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Investigating the Role of Authentic Videos in Developing Students' Lecture Comprehension

The case ofMaster Students of Health, Safety, and Environment at Moustepha Ben Boulaid University, Batna

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Dissertation submitted in fulfillment of the requirements for a Master Degree in Sciences of Language

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Declaration

I, TOUANE MOULIM, do hereby declare solemnly that this submitted work is solely my own

effort, and has not previously been submitted for any institution or university for a degree.

Certified.

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Dedication

To

My mother

A strong and gentle soul who taught me to trust Allah, believe in hard work and that so much could be done with little

My father

For earning an honest living for us and for supporting and encouraging me to believe in myself

My brothers

Walid, Abdelghani, Khaled,and Ahmed

My sisters

Maroua,Fatiha, and Lamia

My nephew

Mohamed Nazim

Everyone who helped me to accomplish this work

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Abstract

It has been noticed that Health, Safety, and Environment(HSE)students find many difficulties in comprehending their lectures presented in English language. Consequently, the study aimed at investigating the role authentic videos play in the process of lecture comprehension. Thus, it sought to explore students' perceptions and opinions towards the usefulness of authentic videos as a pedagogical aid to improve their level of understanding. The study hypothesized that authentic videos can be an effective tool for HSE students for a better comprehension of the lecture. Methodologically, the study adopted a qualitative approach using a case study as a research design. As for examining the validity of the hypothesis, a semi-structured questionnaire was designed to gain as much information as possible about students' attitudes toward using authentic videos in education. Correspondely, the required data for the study were collected via online survey (Google Form). The current study surveyed 25 randomly chosen HSE students. Ultimately, the study findings revealed thatmost participant students agree upon the usefulness of authentic videos and theireffectiveness inside and outside the classroom. According to them, authentic videos raise their motivation to learn and develop their lecture comprehension.Thus, the study results confirmed the validity of the research hypothesis, which is 'authentic videos have positive impact on HSE students' lecture comprehension'.

Keywords: Lecture Comprehension; Athentic Videos; Health, Safety, and Environment.

List of Abbreviations and Acronyms

DVD: Digital Versatile Disc

EFL: English as Foreign Language

e.g: For Example

ELT: English Language Teaching

ESL: English as Second Language

Etc: Et cetera

HSE: Health, Safety, and Environment

i.e.: Id Est

P: Page

Q: Question

RQ: Research Question

&: And

%: Percentage

List of Appendices

Appendix A: Students' Questionnaire

List of Tables

List of Graphs

Contents

General Introduction

Chapter One: Authentic Videos

Chapter Two: Lecture Comprehension

Chapter Three: Fieldwork and Data Analysis

References

Appendix A: Students' Questionnaire

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General Introduction

General Introduction

Introduction

The use of technology in today's education plays an important role in facilitating the teaching-learning process as it is an effective tool to improve learning rapidly and efficiently. One of the tools used in technology is the use of authentic videos. Students of Health, Safety, and Environment (HSE) find difficulties in learning and acquiring deep and full understanding of the English lectures their teachers introduce. This obstacle left teachers with no option but to look for some solutions to solve their students' lack of understanding and help them to grasp the maximum of knowledge to achieve better results. One of the alternatives is to use authentic videos in the classroom that is an emerging technology tool that plays a significant role in facilitating students' learning process and enhancing efficiency in lecture comprehension.

1. Statement of The Problem

Throughout several years of study at Mustpha Ben-Boulaid, Batna University, the researcher noticed that Health, Safety, and Environment (HSE) face many difficulties in understanding their lectures intr oduced in English due to a number of factors affecting their process of learning. Among these factors are the amount of information these students receive per lecture, also their familiarity with the English language that is considered a foreign language in our context. Since most HSE studies are done in English language, students are left with no choice but to look for a solution that may help them improve and well-comprehend their lectures.

This study aims at helping HSE students comprehend their lectures fully and get full understanding to achieve better results by the end of their learning by using authentic videos that according to Tschirner (2001) and Mekheimer (2001 as cited in Junkovîc, Mertelj) has positive effects on the development of communicative competence, the development of vocabulary (Schmitt, 2008; Seferoglu, 2008), and the language skills of speaking (Swaffar & Vlatten, 1997;

Tschirner, 2001; Seferoglu, 2008), listening (Weyers, 1999; Seferoglu, 2008; Wagner, 2012), and writing (Čepon, 2011).

2. Aims of the Study

The current study aims mainly to investigate the usefulness and effectiveness of using authentic videos for HSE students on lecture comprehension.

This sudy seeks to explore some difficulties in lecture comprehension among HSE students. It also aims to reveal these students' opinions and views about using authentic videos as a teaching/ learning strategy to cope with these comprehension problems.

3. Research Questions

The current study sought to answer the following questions:

RQ1: Would the use of authentic videos develop HSE students' lecture comprehension?

RQ2: What are the major difficulties these students encounter during lectures that impede their comprehension?

RQ3: How students' perceptions would be towards the use of authentic videos in learning?

4. Research Hypotheses

From the questions above, we hypothesized that:

RH1: By using authentic videos, HSE students' lecture comprehension will be developed.

RH2: Students' misunderstanding of the lecture may be due to a number of factors mainly: attendance, amount of information, or the lecturer's ways of delivering the lectures.

RH3: The use of authentic videos can have a positive impact on HSE students and help them ameliorate their lectures' comprehension.

5. Significance of the Study

This study was undertaken to highlight the effectiveness of using authentic videos for HSE students to develop their lecture comprehension; therefore, to increase their abilities to grasp as much as possible amount of knowledge and get familiar with the English language. It was an opportunity to raise HSE learners' difficulties in comprehending lectures and their attitudes towards the use of authentic videos in the classroom. This can help teachers find strategies to ease their students' comprehention and to select materials,especially, videos according to their students' needs.

6. Research Methodology

Research methodology is the scientific way of how a research is conducted; essentially, the procedures of describing, explaining and predicting phenomena about the study (Rajasekar et al., 2013). For this, we have opted for a qualitative descriptive method to accomplish this study.

6.1. Research Approach

As the nature of this study determines, the researcher opted for the qualitative approach for its appropriateness in order to describe qualitatively students' questionnaire.

6.2. Population and Sample

In order to accomplish this study, the researcher chose to work with Health, Safety, and Environment Students The researcher randomly selected a number of 25 students due to the huge population to answer a questionnaire. Therefore, these learners helped in providing valuable data in order to fulfill the objectives of the study under investigation.

6.3. Data Collection Tools

The current study used a semi-structured questionnaire for HSE students in order to find answers to our research questions and to examine the validity of our hypotheses.

6.3.1. Students' Questionnaire

The researcher collected data through administrating a questionnaire to HSE students to get their opinions about the use of authentic videos for lecture comprehension.

6.4. Data Analysis Procedure

For a careful analysis of the data was collected through the questionnaire, it was suitable to choose the descriptive method for its appropriateness.

7. The Selection of the Writing Style

In this study, we opted for the American Psychological Association (APA 6th edition) writing style. This choice was nurtured by the nature of the study, the field of research that is educational research. In addition to the agreement between the candidate and the supervisor.

8. The Structure of the Dissertation

The present dissertation was organized into three main chapters. The first and second chapters reviewed the related literature. The third chapter was concerned with the practical part of the study.

Chapter One provided an in-depth discussion of authentic videos. It provided its definition, its effectiveness. It also highlighted its main criteria and implementation. Additionally, this chapter tackled the major issues around using them.

Chapter Two provided a better understanding of lecture comprehension. It was comprised of two sections; the first section dealt with the definition of lecture and its background, its effectiveness, and its main components and reasons. As it discussed the aspects and considerations. While the second section concerned comprehension; its process, role in teaching, and its major issues.

Chapter Threewas about the detailed analysis of the data collection methods, findings and conclusions.

9. Definition of Key Terms

Authentic Videos: "A kind of materials which are all real text and designed not for language students, but for the speakers of the language" (Liu, 2008, p. 8).Authentic videos, in their nature, are not created for educational purposes, but they can be used as a support to bring context to the classroom, i.e., they are used to show learners how to use things apprievately.

Lecture Comprehension: "It is a formal reproof or a discourse given before an audience or class especially for instruction" (Merriam Webster, 2019). Lecture comprehension, therefore, refers to understanding of what teachers deliver in front of a large number of students.

HSE: Health, safety and environment (HSE) refers to a branch, or department, within a company that is responsible for the observance and protection of occupational health and safety rules and regulations along with environmental protection

Chapter One

Authentic Videos

Chapter One : Authentic Videos

Introduction

One of the most tools used in ESL and EFL classrooms is the use of authentic videos. These materials are considered to be beneficial to the language learners in different aspects. Efforts have been made to investigate the effectiveness of the authenticity of language materials and have proved positive results. Harmer (1994) states that authentic materials can provide great benefits to students in the production and acquisition of language with a boost in their confidence in real-life use. Additionally, Peacock (1997) claims that students' levels of on-task behavior, concentration and involvement can be increased by using authentic videos greater than employing artificial ones. This chapter consists on defining what is authenticity, and authentic video. In addition to outlining the key criteria of choosing these videos. And finally, highlighting the effectiveness of the tools.

1.1. Definition of Authenticity

In the 1970s, with the development of a new approach "communicative language teaching," the concept of authenticity arose. This focuses on communication in the real world and aims to provide students with the ability to perform effectively. Authenticity has therefore come to life to provide students with resources in the real world that are available without altering anything.

Cranton and Carusetta (2004) describe authenticity in university teaching as "An under-researched field." The authors define authenticity in teaching as a process of "being conscious of self, other, relationships, and context through critical reflection" (Cranton & Carusetta, 2004, p. 288).

Tisdell (2003) views authenticity as "Having a sense that one is operating from a sense of self that is defined by oneself as opposed to being defined by other people's expectations" (p. 32).

Widdownson (1983) gave another definition to the term as "Authenticity… is a term which creates confusion because of a basic ambiguity" (p. 30).

Furthermore, Mishan (2005) prefer to set some criteria for authenticity rather than defining the term. According to her "Authenticity" is a factor of the:

1. Provenance and authorship of the text.
2. Original communicative and socio-cultural purpose of the text.
3. Original context (e.g., its source, socio-cultural context) of the text.
4. Learning activity engendered by the text.
5. Learners ' perceptions of and attitudes to, the text and the activity pertaining to it. (p
6. 18).

1.2. Definition of Authentic Materials

In language teaching, materials are anything that can be used by a teacher or a student to help the learning and teaching process. In the classroom, they are of crucial importance. With so many distractions in the classroom, the need to often include in the lesson a tool that would attract the attention of the students excites. These latters therefore need to be exposed to a wide variety of resources, from audio to audio-visual materials.

Bacon and Finnemann (1990) define authentic materials as texts "produced by and for native speakers of the target language"(p. 469).

According to Harmer (1991, p.204): "authentic material is language where no concessions are made to foreign speakers. It is normal, natural language used by native or competent speakers of a language."

While Rogers& Medley (1988, p.149) define authentic materials as "both oral and written that reflect the naturalness of forms, and appropriateness of cultural and situational context."

1.3. Definition of Authentic Videos

Using video materials provides different types of students with multiple methods of simultaneous learning that also extends their language experience. Videos introduce students to a wide array of real life language experiences that enriches their learning environment, and contextualizes their learning process. Moreover, using such educational videos is a commonly used tool because it provides background knowledge and specific examples that provide a focus for learning activities

Weyers (1999, p.339) as: "authentic television programming taped off-air and can be used with permission for educational purposes. In addition to television programming, today there are numerous video clips available on video-hosting services, such as YouTube, TV shows, Broadcasts, and others instances. Sherman (2003) further explains that authentic videos is any kind of programs that we can see directly on cinema, television or DVD, films, documentary, advertisement, and game show.

Liu (2008) has defined authentic video as "a kind of materials which are all real text and designed not for language students, but for the speakers of the language" (p. 8).

According to Allan (1985, p. 48): "it presents realistic slices of life, gets students into talking, provides visual support, and offers variety and entertainment." That is to say

thatauthentic videos help students to have the chance and the opportunity to learn language directly associated to non-verbal references (gestures, images, situations).

As a conclusion, we can say that authentic videos are materials created and designed by native speakers to non-native ones for communicative purposes and real language exposure.

1.4. Criteria of Selecting Authentic Materials

The use of authentic videos should be carefully and appropriately selected for EFL students. Berardo in 2006 suggests three main criteria for choosing authentic texts:

1. Suitability of content: the selected text should match students' interest and motivation (i.e. the teacher should choose themes that are relevant and that fulfill his students' needs).

2. Exploitability: refers to how the text can be used to develop the students ' competence.

3. Readability: is used to describe the combination of structural and lexical difficulty of a text, if the text easy or difficult /is it structurally too complex.

Whereas Ramadan in 2018 suggests other criteria. When selecting a video for use in the language classroom, the following points should be kept in mind for teachers:

1. The video should be so interesting that a young student wants to watch it.

2. The ideal video clip tells a complete story or section of a story so that students will get the enjoyment when watching the whole video.

3. The length of the video should not be too long, perhaps between 30 seconds and 10 minutes depending on the learning objective.

4. The content should be suitable for being viewed in the classroom in all cultures.

Thomas, Herrington, & Oliver (2001, as cited in Lopez-Osorio, 2013); on the other hand, emphasize that to use authentic videos, the teacher should consider the kind of activities to do. In order to do so, the teacher needs to prepare the lessons to ease the students' understanding and digest the information.

Furthermore, the cultural aspect also should be taken into account, according to Verissimo Toste (2014, as cited in Lopez-Osorio) thinking about the life of our students, at school, home, neighborhood, etc. is important so that we can implement topics or content to the class more naturally and language can be more easily used.

1.4.1. Factors for Selecting Authentic Videos

Mohamed Ramadan, in the same vein in 2018, teachers in the language classes should consider the following factors if the videos will be used for presenting language or for comprehension tasks:

1. The scenes should be very visual. The more visual a video is, the easier it is to understand as long as the pictures illustrate what is being said.

2. The pictures and sound should be clear.

3. The language spoken in the video should not be difficult for students to comprehend. Grammatical structures, language functions, and colloquial expressions presented in the video should be suitable for students learning level and age.

4. The linguistic content should be linked to the language in the curriculum or the course-book, thus providing a way to integrate video work into the course as a whole.

5. The language level of the video should be appropriate for the level of the class without the teacher having to explain too much.

6. It is good if there is a lot of repletion of the key language in the video.

1.5. Levels of Using Authentic videos

In selecting authentic videos, student's level is so important to be considered. Students can be lower level, intermediate level or advanced level, with intermediate and advanced level there are no problems, but with lower or in other term beginning level may be difficult to use the authentic videos unless they simplified or well selected. According to Guariento and Morely (2001): "a lower level, however, even with quite simple tasks … the use of authentic texts may not only prevent the learners from responding in meaningful ways but also can lead them to feel frustrated, confused, and more importantly, demotivated " (p. 347). Kim (2000) suggested that authentic videos are very beneficial if used by intermediate and advanced levels while with lower levels cause problems since these levels lack many lexical items and structures used in the target language.

1.6. Effectiveness of Using Authentic Materials

The use of authentic videos in language teaching and learning offers greater advantages for students. Empirical studies have confirmed positive results in using authentic videos but what is common about them is the word "exposure" to real language.

Nunan (1999, p. 212) agreed that the use of authentic sources lead to greater interest and variety in the material that students deal with in the classroom (as cited in Ben Nadji, 2013).

Kilickaya (2004) indicates that the use of authentic texts is now considered to be one way for increasing students ' motivation for learning since they give the student the feeling that he or she is learning the real language on in other words learning the target language as it is used by the community that speaks it.

Additionally, authentic video "presents real language" (Stempleski, 1990, p. 9) and construct an English environment for students. The video can provide students with different accents, vocabulary, sentences and culture knowledge which the native speakers use and experience in their daily life (Sherman, 2003).

Berardo (2006, p. 64) lists the advantage of using authentic videos as follows: it should have a positive effect on learners motivation, provides authentic cultura information. It should also expose learners to real language and support a more creative approach to teaching relying more closely on students' needs.

According to Brinton (1991), authentic materials and media can concretize language input. While Donley (2000) adds that students are exposed to what the real world of the English language is about without any adaptations, which more than a challenge is a way to better prepare them for what they are definitely going to encounter whenever they travel or meet English native speakers. Students can profit more efficiently from this type of input, given its presentation of real (not manipulated) language and complete communicative situations, this is the kind of language practice that learners really need in real life.

Authentic video heightens students' English proficiency, especially, in listening, speaking, reading, writing and cultural awareness. "movie watching enhances listening as well as speaking skills" (Yaseen, 2015, p. 34). Different medium has positive effects on students' reading and communicative skills. (Xhemaili, 2013). "by providing a more complete context of actions, gestures, and pictures, video can make spoken language more comprehensible, especially to beginning-level students and to students in EFL situations who may have little exposure to the second language outside the classroom" (Arcario, 1990, p. 112). Fluitt-Dupuy

(2012) has applied film in writing class. In addition, watching video creates information gap between students and cultivates students' critical thinking, since different students get different information and comprehend the video differently (Liu, 2008, p. 12).

To conclude, the significant role that authentic videos play in EFL classrooms is shown in the way students are exposed directly to real, and natural language. Johnson and Swain (1997) summarize it as a way to approach students to language and to expose them to a wide variety of English media in order to be in contact with the language as it is used by natives.

1.7. Implementing Authentic Materials to Improve the Four Language Skills

1.7.1. The Listening Skill

Listening in the verbal communication plays an important role in daily life and educational processes. It is also the basic of four main skills in English. In acquiring a language, students tend to listen first before they start to speak.

Since the listening skill is the basic skill before comes to the next skill, teachers have to apply suitable strategies for their students. The media used for listening practice is mostly informing audio-visual materials. Now the discussion comes to the effectiveness of using authentic videos for listening skills. As the writer discussed earlier, authentic videos will motivate and build an interesting learning situation.

1.7.2. Speaking Skill

The next skill in language learning is the speaking skill. Similar to the listening skill, speaking also plays an important role in a communicative environment. A good communication will happen when the language users can apply their listening, and speaking skills well. In this speaking skill, teachers rely more on the use of visual and audio-visual media.

There will be many advantages for both teachers and students when they use audio-visual media with its authentic content. Katarzyna Chmielowiec (2009) found that authentic videos in Communicative Language Teaching seem more interesting for students than the ones prefabricated especially for the purpose of learning because they provide insight into natural everyday language and situations. Moreover, authentic audio-visual materials raise students' motivation and these latters are more willing to participate in communicative activities.

1.7.3. The Reading Skill

Reading is another skill of language which we mostly do in our daily life. When a person read a written text means, he receives a message the writer wrote in his text. Related to improving reading skill, authentic videos also give the reader the opportunity to gain real information and know what is going on in the world around them. Moreover, they have something to say, giving information or a review. They also produce a sense of achievement (Berardo, 2006).

Different audio-visual aids like videos and projectors help the students to understand the abstract ideas of the text and help in learning reading the language. Furthermore, Visual aids create an authentic communication between the readers and the text. It makes the reading process faster and active (Macwan, 2015).

1.7.4. The Writing Skill

The last skill and considered as the most complicated skill is the writing skill. Writing is the most complex skill since in this activity, a writer should understand all the things related to what they write and also have to be able to deliver the information or message in their writing to

the readers well. Some academics believe that in order to have a good writing skill, a person should also have a good skill in his listening, speaking, and reading skills.

Authentic videos are also needed in improving this skill. Macwan (2015) states on her study, one watches a film, his speaking, writing and listening skills are developed. Through the suitable authentic materials, the teacher can motivate the learners to gather more knowledge about the outside world. Also, these students have the chance to share their predictions and thoughts to the others and thereby gain confidence in being able to communicate in English (Methela, 2013).

1.8. Major Issues Around Using Authentic videos in Teaching

Through several studies, authentic videos are very beneficial strategies and materials that can be used in the language teaching and learning process in which students learn the real and correct target language by practicing as much as can skills. But some potential problems have faced in dealing with these materials and especially with lower levels as claimed by most of the researchers that authentic videos are too difficult because they are unsimplified, with more complex syntactic patterns and vocabulary. Moreover, they may be too culturally biased and difficult to understand outside the community (Martinez, 2002). Also, speed of delivery may cause problem with lower levels, for teachers they get a long time to prepare (time consuming), too many different accents can be heard which can cause some confusion. Of course, these problems can be dealt with by choosing the appropriate type of videos and tasks for each level and try to simplify them according to students' needs and interests.

Also, Gebhard (2006) in his book discussed the disadvantages of using authentic videos, especially if the teacher cannot select the text to be used. First, there is the possible problem of

ideological conflict in teaching beliefs. Texts are usually based on the author's or publisher's idea about teaching. For example, some text writers believe students should memorize words and grammar rules before they practice speaking, writing or reading; others think lots of practice in meaningful context is significantly more important. Given a prescribed test, teachers feel as if they have to accept the beliefs of the author/publisher. This conflict can have negative consequences on what goes on in the classrooms.

In addition, Tang (2006) states that preparations for using authentic video in teaching takes teachers a lot of time and need the support of the labor and money. Although there are clear video selection criteria, it still takes teachers plenty of time and money to select authentic videos suitable for EFL students, because the language in these videos is natural, ungraded and without simplification, which is difficult for teachers to match the language level with students' proficiency.

Yang in (2011) adds that English teachers are not prepared well for using authentic video in EFL teaching. Being less exposed to the target language and culture, teachers are unconfident with their listening and speaking ability and especially cultural comprehension. Hence, they prefer traditional teaching methods to using authentic video in real teaching. Additionally, non-proficiency in multimedia technology and internet hinders teachers to move further in applying authentic video in teaching.

1.9. Previous Related Studies

Lecturing is the cornerstone of many undergraduate courses. It is believed by many academics to be the only way that their subjects can now be taught to increasing numbers of students. Many universities are spending thousands of pounds in refurbishing lecture theatres and

updating the technological support and the provision of audio-visual equipment to make this form of teaching more effective. One of the used strategies to improve course comprehension is the use of authentic videos in EFL classrooms.

Viksila (2011) conducted a large-scale study on three different groups of students of Applied Sciences at Helsinki Metropolia University on the use of video lecturing in teaching to implement the use of video lecturing in the classroom. The results of his study came to show that video lectures have a high potential in the student's learning environment as it makes studying more convenient for students and increases teachers' workload. Hea-suk (2015) also performed a study on 80 students enrolled in a summer session at a Korean University to investigate the use of authentic videos on improving listening skills. These students were assigned to three different groups based on the results of their TOEIC test scores. They were taught ten sessions over three weeks. Based on the analysis of the pre and post-test, in addition to a questionnaire, it was concluded that students responded positively to the use of video resources and that their listening skills have significantly improved. Bajrami and Ismaili did another study in the southeast European University on the role of video material in EFL classrooms. The objectives behind conducting this research study were to investigate the benefits of using audio-visuals in the teaching-learning of the English language on both language teachers and students. The researchers hypothesized that video materials could be used as authentic materials input. As for the results of this investigation, Bajrami and Ismaili concluded that videos could develop EFL learning as they promote students' autonomy, and most importantly, they improve students' course comprehension as they serve as an entertaining material. Besides, students found that videos are more powerful and understandable as media to learn a foreign language.

Boughanem, too, undertook a study at Kasdi Merbah University Ouargla on the role of using authentic materials in the teaching-learning process. The aim of his investigation was to highlight the effect of videos on students' motivation in ESP classes. The researcher chose a descriptive and analytical method of study and designed two questionnaires as data collection tools for both teachers and students at the career center. And after reporting the findings, results have shown positive effects on learners towards learning development.

Cherifi, in the other hand, conducted a study on improving EFL learners' lecture comprehension through podcasts on first-year students of English at Biskra University. After analyzing and interpreting the data gathered through a quasi-experimentation, a students' questionnaire, and a teachers' interview, she concluded that Lecture comprehension is best improved for learners via the use of technological tools, as in her case of study, by using podcasts.

Conclusion

The implementation of authentic videos in an English foreign classroom is a very useful and helpful tool, as it facilitates the students' understanding, and provides them with the natural language that is commonly used in an English speaking country. Moreover, the use of various types of videos as a support for teaching the four basic skills of the language is an excellent strategy as it raises students' attention and concentration and encourages them to be more activeand dynamic in the classroom. The following chapter of the study is concerned with lecture comprehension. It deals mostly with aspects that both students and lecturers should consider when delivering a lecture and what should be taken during a lecture.

Chapter Two
Lecture Comprehension

Chapter Two : Lecture Comprehension

Introduction

Lecturing is the cornerstone of many undergraduate courses at university. Students are asked to be more autonomous than they were before. Delivering lectures is considered as one of the major methods of teaching in order to transmit knowledge for students through which they need new comprehension skills that enable them to understand what they are studying. Consequently, this chapter is divided into two sections in which the first section aims to define lecture, and provides a brief historical background. In addition, it sheds light to its importance and effectiveness. Also, it highlights some of the types, components, and reasons for lecturing. While the second section is devoted for comprehension skill: its definition, how the process goes, outlining some of the roles of comprehension in ELT, and finally, some of the problems students face that imped their process of comprehension.

2.1. Lecture

2.1.1. Definition of Lecture

A lecture is defined according to The American Heritage of the English language (as cited in Aarabi, 2007, p. 4) as "an exposition of a given subject delivered before an audience or a class, as for the purpose of instruction". According to Aarabi: "the word lecture is used interchangeably for a variety of actions and sequences of events and can take many forms such as: the delivery of a university lecture to a large classroom of students, presenting in a corporate setting, giving a scientific presentation at a conference, or pitching an idea for a company to venture capitalists" (2007, p. 5).

The English Merriam Webster dictionary provides a simple definition of what lecture is, in this it says that it is a formal reproof or a discourse given before an audience or class

especially for instruction. Moreover, Good and Merkel (1959) suggest that lecture is a teaching method that is delivered orally by teachers, providing information or ideas to students who are typically responsible for taking notes. Additionally, Sutherland defines it as a "continuing oral presentation of information and ideas by the professor; it is presumably a synthesis of his own reading, research. And experiences, interpreted in light of his own insights" (1976, p. 30).

Moreover, Monroe (1991) considers lecture as the formal disclosure of presentation of knowledge to students (as cited in Kaur 2011).

2.1.2. History of Lectures

Exley and Dennick (2005, p. 3) view lecturing as an example of 'passive learning,' in which the only practices that students engage in during a lecture are listening and taking notes, while the use of discussion, questioning and problem-solving activities is overlooked. Such lectures are sometimes described as 'didactic' which means 'intending to instruct', from the Greek, didaskein which means 'to teach'. For them, lecturing is a standard method of academic teaching that has been introduced to a large number of students. This practice goes back hundreds of years to the monasteries of Europe before the use of printed books. Monks or priests used to read their books loudly, and scholars copied them word by word in the scriptorium, (a room in the church used to copy or write the original typed version of book) (Exley & Dennick, 2005).

In the same way, Race (2007) suggests that lecturing is traced back to the ancient times in which the lecturer is the author of the lecture written or copied by hand, since the availability of books at that time was challengeable to be handled.

2.1.3. Importance of Lecture

It is often argued that lecturing is the most cost-effective way for teaching students. One teacher can teach hundreds of students at a large lecture theater. A well-produced lecture can offer a number of strengths that encourage learners to attend their lectures. Laing (1968) points out that lectures help students learn new subjects across a wide variety of complex knowledge and offer the most up-to-date knowledge in a specific area. Kaur (2011) provides other benefits, such as the opportunity to present a collection of facts that represent various subjects and to encourage an interdisciplinary approach to issues. Furthermore, Dolnicar (2005) claims that successful lectures can encourage academic discovery by introducing challenging and provocative ideas. In addition, she added that lectures encourage students to apply the ideas they have learned in their real life experiences.

Whereas according to Vavoulis (1964) as cited in Sutherland (1976), the advantages of lecturing as a teaching method that it is an economical and effective method that permits to deliver the maximum amount of information to a large number of students. It vitalizes ideas that tend to be impersonal on printed papers. It allows clarification as it focuses on the important points of the lecture. It is also a dynamic method that can be adapted according to the needs, interest and student's knowledge as it offers current information, as it allows to introduce new topics. And most importantly, it gives the professor the opportunity to profess.

2.1.4. Reasons for Lecturing

According to Staffordshire University (as cited in Exley & Dennick, 2005), there are some reasons for teachers to choose lecturing as a method of teaching over any other methods. First, communicating enthusiasm for the subject that is one of the best reasons to give lectures, as it is one of the few features that cannot be gained by independent learning. Second, lecturing

provides a structure and framework for the material. In addition to these reasons, lecturing also tailors materials to that meet the needs of students; the experience of a teacher informs that the textbooks do not cover the topic in sufficient detail or at the required level for your audience. For this case, lectures should be used to 'part digest' the material so that students would be better able to extend their learning by using books and other sources. This may also be the case that not all of the content you want to discuss is available together in an external source. Furthermore, lecturing provides current information; the teacher should provide his students with new and up-to-date information. For that reason, lecture offers the opportunity to present recent researches to students that might include a lecturer's own current work or even suggestions for research that would be good ideas to conduct.

2.1.5. Components of Lecture

As Aarabi (2007, p. 5) details "a lecture is composed of three primary ingredients which can make or break the lecture." For him, the audience is the first and most significant aspect of the lecture; the audience is the reason for the lecture, the means by which the lecture will succeed or fail, and the source of energy and motivation for the lecturer. The lecturer is the next essential element of the lecture. The lecturer is the show's master. He determines and sets the pace, the tone, and the style of the lecture. The lecturer is essentially responsible for taking into account the emotions, feelings and energy of the audience and focusing them on the presentation and description of a single point. The default and baseline modality of this channel is obviously speech. However, it can also consist of the usual PowerPoint presentations, chalkboards, slide shows, etc.

Aarabi (2007) continues to clarify that careful and effective control of all these ingredients is always required to ensure a good lecture. For example, the audience may easily get tired, bored, or confused.

2.1.6. Types of Lectures

Lowman (1987) proposes six major types of lectures cited in Kaur, (2011):

2.1.6.1. Formal Oral Essay:

In this type, lecturers review and select theories, research studies and arguments from large body of knowledge to support their conclusions.

2.1.6.2. Expository Lecture:

In this type, lecturers make the most of talking with only occasional questions from the students.

2.1.6.3. Provocative Lecture:

In this type, lecturers challenge students' existing knowledge and values to help them in constructing more complex and integrated perspectives.

2.1.6.4. Lecture Discussion:

In this type, lecturers support students to comment or express their concerns instead of raising questions. This type of lectures provides discussions in which students are required to most of talking.

2.1.6.5. Lecture Recitation:

In this type, students are requested to read their prepared materials out loud and teachers ask questions.

2.1.6.6. Lecture Laboratory:

This type is concerned with students' observations, experiments, and other independent works during their lectures.

2.1.7. Aspects to Consider when Lecturing

Delivering an effective lecture requires effective lecturing process. This process depends highly on certain aspects that should be considered by lecturers in order to provide their course materials effectively so that students will understand it better. Lecturers should take into account their students learning styles, learning environment, and their teaching materials.

2.1.7.1. Learning Styles

As defined by Exley and Dennick (2005, p. 7), they are a number of psychometric tests reveal that learners differ in their approach to learning. Thus, Honey and Mumford (1982) suggest that a student's learning style can be profiled under four categories, activists, reflectors, theorists and pragmatists. Students who are strongly activists in their approach will prefer learning contexts which allow them to 'learn by doing', whereas pragmatists appreciate learning in the light of a clear application and use for their learning. It is important not to use such terminology to 'label' students and to recognize that learning styles are strongly influenced by the learning context and that learners will both challenge and hone their learning preferences during a course of study. On these grounds, it is therefore necessary to provide a variety of learning situations so that all students have an opportunity to use their preferred learning style at some time during the course (as cited in Exley & Dennick, 2005).

Moreover, Dunn (1983) and Reinert (1976) carry out a study on learning styles in which they point out four basic perceptual learning channels, visual students who tend to learn using reading and studying charts, auditory students who learn through listening and audio tapes and

kinesethic students which is concerned with experiential learning that is the total physical engagement in learning contexts.

2.1.7.2. Learning Environment

Learning environment is defined by The Glossary of Educational Reform (2014) as "the physical settings, situations, and cultures where students intend to learn". In order to ensure the successful delivery of lectures, the learning environment should be taken into account by lecturers, since a good learning environment influences the learning outcomes of students. Thus, teachers' function is to provide learners with a pleasant learning environment that makes them feel inspired and interested in learning; therefore, this contributes to their understanding of the studied materials (The Glossary of Educational Reform, 2014).

2.1.7.3. Teaching Materials

Teachers should use teaching materials when delivering their lectures in order to ensure successful lecturing. Therefore, teachers prefer to use a range of methods and techniques to improve their teaching process. According to Jinapala (1981), there are three main teaching instruments used by the majority of teachers, which are the chalkboard, the course book and the handouts.

2.1.7.4. The Use of Course Books

It is considered as the most common used material among students for pedagogical reasons. Brain (1988) argues that most course books include guidelines or alternative tasks which categorized as "group work" or "class activities."

2.1.7.5. The Use of Handouts

They are tool that supports teachers during the process of lesson explanation. They are considered as principal instruments that students follow during the lecture." For Kuang Ching Hei (2015, p. 19) "Smart use of handouts can compensate for the lack of preparedness without spoon-feeding, stunting intellectual growth or substituting for attendance at the lecture."

2.1.7.6. The use of Technological Aids

The use of these technological aids such as audio / visual tools such as: computers, cell phones, Power-Point slides and others) in the classroom has had a positive effect on the teaching process as they promote teaching tasks (Kumar and Durga, 2018).

2.1.8. Effectiveness of Lectures

The effectiveness of a lecture can be simply and mathematically defined by Aarabi (2007, p. 29) as the one and only equation as shown level of audience understanding = C* lecture quality * audience quality * lecturer quality.

Where "C" is some constant of proportionality, lecture quality is a metric of how inherently interesting and exciting the lecture is, audience quality is a metric of how interested the audience is in the lecture and what their capacity for learning or attention span is, and finally, the quality of the lecturer is a metric of how energized and/or capable the lecturer is.

As described in the equation, Arabi (2007) further explains that 'effective' is directly related to the degree of comprehension of the audience after listening to the lecture, if the lecture is boring, or if the audience is not interested, or if the lecturer is totally incompetent, then the final outcome will be an audience that understands very little from the lecture. It is therefore important to maximize all these parameters at the same time in order to provide a successful and

efficient lecture, and that the success of a good lecture depends on the three of them working together.

2.2. Comprehension

2.2.1. Definition

Basically, the English Cambridge dictionary defines comprehension "as the ability to understand completely and be familiar with a situation or fact." While Clark and Clark (1977) state that the term 'comprehension' refers to the mental process by which the listener receives and uses the sounds expressed by the speaker to interpret what the speaker intends to transmit.

In the same vein, Smith (1975) refers to comprehension as the act making sense and grasping the information mentally, as he adds that the term may refer to the act of relating the new experience to what is already known.

Hence, the expression 'comprehension' refers to the knowledge of the meaning of the terms and the perception of what is said when the words are mixed in a certain way. In order to understand what the other person said, other categories should be taken into account, such as: capacity, knowledge, skills and dispositions.

2.2.2. The Comprehension Process

Anderson (2010) refers to the process of comprehension as the process of cognition that takes place in the human brain. Thus, in cognitive psychology, the process of cognition that leads to comprehension includes four key steps, perception, memorization, retrieval, and thinking. As he discusses further in the first place, the information input is taking by the student by one of his sense organs, whether the eyes in reading or the ears in listening. Once he receives the input, the student starts analyzing the content and make sense of it, and this is part of the stage of

perception. The latter will lead to record the received input in the memory storage. After memorizing the information, it becomes possible to retrieve them for later use. The final stage is thinking which includes rearrangement and manipulation of the stored information (Anderson, 2010).

2.2.3. Role of Comprehension in Language Teaching

Comprehension plays a significant role in the teaching and learning of language.Teachers aim not only to transmit knowledge to their students, but also to help them understand and grasp what is taught. Students are expected to learn the language and recognize the different aspects and theories of the language. Therefore, Krashen (1980) proposes a theory that explains the role of comprehension in the learning of foreign languages, which is called "comprehensible input." This theory, according to him, relates to the ability of students to grasp the meaning of the spoken utterances. In addition, Krashen's theory stresses the idea that students need to be exposed to a clear message in order to learn the language easily. On the other hand, according to Moore (2016), comprehension is seen as an important skill for the high achievement of a person's fluency, success and development of learning.

2.2.4. Student's Problems of Comprehension

The teacher's role in the learning process is to deliver the lecture, while the student's task is to construct and comprehend the lecture delivered. However, the success of this procedure cannot be assured in all situations. The process of comprehension can be broken down if the student is unable to understand, i.e. he can face several difficulties that impede his comprehension of the lecture.

Listening comprehension is one of the major difficulties faced by EFL students. For this reason, Pour and Banou (2016) summarizes the main reasons behind this issue. Initially, the quality of record materials, particularly, the sound quality may have an effect on their listening comprehension. Second, a lecturer's accent that is unfamiliar to students can lead to a reduction in comprehension. In addition, the length and speed of listening tasks which makes students lose concentration and control. Finally, the use of a strange and unknown vocabulary may demotivate the students (Pour & Banou, 2016).

Another problem is the teacher's use of traditional teaching tools such as books, handouts and chalkboards in their teaching, which may demotivate students and consequently their understanding may be lessened. This is explained in a study conducted by Slama (2018) which states that the nature of the linguistics course is abstract and difficult, particularly for freshmen students, since the course takes place in large classes and teachers can not cover all aspects of the lectures, which lead to the inability of teachers to meet the needs of their students' comprehension.

To sum up, many EFL students face difficulties in comprehending the linguistics courses due to overcrowded classes and teachers' way of delivering the lectures.

Conclusion

Lecture is one of the effective methods of teaching that enables teachers in higher education to deliver courses to a large group of learners in a class. A well-organized lecture helps students to develop good comprehension processes that eventually pave the way to positive academic achievements. As far as this subject is concerned, this chapter tackled two main concepts; first, it discussed lecture from different aspects such as: its definition, types, reasons,

and effectiveness. Second, this chapter explains the process of comprehension, some major roles in ELT, as it also tackled some of the major challenges that students encounter. The following chapter will be devoted to the fieldwork, where th researcher will describe, analyse and discuss the main results obtained through a students' questionnaire.

Chapter Three

Field Work and Data Analysis

Chapter Three: Fieldwork and Data Analysis

Introduction

The two previous chapters of the present studydeal with the theoretical parts which are related to authentic videos and lecture comprehension. This chapter; on the other hand, deals with the field work of the current study wich seeks to investigate the role of authentic videos in developing students' lecture comprehension. Furthermore, the current chapter also provides a detailed description of the research methodology followed in the under-investigated study in terms of research approach, design, sampling, data collection methods, and data analysis procedures. Furthermore, it presents a detailed analysis and interpretation of the gathered data through an online semi-structured questionnaire designed to HSE students.

3.1. ResearchApproach

The present study mainly aims to investigate the use of authentic videos in developing students' lecture comprehension, as it also seeks to highlight the impact these videos have on those students'. Therefore, the research approach adopted to carry out this study is the qualitative approach because it serves the nature of the study.

3.2. Research Design

In relevance to the qualitative approach adopted for the present study, a case study design is considered the most suitable to provide a clear description to understand the current issue. Accordingly, this strategy is used to understand and describe the interrelationship between the use of authentic videos and lecture comprehension.

Chapter Three: Field Work and Data Analysis

3.3. Sampling

The questionnaire is designed as an online form for twenty-five (n=25) HSE students. This sample is randomly chosen and it is based on the consideration that these students will help to gather the necessary data that serve the topic.

3.4. Data Collection Methods

The nature of the research study dictates what research approach, research design, and data collection methods to be used. For the sake of accomplishing the present study, a semi-structured questionnaire is used as a data collection tool that goes in parallel with the nature of the study to achieve the desired results (Hamada, 2019, p. 53).

3.4.1. Questionnaire

The questionnaire is a method of data collection that is used by most of social sciences researchers because it suits most of their studies. It contains the researcher's personal information and a series of questions divided into sections. Moreover, it can be (open-ended, close-ended, or mixture between them) and this determines the type of the questionnaire (structured, semi-structured, or unstructured) (Hamada, 2019, p. 53).

3.4.1.1. Aims of the Questionnaire

Students' questionnaire used in this study aims at gathering the necessary data for the sake of investigating the usefulness of authentic videos in relation to students' lecture comprehension. Its main aim is to evaluate students' perceptions towards lecture comprehension and their opinions regarding the use of technological tools.

Chapter Three: Field Work and Data Analysis

3.4.1.2. Description and Administration of the Questionnaire

The present semi-structured questionnaire contains eighteen (18) questions (see appendix 01). The most frequent questions used in this questionnairesare close-ended questions because they help the students answer them in short time in addition to a few numbers of questions open-ended in order to gain time without overusing them because they require deep understanding. The background section is comprised of four (4) questions. The second section is entitled "Students' feedback regarding lecture comprehension". It consisted of seven (7) questions that focus on gathering a general overview of students' comprehension. The last section "Authentic videos" aims at obtaining information about their opinions concerning the use of authentic videos in the classroom.

3.4.1.3. Validating and Piloting the Questionnaire

After designing the questionnaire, it was validated first by the supervisor who said no changes are required. Then, it was piloted with seven (7) students to test its accessibility and to check whether there are any kind of difficulties concerning ambiguous and/or misleading vocabulary and questions. Regarding students' feedback concerning the piloting of the questionnaire, questions from 14 to 17 have been reformulated.

3.5. Data Analysis Procedure

The data obtained from the questionnaire will be analyzed through percentages by using statistics, besides a descriptive analysis to see students' attitudes towards the use of authentic videos in relation to students' lecture comprehension.

Chapter Three: Field Work and Data Analysis

3.5.1. Analysis of the Students' Questionnaire

Students are asked to answer this questionnaire by putting an (×) in the circle that corresponds to their opinions.

Section One: Personal Information

This section is composed of questions about the respondent's gendre, age, and position.

Question 1. Would you please specify your gender?

Option	Respondents	Percentage
a. Female	5	20%
b. Male	20	80%
Total	25	100%

Table 3.1: Students' Gender
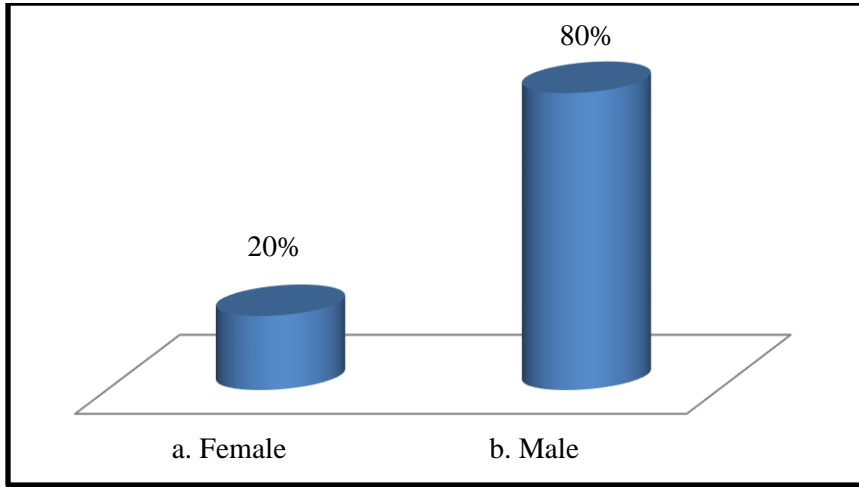
Graph 3.1: Students' Gender

This question shows the gender of the respondents with reference to the number of males, and females and the percentage of them. Looking at the table above, we find that the number of

Chapter Three: Field Work and Data Analysis

males exceeds the number of females where 20% represent them. It is clear that this result is

different to the males whose percentage reached 80% of the total respondents.

Question 2. Would you identify your age, please?

Option	Respondents	Percentage
a. Under 20	2	8%
b. Between 20 and 30	22	88%
c. Between 30 and 40	1	4%
d. Over 40	0	0%
Total	25	100%

Table 3.2: Students' Age
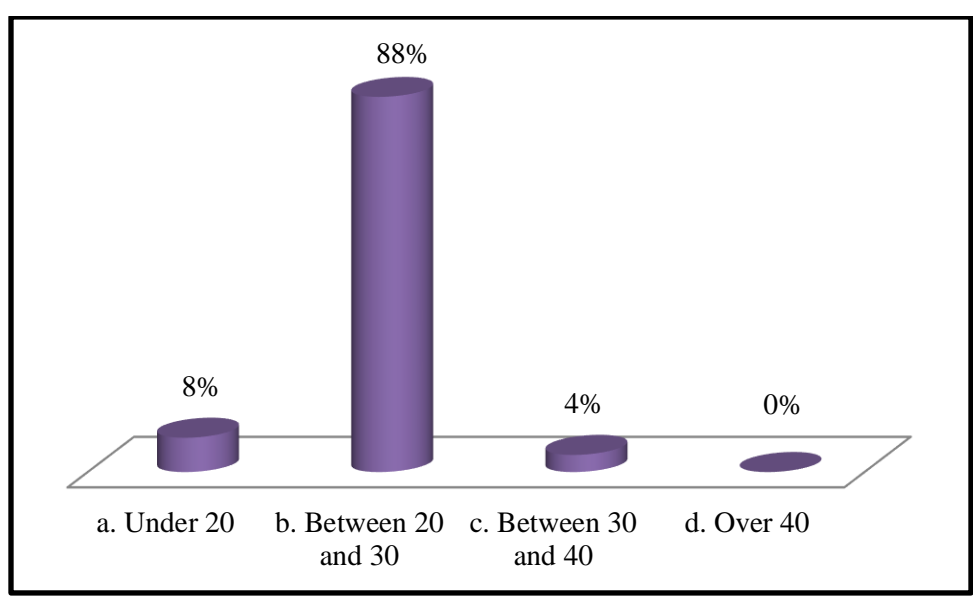
Graph 3.2: Students' Age

The significance of this question is to extract the average age of the respondents in order

to know whether the respondents share the same age, and therefore to determine the extent of

their learning experience. As it is shown in figure 2 this, we propose four age ranges. According

Chapter Three: Field Work and Data Analysis

to the table 2, the results show that from a total number of twenty-five (25) respondents, most of the participant's ages are between twenty (20) and thirty (30) years old (88%). Also, the results show that two participants (8%) are under twenty (20) years old, and only one of them, who represent (4%) is between thirty (30) and forty (40) years old.

Question 3. Are you?

Option	Respondents	Percentage
a. A student	16	64%
b. A students worker	9	36%
Total	25	100%

Table 3.3: Students' Position
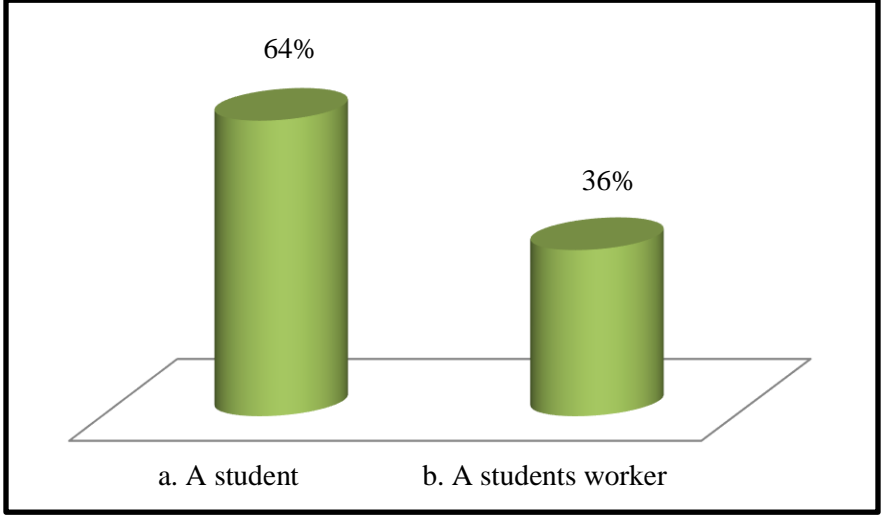
Graph 3.3: Students' Position

As it can be seen in table 3, most of the participants (64%) are only students except nine of them who are student workers (36%). This question is asked to examine if other occupations

Chapter Three: Field Work and Data Analysis

affect students learning of the lanauage. Thus, these results show that most of students focus only

on one domain which is study.

Question 4. How can you evaluate your level in English?

Option	Respondents	Percentage
a. Basic	3	12%
b. Intermediate	18	72%
c. Advanced	4	16%
Total	25	100%

Table 3.4: Students' Evaluation of their Level in English
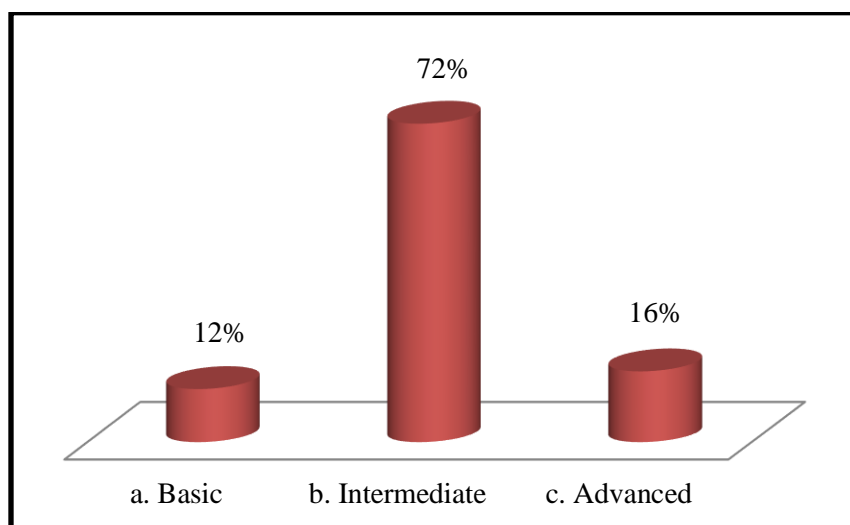
Graph 3.4: Students' Evaluation of their Level in English

This question is designed to determine the respondents' level of English. It urges them to

rank their ability to perform English language based on a classification index from basic to

advanced. Hence, the statistical results show thatthe overwhelming majority of respondents see

their level as "intermediate" by 72% of the total. Another percentage of 16% represents those

Chapter Three: Field Work and Data Analysis

respondents who see their level as "advanced". However, the remaining percentage 12% represents the number of respondents who consider their level as "basic".

2.1.7.1.Section Two: Students' Feedback Regarding Lecture Comprehension

Through this section, the researcher aims to identifythe respondents' views about how they find lectures, their learning style, their level of comprehension, whther they face difficulties in comprehending them or not, and the different strategies they use to facilitate lecture comprehension.

Question 5. How do you find the courses?

Option	Respondents	Percentage
a. Easy	10	40%
b. Fairly easy	14	56%
c. Difficult	1	4%
d. Very difficult	0	0%
Total	25	100%

Table 3.5: Students' Opinion about the Courses
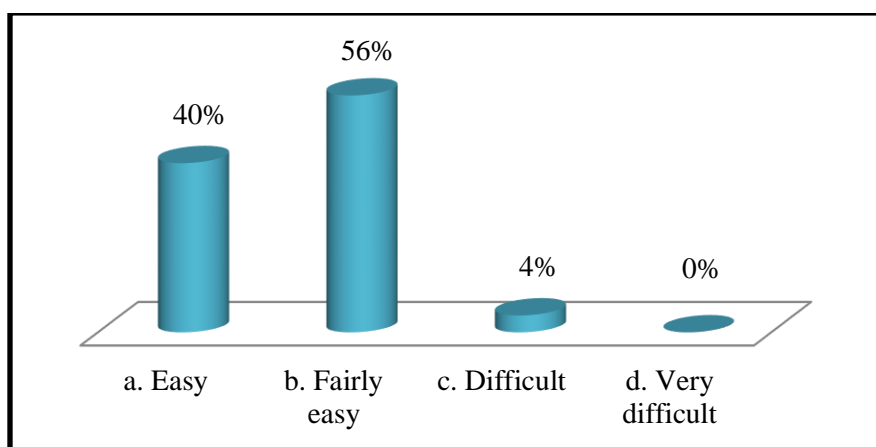
Graph 3.5: Students' Opinion about the Courses

The purpose of this question is to find out how well participants are able to understand the English courses and how they view it in terms of ease and difficulty. As it is remarkable from

Chapter Three: Field Work and Data Analysis

the table above, 56% of the sample chosen regard the courses as fairly easy, 40% of the

respondents consider them easy and only 4% of them consider the courses difficult. This means

that the English courses are to some extent easy for some students and difficult for others.

Question 6. How often do you attend the lectures?

Option	Respondents	Percentage
a. **Always**	**15**	**60%**
b. **Sometimes**	**10**	**40%**
c. **Rarely**	**0**	**0%**
d. **Never**	**0**	**0%**
Total	**25**	**100%**

Table 3.6: Frequency of Students' Attendance in the Lectures
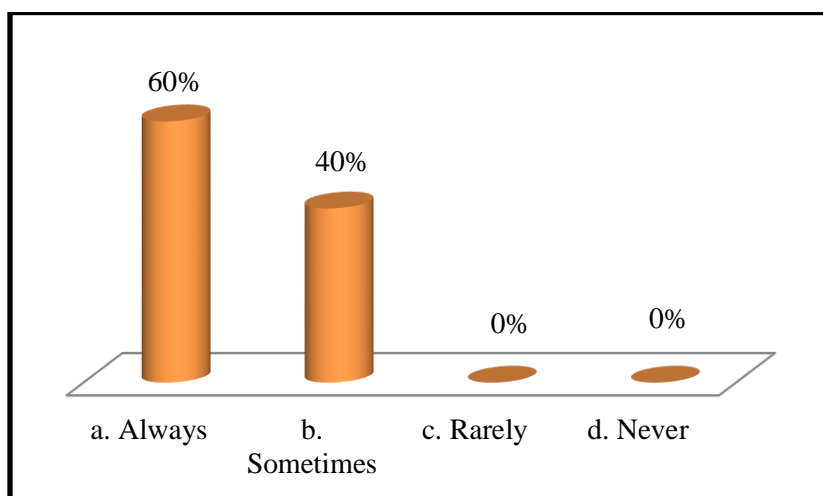
Graph 3.1 Frequency of Students' Attendance in the Lectures

The aim of this question is to see students' frequency of attending their lectures. It is

remarkable from figure 6 that most participants 60% always attend their lectures and 40% of

them attend sometimes.

Chapter Three: Field Work and Data Analysis

Question 7. What type of learners you are?

Option	Respondents	Percentage
a. **Visual (prefer learning by pictures, videos)**	7	28%
b. **Auditory (prefer learning by listening)**	1	4%
c. **Read and write (prefer learning by reading handouts and writing notes)**	16	64%
d. **Kinesthetic (prefer learning by demonstrations, presentations, and cooperative activities)**	1	4%
Total	25	100%

Table 3.1 Students' Learning Styles
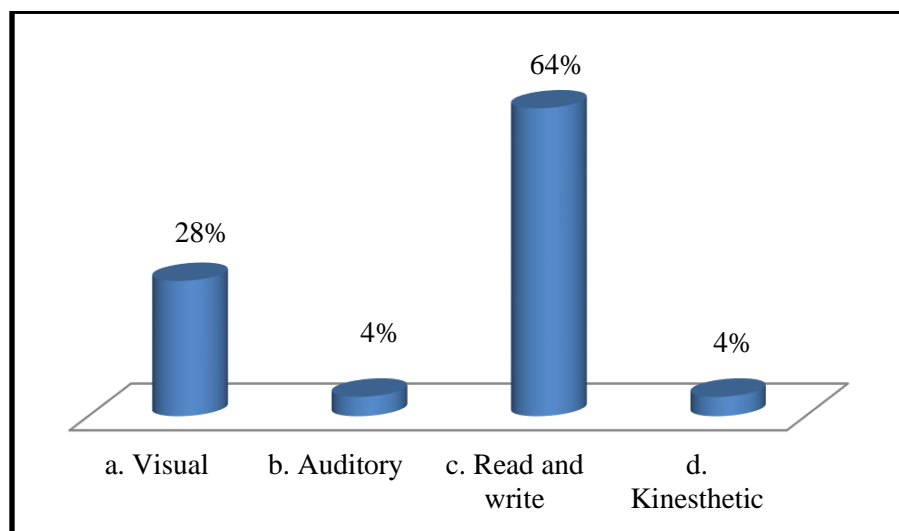
Graph 3.7: Students' Learning Styles

This question is asked to figure out the students' different learning styles. The table 7 shows that seven participants (28%) are visual learners; one participant (4%) is an auditory learner, and another one (4%) is kinesthetic student who prefer to learn by representations and

Chapter Three: Field Work and Data Analysis

demonstrations. 16 of the participants (64%) prefer to read and write their own notes. Besides,

there are some students who choose to read books and write by groups.

Question 8. How do you evaluate your level of comprehension of the courses?

Option	Respondents	Percentage
a. Excellent	5	20%
b. Good	14	54%
c. Average	6	26%
d. Bad	0	0%
Total	25	100%

Table 3.8: Students Evaluation of their Level in Courses Comprehension
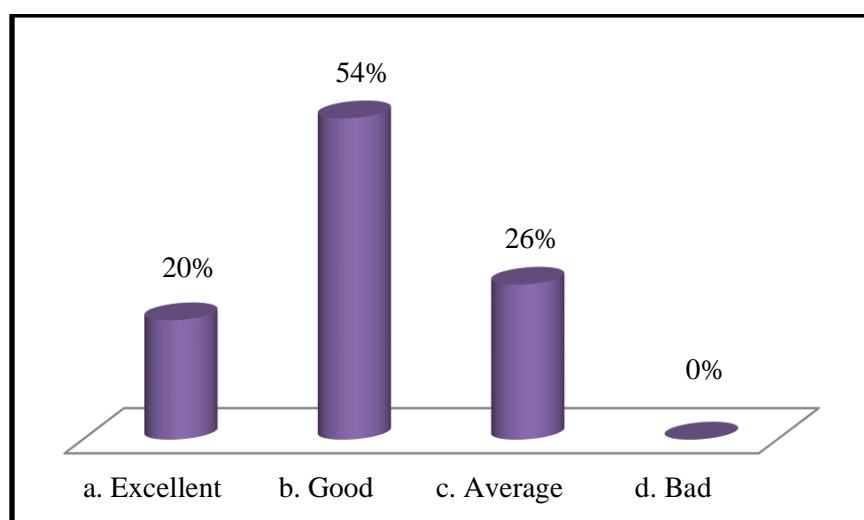
Graph 3.8: Students Evaluation of their Level in Courses Comprehension

By this question, we attempt to explore students' evaluation of their level of

comprehension. The results obtained from the figure 8 above show that the majority of

participants (54%) evaluate their level of comprehension as "good"; moreover, 20%evaluate

Chapter Three: Field Work and Data Analysis

their level as excellent. Finally, the remaining percentage (26%) consider their level as average.

This is due to their attendance and focus during the lecture.

Question 9. Do you face difficulties in understanding the course?

Option	Respondents	Percentage
a. Yes	10	40%
b. No	15	60%
Total	25	100%

Table 3.9: Students' Difficulties in Course Understanding
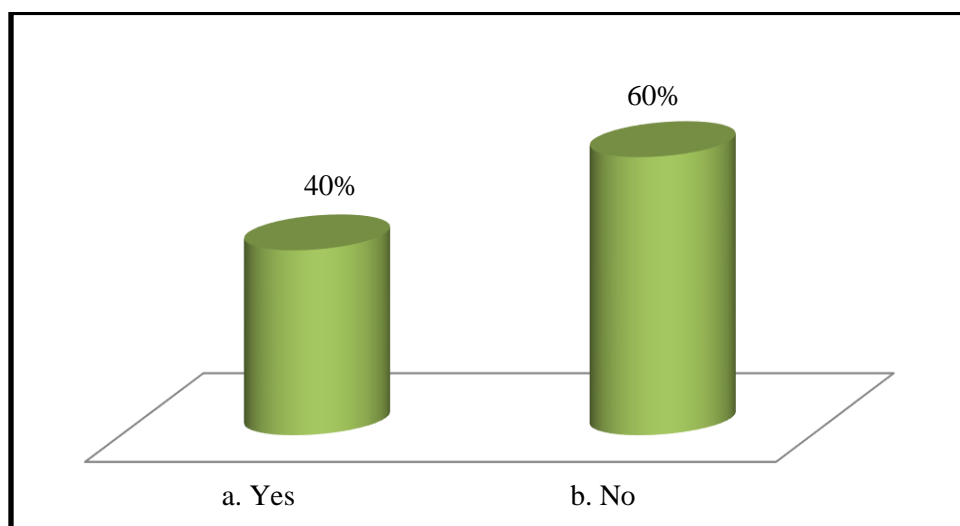
Graph 3.9: Students' Difficulties in Course Understanding

The aim of this question is to spot the light on the difficulties students face in understanding courses. It is remarkable that the large majority of participants (40%) says "No" that means that they do not face any difficulties in course comprehension. However, 60% of the respondents say "Yes", meaning that they face some difficulties. The results obtained show that students encounter difficulties in lecture comprehension.

Chapter Three: Field Work and Data Analysis

If yes, state them, please

The ten participants who statethat they face difficulties, relate them to the courses being easy or difficult and to the teachers' explanations and delivery of the amount of information included in the courses being taught. Others state that some difficulties are related to the terminologies expressed in different ways such as grammar and word-choice.

Question 10. If you do not understand some concepts in the course, what do you usually do?

Option	Respondents	Percentage
a. **Ask the lecturer for more clarifications**	13	52%
b. **Ask your peer**	3	12%
c. **Rely on videos from the internet**	8	32%
d. **Use alternative methods**	1	4%
Total	25	100%

Table 3.10: Students' Alternative Methods for Courses Well-Understanding

Chapter Three: Field Work and Data Analysis
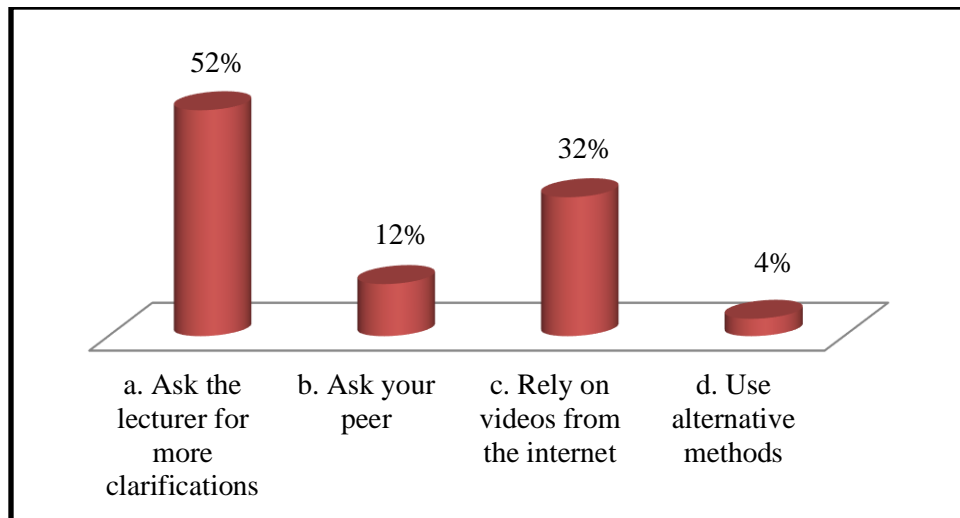
Graph 3.10: Students' Alternative Methods for Courses Well-Understanding

This question aims to investigate the most common strategies students use as alternatives to better understand their lectures. As can be noticed from both the table and figure above, out of the 25 participants, 13 one (52%) mentioned that they ask their lecturers for more clarifications, three of them (12%) ask their peers to help them grasp the ideas. Eight of the participants (32%) rely on videos from the Internet. Finally, only one respondent (4%) statethat he/she uses other methods as he adds: "I honestly use all the methods mentioned above."

Question 11. What is your most effective way of revising lectures?

Option	Respondents	Percentage
a. You depend on your notes	12	48%
b. You revise from your handouts	9	36%
c. Refer to the recorded lectures	0	0%
d. You depend on extra online materials	4	16%

Chapter Three: Field Work and Data Analysis

Total	25	100%

Table 3.11: Students' Effective Ways of Revising Lectures
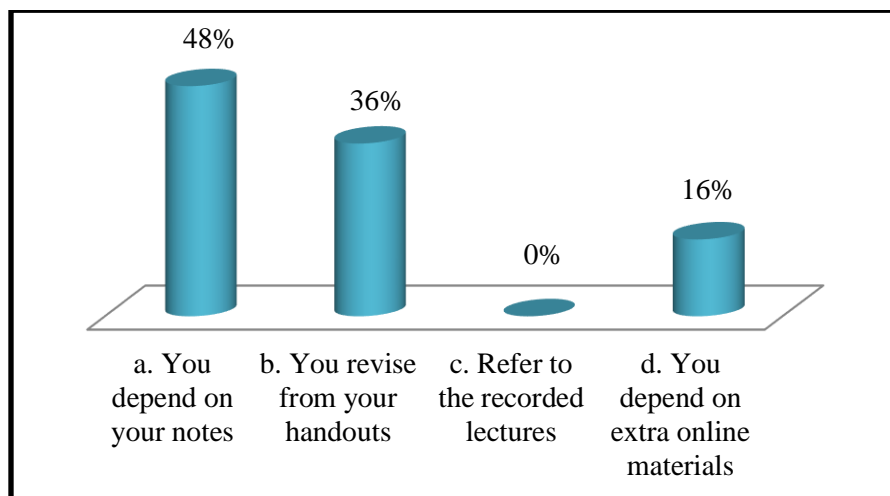
Graph 3.11: Students' Effective Ways of Revising Lectures

Relying on the findings displayed in table 11 that shows students' effective ways of revising lectures, the majority of the respondents (48%) assert that they depend on their own notes. 36% of students refer only to what is included in their handouts. And only 16% of the participants state that besides depending on what is in the handouts in addition to what they take during the lectures as notes, they also rely on online materials such as Google. As a result, it is quite clear that students prefer most of the time to refer to their notes as they are used to this strategy throughout their learning experiences.

State if you use any other strategy

Among the 25 participants, only one respondent state that he/she uses a combination of all the previous methods mentioned.

Question 12. In case you lose the content of lectures what method you rely on?

Chapter Three: Field Work and Data Analysis

Option	Respondents	Percentage
a. Copy notes from peers	10	40%
b. Look for the content on the internet	13	52%
c. Look for the record of the lecture	2	8%
d. Use other alternatives	0	0%
Total	25	100%

Table 3. 12: Student' Methods to Recover Lost Lecture Content
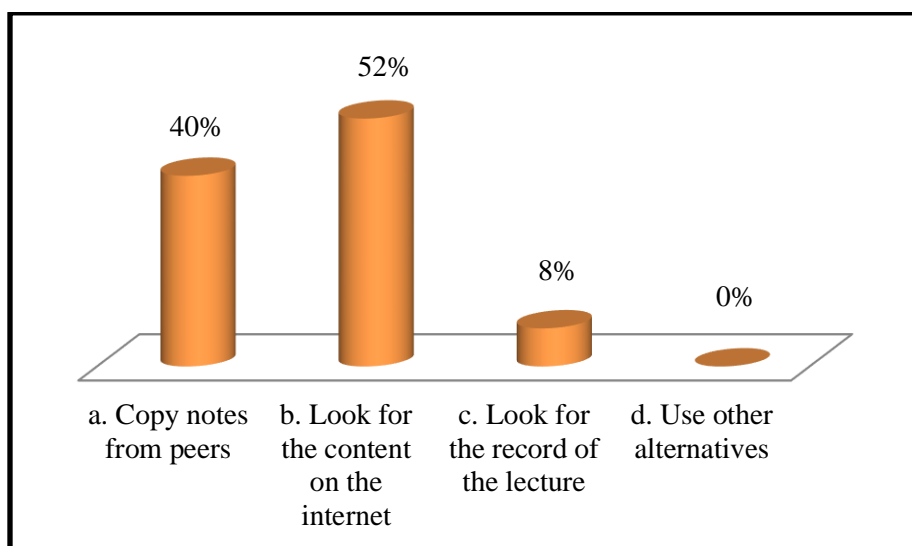
Graph 3. 12: Student' Methods to Recover Lost Lecture Content

The figure above demonstrates students' methods to recover lost lectures content, in which from a total number of 25 student participants, ten students say that they copy the notes from their peers, 13 of them look and search on the Internet for the information. Only two students look for the records of the lecture and use them later for revision.

Section Three: Authentic Videos

Chapter Three: Field Work and Data Analysis

In this section, the researcher aims toknow whther the respondents and their teachers use technological tools for English language learning-teaching or not, the degree of authentic videos' effectiveness, whether their teachers use authentic videos for better lecture comprehension and finally to check if the use of authentic videos in the classroom was of great help in facilitating and/or developing lecture comprehension for them.

Question 13. Do you use technological tools to learn English**?**

Option	Respondents	Percentage
a. Yes	24	96%
b. No	1	4%
Total	25	100%

Table 3.13: Students' Use of Technological Tools to Learn English
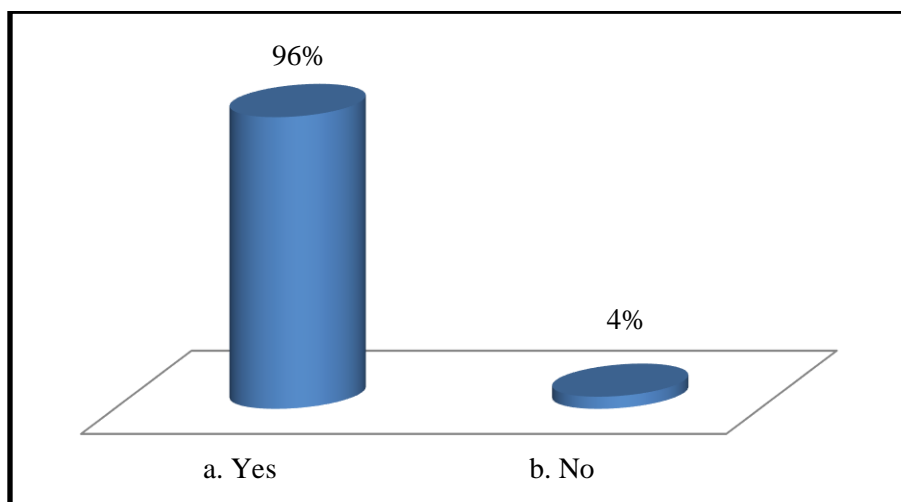
Graph 3.13: Students' Use of Technological Tools to Learn English

Almost all the respondents (96%) claimed that "yes" they use technological tools in the classroom setting to learn English. However, only one student reports that he does not use them in learning.

Chapter Three: Field Work and Data Analysis

If "yes", where do you often use them?

Option	Respondents	Percentage
a. Inside the classroom	0	0%
b. Outside the classroom	8	32%
c. Whatever the opportunity arises	17	68%
Total	25	100%

Table 3.13.1: Places Where Students Use Technological Tools
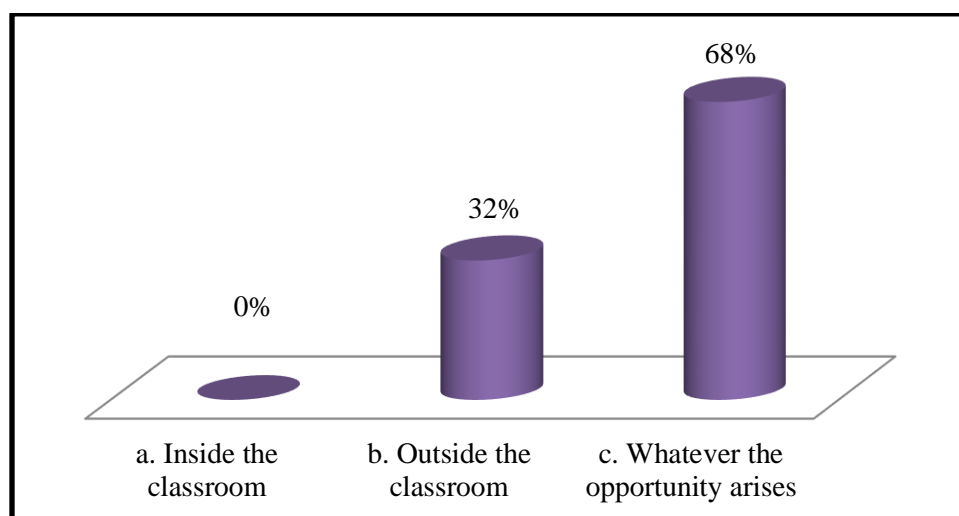
Graph 3.13.1: Places Where Students Use Technological Tools

The aim of this question is to find out where do students use technological aids. The figure above indicates that out of twenty-five (25) participants, the majority of them (17) use technology in learning whenever they find a chance. While eight among them report that they use it outside the classroom, and never inside it. The findings reveal that most students use technology in informal settings.

Question 14. To which extent can the use of authentic videos be useful?

Chapter Three: Field Work and Data Analysis

Option	Percentage	Percentage
a. Very useful	15	60%
b. Useful	9	36%
c. Somehow useful	1	4%
d. Not useful at all	0	0%
Total	25	100%

Table 3.14: Degree of Authentic Videos Usefulness
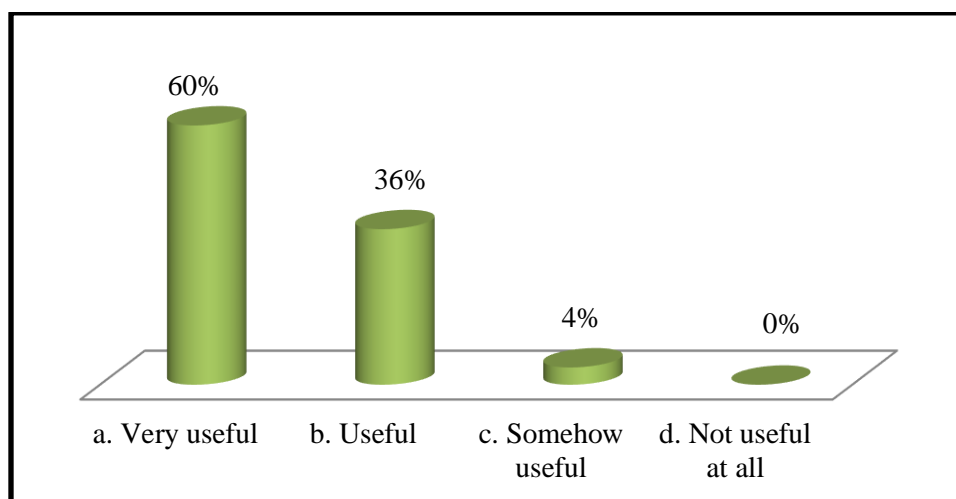
Graph 3.14: Degree of Authentic Videos Usefulness

This question aims to identify students' consideration on the usefulness of authentic videos. As it is clearly demonstrated in the table 14 above, almost half the sample (60%) assert that videos are very useful in the process of teaching and learning, justifying their answers by stating that they provide great help in terms of lecture clarification, additional information and deeper understanding. While (36%) state that it is just useful, saying it is a guide to ensure one's own learning progress and knowledge. Finally, only one student report that using authentic videos is "somehow useful."

Chapter Three: Field Work and Data Analysis

Question 15. Does your teacher use authentic videos to facilitate lectures inside the classroom?

Option	Respondents	Percentage
a. Yes	14	56%
b. No	11	44%
Total	25	100%

Table 3.15: Teachers' Use of Authentic Videos inside the Classroom
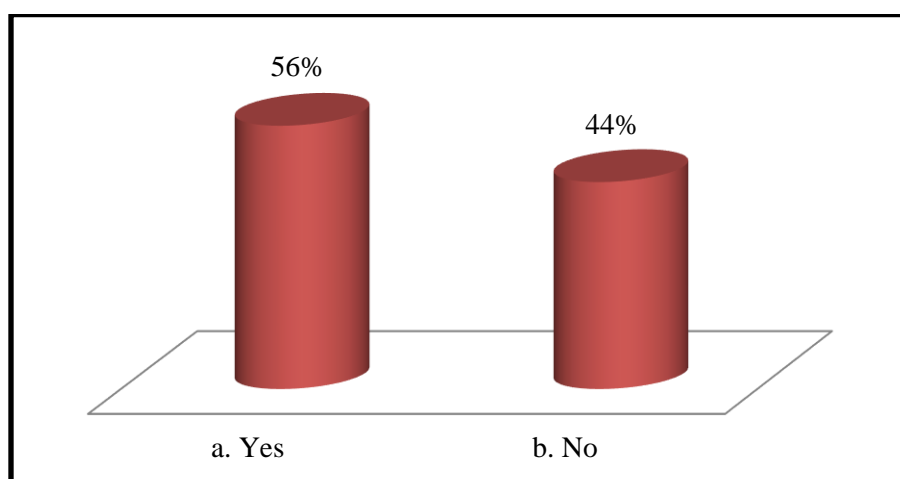
Graph 3.15: Teachers' Use of Authentic Videos inside the Classroom

The purpose of this question is to verify whether teachers use authentic videos inside the classroom or not. By checking both the table and figure above, the results indicate that the majority of the respondents (56%) state that teachers use authentic videos, such as online YouTube videos, podcasts, audio tracks, and documentaries in the classroom. 44% of them answer by "no" and that they do not use them in teaching.

Question 16. Does watching authentic videos inside and/ or outside the classroom help you improve your lecture comprehension?

Chapter Three: Field Work and Data Analysis

Option	Respondents	Percentage
a. Yes	24	96%
b. No	1	4%
Total	25	100%

Table 3.16: Authentic Videos and Lectures Comprehension
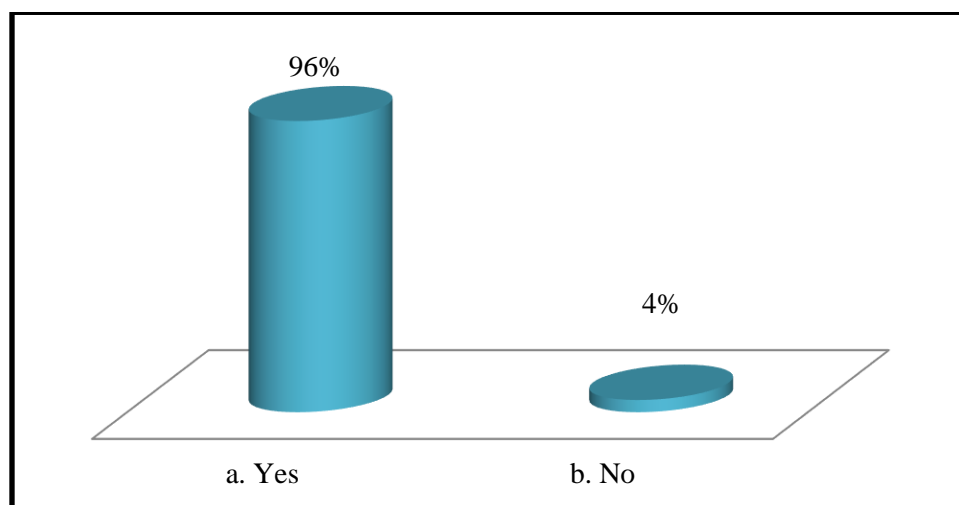
Graph 3.16: Authentic Videos and Lectures Comprehension

As shown in the table above, almost all of the participants (24) agree that using videos inside and outside the classroom help them improve their understanding presenting 96% of the whole because it gives more information, deeper details, further explanations, and facilitates the teaching-learning process for visual and auditory learners. Whearas only one student (4%) claim the opposite way round.

Question 17. Did you face any difficulties while using authentic videos?

Option	Respondents	Percentage
a. Yes	13	52%

Chapter Three: Field Work and Data Analysis

b. No	**12**	**48%**
Total	**25**	**100%**

Table 3.17: Students' Difficulties while Using Authentic Videos
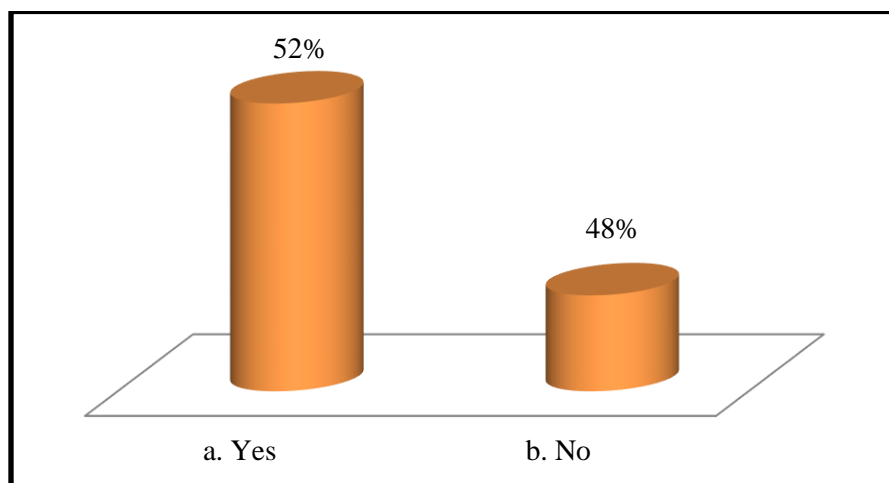
Graph 3.17: Students' Difficulties while Using Authentic Videos

The table 17 shows that the majority of student respondents (52%) face difficulties when using authentic videos. However, 48% of them do not do so.

If "yes", are they related to:

Option	Respondents	Percentage
a. **The language and voice**	7	54%
b. **The device used (Mobile phone, PC, iPod…)**	0	0%
c. **The content and the length of the video**	6	48%
Total	13	100%

Table 3.17.1: Kinds of Difficulties Students Face while Using Authentic Videos

Chapter Three: Field Work and Data Analysis

54%   48%

              0%

a. The language and   b. The device used   c. The content and
      voice   (Mobile phone, PC,   the length of the
                            iPod…)   video
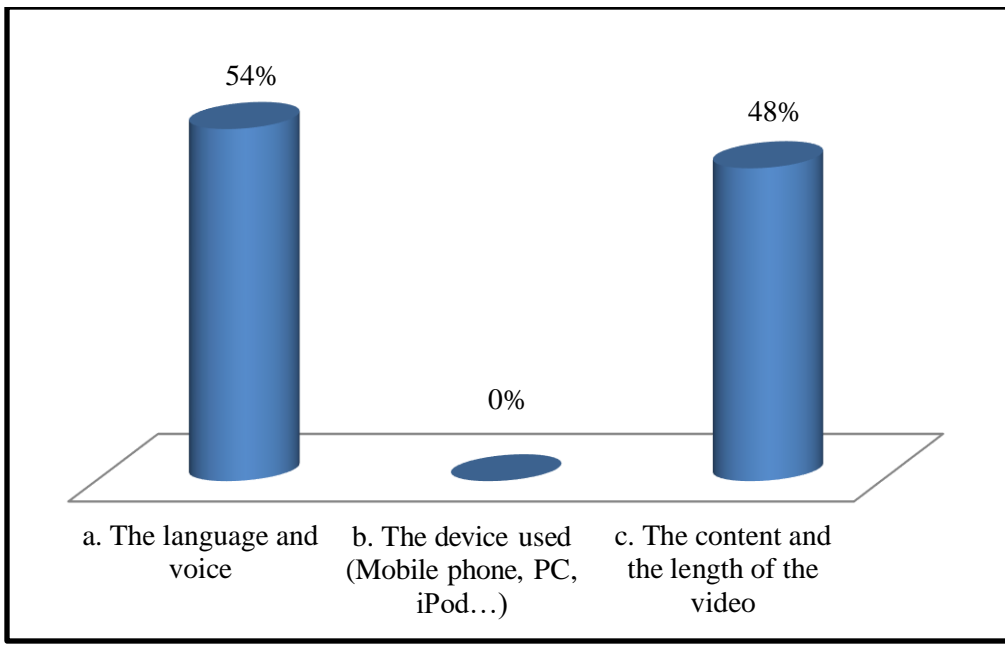
Graph 3.17.1: Kinds of Difficulties Students Face while Using Authentic Videos

As it is remarkable in the table 17.1 above, the majority of participants (54%) mention that language and voice are one of the common difficulties students' face when using authentic videos. Furthermore, 48% of the rest report that their difficulties are caused by the content and length of the videos chosen for them in comprehending the lectures. Additionally, one student among the participants adds that the difficulties can be caused also by the misunderstanding of the spoken language of natives.

Question 18. After your experience using authentic videos, have you found them interesting and motivating?

Option	Respondents	Percentage
a. Yes	24	96%
b. No	1	4%
Total	25	100%

Chapter Three: Field Work and Data Analysis

Table 3.18: Students' Opinions about Authentic Videos as an Interesting and Motivating Tool
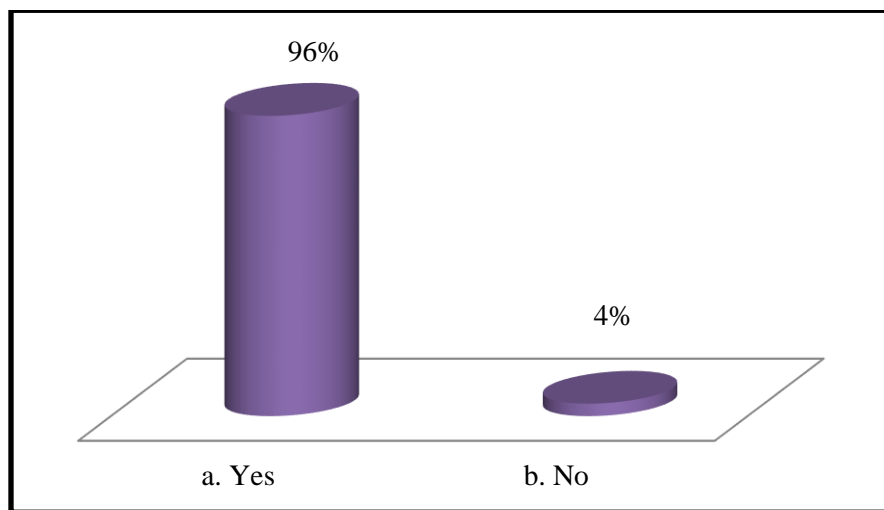
Graph 3.18: Students' Opinions about Authentic Videos as an Interesting and Motivating Tool

Based on the results obtained, it is seen that 96% of the participants have a positive attitude towards the use of authentic videos as an interesting and motivating tool for students to learn, these students further explained that authentic videos are of great help because they make lessons easier, get the students involved in the classroom, provide more information and extend knowledge for deeper understanding and; therefore, improve the teaching-learning process. Finally, only one student report "no" that authentic videos are uninteresting and demotivating saying that he/she is an old school student.

Students' comments and suggestions

To deduce, the participant students are asked to freely express themselves in case they want to add any further comments or suggestions. In this part of the questionnaire, different answers are received:

Student 1: "I encourage the use of authentic videos in EFL classrooms."

Chapter Three: Field Work and Data Analysis

Student 2: "I think that before a student tries to learn something on media, he must understand the points with his teacher and then he's free for a better level."

Student 3:"I hope teachers use authentic videos in the classroom."

Student 4: "Authentic videos could be very helpful yet they don't replace the old teaching techniques so they should not be used all the time."

3.5.2. Discussion and Interpretation of the Findings

To review, the main aim of the present study is to investigate the effectiveness of using authentic videos for students' lecture comprehension inside the classroom settings. Based on the findings obtained from the analysis of the online questionnaire, we confirm that the results are part of the current research which is entitled"Investigating the Role of Authentic Videos in Developing Students' Lecture Comprehension". According to the analysis, it is deduced that students show positive attitude towards the importance of authentic videos in the process of teaching and learning. The analysis of the questionnaire provided different and valuable responses that support the research hypothesis that authentic videos can be an effective for students to better understand and comprehend their lectures.

Initially, it is deduced that most students have an intermediate level in English language. Moreover, it is found that 60% of the participant students assert that theyalways attend their courses and that they find them "fairly easy". In addition to that, students are asked to evaluate their course comprehension level, most of them state that they are good and can understand their lectures, and that the lack of their understanding is due to their unfamiliarity with the topic, unability to grasp the amounts of information during course development, or the difficulty to memorize new vocabulary and grammar rules as 60% of them declare.

Chapter Three: Field Work and Data Analysis

The participant students use different methods to comprehendtheir courses; to define that, 52% is the percentage given to those students who ask the lecturer during the course for more explanation and information clarification. 12%of them prefer to ask their peers and colleagues because for them their mates can help them comprehend the lecture as they share the same level. In the same line, 32% of the respondents rely on ICT devices such as different types of videos they can find on the Internet. However, only one student says that he/she uses a combination of all the alternatives stated before.

More importantly, when the students are asked about the most effective ways they use to revise their lectures by selecting one way from the suggested options; almost half of them (84%) state that they only rely what is written in the handouts and what they take as notes during the courses. Only four of the respondents (16%) say that in addition to what is stated before, they also look for additional information and further clarifications on the Internet.

The third section in the questionnaire is devoted to the understanding of the use of authentic videos in educational settings and its effectiveness in relation to lecture comprehension. The collected answers show that almost all students (96%) use technological tools in learning English inside the classroom and whenever they find a chance, and that this use; however the difficulties these students may encounter in terms of language and content, content and length of the videos selected, or the device used (mobile, Ipod, PC), according to 60% of them, is very useful for lecture comprehension because it provides great amount of information and details, further explanation and simplified clarification, it also helps students to explore new vocabularies, and last facilitate their learning process.

In fact, after having these participant students experienced the usefulness of authentic videos in lecture comprehension, most of the them show their agreement toward this technology

in educational settings. They stated that videos are more interesting and motivating, and also helpful to break the routine and boredom as well as it creates an active atmosphere.

Conclusion

To conclude, this chapter discusses the fieldwork of the present study that aims at investigating the role of authentic videos in improving students' lecture. The chapter provides a clear description of the methodology adopted namely: research approach, research design, sampling, data collection methods, and data collection procedures. Besides, it displays the data gathered through the study and followed by a detailed analysis of the findings. The results obtained show that the large majority of the participant students have a positive attitude towards the usefulness of authentic videosin the classrooms, and it is an effective tool that can facilitate the teaching-learning process for both teachers and students. Finally, based on the data analysis, the research hypothesis is confirmed and the research questions are answered.

General Conclusion and Pedagogical Recommendation

General Conclusion

To restate, this study intends to look more closely into the usefulness of authentic videos in developing students' lecture comprehension. It aims to explore the effectiveness of using different types of authentic videos by both teachers and students inside the educational settings to help them to comprehend and understand their lectures.   In addition to that, the study's goal is to make students and teachers aware of the significance and major role these technological aids can offer.

First, it is necessary to review the first two chapters of the current study. The first chapter provides a holistic overview concerning authentic videos and all the tenets revolving around it, its definitions, criteria, levels, and effectiveness. In addition to its implementation to improve the four skills of English language, and some major problems of using this aids. Meanwhile, the second chapter is devoted for a general representation of the concept of "Lecture Comprehension". The chapter is comprised of two sections; the first one is concerned with "Lecture": its definitions and historical background along with its importance, types, main reasons, major aspects and considerations. The second section of this chapter deals with "Comprehension". It gives a general overview of what is comprehension, its role in language teaching, how the comprehension process functions in one's mind, and finally, the section highlights some of the major problems affecting students' comprehension.

Moreover, for the sake of confirming the hypothesis, the study opts for a semi-structured questionnaire for students of HSE specialty. It aims at gathering the data to investigate student's attitudes toward the use of such a method to enhance their lecture comprehension, the major aim of the students' questionnaire is to receive feedback about their opinions about the use of authentic videos to improve their levels of understanding the lectures.

After a careful analysis of the data obtained, it is clear that students are receptive to the usefulness of authentic videos and have positive outlooks towards it. As they encourage its use inside the classroom. In addition, the results indicate that technological aids such as videos are helpful for students to improve their lecture comprehension. Hence, the research questions are answered and the hypothesis is confirmed.

Finally, this research contributes in examining the effectiveness of authentic videos in improving students' lectures comprehension. In exploring its efficiency and usefulness, almost all the participant students maintain upon the importance and effectiveness of authentic videos and that it can be considered as a pedagogical tool that support and help students in comprehending their lectures; therefore, achieving their academic purposes.

Limitation of the Study

The present study aims to investigate the role of authentic videos in developing students' lecture comprehension. It; however, represents some pedagogical issues. First, the pandemic Corona virus caused the forced shutdown of the educational institutions which in turn led to our inability to make an interview with HSE teachers as the second data collection tool as it is planned for the study. Also, in terms of reviewing the literature,there is a lack of research studies and references on the topic, especially the ones concerning lecture comprehension.

Pedagogical Recommendations

In light of the results of the current study, further recommendations and suggestions can be highlighted. For later proceeding studies:

➢ **For teachers**

- Teachers are recommended to be aware of the importance of using authentic videos in educational settings.

- Teachers can provide students with educational sites in order to help them prepare or revise their lectures.

- If teachers couldprovide students with the different references,thiscan help students get information from to be easy for them later to look for further explanations and clarifications.

- It would be better for teachers to take into in consideration the different factors affecting their students' comprehension, and also use videos of good quality (image and voice) so that students' can understand easily.

➢ **For Students**

- Students are recommended to have a positive attitude toward the use of technological tools.

- Students should use authentic videos inside and outside the classrooms more often in order to develop their lectures understandings and comprehension.

➢ **For Administration**

- Administration should create a blog and work hand in hand with teachers to post the lectures and lessons for students in order to facilitate the teaching-learning process.

- Administration should also provide different technological tools and materials for teachers for a better delivery of the lectures

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APPENDICES

Appendix A: Students' Questionnaire

Students' Questionnaire

Investigating The Role of Authentic Videos in Developing Students' Lecture Comprehension

Dear students,

We would be so grateful if you answer this questionnaire which is an attempt to gather information needed for the accomplishment of a Master dissertation. Through this work, we attempt to investigate " Investigating The Role of Authentic Videos in Developing Students' Lecture Comprehension" Your answers are extremely crucial and will be of great help for the completion of this work. Therefore, you are kindly requested to give precise answers as you can, put a tick (√) in the corresponding answer, and make a full statement whenever is necessary. Be sure that the answers you provide will remain confidential and will only be used for research purposes.

Thank you for your collaboration

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Mrs. Merghmi Kenza

Academic Year: 2019-2020

Section One: Personal Information

Q1. Would you please specify your gender?

- ☐ Male
- ☐ Female

Q2. Would you identify your age, please?

- ☐ Under 20
- ☐ Between 20 and 30
- ☐ Between 20 and 30
- ☐ Over 40

Q3. Are you?

- ☐ A student
- ☐ A student worker

Q4. How can you evaluate your level in English?

- ☐ Basic
- ☐ Intermediate
- ☐ Advanced

Section Two: Student's Feedback Regarding Lecture Comprehension

Q5. How do you find the courses?

- ☐ Easy
- ☐ Fairly easy
- ☐ Difficult
- ☐ Very difficult

Q6. How often do you attend the lectures?

- ☐ Always
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

Q7. What type of learners you are?

- ☐ Visual (prefer learning by pictures, videos)
- ☐ Auditory (prefer learning by listening)
- ☐ Read and write (prefer learning by reading handouts and writing notes)
- ☐ Kinaesthetic (prefer learning by demonstrations, presentation and cooperative activities)
- ☐ State in case you use others

……………………………………………………………………………………………………

Q8. How do you evaluate your level of comprehension of the course?

- ☐ Excellent
- ☐ Good
- ☐ Average
- ☐ Bad

Q9. Do you face difficulties in understanding the course?

- ☐ Yes
- ☐ No

If "yes", state them please

………………………………………………………………………………………………

Q10. If you do not understand some concepts in the course, what do you usually do?

- ☐ Ask the lecturer for more clarifications
- ☐ Ask your peers
- ☐ Rely on videos from the internet.
- ☐ Use alternative methods

If you use alternative methods state them, please

…………………………………………………………………………………………………

Q11. What is your most effective way of revising lectures?

- ☐ Refer to your notes
- ☐ Refer to your handouts
- ☐ Refer to the recorded lectures

State if you use any other strategy

 …………………………………………………………………

Q12. In case you lose the content of lectures, what method you rely on?

- ☐ Copy notes from peers
- ☐ Look for the content in the internet
- ☐ Look for the record of the lecture
- ☐ Use other alternatives

Section Three: Authentic Videos

Q13. Do you use technological tools to learn English?

- ☐ Yes
- ☐ No

If "yes", where do you often use them?

- ☐ Inside the classroom
- ☐ Outside the classroom
- ☐ Wherever the opportunity arises

Q14. To which extent can the use of authentic videos be useful?

- ☐ Very useful
- ☐ Useful
- ☐ Somehow useful
- ☐ Not useful at all

Justify your answer, please

....

Q15. Does your teacher use authentic videos to facilitate lectures inside the classroom?

- ☐ Yes
- ☐ No

If yes, what type(s) of authentic videos does s/he use?

………………………………………………………………………………………………

Q16. Does watching authentic videos inside and/or outside the classroom help you improve your lecture comprehension?

- ☐ Yes
- ☐ No

Justify your answer, please

....

Q17. Did you face any difficulties while using authentic videos?

☐ Yes

☐ No

If "yes", are they related to:

☐ The language and voice

☐ The device used (Mobile phone, PC, iPod …)

☐ The content and amount of the video

Other difficulties, please state:

…………………………………………………………………………………………………

Q18. After your experience using authentic videos, have you found them interesting and motivating?

☐ Yes

☐ No

Please explain how

…………………………………………………………………………………………………

Feel free to add any comment, opinion, or suggestion:

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

Thank you for your time, effort and collaboration.

المستخلص

لوحظ أن طلاب الصحة والسلامة والبيئة يجدون صعوبات كثيرة في فهم محاضراتهم المقدمة باللغة الإنجليزية. وبالتالي، تهدف هذه الدراسة إلى استقصاء الدور الذي تلعبه مقاطع الفيديو الحقيقية في عملية فهم المحاضرة. فضلاً عن ذلك، تسعى إلى استكشاف تصورات الطلاب وآرائهم تجاه استخدام مقاطع الفيديو الأصلية كمساعدة تدريسية لتحسين مستوى استيعابهم. لذلك، تفترض الدراسة أن استخدام مقاطع الفيديو الحقيقية يمكن أن يكون أداة فاعلة لطلابالوقاية والامن الصناعي لفهم المحاضرة بشكل أفضل. ومن الناحية المنهجية، تعتمد الدراسة نهجا نوعيا باستخدام دراسة حالة كتصميم بحثي. أما عن اختبار صحة الفرضية، فإن الاستبيان شبه المنظم مصمم لاكتساب أكبر قدر ممكن من المعلومات حول مواقف الطلاب من استخدام مقاطع فيديو حقيقية في التعليم. يتم جمع البيانات المطلوبة للدراسة من خلال استطلاع عبر الإنترنت بشكل غير مباشر. استبيانات الدراسة الحالية 25 طالباً من طلاب الصحة والسلامة والبيئة تم اختيارهم عشوائياً. في النهاية، تكشف نتائج الدراسة أن معظم الطلاب المشاركين يتفقون على فائدة مقاطع الفيديو الحقيقية وفعاليتها لتحسين فهم المحاضرة. وبالتالي، تؤكد نتائج الدراسة صحة فرضية البحث المحددة في مرحلة مبكرة من هذه الدراسة.