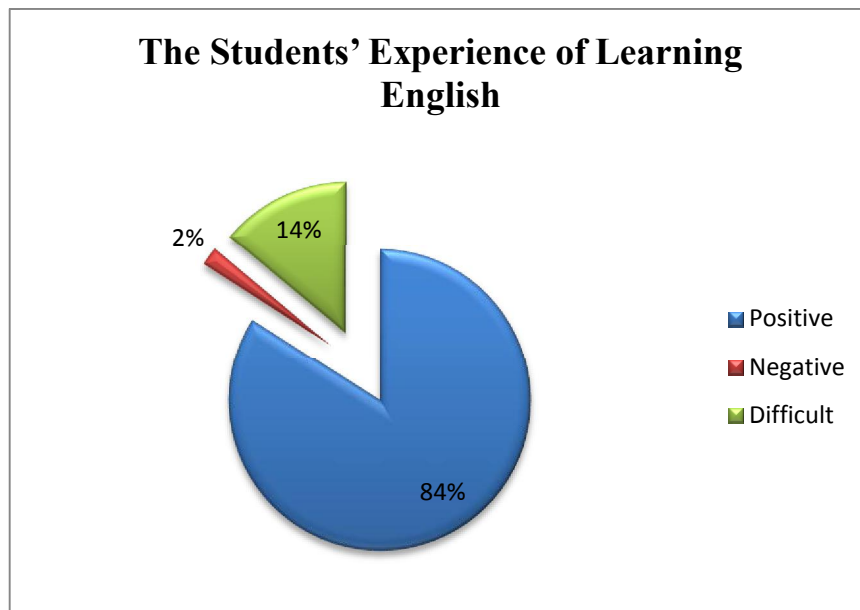
The outcomes above exposes that the majority of the second year LMD students are aged between 18 to 22 years that represent 88% from the entire number of the students. Just a few of them are between 23 years to 28 years, which constitute 10%. However, very few numbers overtake 29 to reach even 34 years.



Graph 2: Students' Age

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

The outcomes below exposes that the majority of the second year LMD students are aged between 18 to 22 years that represent 88% from the entire number of the students. Just a few of them are between 23 years to 28 years, which constitute 10%. However, very few numbers overtake 29 to reach even 34 years.

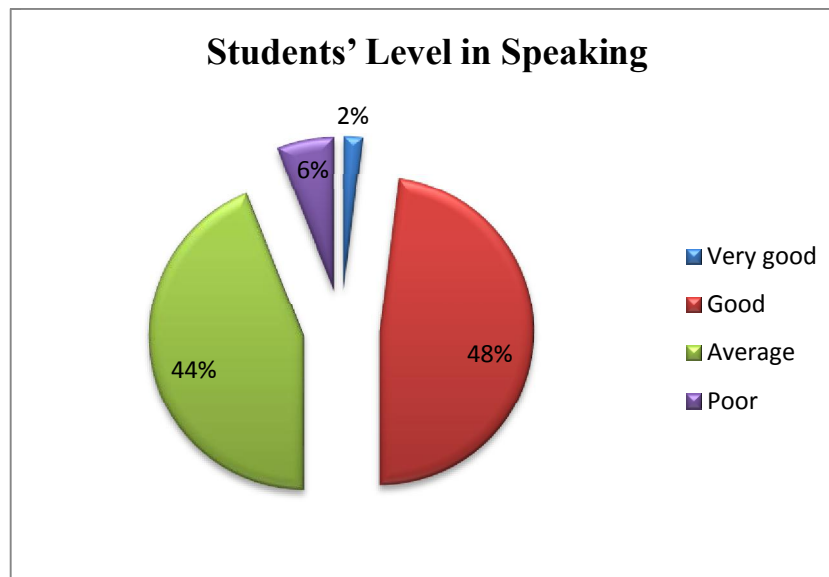


Graph 3: The Students' Experience of Learning English

We perceived that most students under the rate 84% from the total agreed on getting a positive experience in learning English. Some of them estimate their experience in learning English as a difficult experience that represents 14% and 2% of them have a negative experience which is a low frequency. Hence, those who reacted positively toward their experience may have not serious problems with learning as well as they are satisfied with learning English for future reasons such as: for teaching, for business ... etc.

Item 4: What do you think about your speaking level?

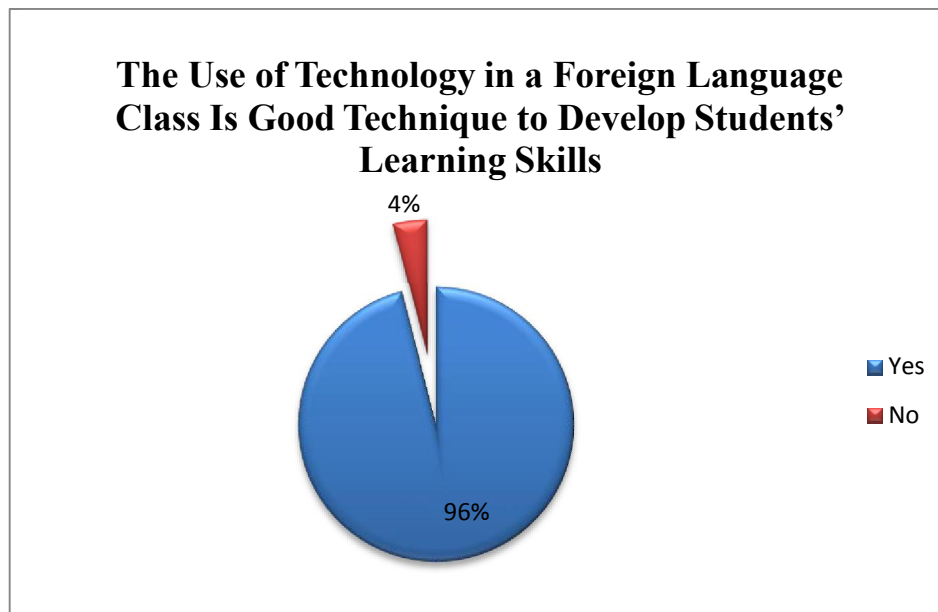
The contributors describe their speaking level as follows: 48% of students are good speakers and 2% believe that they have a very good speaking level. Nevertheless, 44% have the average in speaking. Yet 6% of them think that their speaking level is poor.



Graph 4: Students' Level in Speaking

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% treat the use of technology in foreign language classes as a relevant way to develop their learning skills. And a small rate 4% see that the use of technology as insufficient technique. From these results, it is apparent that technologies and materials used by teachers inside the classroom are beneficial for learning as well as strengthen their learning skills. Whereas, those who reacted negatively toward applying they may think that technology will limit their performance, consequently, it reduces their ability when they apply it permanently.



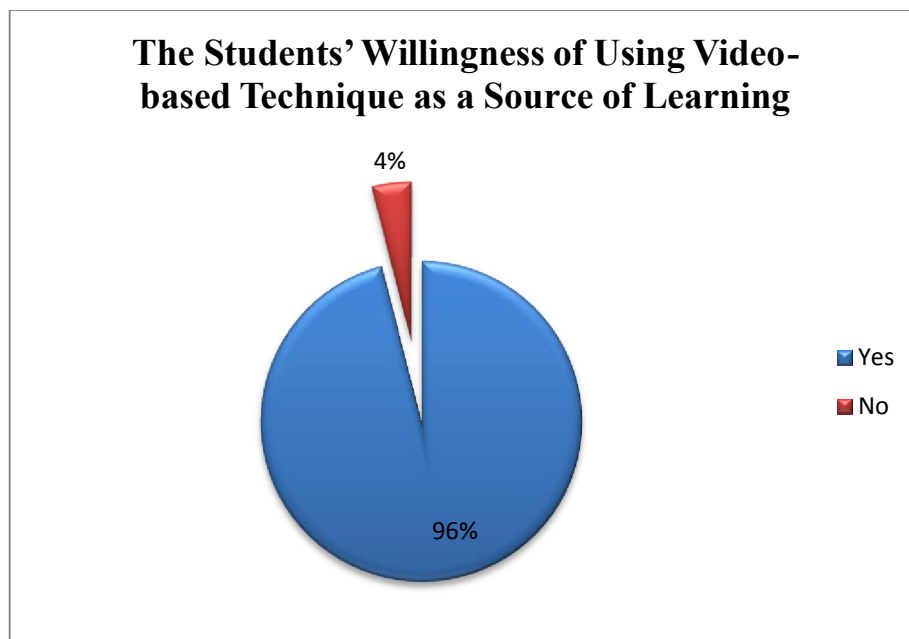
Graph 5: The Use of Technology in a Foreign Language Class Is Good Technique to Develop Students' Learning Skills

Section two: Video techniques

This section aims to describe the application of video techniques and it is presented in four questions.

Item 6: Do you like studying with video-based technique?

From the results below, we noticed that the majority of participants 96% prefer and like to learn with the video-based technique in oral expression courses, because they think that it is a powerful source of understanding that simplifies the delivered input, increase both their speaking and listening skills, a great method to learn foreign languages and increase their interests in learning. Furthermore, the video-based technique is an entertaining tool and a source of fun which strengthens the learners' motivation and attention, thus, it helps them to facilitate any content they want to study it. However, 4% of them didn't like to study with it; maybe they see it as a tool that weakens their abilities and improvements in other skills such as writing. Also, it may decrease the teacher's role in the class.

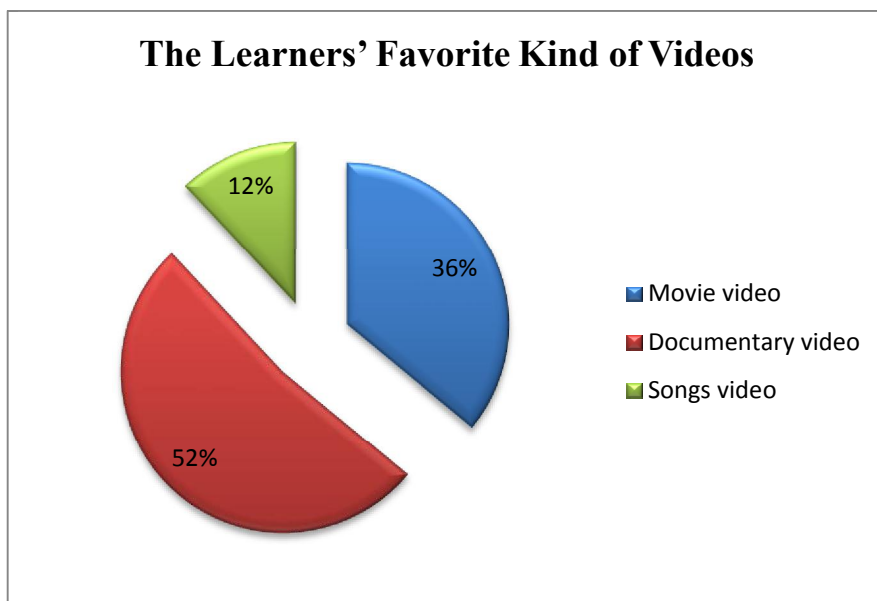


Graph 6: The Students' Willingness of Using Video-Based Technique as a Source of Learning

Item 7: Which kind of teaching videos do you like?

According to the students' answers, most of them prefer to use documentary videos 52% and some of them prefer to deal with movie videos, however, few of them 12% prefer songs video. In addition, there are students who select more than one choice such as they like either movies and documentary videos or songs and movie video... etc. Ultimately, others add other kinds of videos: videos which have relation with history, games, science... etc.

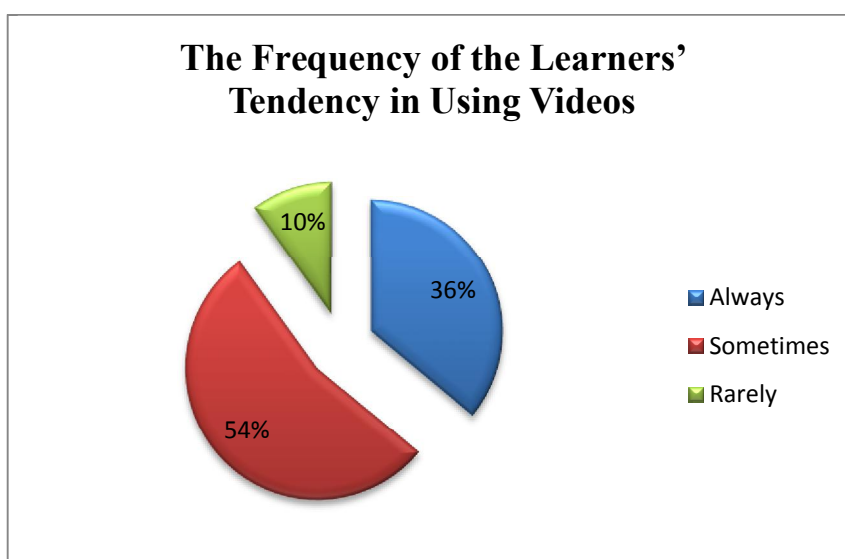
So, we noticed that the majority of participants prefer strongly to study with documentary and movie videos because these inspirational videos are more motivating and attracting than the other ones; they think that songs videos are less interesting, but beneficial sometimes.



Graph 7: The Learners' Favorite Kind of Videos

Item 8: Give frequency of your tendency to use videos

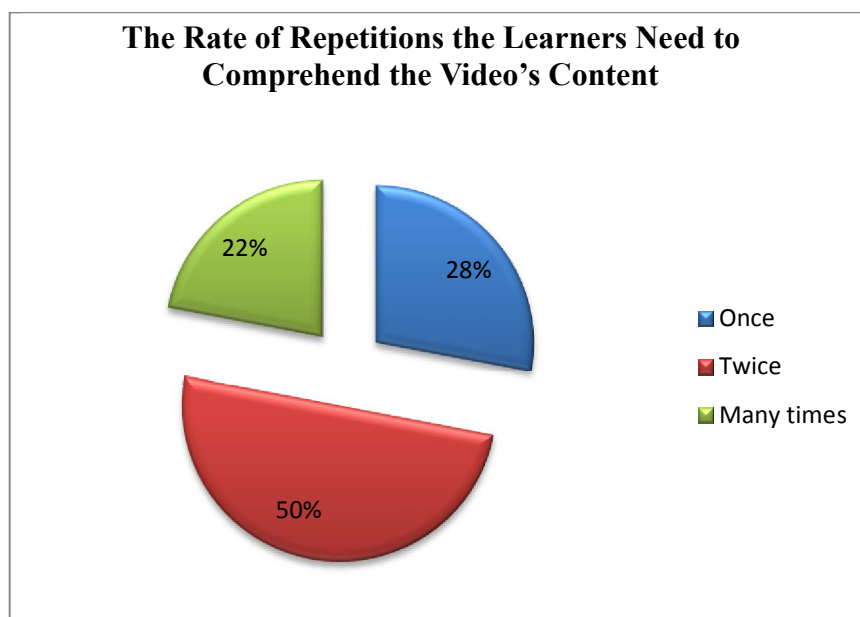
The outcomes show that the students have a good tendency in using videos from time to time 54% ,as well as, there are some students 36% who have a high tendency in using videos permanently. Only a few of them 10% have a little tendency to use them which is rarely.



Graph 8: The Frequency of the Learners' Tendency in Using Videos

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

From the graph's results, we can see that when they watch a video to learn they need distinct times to comprehend its context; 28% of them need one time, half of them 50% need to watch the video twice in order to understand the content well. However, 22% of the total number of the sample need more times for more understanding.



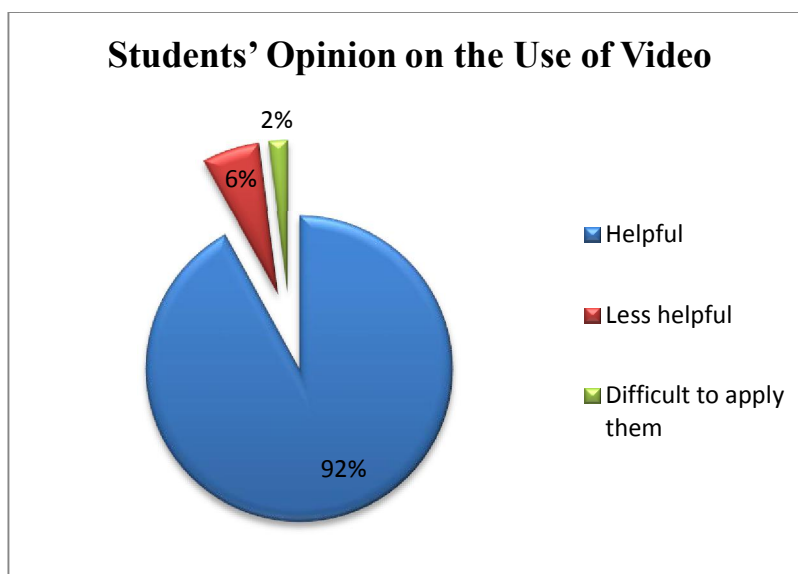
Graph 9: The Rate of Repetitions the Learners Need to Comprehend the Video's Content

Section Three: Video techniques in teaching speaking

It analyses the students' opinions towards the use of video-based technique in teaching speaking and it contains 8 questions

Item 10: what is your opinion about the use of videos in speaking?

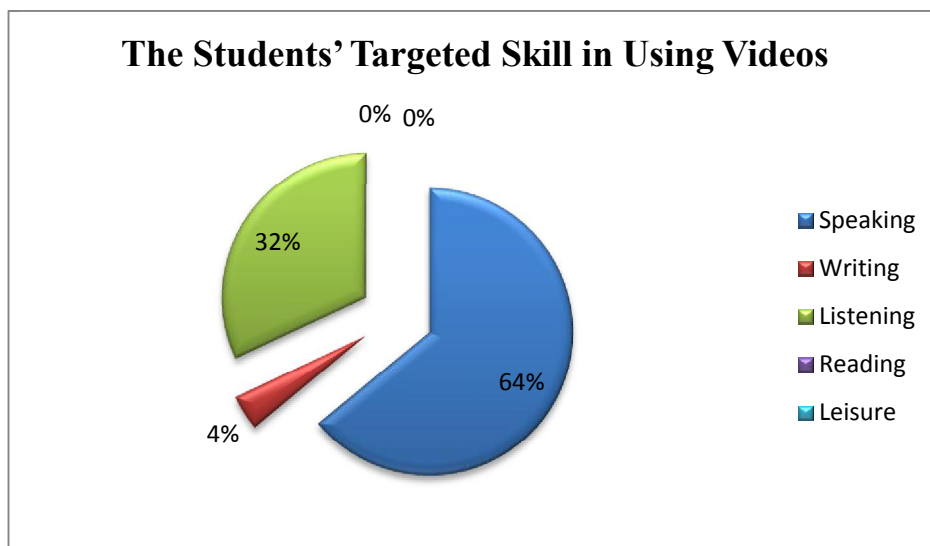
This graph presents the students' opinion about the use of videos in speaking. The results were as follow: 92% of students state that the video is helpful in speaking. Only 6% think that is less helpful, and 2% consider the video use in speaking is difficult for them to apply it.



Graph 10: Students' Opinion on the Use of Video

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

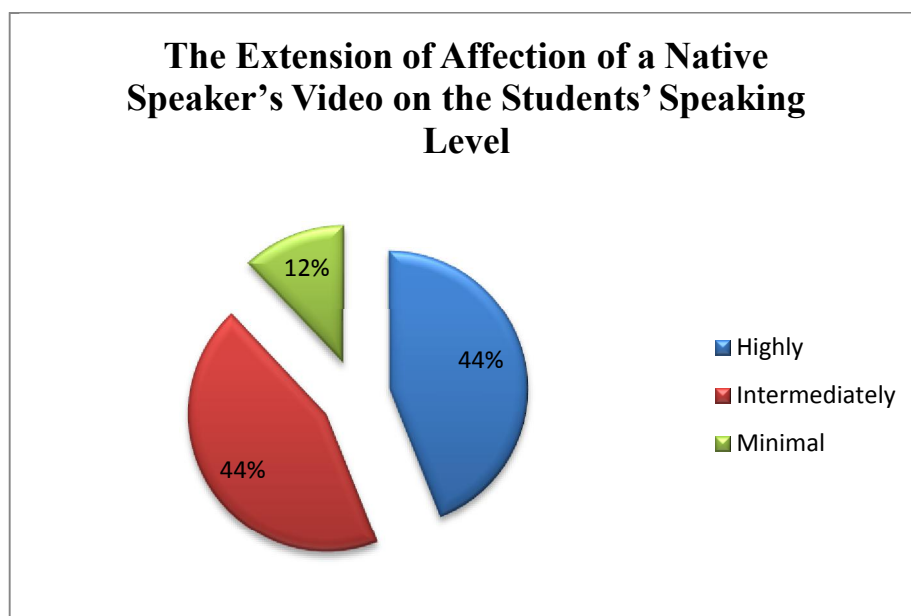
We can assume that the majority of participants 64% choose speaking skill as targeted skill in using video. While the listening skill rated 32% as a skill that can be enhanced permanently through the use of the video-based technique. The remaining students 4% claimed writing as a targeted skill.



Graph 11: The Students' Targeted Skill in Using Videos

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

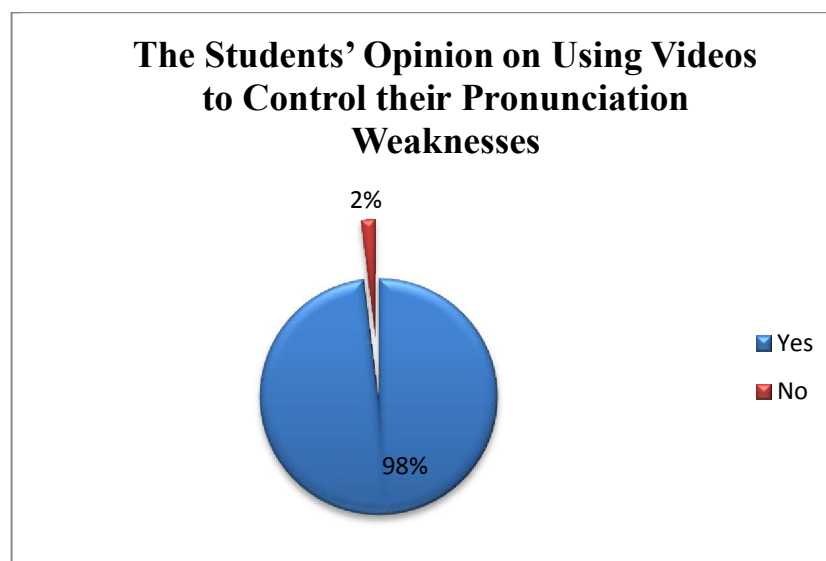
It is obvious that the equal number of participants, 44%, and 44%, choose both options highly and intermediately. However, only 12% consider native speakers' videos have minimal affection on them.



Graph12: The Extension of Affection of a Native Speaker's Video on the Students' Speaking Level

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 since it includes some aspects of language that enable students to reform their articulation. Yet, 2% of participants disagreed on video's ability to control their disabilities in speaking.

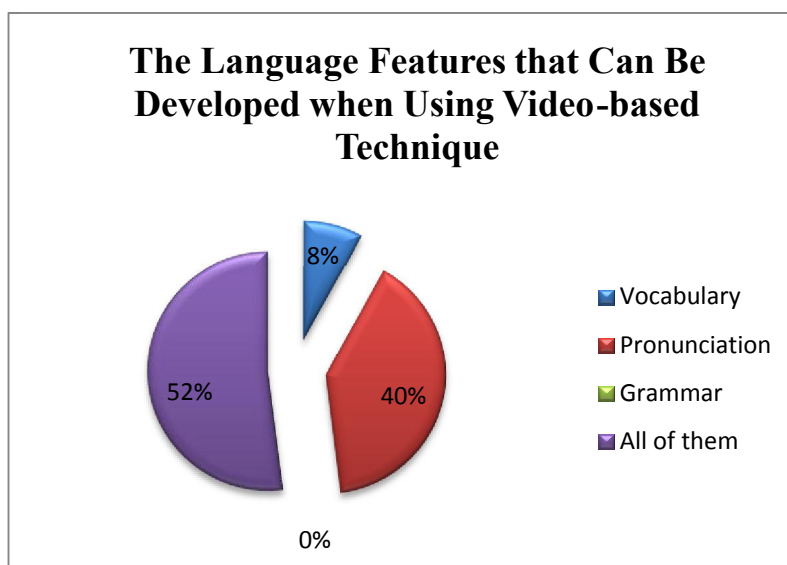


Graph 13: The students' opinion on using videos to control their pronunciation weaknesses

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

From students' responses, we concluded that most of them 52% see that vocabulary, pronunciation, and grammar all together can be developed through using video technique. Moreover, 40% choose pronunciation and 8% choose vocabulary, while no one select grammar as independent options.

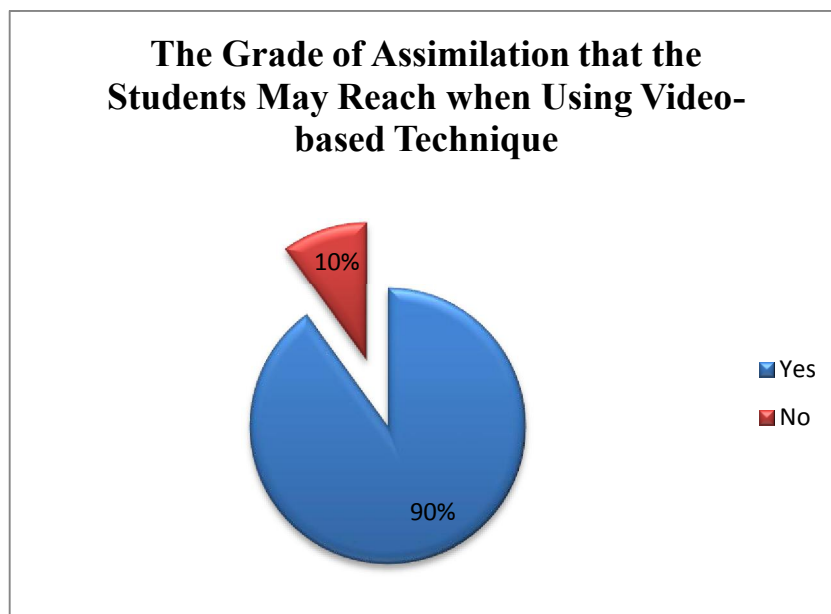
Ultimately, we can assume that the video technique is the proper way to retrieve students' weaknesses in vocabulary, pronunciation, and grammar



Graph 14: The Language Features that Can Be Developed when Using Video-Based Technique

Item 15: in your opinion, does the use of video expose to you the target language and its culture?

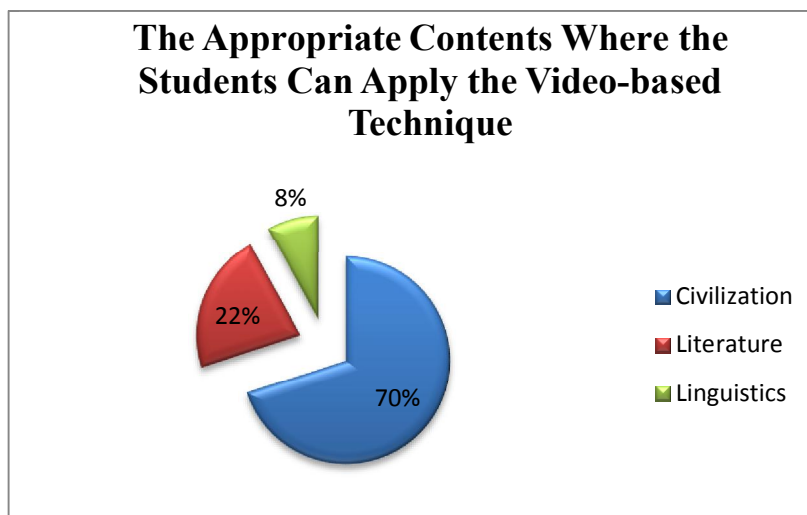
From the results of students' answers that are represented in this graph, we can claim that the majority 90% assert the fact that video technique exposes target their language. 10% of students answered "No", because they do not see this technique important to bring target language and its culture.



Graph 15: The Grade of Assimilation that the Students May Reach when Using Video-Based Technique

Item 16: According to you which of the following contents is a fertile field where video can be applied?

The graph's results of students answer are as follow: most of the students 70% consider Civilization as a proper field to use video in, 22% of them prefer Literature, and only 8% choose Linguistics.



Graph 16: The Appropriate Contents Where the Students Can Apply the Video-Based Technique

Item 17: Your suggestions are welcomed (optional)

In this question, we asked participants to add any idea that they believe we miss to mention or to express their view about the video technique as a new experiment in the University of Ammar Thelidji. Consequently, they answered as follow:

- They think that the video technique helps them very much in learning more than the English language.
- They believe that videos can make them live events on its real contexts.
- Another category claims that it is optional to choose the video as a selection among all types of technology.
- others are excited about the thesis aim and hope to be developed at the University of Ammar Thelidji.

EFL learning generally aims at developing many language aspects. Thus, students are supposed to take advantage of any kind of resource to help foster their skills.

3.6. General Results

The core idea of this research study is to highlight the efficacy of using the video-based technique for speaking skill development. The sample was a group of second year LMD students at Laghouat University. During the analysis of the questionnaire, the results are discussed as follows:

The first section

It is about the learners' background information that contains five important questions. First, we wanted to know their gender which informed us that the participants' gender is equal between males 50% and females 50%. The previous statistics concluded the point that nowadays both males and females are interested in studying foreign languages.

Secondly, we have attempted to determine their age. The majority 88% of the second year LMD students at Laghouat University are aged between 18 and 22 years old. As a result, the students' age may influence their capacities. However, students who are probably to be old more than 30 years old may not achieve the target language like a student of 20 years old.

In the third question, most of the students confirmed that they have a positive experience in learning English. Unforgettably, they are affected by western culture since they are interested in watching documentary and movie videos as well as listening to distinct and various types of music.

In addition to, 48% of them ensured that their level of speaking while using foreign languages is good and acceptable. However, some of them refer to the lack of using English outside the classroom environment. Further, 97% of them think strongly that technology is a good idea in foreign classes as a new technique for teaching.

The second section

This section focuses on the video techniques and it is presented in four questions; 6, 7, 8, and 9. The question number six aims to know if the students like the application of video-based technique in learning. Nearly, all of them 96% reacted positively to the question because they believed it facilitates the interaction with their teachers.

In question seven, 52 % of the participants liked to emerge documentary videos in the learning process as well as it seems clear that movies are also their favorable videos. The eighth question declared that 54% of the students have a presumed tendency to use videos from time to time in order to learn the desired language.

Another question deduced that most students 50% need to listen to the video more than one time to reach the satisfied understanding since it is a little bit difficult for foreign language learners to comprehend everything from the first time.

Section three

It deals with video technique in teaching speaking and contains 8 questions (10, 11, 12, 13, 14, 15, 16, and 17). In question 10 we asked for students' opinion about the use of videos in speaking and we got 92% who believe of its efficiency to help the in developing speaking skill.

In the eleventh question, the majority of students confirmed the speaking skill as targeted skill to use the video in. however, other students rate different skill that they see they can use video in such as listening and writing.

Moreover, question number 12 participants were divided into two groups: the first group sees that videos of native speakers have a great affection on their learning. On the other hand, the second group declared that the latter had a minimal affection, unlike the first group.

In question 13, the majority of students 98% agreed that the video helps to control their articulation's problems, and only 2% opposed the idea.

Question 14 students selected the appropriate field where they believe that video better suits. The majority agreed that all of the vocabulary, grammar, and pronunciation are suitable videos in.

Both questions 15 and 16 handles with learners own tendency in English teaching. In the fifteenth, most of the students 90% believe that videos can expose target language and its culture since it can bring more than abstract words. On the other hand, the sixteenth every student selected a field where he sees that is fertile for using video technique.

Finally, the last question was about the suggestions of participants about the video-based technique. They have suggested some ideas in order to develop teaching in the English department of the University of Ammar Thelidji.

3.7. Conclusion

The questionnaire mainly aimed to investigate students' attitudes of second year LMD degree towards the use of video-based technique for the development of their oral competency. In addition, questions were directed to identify their knowledge about new technology in teaching which could serve to strengthen their weaknesses in the English language. The questionnaire was divided into three sections; each one has a set of related questions to deal with a specific idea in the thesis. Firstly, section one contains general

information that concerns the participant himself. Secondly, section two entitled “Video Techniques” and handles this technique as a source of information. Thirdly, section three has the role in exposing students’ experiment of using the video-based technique in teaching, and to what extent this technique is helpful for improving their speaking skill. Finally, results show that participants are able to adopt such a technique to foster their level in the English language; actually the obtained results fit the suggested hypothesis.

General Conclusion

This research study was conducted to examine the adequacy of video application in enhancing second year students speaking skill. The investigation was carried out at the English Department at the University of Ammar Thelidji of Laghouat. Through this research study, the research hypothesized that if we are going to develop the students' speaking skill, we should provide them with more learning opportunities in order to perform the language accurately and create an adequate and authentic learning environment through video's application. We believe that the use of video-based technique in the field of learning foreign languages is an important factor for the development of speaking skill since it creates autonomous learning and self-paced learning. Also, it helps to assess the delivered knowledge in real context and while listening to foreign speakers as well as strengthen the learners' vocabulary and culture. The latter would confirm the supposition that declares that the video-based technique fosters learners' speaking skill and makes them more fluent speakers gradually. The investigation was conducted with second year LMD students at English Department.

The research study shed light on basic elements that support the development of foreign language teaching/learning. Furthermore, we have concluded that students' level of articulation can advance through the accessibility of new opportunities. Techniques such as video help bring students to more realistic situations during having lectures. Consequently, the work assumes that the present application of video-based technique on the foreign language learning is a fertile element to create the right atmosphere for better learning.

The dissertation consists of three significant chapters. The first chapter presents the main theories definitions which are reviews related to literature. As for the second one, it holds the description of the video's technique application at the university and private schools. Additionally, it provides better comprehension of this technique. The last chapter which is the descriptive part concerns the analysis of the questionnaire given to students.

The research study sought to discuss and prove the adequate relation between the consideration of video-based technique and speaking development throughout the investigation conducted with second year student of English Department. In addition, their speaking answers were taken as to confirm the suggested hypothesis. Finally, we use this self-completion questionnaire to support our supposition with authentic evidence

As a consequence to reduce the problems that the students have faced in learning oral communication skill, we have concluded the following results:

- Teachers should increase the use of authentic audiovisual materials in their lectures.

- Also learners should have a high interest toward this technique in the sake of helping them in oral discussions.
- The research recommends that the video-based technique should be used as a helpful strategy in oral courses at least one time per week. This would enable them to be cultivated speakers through using everyday language which embodies cultural notions and conventions.
- Video-based technique either adopted or adapted, is very helpful technique in oral communication skill.

Lastly, our research study has given us a new hope to solve some of EFL learners' problems in pronunciation. It also has shown the significance of speaking skill activity and how it can enrich learners' own vocabulary.

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Appendix 1:

BBC Andrew Marr: The making of Modern Britain 720P

≡ YouTube^{DZ} andrew marr the making of modern britain episode 1



BBC - Andrew Marr: The Making of Modern Britain
720p (Part 1 of 6)

Appendix2:
A digital classroom in TodaysMeet.

todaysmeet.com/TEDTalk

Today'sMeet

Listen.

Use this space to highlight key points, interesting quotes, ask questions, comment, and make connections while you watch Turtle's TED Talk.

Caitlin at 1:44 PM, 19 Dec 2012

Talk.

Message:

140

By submitting this form you agree to the [Privacy Policy](#) and [Terms](#).

Say.

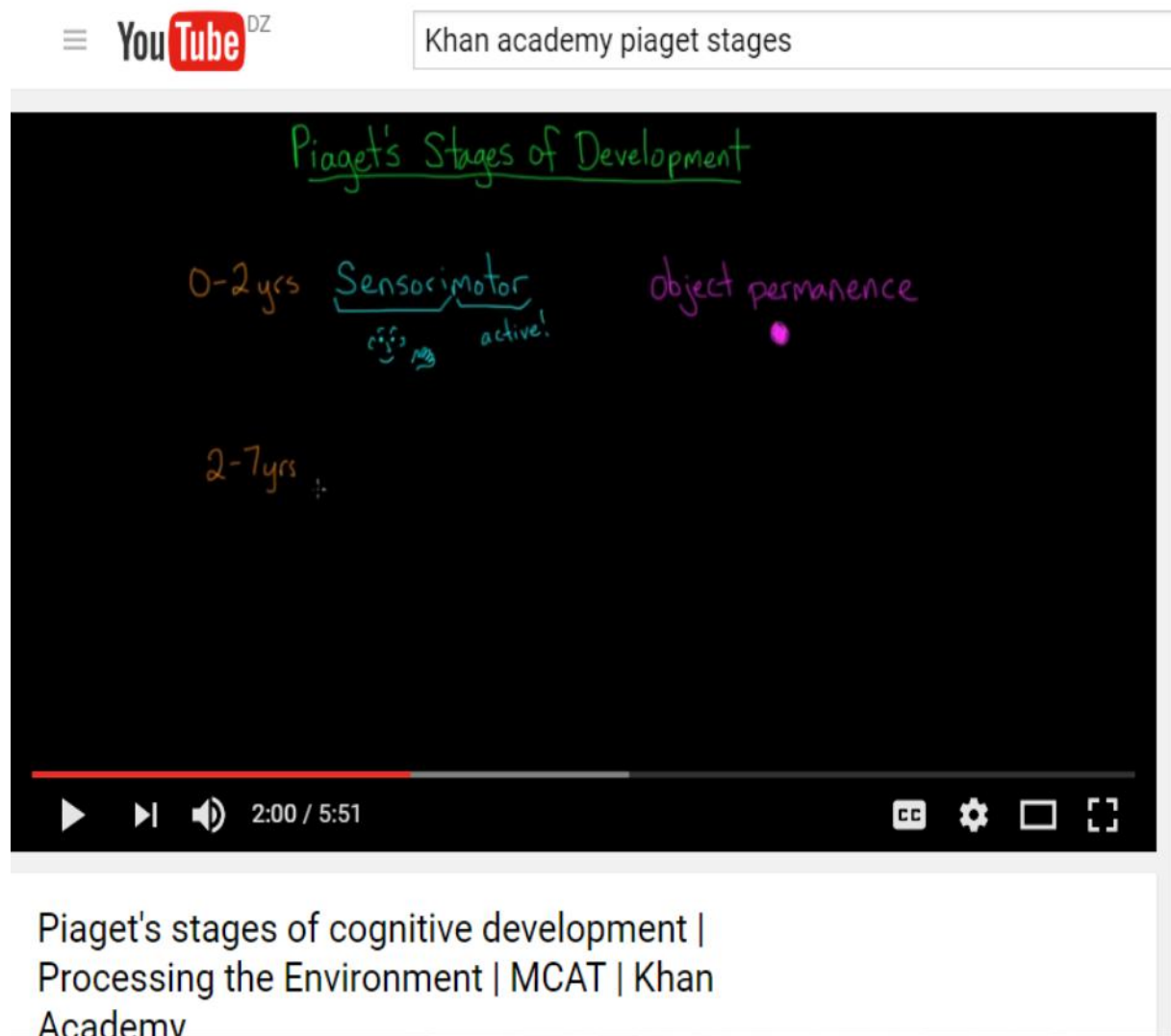
[today.io/9ibe](#) [t](#)

[transcript](#) | [projector](#)

Appendix3:

Piaget's stages of cognitive Development/ Processing the environment/
MCAT/Khan Academy.

YouTube ^{DZ} Khan academy piaget stages



Piaget's Stages of Development

0-2 yrs Sensorimotor
cognitive active!

object permanence

2-7 yrs

2:00 / 5:51

Piaget's stages of cognitive development |
Processing the Environment | MCAT | Khan
Academy

Appendix4:

TED Talk speakers Erez Liberman Aiden and Jean-Baptiste Michel show us
how words collected from millions of books

TED: What We Learned From 5 Million Books

CREATED BY **CATLIN TUCKER** USING **TED**Ed Beta
VIDEO FROM **TEDtalksDirector** YOUTUBE CHANNEL

Let's Begin...

Explore the link between word choice data and cultural identity. What can our word choice throughout history reveal about us? How can studying the data collected from millions of books help us to better understand our history and culture? Why is word choice so important?



Watch

Think

Dig Deeper

...And Finally

Appendix5:

Speaking skills and students' rate of agreement with statements on
videoconferencing (1 = strongly disagree, 5 = strongly agree)

(Demksteinova and Podlášková 2013,P.57)

Rate of agreement	Beneficial aspects	
	Poor speaking skills	Good speaking skills
VC sessions are a good way of practising English	4.1	4.5
I was more active in VC lessons than in a traditional lesson	2.6	3.5
I could learn more in VC lessons than in a traditional lesson	2.7	3.3
I received enough help and guidance from the teacher before the VC sessions	4.1	4.6
The Facebook group helped me prepare for the sessions	3.9	4.0
VC sessions are ideal for meeting and learning about other cultures	3.4	4.1
I would be ready to participate in more VC sessions	3.1	4.1
Total average	3.4	4.1

Appendix7:
The students' Questionnaire

People's Democratic Republic of Algeria

Ammar Thelidji University of Laghouat

Faculty of Letters and Langues

Department of English



Dear colleagues

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, and show how EFL student class of Second year LMD at Ammar Thelidji University are dealing with this matter.

Your Contribution is highly appreciated.

Section One:

➤ General Information:

NB: Please, tick the appropriate answer.

1. Gender:

Male ☐

Female ☐

2. Age:

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

a- Positive ☐ b- Negative ☐ c- Difficult ☐

4. What do you think about your speaking level?

a- Very good ☐

b- Good ☐

c- Average ☐

d- Poor ☐

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

a- Yes ☐

b- No ☐

Section Tow:

➤ Video Techniques:

6. Do you like studying with video-based technique?

a- Yes ☐

b- No ☐

Justify your response:

.....

7. 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?

a- One time ☐

b- Twice ☐

c- 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)

a- Speaking ☐

b- Writing ☐

c- Listening ☐

d- Reading ☐

e- Leisure ☐

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

a- Highly ☐ b- Intermediately ☐ c- Minimal ☐

13- Do you think that the use of these videos help 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 ☐

15. In your opinion, does the use of video expose to you the target language and its culture?

a- Yes ☐

b- No ☐

16. According to you which of the following contents is a fertile field where video can be applied?

a- Civilization ☐

b- Literature ☐

d- Linguistics ☐

Others:

17. Your suggestions are welcomed (optional)

.....

.....

.....

.....

.....

Thank you very much.

ملخص

بحث بعنوان:

" النظر في تقنية الفيديو لتنمية الكفاءة اللغوية: مراجعة علم اللغة النفسي. حالة طلاب السنة الثانية الإنجليزية بجامعة عمار ثلجي "

في هذا البحث سلطنا الضوء على تقنية وأداة مفيدة, في مجال تعليم وتعلم اللغات الأجنبية. هذه الأخيرة تدعى بتقنية الفيديو القائم على التعلم. تهدف هذه الدراسة إلى إثبات فعالية هذه التقنية على تنمية المهارات الشفهية للطلاب.

كذلك هذا العمل يركز على أهمية استخدام هذا الأسلوب التعليمي مع طلاب اللغات الأجنبية.

الفرضية الرئيسية لهذا البحث تحت على الاستخدام السليم للفيديو بحيث يمكن أن يساعد إلى حد كبير ذوي الاختصاص لتحسين مهاراتهم على اتقان اللغة.

ويستند هذا المشروع على استطلاع آراء طلبة السنة الثانية و زيادة على ذلك ينص هذا البحث العلمي على تأثير استعمال تكنولوجيا الفيديو لتقوية وتطوير المهارات اللغوية للطلاب.

من خلال تحليل البيانات التي تم جمعها ، لاحظنا أن الطلاب يعتبرون هذه التقنية التي تعتمد على الفيديو تقنية أساسية لتعزيز مهاراتهم الشفهية ، بالإضافة إلى ذلك يزيد من دافعيتهم نحو تعلم و اتقان اللغات الأجنبية وهذا ما يؤدي الى خلق الابداع في طريقة التدريس و انتاج جو تعليمي ديناميكي.