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# Using Videos as a Motivational Factor in Enhancing English as Foreign Language Students' Communicative Skills

## A Case Study of Second-Year Students of Othman Ibn Affan secondary school in M'sila

**Dissertation Submitted in Partial Fulfillment of the Requirements for a Master Degree in Sciences of Language**

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## 1. Statement of the problem

Harvey Craft (2010) states that "Motivating students is not a simple matter of rewards, gimmicks, and games. Students respond to teachers who can inspire while they teach. Creativity is essential." (¶ 1)

Over the past years, motivating students to learn English as a foreign language created a central debate since it is a daunting task. Moreover, in this current age of technology revolution and media, the debate is much more discussed since motivation has a greater impact on the learning life style.

The notion of motivation is a vital and essential element in second language (L2) learning in general and in communicative skills more specifically. It is stated that: "Without such motivation we will almost certainly fail to make the necessary effort."(Harmer, 2001: 51). For that reason, we intend to cast light on videos as technological and fashionable tools in motivating and enhancing students' communicative skills.

Moreover, this present study aims at showing the teachers' and students' perceptions and attitudes about the effective role of integrating videos as a part of the teaching-learning process. Within this frame, Samir M. Rammal (2005, ¶ 2) stated that: "Video has been proved to be an effective method in teaching English as a foreign/second language (EFL/ESL) foreign or both young".

Furthermore, this study endeavors to investigate the role of teachers in the selection of videos' activities and grouping works that should be fit students' needs, level, and abilities for successful achievement.

## 2. Aim of the study

The issue under study is a result of our personal interest on how technological tools "videos" can affect learners' motivation and their understanding of ‘communication’. Throughout this research, we are going to investigate the efficiency of the implementation of video material in motivating EFL learners and enhancing their communicative skills. This present study aims also at identifying the learners' and teachers' perceptions about the implementation of the video material and determining the positive effects of using videos in motivating learners, and how teachers can use them to improve and enhance their students' communicative skills.

## 3. Research questions

For the reason that the lack of motivation is the most noticeable source that lead our learners of secondary schools to experience failure in learning English and to be incompetent in use it communicatively, we intend in this research to investigate the effects of using videos in teaching-learning the target language (English). This led us to seek answers to the following questions:

- What is the impact of the instructional use of video material in motivating EFL learners and improving their communicative skills in learning English as a foreign language?

- Why is motivation important/necessary in the learning process?

-Why is it important to use videos in the classroom?

-What are the teachers' and learners' perceptions about teaching and learning with video material?

-What are the learners' perceptions about their motivation and communicative skills developed through the videos?

-What is needed or taken into teachers' consideration in implementing/ teaching with video material?

This research will explore these questions and other ones in an attempt to bring some clarity to the actual situation of teaching English in Algerian secondary schools and to the actual use of the videos and their effect on learners' motivation and their communicative skill improvement.

## 4. Hypothesis:

The intent of this study is to examine the effects of using videos on EFL learners and whether it will significantly increase/foster their motivation and how it can enhance their communicative skills. Based on this, we hypothesise the following:

The integration of video material in teaching- learning process would improve learners' motivation and enhance their communicative skills.

We also hypothesize that the teachers' role in selecting and using videos should be according to their learners' needs, level, and abilities.

## 5. Choice of the method and data gathering tools

In addition to our investigation on the role of the video as a motivational tool in motivating EFL learners and improving their communicative skills, we will rely on the descriptive method by using two research means for collecting data. First, two types of questionnaires will be used; the first one designed for second year students of Othman Ibn

Affan Secondary School, and the second administered to the teachers of two secondary schools; the previous one and El- Makarri Secondary School. In addition, the classroom observation will be also used to collect data. For this, we will attend five sessions in which the teacher uses videos to conduct his/her lessons, plus other sessions without the use of videos. We used the classroom observation to provide further information and confirm or disconfirm the questionnaires analyses' results.

## 6. Limitations of the study

We have chosen the secondary school because of many reasons. First, we cannot apply the practical part in the middle school; the students are still beginners, and they will face difficulties to understand the video in a good way, for example the pronunciation of native speakers. In addition, we are not able to apply the practical part at the university level because teaching with videos cannot be used in all modules, such as linguistics; we can teach with videos only in oral or phonetics courses. Finally, we chose secondary school level because we are interested with teaching in the secondary school. In addition, the classroom observation was intended to be carried out for making a comparison between at least five sessions with the use of video and other five sessions without its use. However, because of time constraints, we have limited the classroom observation only to five sessions; four with the use of videos and one session without using videos.

## 7. Significance of the study

We have raised this topic to make a clear cut that learners feel demotivated to learn English as a foreign language and show boredom and disinterest when learning with the classical teaching method. In reality, they want to learn with new techniques and tools suitable to their life style which is affected to a great extent by the advancement of

technology. So, we hope through the research's findings, to make teachers aware of the positive effect of using/ integrating videos in the teaching-learning process. More generally, we hope that the results of this study would be beneficial for solving the difficulties faced when applying videos.

## 8. Structure of the dissertation

In our work, we will provide a detailed description of the notion of motivation and its important role in foreign language learning. Then, we will cast the light on the video as a fashionable and motivational factor. Hence, we will present an overview about the communicative approach and communicative skills. Therefore, the work will be carried out through four major chapters:

**Chapter one:** deals with the notion of motivation. We will give various definitions of motivation, its types and importance in learning in general and learning the target language more specifically. We will provide as well some characteristics of motivated and demotivated learners which are needed to be considered in analyzing our questionnaire results.

**Chapter two:** outlines the role of technology in teaching – learning English. We will highlight more specifically the role of videos, starting first by some defining some terminologies, and discussing video teaching activities.

**Chapter three:** examines the notion of communication and communicative skills and provides an overview on the shift of emphasis from the old methodologies of teaching to a new path which is communicative language teaching (CLT). Indeed, this chapter deals with CLT methodology with all its aspects.

**Chapter four:** represents the practical work and is concerned with the analysis of two data gathering tools: a questionnaire for both students and teachers that seek answers to our research questions, and a classroom observation used for further collection of data. This

chapter contains also a few suggestions about the importance of motivation and the use of videos in improving learners' communicative abilities.

## Introduction

Motivation is considered as one of the major affective factors to second language learning. It has been stressed through history that it has a great role in successful learning and teaching. Many researchers agree on the same opinion that motivation is the most important factor in causing either the success or failure of each student, because motivated learners score better than non-motivated ones. Motivation plays an important role not only because it increases students' willingness to learn, but also it develops their desire that makes them able to challenge and satisfy the learning process and become more successful. In his article, 'Teaching Strategies for Motivating Students', Harvey Craft (2010) says that making students motivated is not a simple matter of gimmicks, games, and rewards, but they (students) rather respond positively to the inspired, creative, enthusiastic and energetic teachers whom maximize students' motivation through their teaching styles. In addition, keeping students interested and motivated often involves nothing more that showing teaching enthusiasm to enable them improve their efforts. In this chapter, we will try to explore the concept of motivation by attempting to explain and answer many questions that may come to our minds; what this issue means and how it is considered by several researchers, what are its types, and how it takes place in the teaching and learning process.

## 1. Definition of motivation

Jere Brophy (2010) stated in his book, 'Motivating Students to Learn', that if the classroom management is well organized and the program is well matched to the students' needs and abilities, then the learning process will be enjoyable, exciting, and successful. But if the students are not progressing and enjoying the learning this means that there is something wrong and missing which is 'motivation'. (p. 1)

Carol Griffiths (2008) points that it is widely assumed that the higher and most achievers posses motivation. This term derives from the Latin verb ‘movere’ which means to move. Here, motivation is defined as what moves the individual’s selecting, engaging, and carrying on some actions (p. 19).

In fact, the term motivation is ‘a multifaceted word’. (Chambers, 1999, p. 13). Even if it might appear easy and simple, it is very difficult to define because it implies many internal concepts such as disposition, inspiration, effort, etc. Therefore, motivation was given numerous and diverse definitions because it seems to have been impossible for theorists to reach consensus on a single definition. Corder (1967, p. 164), for example, dealt with the concept forty years ago: “Let us say that, given motivation, it is inevitable that a human being will learn a second language if he is exposed to the language data.”(Cited in Griffiths, 2008, p. 19). The role of motivation is stressed clearly on energizing, guiding and sustaining students’ behavior.

Cohen (1990) defines motivation as: “something that drives people to do what they do” (Cited in Bentham, 2002, p. 120). Jeremy Harmer (2001) agrees and adds: “As its most basic level, motivation is some kind of internal drive which pushes someone to do things in order to achieve something.” (p. 51). Motivation includes all of the wants, wishes, efforts, abilities, potentials, engagements, and the persistence to attain and reach desired goals in a form of positive achievement. Similarly for Lee (2005, p. 330), motivation is: “The source behind behaviour and provides an explanation for why people do things”. Going in this sense, Kay Alderman (2004) describes motivation as having three functions: stimulating, directing, and pushing behaviour. (p. 23)

Over the past decades, researchers in social psychology and education have been familiar with the great importance of motivation in L2 teaching and learning. As a result,

psychological views and approaches to motivation through time made a change in the definition of motivation and its application in the classroom. We will provide an overview of these views in the next point.

## 2. Psychological views on motivation

All the theorists of the existing schools have the same opinion about the notion of motivation that it has an influence and a great impact on both the change and progress of the teaching/learning process; however, they disagree on its scope. Each school has its own point of view on how the process of motivation affects the individual's behavior. There are four powerful theories that characterize each school and explain motivation in different ways. They are the behavioral, humanistic, cognitive and social.

First, the behaviorists assert that the individual behaves in a certain way to respond to an external stimulus. So, they describe the process of motivation in terms of external stimuli and reinforcement. However, the Cognitivists regard that the human behavior is due to the way in which the person observes and thinks about himself and his environment. They clarify motivation in terms of the individual's need for achieving himself and satisfying his life. For the Social Learning theorists, motivation can be shaped by giving the importance to modelling, reinforcement, and observing the others in order to achieve self-efficacy. Finally, the early Humanistic researchers give an explanation to motivation by concentrating on separate aspects like power, achievement, and attainment. The following table summarizes the four main schools and their psychological perspectives on motivation and its different applications in education. (Chapter 8: Motivation in the classroom, unknown author).

**(**Retrieved from

http://www.google.dz/search?q=CHAPTER%208%20Motivation%20%20in%20the%20Class

room%20&ie=utf-8&oe=utf-8&aq=t&rls=org.mozilla:fr:official&client=firefox-a&source=hp&channel=np**)**

| **Theories** | **Behavioral** | **Cognitive** | **Social learning** | **Humanistic** |
|---|---|---|---|---|
| **Theorists** | Skinner | Atkinson & Weiner | Bandura | Maslow |
| **Major focus** | Achievement of 'on task' or desire behaviour through external rewards and reinforcement. | Cognitive processes & emotions, achievement needs and beliefs about causes of success and failure | Learning through observation of others and self regulation leading to personal standard and a sense of self-efficacy | Satisfying basic needs and achieving self-actualization. |
| **Classroom application** | Use of contingent rewards and punishment | Need for teacher to be aware of their students' attributions for success or failure and provide accurate feedback. | Need to ensure students are successful in new learning and that they perceive links between efforts and success. | Need to be aware of students' needs inside and outside the classroom and to have positive expectations for each student. |
| **Source of motivation** | Extrinsic | Intrinsic | Intrinsic | Intrinsic |

**Figure 1:** Four Views of Motivation. **(**Retrieved from http://www.google.dz/search?q=CHAPTER%208%20Motivation%20%20in%20the%20Class room%20&ie=utf-8&oe=utf-8&aq=t&rls=org.mozilla:fr:official&client=firefox-a&source=hp&channel=np**)**

## 3. Types of motivation:

### 3. 1. Intrinsic Vs Extrinsic Motivation:

In discussing the concept of motivation, a distinction between two different types appeared. Students are whether intrinsically or extrinsically motivated for successful achievement. According to Karin Kirk (2011), Educational psychology has classified two basic kinds of motivation - intrinsic and extrinsic. The desire that arises from the inherent interests to master, learn, and achieve something refers to intrinsic motivation. Whereas extrinsic motivation refers to the success in achieving specific result or outcome. ( ¶ 2)

Weiner (1979) gives the reason of the students' success or failure to two classifications internal-external continuum; this refers to either the motive is within the individual (desire, effort, mood, ability, etc) or outside the person (the difficulty of the activity, luck, etc). (as cited in Alderman, 2004, p. 30).

Harmer (1981, pp. 310-311) agrees, by saying that:

> *Although I initially contrasted intrinsic and extrinsic motivation, one can also imagine situations in which intrinsic and extrinsic rewards might correlate, as it were, to motivate learning.*
>
> (Cited in Williams and Burden, 1997, p.124)

The distinction between the two types of motivation comes from the reasons that make the students choose to do a certain act in a specific way. Each term will be discussed now fully and separately.

### 3. 1. 1. Intrinsic motivation:

According to Harmer (2001), intrinsic motivation refers to the internal factors that come within the individual. Students become motivated either by the desire to achieve something or by enjoying the learning process. (p. 51). He adds: “Students must know that they can succeed if they set their goals, and that is my job to help them meet the goals.” (Cited in Alderman, 2004, p. 186). In addition to the learner’s interest and desire to learn, the teacher’s role is to guide the student in the process of learning the language and sustain his/her level of motivation through motivating tasks and activities.

Similarly, Ford (1995) asserts that: “for competence development and motivation, students must have a responsive environment, but personal agency beliefs are often more fundamental” (cited in Covington & Beery, 1976, p. 163). Thus, intrinsic motivation comes from internal factors that motive the student language learning. Alderman (2004) shares the same idea by saying: “When it comes right down to it, a teacher can’t do much because a student’s motivation and performance depends on his or her environment”. (p. 185)

In addition, Lee (2005, p. 332) argues that: “An intrinsic motivation approach assumes that people have a natural tendency to seek experiences that increase their competence, elicit curiosity and promote autonomy". The students’ behaviour is motivated and determined generally by their beliefs, desires, goals, feelings, and abilities. For instance, if students value a task and have confidence in their abilities (that they can master it), then they work hard using different learning strategies and persist until finishing the task. (Dembo, 2004, pp. 62-63).

Vallerand and his Colleagues (1989, pp. 323-349) classified three parts of intrinsic motivation:

1- “Intrinsic motivation knowledge”. This part emphasises the motivation that builds on acquiring new knowledge.
2- “Intrinsic motivation accomplishment”. This type refers to the students that accomplish their task successfully.
3- “Intrinsic motivation simulation”. The third part of intrinsic motivation refers to the motivation that leads the students to do a task because they find it interesting. For example, an activity about a funny subject.

All these three parts of intrinsic motivation share the same idea that internal factors are the motive to conduct with those tasks.

Even if many students are intrinsically motivated, there are other students that face difficulties to be motivated. Some lack confidence in their abilities, or feel incompetent to accomplish something in the learning process. These issues can be managed by an individual motivational plan that makes those students react positively to motivation. As a result, Robert Harris (2010) mentions that the students who were deficient in intrinsic motivation can be assisted by extrinsic motivators to learn.

## 3. 1. 2. Extrinsic motivation:

Some recent research shows that many students perform weakly towards their coursework, input, and participation because they do not understand what they have to do or why they should do it. Covington & Beery (1976) have offered a compelling argument for this view:

> *Schools must foster ... a will to learn and to relearn; ... students must be encouraged to believe in themselves and in the validity of their own thought processes ... they must develop a sense of personal effectiveness...teachers must foster both confidence and high achievement in their students... confidence and competence must increase together for either to prosper.*
>
> (pp. 4-5)

Teachers take a huge responsibility towards their students' motivation to learn to get them more successful in their learning achievements. The teachers' role consists also in improving their students' self-confidence and helping them build expectations and work hard to fulfil them.

According to Harmer (2001, p. 51): "extrinsic motivation is caused by several external factors that motivate students in their needs, as getting good marks to success or financial rewards." Additionally, Tileston (2004, p. 4) states that:

> *Extrinsic motivation is motivation that comes about because of the promise of a tangible, marketable reward. It is the desire to do something because of the promise for hope for a tangible result. Extrinsic motivation is a product of the behaviorist point of view, which says that we can manipulate behaviour or by providing rewards and orpunishment.*

If the student has the desire, will, and engagement to achieve a goal that is not for the task or the activity itself, but for other external outcomes like rewards, prizes, the teacher's and classmates' support or even money, then motivation in this case will be extrinsic. Extrinsic motivation can be performed in the students' desire to pass up in the exam, to please their parents, or to get rewards and avoid punishment. In this respect, Brown (2007) points out that:

> *Extrinsic motivation is fueled by the anticipation of a reward from outside and beyond the self- typical extrinsic rewards is money, prizes, grades, and even certain types of positives feedback. Behaviors initiated solely to avoid punishment are also extrinsically motivated, even though numerous intrinsic benefits can ultimately occur to those who, instead, view punishment avoidance as a challenge that can build their sense of competence and self determination.*
>
> (p. 172)

The learner wants to learn a foreign language for the sake of attaining some goals such as success, obtain high grades or to train abroad in a highly regarded university. Because students find that there is a reward for each success, they will always work hard and do the best to accomplish their achievement.

### 3. 1. 3. Improving extrinsic motivation:

Harris (2010) provides in his article '*Some Ideas for Motivating Students'* some extrinsic factors that increase students' focus, desire and performance to enable them work hard in their needed assignments. Those extrinsic factors can be summarized as the following:

- Teachers should spend more time in explaining why they teach, what they do, and why the topic, approach, or activity is interesting, essential, and worthwhile.

- In the learning teaching process, the transmission of teacher's enthusiasm towards the students will make them more interested.

- Instead of criticizing students' unwanted performance or responses, teachers have to reward their correct behavior and answers. Because of the majority of children and adults are identical in continuing or repeating the behavior that is rewarded, the rewards ought to be

given according to the stage or the level of students. Some expressions that seem ‘childish’ as ‘Good Job!’ may encourage students to score at higher levels. All the students like the feeling of achievement and appreciation; those feelings would be produced when a good work is rewarded.

- Interest and motivation will be responded by students if their teachers appear human and caring. They can show care about their students by asking them about their needs and aims. Such a kind of teachers will be more respected and trusted.

- One of the most important keys to motivation is when the students become involved in their own learning. Teachers that Stand in front of their students and start lecturing to them can be considered as having a poor and boring teaching method. It is better to replace it by getting students involved in tasks, participate, work with each other in problem solving exercises, and by guiding them in deciding what they have to do and the appropriate way to do it. For example, a lesson about nature would be more effective to walk outside rather than looking at pictures.

## 4. The role of motivation in class:

Socket (1988, p. 195) states: “Education is, at least, the endeavor to get people to do things they could not previously do, to understand things they did not previously understand, and perhaps, to become people they did not expect to become”.(cited in Alderman, 2004, p. 3) Socket’s statement emphasises the great role of motivation on fostering the progress and the development of students’ potential and abilities.

Alderman (2004, pp. 166-167) says that even if there is a sort of students that attend classes, behave well, spend potential efforts to study hard, and complete their work; however, they achieve negatively, unsatisfactory, and show insufficient pride in their learning process.

In this case, the motivational processes are not only restricted on the individual's potential, but also it moves to the classroom context. A classroom in which students are engaged, motivated, and directed by the teacher who is considered as the leader of the motivation process in the classroom.

The classroom environment has an important part in promoting or neglecting students' motivation. Students will tend to be pleased about the process of learning if the classroom atmosphere holds some characteristics such as being comfortable, pleasant, secured and supportive and that provides them with a sense of belonging, in which they feel valued and more respected. It is the teacher's role to make the classroom attractive and efficient through a good seating arrangement for instance. In addition to that, the teacher has to vary the types of activities in order to foster motivation and by using challenging but achievable tasks. (Admin, 2010, p. 3)

## 5. Characteristics of demotivated learners:

To speak about demotivated learners, we should first identify the notion of demotivation. This latter has been considered by Dornyei (2001) as the reason behind failure in language learning. Dornyei (2001, p. 143) states: "the specific forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action" as a reference to the notion of demotivation. From a general point of view, a demotivated person is the one who lost his/her motivation because of either internal or external demotives which affect him/her negatively.

Indicators and signs of demotivated learners are a lot. The first one is Dernyei's belief, that somebody who is demotivated appears from his/her physical appearance. In that, he states: "…people take less care on their hair, they do not make an effort with their clothes,…,

and either put on weight or lose weight" (p. 28). He also adds and describes demotivated learners as sad people when he says: "the corner of their mouth turning down instead of up" (Dornyei, 2001, p. 143).

Demotivated learners are always pessimistic and feel themselves useless most of the time. This appears in expressions like '*nobody cares about me'* or '*I am insignificant'*. In addition, demotivated learners have low self esteem, and they are always not confident. Chambers' (1993) conducted a research which was on the assumption of " the biggest problem is posed by those who are quite able do not want to learn a foreign language and make sure that the teacher knows it." (cited in Dornyei, 2001, p. 147)

Based on the teachers' questionnaire results and findings, Chambers concluded the followings: Demotivated learners show no interest on learning the language and they are careless about concentrating on the content of the lesson. Moreover, they do not like cooperative work, and they also disturb other learners. If the teachers go to relate their learners' demotivation to different reasons, learners would put the blame on their teachers and would ask to be more encouraged.

In fact, a wide research has been undertaken in order to investigate and explore the reasons behind the learners' demotivation. The question has been asked earlier in why do children are so enthusiastic to discover and explore the world around them and interact with what is new for them. However, this curiosity sense of motivation decreases as they grew up. Reasons behind lack of language motivation are a lot. Teachers believe on the psychological, attitudinal historical causes. Learners, from the other hand, put the blame on their language teachers. We can summarise those factors causing learners' demotivation as follows:

- Lack of self-confidence: learners underestimate their own capacities because they fear failure as a consequence of previous experiences. Also, their compare themselves with their mates who have better marks.

- Negative attitude towards L2: Learners think of the foreign language as imposed to them; they could not find any relation between their needs and the language.
- Negative attitude towards the L2 community: foreign culture does not attract learners too much. This could be because they are not too knowledgeable about it.
- Peer group pressure: low average learners are often under estimated or rejected of the group.
- Irrelevant course book content: course book is texts do not appeal to learners' background, interest, and needs. In addition, the tasks existed in the course book are either too easy or too difficult.
- Lack of external support and encouragement especially the from the parents. (Chambers 1993; cited in Dornyei, 2001, p. 147).

## 6. Characteristics of good/ motivated learners:

It is a truth that each learner has his/her own personality, learning experiences as well as his/her own principles and beliefs. Thus, each one has his/her own features. However, good learners share in common some characteristics. Harmer (1998, p. 7), for example, states: "… doing a home work is the trademark of a good teacher". In that, Harmer is indicating that once a pupil does his home work, it is an indication of being a good learner. From another hand, a good teacher is the one who is organised and does apply specific learning strategies. For this effect Oxford (1994) argues: "the conscious tailored use of such strategies is related to language achievement and proficiency".

Much research has been carried for the intention of discovering and demonstrating the characteristics of a motivated learner. For example, Skinner & Belmot (1991, p. 53) states the following as characteristics of motivated learners:

- They tend to take the action as they are given the opportunity.
- They demonstrate intense effort in order to implement learning tasks.
- They do their tasks with a kind of interest, curiosity and optimism.
- They are always engaged in participation during the lesson.
- They are attentive when listening to their teacher as well as their peers.
- They tend to prepare themselves before entering the class.

## Conclusion

We have mapped through this chapter the scene of motivation by explaining and defining the major concepts associated with it. We have stated as well its two major types, discussed its role in class and pointed to some characteristics of motivated and demotivated learners. Motivation is the key element in effective learning. Learners have the total authority on their learning due to this affective element. As Griffiths (2008, p. 19) asserts: “Without motivation, success will be hard to come by, and the case of learning a second or foreign language is little different.” On the evidence discussed in this chapter, the notion of motivation can be exemplified with the same notion of when everyone comes from the outside, school, or place of work and he feels hungry, so he want to eat something. This feeling that forces him/her to have food is the same as motivation; when the student has the desire to improve his academic achievement.

## Introduction

Every day, teachers are confronted to classes in which many of their students reveal boredom, tedium, and disinterest. This, in fact, reflects their lack of motivation to learn. Teachers, in this case, have to flow of 'positive waves' in order to renovate and refresh the classroom environment. In addition, they have to do so to integrate new strategies that go with their learners' life style to motivate them and increase their interest in learning the language. As the Partnership (2004, p. 5) asserted, "Today's education system faces irrelevance unless we bridge the gap between how students live and how they learn".

The fast advancement of technology and its transformation/ application to education draw teachers' attention to find what requirements are needed for a facilitation and simplification of the learning success, through integrating learners in the classroom context that is in equilibrium with our digital age. In that sense, Dudeney & Hockly stated that: "Technology is becoming increasingly important in both our personal and professional lives, and our learners are using technology more and more" (2007, p. 5).

For that reason, this chapter will shed light on the notion of teaching English using videos as teaching aid. We are going to deal with its definition, components, benefits, and the role of teacher in using it.

## 1. The importance of technology in teaching and learning English

According to (Dudeney & Hockly 2007):

> *Technology is becoming increasingly important in both our personal and professional lives, and our learners are using technology more and more […] . Teachers are often far less skilled and knowledgeable than their own students when it*

*comes to using current technology.*

(p. 5)

This quotation reveals that the use of technology in the classroom context and the importance that it takes in teachers' and learners' lives is growing with time. It is considered to be one of the effective and needed ways for teaching and learning success. This infatuation (enthusiasm) for technology is due to many reasons:

- Internet access is progressively more accessible to learners either in their homes or Internet cafés.

- The use of technology can be the best way for integrating the real world into the classroom because the majority of learners grew up with technology and they integrated it automatically in their lives.

- English as an international language -lingua franca- is more used in technological mediated milieu.

- Technology provides us with authentic tasks especially ELT materials.

- Technology, mainly Internet, offers good chances for the learners -even if they are dispersed geographically– to communicate and exchange their thoughts and ideas.

- Technology supplies teachers with a plenty of published materials such as course books, texts, articles, etc that can be helpful in teaching.

- The practice of language and its performance assessment can be done with the newest technological tools.

- The best characteristic of technology is its mobility. It cannot be used only in class, but also outside like at home, in the way to school, and in Internet cafés.

- The use of technology can help learners to practice their four skills; speaking, listening, writing and reading. (Dudeney & Hockly 2007, pp. 7-8)

Even if those potential benefits are offered by the new technology for best language learning, we do not have to forget the piece of evidence that the teacher, not technology, is the one responsible for managing the class and attaining a best quality of learning. (Richards & Renandya, 2002, p. 361)

In fact, technology is only a helpful device that is used to assist learners in their discovery of language, practice and assimilation of the foreign language. However, this is just a small part of the learning process because they cannot go anole through learning stages unless they are assisted, instructed and guided by their teacher.

## 2. Technology attitude:

Many benefits and advantages of using technology in the classroom are not seen, not taken into consideration, and not widespread. This is mainly because of the teachers' negative attitudes that result from the lack of confidence, facilities, or training. According to Dudeney & Hockly (2007), warier people that show negative attitudes towards the advancement of technology are called: “technophobes”. More recently, the phrase “digital immigrants” refers to those people that have not arrived on technology's time; however; the expression "digital native" is used to label someone who grows up using technology (pp. 8-9). For best description, we have summarized those three terms in the following small design:

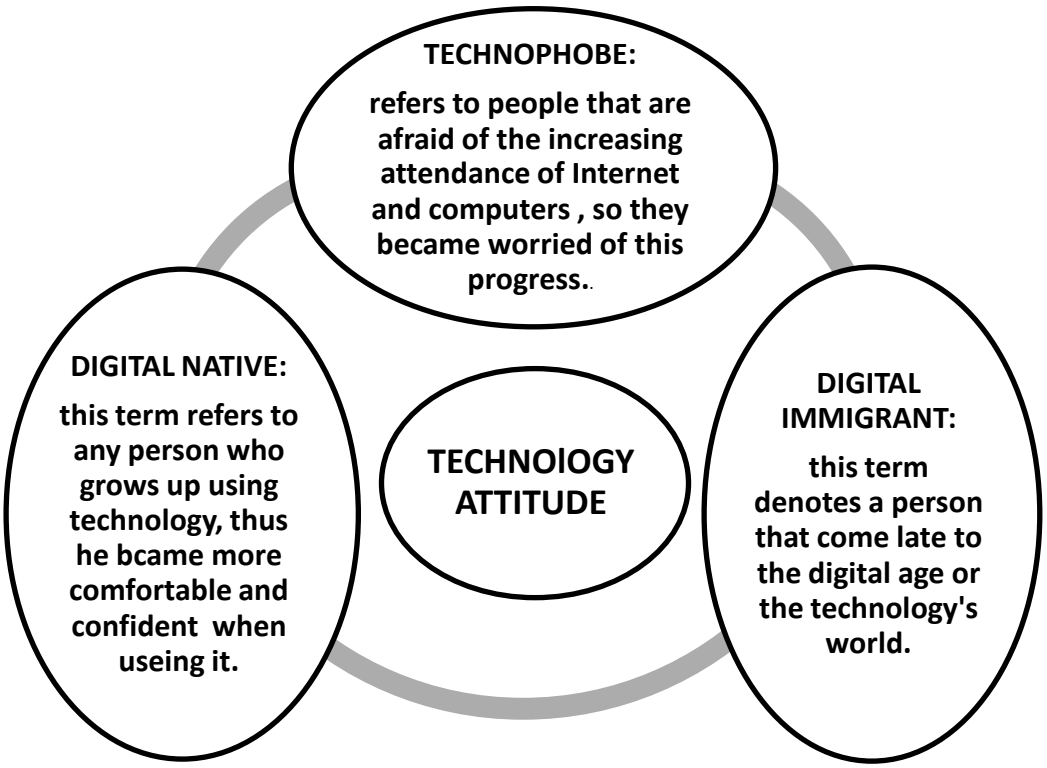


**Figure 2: Technology attitude**

Richards & Renandya, (2002, p. 361) pointed that in these latest years, using technological teaching aids became a familiar aspect in the classroom. So, there is no suspicion that its role will occupy a huge percentage in the second language classroom in the future.

## 3. Teaching aids:

Teaching aids or media are helpful tools for many teachers who use them to enhance their students' communicative skills and facilitate their learning process through refreshing the classroom environment. Teachers rely on these tools especially to reduce learners' anxiety, boredom, and to create a sense of belonging. They stimulate students and enhance their motivation by attracting them to gain their interest and to transfer the course from inactive to more dynamic.

Harmer (2001) goes beyond this explanation and adds other functions: "As language teachers, we use a variety of teaching aids to explain language meaning and construction, engage students in topic, or as the basis of whole activity." (p. 134)

Teaching aids are classified into three kinds. They are: visual, audio and audio-visual.

## 3. 1. Visual aids:

According to Anderson, Maclean, and Lynchp (2004, p. 67): "Visual aid is anything which your audience can see, and which helps them to follow your spoken presentation, and keeps their attention and interest". In their point of view, teachers can use visual aids effectively, unless they bear in mind two prerequisites: they must be visual like pictures, images, graphs, or texts and they should pay attention to be clear for all the audience especially for those who seat in the back. Visual aids should be titled and if they are from another source they have to be referenced. (p. 69)

The use of visual media on FLT has many positive advantages in the teaching and learning process until their use meet some conditions as meeting the learners needs and according to their level. In addition, this category is very broad and it is difficult to deal with all its components. (Van Els et al., 1984, p. 289). Hence, the more frequent and available elements of visual aids that EFL teachers use are: the textbook, the board, pictures/images, and the overhead projector (OHP). (Harmer, 2001, pp. 136-138).

## 3. 2. Audio aids:

Audio aids are considered as more efficient mainly in teaching L2 because they provide students with the native speakers' language. So audio aids gain the learners' interest and

increase their pleasure to learn. Audio aids consist of audio cassettes, tape recorders and language laboratory which are valuable materials in facilitating the teaching and learning process.

## 3. 3. Audio visual aids:

Audio visual aids are supplied to facilitate the learning process and to attain student's engagement. Besides, they are used to encourage cooperation and collaboration among students through peer/group work, and offer a sense of entertainment when the students are responsible for their learning. Finally, and most importantly, for many teachers using audio visual aids may save time and energy.

Van Els et al. (1984) declared that: "The combination of sound and image and the use of rather expensive equipment characterize audiovisual media in the narrow sense of the word, namely films, TV and video." (p. 289)

These researchers explained that the most difference between audio visual aids and the two previous kinds is the appearance of emotive pictures/images which achieve the application of authentic language use in the real context. Hence, using videos as an audio visual aid enhance EFL learners' communicative skills and this is our main concern, discussed largely in the coming point.

# 4. The Use of videos in teaching English

## 4. 1 Definition of ‘Video’

"Video is simply another classroom tool." Has stated Jim Scrivener (2005, p. 351) Harmer (2001, p. 282) raised earlier this designation that the video is the best tool that enables learners not only to listen the language but to see it, too. Moreover; videos enclose visual hints such as gestures and expressions that are considered as a guidance for learners to go beyond of what they are listening in order to infer the video's content. So it supports and helps the students for more comprehension. Canning (2000) explained this valuable tool as: "Video is at best defined as the selection and sequence of messages in an audio-visual context". (¶ 1)

Since students are directly in contact with the video, they can easily associate between the images and the words which help them learn new vocabulary, culture, pronunciation, and even allow them to check their use of the target language. The video is a sort of communication device that enables students to view the form and speech of the SL discourse from the beginning to the end by the use of authentic language and the rate of speech' speed in different contexts. Chung & Huang (1998) clarify more this idea by noting that: "As more complete video instructional packages are made available to foreign language teachers, they search for ways to make students' learning experience more active and interesting, similar to those that occur in the real world" (p. 554).

Integrating the video material in EFL classes permits students via video's content, to guess the information, infer/construct them, and analyze the foreign culture that is brought into their learning context.

## 4. 2 Using Videos in the foreign language classroom

### 4. 2. 1 Video's components:

Before utilizing the video, the teacher requires to know what this tool contains in order to take advantage of it. According to Scrivener (2005) the video's components are:

- Sound.
- Moving images; are the reflection/ interpretation of hearer' sound.
- "Rewind" button: is for the replaying the pictures again.
- "Pause" button: to stop the image at any moment.
- A volume control: to manage the sound; loud, quit, or turn it off. (p. 351)

Each of these constituents has plenty of profits; they add few more possibilities that help the teacher to facilitate the learning process. For instance, the teacher is not obliged to play the whole video and make the learners watch it all; he/she can jump directly to the wanted or specific moment in order to avoid ' boring his/her students. Furthermore, videos' components offer replying the small section with accuracy and they may include subtitles (in any language) on the screen. This may facilitate the content comprehension for many learners. The video can be used throughout the whole lesson or as a part of the lesson. (Harmer, 2001, pp. 284-285)

### 4. 2. 2 Advantages of using the video in teaching EFL:

Many teachers ask why we should use and integrate the video as a part of our teaching method, since we are able to mange well the classroom and get our students motivated through their positive achievement. It is true that many students -with the classical way of teaching through gestures and board use- can achieve positively and become more successful

in writing and listening skills; however, most of them become week and achieve poorly when they come to communicate (in writing or speaking). For that reason, a lot of researchers tackled the advantages and benefits of using the video as an educative tool in EFL classes.

Dr. Samir M. Rammal (2006) acquiesces the benefits of using the video by clearly stating the following arguments:

- The video is the best motive in the ELT environment, since it offers students a new experience of real feeling of realizing learning with authentic materials. So when they comprehend the video content and the teacher's objective behind using it, they became familiar with what is happening in the native speakers' circumstances.
- Videos endow learners with real language that is used by native speakers in their everyday interactions and communications. This evidence enables EFL students to learn easily the spoken discourse that comprises sounds, utterances, and the conveyed meaning that can be coded through the non-verbal explanatory body language.
- Through watching a video, students can acquire best the cultural aspects that go together with their foreign language in its appropriate context.

Dr. Rammal (2006) explicates more this point by arguing that: "A language teaching lesson with activities aimed at helping EFL learners get oriented both in language use and in cross-cultural interactions with native speakers of English". (¶ 5)

Videos assist EFL learners to decode the implemented meaning that can be better understood without difficulties. In addition, when students pay attention to the native speakers' pronunciation and their use of language, it may save them from feeling shy or embarrassed while speaking to native speakers. Furthermore, it is noticeable that the

visual hints simplify the meaning since the speakers use both verbal and non verbal language patterns.

The use of videos in language teaching is increasing and became a common feature these latest years. This may go back to its powerful impact on students' motivation, the improvement of their communicative skills, and its advantages in teaching and learning. Harmer (2001) argues that the video is used for many reasons and adds new positive things in the learning experience. He also points out the advantages of using this valuable tool in the following subsequent arguments:

- **Seeing language-in-use and cross cultural awareness:** the video brings the real world into the class and which offers students authentic features of the second language. Students have the chance to see and to listen to the pronunciation and accent of native speakers as well as they can notice and determine their believes, traditions, and culture. In other words, it is an aid to teach and learn the language in its culture.
- **The power of creation:** videos allow students to prepare their own video-clips by using their own video cameras.
- **Motivation:** It is obvious that the video is best used in motivating students and raising their interest to see and learn the language in use. When they hear and see the target language they can easily comprehend the different meanings and moods through native speaker's mime, gestures, and facial expressions. (p. 282-3)
- **Getting everyone involved:** learning with videos create a sense of belonging, collaboration, and involvement through communicative activities that are practiced either in pairs or in groups (p. 292).

- **Relaxation:** it is obvious that the video is a source of entertainment and relaxation through playing music after a long course, for instance, but this should not be overdone since the video is an active process. (p. 286).

SL learners watch English videos not only in class, but also at their home. They watch documentaries and movies and only some of them consider this an occasion to develop their communicative skills (especially speaking) through listening to the native speakers. The writing skill id also developed when the video is provided with subtitles in English; this would help students to be sure about the spelling of new introduced vocabulary. In addition, watching English movies provide students with a chance to increase their background of the English language outside the classroom.

To sum up video is considered as valuable because of those following reasons:

- It helps in changing and refreshing the classroom atmosphere.

- It offers the chance to practice a verity of activities and grouping works.

- It extends the discussion between the teacher and his pupils.

-Through carrying on the discussion, video transforms the classroom from passive to dynamic one.

- It stimulates the reluctant/silent pupils to talk, so video increase the pupils participation in the class.

- It helps the pupils and even teachers to take some rest, relax, and enjoyment.

### 4. 2. 3. Video activities in class:

The teacher uses and integrate the video to introduce different activities in order to improve his/her students communicative skills. As it was mentioned by Jim Scrivener (2005, pp. 352-353), videos playback activities that teachers rely on are divided into three general types. They are: preview, viewing, and follow up activities. Each lesson working with the video incorporates those activities.

### a- Preview activities:

They concern what the students do before watching the video. There are four distinctive preview activities:

- Students take a look at the worksheets that they will use during watching the video.
- Students have to guess what will come from the given information or images.
- Students will discuss the topic dealt with in the video'.
- The language focuses on vocabulary, function, and grammar that is mentioned in the video' content.

### b- Viewing activities:

It concerns what students do while watching a video. They are activities practiced during viewing the recording. They have many forms:

- Activities can be listening, looking or interpreting.
- The instruction of the activities might be oral or in a worksheet.
- Activities may focus specifically on grammar, vocabulary, pronunciation or functions that can be observed through focusing on gestures, facial expressions, and body language of the native speakers.

## c- Follow up activities:

They deal with what the students do after watching the video. The teacher has plenty choices of activities that can be done after viewing activities. For example:

- Ask the students to write a letter from one character -from the video- to another (they develop their writing skill).
- Play a scene of a video or even its continuation. Students become creators through their imagination and they are responsible for their learning. In addition, they develop their speaking skill.
- Through discussion and interpretation, the teacher makes a connection between the video's content and students' real life and experiences.
- Study the new language introduced in the video.
- Both teacher and students discuss and decide of what should be do in the next session.

Whatever the kind of activity, the teacher has to work harder not to let their students mentally switched off, make them think and increase their desire to challenge. Then, let them work together either in pairs, groups, or hole class through communicative activities. With those types of activities, teachers can motivate their students and improve their communicative skills, especially speaking. The activities can vary from one teacher to another depending on his/her teaching method, objectives, and students' needs and abilities.

Lots of teachers, who have used the visual equipments, usually put the TV, for instance, in front of the learners. This classical way that most teachers rely on in presenting their lessons, cannot go with the implementation of the video because teaching with it needs more than this 'lazy' teaching method. (Scrivener, 2005, p. 349) Subsequently, the teacher's role becomes to change this "lazy" teaching method in order to fit the implementation needed for teaching using the video tool.

## 5. The role of the teacher's use of videos in the ELT classroom:

The teacher's role has changed and continues to change from being a boss teacher, authoritarian and dictator into becoming a leader teacher, facilitator, and inventor of learning processes.

According to Susan Stempleski (as cited in Richards & Renandya, 2002, p. 364), incorporating videos in teaching English may became mystifying for many learners; since it is includes visual element, audio experience, and spoken language. Teachers, of course, occupy a great role in determining whether a video's use in the classroom has affected positively or negatively students' enhancement in the language classroom.

Teachers should take into their consideration that the selection of the video would be done with specific conditions, in order to maximize the chances of realizing the main aim of motivating students. They have to select the video according to their objectives, their students' level, and their needs (for example, the teacher cannot use a video with difficult pronunciation plus no subtitles). In addition, she argued that:

> *The teacher is there to choose appropriate sequences, prepare the students for the viewing experience, focus the students' attention on the content, play and replay the video as needed, design or select* viewing *tasks, and follow up with suitable post viewing activities*
>
> (Cited in Richards& Renandya, 2002, p. 364)

Teachers should guide and stimulate their students' attention to be focused on the video content to be more comprehensible. This will excite students to become active -not passive- learners (through increasing their level of participation) and reduce the number of reluctant

students, and then teachers should not forget to use the video as a key tool in addition to the others tools as an integrative part of the language curriculum. The elements that teacher has to put in mind and should be available in the choice of appropriate videos for the language classroom is summarized in the following small plan:

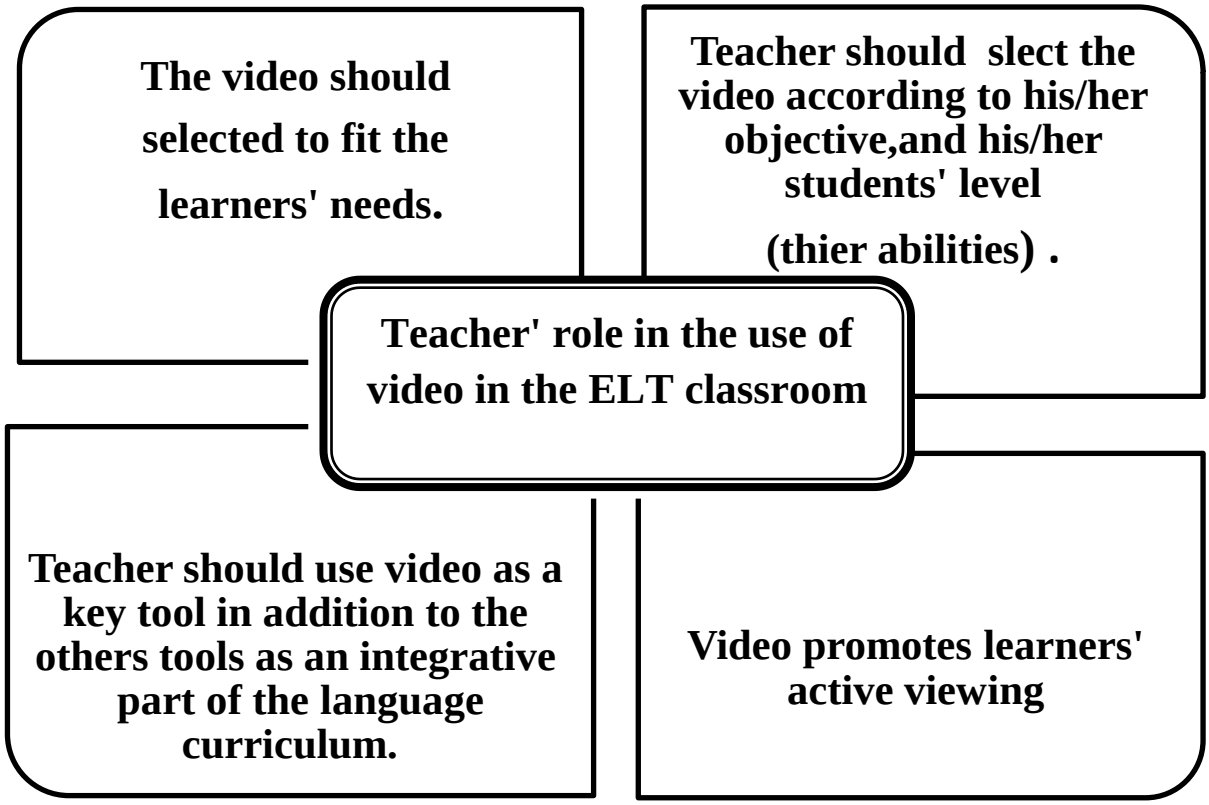


**Figure 3:The elements needed for the application of the video in the class**

(Stempleski as cited in Richards & Renandya, 2002, p. 364)

As a result, to select a video material teachers have to be certain of its content that should be apposite to the learners' interest, needs, and of course their level. Moreover, the teacher has to choose the video that can be used fittingly and assist their students for successful achievement in the duration of practicing the given tasks, since majority of videos are stuffed with lots of cultural aspects.

## Conclusion:

We discussed in this chapter the development of technology and its benefits in the educational system. In addition, this chapter deals with the types of teaching aids and their role in the language classroom. Here, we have tackled matters surrounding the perception of videos that have attracted our attention and which we discussed its important function in the domain of English teaching and learning. Teaching EFL students with the use of videos motivate them to construct and comprehend the input of what the teacher is going to present. Many students consider watching a video just a moment of fun and entertainment to ignore the boredom and the lazy teaching method. It is considered by others that learning with this teaching tool is a source of challenging that requires potential and effort to achieve positively through practicing the video's tasks. As well, Canning (2000) asserted that many institutions and practitioners support teaching EFL classes using videos that enable them to improve their communicative skills, and this latter would be achieved by teachers that have not forgot to concentrate more on asking questions that are based only on what their students watch but also on what they want to express or comment about the video's content and their personal life. Lastly, this chapter provided us with the benefits of integrating the video aid in the language classroom to motivate students by offering them a new strategy of teaching that goes with their modern life style, besides helping both teachers and students in facilitating and simplifying their teaching and learning process.

## Introduction:

In the early 19th century, many teaching methodologies were created as pedagogical guidelines for teaching English. These pedagogies were referred to as a 'traditional' fashion for teaching English because of the less encouraged use of the students-centered, interactive, and engaged method of teaching English. Then, the field of teaching English started to develop more practically in the later 19th century, through the emergence of humanized pedagogies. (Huni-Chinlin & Shin- Chein, n.d, p. 24)

Teaching foreign languages over the past years has witnessed many changes. However, the teacher's aim remained the same; getting their students more successful in communicating easily, spontaneously, and efficiently in the foreign language. As a result, various methods have been suggested for this sake and each one lasted a certain period of time. The emergence of each method was excluded from the previous one. Therefore, in this chapter, we will start by discussing some current methods and approaches in language teaching, and then we will spot light on the communicative language teaching method which is actually concerned with teaching the communicative skills: writing and speaking.

## 1. Survey of the early teaching methods and approaches:

Before listing the descriptive of each approach, we should first clarify some terminologies. According to Richards and Rodgers (1986), an 'Approach' is a set of theoretical principles that gives a description of the nature of the language teaching and learning. Whereas a 'Method' is the orderly design that is planned for teaching and presenting the language. (p. 16). Rogers (2001) adds that methods are a permanent teaching system with given strategies and prepared tasks, while approaches stand for language teaching philosophies that are used in the classroom with many various techniques and ways.

## 1. 1.The Grammar Translation Method (GTM):

Grammar-Translation Method is the oldest method of teaching foreign languages; it was called also the Classical Method because it was originally used to teach the dead languages Greek and Latin, then it has been applied to the teaching of modern languages. (Chastain 1988, cited in Larsen-Freeman, 2008, p. 11)

Diane Larsen-Freeman (2008, pp. 17-19) sets the principles of the Grammar Translation Method in the following points:

- The teacher's goal from using GTM is to enable students to be competent in reading the foreign language literature by teaching them the grammatical rules and vocabulary.
- The teacher is the boss leader of the classroom; his/her students can learn only what he/she knows.
- Students are taught how to translate from one language to another; in addition, they learn the grammatical rules, memorize them and apply them to other examples.
- The dominant interaction in the classroom is from the teacher to the student, besides a little interaction between the students.
- GTM gives the importance to the literary more than the spoken language.
- The most emphasized skills are reading and writing. Much more attention was given to the vocabulary and grammar language areas.
- The students' native language is the most used in the classroom in order to understand the target language by translating it.
- The Written tests are the mostly used in which the students are asked to translate from their native language to the target or vice versa.
- Errors are not tolerated. The teacher corrects the students’ errors directly and immediately.

In fact, "the Grammar-Translation Method was not very effective in preparing students to use the target language communicatively." (Larsen-Freeman, 2008, p. 23). Indeed, it did not give the opportunity to learners to practice the target language and use it orally, so they became incompetent language practitioners. Besides, this method neglected learners' creativity and autonomy and made them, instead, passive learners who had just to learn rules by heart.

## 1.2 The direct method (DM):

The Direct Method emerged as a reaction to the GTM and became practiced at the turn of the 20th century. It is based on the instruction of the target language that should be presented to the learners in oral form. It gives the superiority to the oral skills performed or practiced through dialogues, questions-answers activities in the target language, etc. Advocators of the D.M state that it is the greatest and most powerful way that enables students learn the oral skills.

The direct method was labeled so because it focuses on learning the TL with the direct association of terms with actions or objects. In fact, according to the direct method, the way learners have to acquire the target language is the same way the child acquires his mother tongue. (ibid.). We can summarize the DM principles as follows:

- The teacher's goal is to enable his/her students communicate with the target language easily and successfully.
- Unlike the GTM, students are less passive in the classroom. They deal with their teacher as partners, even if this latter directs the classroom's tasks and practices.

- The teacher never uses translation. He/she introduces a new term in the target language by explaining it through using gestures or pictures. This method helps the students to communicate well with the target language, because they are engaged in real situations.
- Although the teacher is the leader, he/she interacts with his students very well.
- Focus is on the spoken language rather than the written one. Therefore, the students learn more about the culture and geography of the target language countries and are familiar with native speakers' everyday speech.
- Although teachers work with the four skills (speaking, listening, reading, and writing), they give, however, more attention to communication in order to develop the students' pronunciation. Then, both of reading and writing tasks are practiced orally. The Direct Method gives less attention to grammar.
- The native language is forbidden. The Method neglects the use of the students' mother tongue.
- Teachers try to employ many teaching techniques to make students' self- correction.

The Direct method emphasizes on the exclusive use of the native language. Literary texts are just read for pleasure and for analyzing them grammatically, and focus is made on developing pronunciation through listening comprehension. To sum up, the Direct Method demands intensive contact with the target language.

## 3. Teaching Communicative skills:

### 3. 1. Communicative Language Teaching (CLT):

The shift towards the communicative proficiency needed by EFL learners within the development of technology pushed them to set themselves challenging desires and goals. Now, they want to attain the high level in both fluency and accuracy in mastering English.

Furthermore, teachers want to get their students master the target language by engaging them to it as much as possible. Therefore, an appropriate teaching methodology that holds all the teachers' intentions in teaching English reflect a huge demand around the world.

### 3. 1. 1 Origin of CLT:

Historically, Communicative Language Teaching originated in the transformation of the British teaching tradition dating from the late of 1960's. According to Richards (2006, p. 1), the inception of CLT in 1970’s has considered around the world as foremost source of authority on language teaching process. Focus was on communication and oral proficiency achievement rather than structure mastering. Because of CLT totality and comprehensiveness that makes its poles apart in the position and scope from previous approaches and methods, many subjects elevated by the communicative teaching methodology continue living until now. They are significant and applicable nowadays.

### 3. 1. 2 Definition of CLT:

Communicative language teaching is regarded today as an 'approach' to teaching more willingly than as a 'method', based on the scheme that the language learning process is realized by using the language to have better communication outside the classroom. Richards and Rodgers (1986, p. 83) confirm: "Communicative language teaching is best considered an approach rather than a method".

The expression of communicative approach or communicative language teaching is used to express sets of principles that are given to include what aspects of the language should be taught and how to teach them. The aspect ' What to teach ' is focused not only on teaching the grammar and vocabulary, but on the functions of the language as well. Students have to be trained to use those language forms in different contexts and for various purposes. The aspect

of ‘How to teach' is stressed on the belief that language learning has to take care of itself. (Harmer, 2001, pp. 84-85)

CLT is defined by Nunan (1991) as an organism that consists of a set of five qualities which are: First, a combination between language learning with their activities inside and outside the classroom. Second, providing the learning situation with the authentic texts. Third, focus is not only put on language but also on the learning process itself. Fourth, the most important causative elements to classroom learning is the enhancement of the learner's personal experience. Finally, CLT is located on the students' learning communication through engaging them to real interaction with the target language. (Retrieved April 27, 2012, from Wikipedia: http://en.wikipedia.org/wiki/Communicative_language_teaching)

### 3. 1. 3 Communicative competence:

Richards (2006, p. 2) points out that the main goal of communicative language teaching is teaching communicative competence. According to Longman Dictionary of Applied Linguistics (1983, p. 49), communicative competence is defined as: “The ability not only to apply the grammatical rules of language in order to form grammatically correct sentences but also to know when and where to use these sentences and to whom.” The communicative approach mainly stands on the theory of communicative competence that comprises grammatical, sociolinguistic, discourse and strategic competence. In addition, Hymes (1972) refers to communicative competence as: "that aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally with specific contexts." (Cited in Brown, 2000: 246). Hymes concentrated on the social and cultural knowledge that is needed by any speaker for more understanding and using linguistic forms. In his point of view, communicative competence includes both knowledge and the ability to use successfully that knowledge to accomplish a meaningful communication.

In order to explain this term more clearly, Richards (2006) made a comparison between communicative competence and grammatical competence. The later is centered on the production of correct sentences in the target language, by knowing how to formulate accurately the parts of sentences (phrases, clauses, parts of speech, tenses, etc). It provides the learner with grammatical rules which are then practiced in exercises. So, it is really important to help the students to master rules that are needed for formulating correct sentences. However, it is not sufficient because the learners become unable to use the language in meaningful communication. This lack in grammatical competence is the most important focus of communicative competence. Richards (2006, p. 3) sets aspects of language knowledge that communicative competence relies on. We summarize them in the following schema:

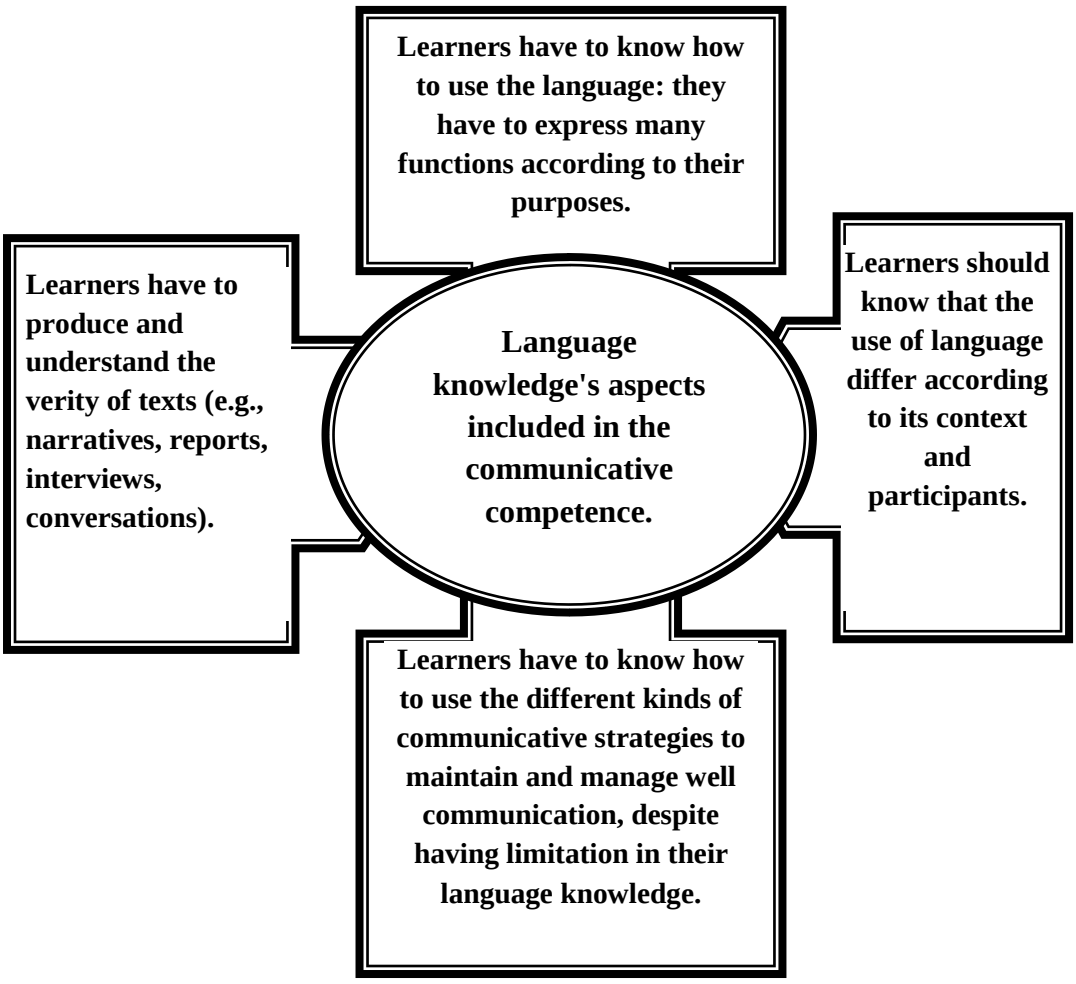


**Figure 4: Language knowledge's aspects of the communicative competence.**

### 3. 1. 4 Methodology:

Methodology offers wealthy information about the components of an approach and its application. Actually, the methodology of communicative approach is very significant for the reason that it emphasizes on learning a language and its use. Methodology is divided into three major components: the approach, which refers to the examination of theories of both language and learning; the design which takes into consideration the entire objective, syllabus content, the role of learner, teacher, materials, activities, etc. And finally, the procedure which refers to the strategies, behaviours, and practices.

Concerning the approach, it is holistic rather than behaviouristic since its theories are dominated on the belief that language is communication. Communicative approach entails both knowing and mastering the grammatical system and also practicing it in real performance. Therefore, "learning activities are selected according to how well they engage the learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns)." (Richards & Rogers, 1986, p. 72).

Classroom activities in the communicative approach are unlimited; they rely on the mastery of different items of grammar then practicing them through controlled activities such as memorization of dialogues and drills. Communicative activities are emphasized on the use of role play, project work, and pair or group work activities. The learners' errors are tolerated in order for them to develop and facilitate their language learning. (Richards, 2006, p. 20). The fact that communicative methodology is a learner-centered approach to language learning leads us to the wrong idea about the passive role of the teacher in this approach. Conversely, the expert, inspired, and skilled teacher is the main prerequisite for the application of this approach in a successful way.

Richards (2006) has noted that because of the types of classroom activities proposed by the communicative approach are based on cooperative rather than individualistic learning, this resulted in a new role for both teachers and learners. The teacher instead of being as the students' perfect model, he/she should make an effort to understand his/her students' errors and be more tolerated towards them in order to develop and facilitate their language learning. Earlier students were tend to listen to their teacher as a model, however with the communicative approach they became more comfortable when they listen to their classmates in peer or group work; they became more responsible for their learning (p. 5). Consequently, a teacher's and learner's motivation, positive feelings and thoughts are essential for effective teaching and learning.

## 4. Communicative skills:

Communicative skills include both writing and speaking. Teachers and learners use them to communicate. They can address their intended meaning either by writing or speaking for meaningful communication.

## 4. 1 Definition of writing skill:

Writing is the representation of language in a textual medium through the use of a set of signs or symbols known as writing systems. It also refers to the arrangement of thoughts and information in a consistent way; thus, creating meaning. Since writing is an important skill to master especially in the foreign languages, it has been defined by many authors. "Writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text."( Hedge, 2000, p. 302).

Many strategies are developed and involved during the writing process; the writer should first set his/ her object (what he wants to write about), then organizes them with the

use of appropriate language in drafts in order to read and review what he/ she wrote to check spelling mistakes, rearrangement of ideas (coherence), and cohesion. For that reason, Hedge stats that: "It is a complex process which is neither easy nor spontaneous for many second language writers". (p. 302). In addition, the above writing' strategies are represented diagrammatically in White & Arndt's model:

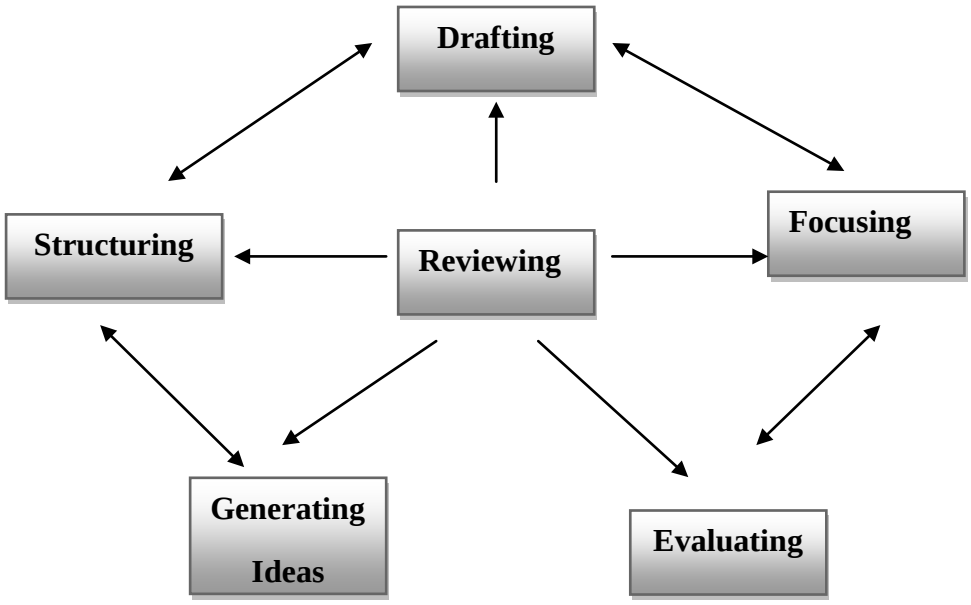


**Figure 5:** White and Arndt's process writing model

(Cited in Harmer, 2001, p. 258)

White & Arndt argued that writing process has to pass through many stages:

- drafting (express the ideas in initial drafts)

- structuring (ordering the ideas or the information and arranging them)

- reviewing (checking the coherence and the cohesion between the ideas)

- focusing (to select the appropriate words to make sure that your intended ideas will be well conveyed and received by the reader)

-generating ideas and evaluation (assessing the draft). ( cited in ibid.)

## 4. 2 Definition of speaking skill:

"Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well."(Littlewood, 1981, p. 1)

The spoken language includes some characteristics that differentiate it from the written language. They include: tone of voice, stress, intonation, speed of the speech, besides the gestures and facial expression of the speaker that they can use with repetitions and pauses. All of these characteristics are useful and helpful to facilitate the speakers' intended or addressed message for the listener.

## 4.3 Writing Vs Speaking

| | productive/ active | receptive/ passive |
|---|---|---|
| aural medium | Speaking | listening |
| visual medium | Writing | reading |

**Figure 6:** The four skills (Widdowson, 1978, p. 57)

According to Widdowson (1978) speaking and writing are both productive skills either verbally or non- verbally; speaking is related to the language that is expressed through the aural medium; however, writing is related to the language that is expressed through the visual medium. In addition, both of them are active and productive skills unlike the remaining skills (listening and reading). The spoken language differs from the written one through the structure of the sentences; unlike the written language, speech contains units of ideas which can be represented in short phrases or clauses that can be connected with the conjunctions or

cannot be joined at all. In addition, the units of speech are usually spoken with a coherent intonation that can be limited by pauses or hesitation markers. (Littlewood, 1981, p. 12).

Another difference, which emphasises the importance of the speaking skill in the foreign language, is the slips of the tongue and errors that refer to the speaker's mistakes in his speech such as: mispronounced words, mixture of sounds, wrong pronounced words due to inattention. Those errors may be understood by the native speakers, but it will be difficult or even problematic to be coded by the second or foreign speakers. (ibid., p. 19).

The Writing and speaking skills are very important in mastering the target language, but speaking it is so difficult since it is developed after the acquisition and the competence of both listening and reading skills so that learners will be able to communicate in a good way. Hedge (2000, p. 261) agrees and states: «But learning to speak competently is a complex task." The teacher can use a verity of activities that help develop his/her learners' speaking skill such us; oral drills, personalization and localization, information gap activities, games, and oral activities. (Harmer(1983), cited in Bygate, 1987, p 70)

## Conclusion:

We have tried through this chapter to shed light on some well known approaches and methods, most specifically the communicative approach in which we gave our main interest; its origin, definition, and its main goal "communicative competence". Therefore, we have tackled with the communicative skills; writing and speaking, their definitions and major differences between them.

## Introduction

In this second part of our research work, we will try to prove the significance and the importance of the videos as a motivational teaching aid that teachers rely on to enhance the students' learning in general and to develop their communicative skills more specifically. To achieve that, we have tried to investigate how secondary school students perceive learning English through the integration of technological materials, and how they consider the effects of using videos on achieving better results in their communicative proficiency level. We have also investigated how teachers judge the use of videos as a technological means to enhance their students' learning.

At a second hand, we have investigated how teachers judge motivation as a notion to develop their pupils' communicative competence, and how they see their role in fostering it. We think that the analysis of the teachers' attitudes and opinions are very important to confirm or reject our hypothesis.

In order to conduct our investigation- answering the problem and confirming our hypothesis- we have relied on two data gathering tools. The major one was the questionnaire addressed to the 2nd year students of Othman Iben Affan Secondary School, and another one to the teachers of English of two different high schools: The first one is the same as the previous and the other is El-Makarri Secondary School in M'sila. In addition, we have used the classroom observation in order to collect more information and to confirm the questionnaire results. We have attended many sessions with one teacher and two different classes, one taught with the video, the other not.

## 1. Research design

### 1.1 Choice of the method

The choice of the method is determined by the nature of the problem. This work follows the Descriptive Method because it can determine the facts about the actual situation (the difficulty of high school pupils to achieve communicative proficiency in the target language -English-) and thereby to clarify that the lack of motivation is the source of the problem and that videos' intervention as an extrinsic motivator is the best and appropriate solution for promoting pupils' communicative skills.

### 1.2 Sample of the study

In our research work, we have tried to restrict the population and to select a representative sample since conducting a research with the whole population of second year students is impractical because of time and the huge number of students. Therefore, second year students have been chosen from Othman Ibn Affan Secondary School in M'sila to be the core of our investigation for a number of reasons:

- They have already a background of four years learning English (three in middle school and one year in high school).
- They are preparing for the baccalaureate exam because the second year is the basis for the third year.
- More importantly, they are not like the first year pupils who did not become yet familiar with the high school atmosphere, nor like the third year pupils who can include individuals of the scientific stream and who do not, generally, give much importance to English as a fundamental module.

From a population of 150 students, fifty (50) were selected randomly to be our sample. It represents two classes out of six in Othman Ibn Affan Secondary School, and equates to 33.33% of the target population.

Concerning teachers, ten have been selected. Five of them belong to Othman Ibn Affan Secondary School, and since this number is not sufficient we have added five other teachers of English from another school; El Makarri Secondary School, in order to collect satisfactory data that are needed to fit our research.

## 1.3 Data gathering tools

The objectives of the data gathering tools depend on the overall objective of our research. It aims first at seeking, discovering, and understanding how motivation affects students' achievement in learning English. Second, it aims at providing that learners really need some extra motivator factors especially with the advancement of their life through technology. So, we have opted for two main gathering tools: a questionnaire; to highlight the different judgments and views of teachers and pupils about teaching and learning with videos, and a classroom observation to get more accurate findings.

### 1. 3. 1 Students' questionnaire

### a- Aim of the questionnaire

We have designed a questionnaire for second year students to obtain data about their motivation in learning English as a foreign language. We look also for their attitudes towards the learning of English with videos as an audio visual aid in the classroom, and whether students consider videos as motivators to enhance them to improve their level in communication.

## b- Description of the questionnaire

The questionnaire has been handed to fifty (50) second-year secondary school students at Othman Ibn Affan Secondary School during the academic year 2011-2012. The sample represents 33.33% of the whole population (nearly one third) that includes 150 students. All the (50) papers that have been distributed were returned, since they have been administrated in our own presence, to make sure that all the students understand the questions and to avoid as well any ambiguity that may hinder our work in order to obtain clear and full responses. The questionnaire is composed of four sections.

**Section one:** consists of five (5) questions aimed at gathering personal information; students' age, sex, background and experience in watching videos.

**Section two:** is related to the students' motivation to learn English. It consists of six (6) questions. In this section, students are asked about their opinions on motivation to learn English and how they evaluate their level of motivation in learning and if it is affected by the classroom environment. It also seeks to know the students' opinions about the use of authentic materials in class and how they prefer working and studying.

**Section three:** tackles students' opinions and attitudes about the use of videos as a motivational factor. In this section, we have provided six (6) questions with the aim to study whether videos enhance and promote pupils' motivation and their communicative skills. Also, it seeks for examining the difficulties that pupils faced when they are learning with videos.

**Section four:** In this section, students are offered with a chance to give their personal believes and suggestions that concern our research: the use of videos as motivational factor in enhancing their communicative skill.

For more clarification, we have summarized the distribution of questions of the students' questionnaire as the following:

| Section | I | II | III | IV |
|---|---|---|---|---|
| Question | Background and experience in watching videos. | About motivation | About the use of videos | Suggestions |
| Types | Information | Experience in their learning | Attitudes about learning with videos | suggestions |
| N°/Questions | 5 | 6 | 6 | |

**Table 1**: the students' questionnaire distribution

## c- Analysis of the students' questionnaire:

**Item 1:** Age distribution

| Age | 17 | 18 | 19 |
|---|---|---|---|
| N | 24 | 17 | 9 |
| % | 48 | 34 | 18 |

**Table 2**: Age distribution

The above results show that 2nd year students of the age of 17 occupy the highest percentage (48%). Then comes 34% of students aged 18. Finally, a little number of students are 19. Those results lead us to recogenise that students have varied backgrounds because of their different levels and different abilities.

**Item 2:** Sex distribution

| Sex | Males | Females |
|---|---|---|
| N | 28 | 22 |
| % | 56 | 44 |

**Table 3:** Sex distribution

From the above table, there is propably an approximative number between females and males. But the number of girls (28) is slightly more than the number of boys(22).

**Item 3:** Number of students who watch videos

| Watching videos | Yes | No |
|---|---|---|
| N | 49 | 1 |
| % | 98 | 2 |

**Table 4:** students who watch videos

We can read from the table above that almost all the students watch videos whatever their kinds except one student. We believe that this huge percentage of watching videos refers to students' life styles that rely on the actual advancement of technology and media.

**Item 4:** Number of students who watch English videos outside the classroom.

| Watching English videos | Yes | No |
|---|---|---|
| N | 50 | 0 |
| % | 100 | 0 |

**Table 5:** students who watch English videos

Unsurprisingly, all respondents of the sample, do like watching English videos outside the classroom. Most of students mentioned that they like watching MBC2 in which they can see movies, also MBC4 where they like the daily show ‘the doctors' and the most preferable channel MTV ARABIA in which they can watch plenty of English programs that are translated with subtitles (they want to develop their speaking skill). These statistics reflect the desire and the students' motivation to learn English as a second language as well as to recognise the native speakers' attitude, language use, and most importantly the pronunciation.

**Item 5:** kinds of English videos that students prefer watching outside the classroom.

| Preferable English videos | Sports + films+ video clips | Films + video clips | Documentaries films+ video clips |
|---|---|---|---|
| N | 19 | 11 | 8 |
| % | 38 | 22 | 16 |

| Sports + news | Documentaries + sports | Documentaries + sports +films |
|---|---|---|
| 2 | 3 | 7 |
| 4 | 6 | 14 |

**Table 6:** videos prefer watching outside the classroom

As it is apparent from the table above, the majority of students (38%) prefer watching sports, films, and video clips. However, the smallest percentage refers to the choice that excludes the video clips. Those percentages that reflect watching video clips are for the benefits of the students because even if they watch them for the sake of entertainment unconsciously, those videos will develop their communicative skills through repeating songs’

words, for example. Students will learn how to pronounce these words even if they don't know what they really mean. We conclude that most students want to get advantage from the media for information or pleasure.

**Item 6**: Motivation to learn English

| Reason | Passing exams | The teacher | Communication skills | 1+2 | 2+3 | 1+3 |
|---|---|---|---|---|---|---|
| N | 1 | 9 | 22 | 0 | 10 | 8 |
| % | 2 | 18 | 44 | 0 | 20 | 16 |

**Table7:** Motivation to learn English

As it is clearly observed from this table, most students are motivated to learn English to improve their communication skills. Indeed, students' desire to achieve their writing and especially their speaking skill confirms that they posses intrinsic motivation. However, other students (18%) seek the teacher. These have an extrinsic motivation since the teacher plays an important role in the process of both motivation and learning the SL because he/she makes his/her learners appreciate the language.

We may also notice that 20% and 16% of the sample answered that they are motivated either by the teacher or by their desire to develop their communication skills or to pass their exams by scoring good marks and become more competent in communicative skills. Apparently, the main goal of most pupils is to learn how to become competent in using the language to communicate.

**Item 7:** Students' self evaluation of motivation

| Degree | high | Medium | Low |
|---|---|---|---|
| N | 18 | 24 | 8 |
| % | 36 | 48 | 16 |

**Table 8:** Students' self evaluation of motivation

Based on the learners' replies to this question, we observe that almost all of them perceive well their level of motivation in learning English. Indeed, most of the students (represented by 48%) agreed that they have a medium level of motivation, and this is not bad since the learning process is affected by many factors that may hinder it, such as: crowded classes, difficulty of the lessons, or even the teaching method. Those factors and others are considered to be the causes of weak pupils' motivation that represent 16% of the sample.

36% of the sample, however, is highly motivated to learn English, which is considered as a satisfactory percentage. This category of students confessed that they have confidence in themselves and in their abilities to improve their level of achievement in learning English (intrinsic motivation). We do not have to forget that the teacher is the responsible for maintaining his pupils' level of motivation by using different techniques, methods, materials, and activities added to a sense of challenge in the classroom environment. Only 16% of the sample argued that their motivation towards learning English is low. Through the choices that we suggested to explain this result, most of students answered that their teacher's method is the cause because this latter always uses the same method without adding anything new or trying to refresh the classroom environment. In addition, just two students selected the choice of 'English is not a fundamental module'. This evidence emphasises the fact that whatever the students' stream (scientific or literary), the majority of them are motivated to learn English want to develop their communicative competence.

**Item 8:** The relation between the environment (classroom) and motivation

| Classroom influence on motivation | Yes | No |
|---|---|---|
| N | 43 | 7 |
| % | 86 | 14 |

**Table 9:** Classroom influence on motivation

As far as the results obtained are concerned, the overwhelming majority of students believe that the classroom environment or atmosphere influences their motivation to learn. It is obvious that when learners are seating in a comfortable place that is clean, calm, well lighted, organized, not crowded, and has the available equipments, surly their motivation to learn will increase. Also, they will feel at ease and more pleasant to learn since those comfortable factors offer them with the chance to receive sufficient attention and feedback.

However, only 14% of students agreed that the classroom environment does not affect their motivation to learn. We found that this category did not understand the question because they answered negatively. However, they wrote as a justification that when the class is not calm they cannot learn, as well as the lack of interaction between them or with their teacher influences negatively their motivation.

**Item 9:** Types of motivating materials

| Types of materials | Books | Pictures | Mime and gestures | Video | Others | 1+2 | gestures+ video | video+ books | video+ pictures+ gestures |
|---|---|---|---|---|---|---|---|---|---|
| N | 0 | 0 | 3 | 13 | 2 | 0 | 19 | 5 | 8 |
| % | 0 | 0 | 6 | 26 | 4 | 0 | 38 | 10 | 16 |

**Table 10:** Types of motivating materials

Again, as it is noticeable in the ninth table, the highest percentage (38%) represents the students who find both videos and teacher's gestures the most motivating materials. This indicates that the majority of students want to learn according to their life style that goes with the advancement of technology (through videos) plus their teacher’s effort. This result confirms that the teacher has a great role in the use of videos in the ELT classroom since he/she is the responsible for the selection of the appropriate videos that fit his/her students' needs and abilities.

We notice also that all students don't prefer learning only with books or pictures since no one of them chose those two visual aids. This could be explained that the majority of students feel tired and bored with this old and lazy teaching method. They want to learn with modern means of technology which can gather both sound and picture and which they motivate them to learn in a very interesting and attractive way.

**Item 10:** The use of authentic materials (videos) increases motivation

| Students' opinions. | Yes | No |
|---|---|---|
| N | 48 | 2 |
| % | 96 | 4 |

**Table 11:** The use of authentic materials and motivation

We can read from the table above that the majority of students find authentic material needed and helpful for increasing their motivation. Only 4% see them unnecessary to motivate them arguing that if their teacher is a good, skilful, and fluent speaker of English it will be sufficient to motivate them learn SL correctly without facing any difficulties.

**Item 11:** Students' preference for group learning

| Preference | Whole class | Groups | Pairs | Individually | 1+4 | 2+4 |
|---|---|---|---|---|---|---|
| N | 13 | 24 | 3 | 5 | 2 | 3 |
| % | 26 | 48 | 6 | 10 | 4 | 6 |

**Table12:** Students' preference for group learning

Students were asked to say whether they prefer group, peer, or individual work. From the results obtained, the majority of them(24) prefer working with groups. They explained their choice arguing that most of them are aware of the evidence that working together in small groups assists them to practice the language by exchanging ideas and opinions , correcting each other's mistakes. Most importantly, students want to improve and enhance thier communicative competance since communication necessitates the interaction between learners and this can be achieved by working jointly in groups. One of students said that he/ she feels shy in the classroom and does not participate in front of his/her teacher. Nevertheless, he feels confident when interacting with his mates and can use the language more freely. Both Williams and Burden (1997) supported the group work by pointing to its adventages: " it group work) reienforces a sense of belonging among the group members". (Cited in Harmer, 2001: 114)

In contradiction, other students (10%) indicate that they prefer working individually. In their different justifications, we detected that do so because they want to see their own potential and abilities in learning without their classmates' help. Additionally, they argue that they feel ease when they are free in working alone, and this lead them to gain their teacher's attention and feedback since they are studying individually far from the classmates' noise and stress. Harmer gives evidence of why pupils and even teachers favour the individualized

learning: "… it can develop leaner autonomy and promote skills of self-reliance and investigation over teacher-dependence; it can be a way of restoring peace and tranquility to a noisy and chaotic situation". (2001: 116)

**Item 12:** lessons taken with videos

| Lessons with using videos | Yes | no |
|---|---|---|
| N | 50 | 0 |
| % | 100 | 0 |

**Table 13:** lessons taken with videos

The table shows that all the students of the sample learn English language with the use of videos, and they asserted that their teacher use videos in teaching them English to help them to achieve communicative competence. Since we distributed the students' questionnaire to the classes in which their teachers use or teach with the audio visual aid which is video. We cannot distribute it to the classes in which their pupils don't learn with videos, because they will not able to respond to our questions that are stated in the third section which are related to the effects of videos on pupils' learning. They will not fit our work since they don't have any idea about how the learning process will be with the integration of technology and more specifically with the aid of videos.

**Item 13:** students' feeling about learning with videos

| Students' feeling | Very interesting | Interesting | Not interesting |
|---|---|---|---|
| N | 43 | 6 | 1 |
| % | 86 | 12 | 2 |

**Table 14:** students' feeling about learning with videos

Almost all students (86%) are satisfied with the use of video in their learning process by replaying that they find them very interesting. Students find that when they are watching a video, their interest is automatically gained and their motivation is quickly enhanced. Also, most of students replied that they feel tired with the old teaching method; the teacher' s use of the board or courcebooks. They want, instead, something new that fits their life style and which goes with technology advancement. In the other hand, only one student confessed that he doesn not find the video use interesting. He argued that if the teacher is skilful and competant enough in managing his/her class and using a good teaching method, then there is no need to use extra materials such as videos.

**Item 14:** Degree of motivated students when learning with videos

| Degree of motivated/encouraged students | Yes | no |
|---|---|---|
| N | 49 | 1 |
| % | 98 | 2 |

**Table15:** Degree of motivated/encouraged students

We remark from the above table that the vast majority of students (98%) responded positively. They agreed that videos really enhance, engage, and extrinsically motivate them in learning English. Almost all of them declared that videos are considered as a tool of enthusiasm and attraction which increases their interest to learn and to achieve successfully. Furthermore, we notice that the visual hints simplify the students' leaning since the native speakers use both verbal and non verbal language patterns.

Also, when students learn with videos, it stimulates and encourages them to engage easily in the lesson progression. Students added that when they hear and see the target language they can easily understand the different meanings and moods through native speaker's mime, gestures, and their facial expressions. Finally, we noticed also that students

consider videos as a source of entertainment and relaxation especially when the video contains music.

In contradiction, only one student (2% of the sample), who asserted previously that videos do not interest him/her, replied again that videos do not encourage him/ her, too. He/she argued that if he is intrinsically motivated and has the desire to learn whatever the cause, there is no need to be encouraged with other materials since he is encouraged by himself.

**Item 15:** pupils' preference for group learning when learning with videos

| Preference | Pairs | Individually | Groups | 1+2 | 2+3 |
|---|---|---|---|---|---|
| N | 18 | 3 | 20 | 8 | 0 |
| % | 36 | 6 | 40 | 16 | 0 |

**Table 16:** pupils' preference for group learning when learning with videos

As it is noticed from those results, there is a parallel in the students ' responses; between those who are in favour of learning with the use of video in groups (20%) or in pairs (18%). This confirms the principle of the communicative approach that relies on using communicative activities. This type of tasks creates a sense of belonging, collaboration, and involvement since they were practiced by learners either in pairs or in groups.

**Item 16:** The degree of students' acquirements from learning with videos

| Degree | New vocabulary | Better pronunciation | New culture | 1+2 | 1+3 | 2+3 | 1+2+3 |
|---|---|---|---|---|---|---|---|
| N | 1 | 1 | 8 | 26 | 2 | 6 | 6 |
| % | 2 | 2 | 16 | 52 | 4 | 12 | 12 |

**Table 17:** degree of students' acquirements with videos

In response to the sixtieth question in the third section that aimed at gathering data about the students' acquirements from learning with videos, we have received a variety of answers mainly summarised as follows: the highest percentage (52%) goes back to the acquirement of new vocabulary and better pronunciation. This result refers to the students' desire to improve and develop their communicative skill. Therefore, through the native speakers' pronunciation, students can improve their speaking skill by imitating them and, thus, become more fluent in using the target language. Another category of students that represents 16% of the sample, argued that they learn the culture of the foreign language through watching authentic videos.

**Item 17:** The degree of students' difficulties when learning with videos

| Degree | yes | No | rarely |
|---|---|---|---|
| N | 20 | 1 | 29 |
| % | 40 | 2 | 58 |

**Table 18:** students' difficulties with videos

As it is shown in this table, 58% of the students replied that they rarely/sometimes face difficulties when learning with videos. Similarly, 40% of the sample confirm that during learning with videos, they face some difficulties that hinder their learning.

**Item 18:** Difficulties encountered when learning with videos

| Difficulties | Difficult pronunciation | New vocabulary | Content of the video | 1+2 | 2+3 | 1+3 |
|---|---|---|---|---|---|---|
| N | 25 | 6 | 4 | 10 | 2 | 3 |
| % | 50 | 12 | 8 | 20 | 4 | 6 |

**Table 19:** Difficulties encountered when learning with videos

When we asked about difficulties, a great percentage (50%) stressed the difficulty in pronunciation, whereas 12% concentrated on the new vocabulary and 20% where really aware that learning English using videos involves those two components. It is obvious that each of them of language occupies a great role in improving learners' speaking skill but the most important trouble is the difficulty with the native pronunciation of English words.

Most students agreed on the fact that the difficulty of pronunciation refers to the accent and the intonation of the native speakers. In addition, 8% of them could not catch the speed of the delivery so they could not understand much about the content of the video.

**Item 20:** Suggestions

In this section, almost all students suggest that they hope that their teachers continue using videos for teaching them because they feel more pleasant and enjoyed during their learning.

## 1.3.2. Teachers' questionnaire

## a. Aim of the questionnaire

The teachers' questionnaire is submitted because we seek to answer the question about the teachers' awareness of the notion of motivation and their role in motivating students. Moreover, we want to identify the different perspectives and views of Algerian teachers of English towards the importance of the use of videos in increasing and improving learners' motivation and enhancing their competence in communicative skills.

## b. Description of the questionnaire

The questionnaire was distributed to ten teachers of two different secondary schools. Five from Othman Ibn Affan secondary school, in which we have already administered a questionnaire for students. Because the number is insufficient, we added other five copies in other another secondary school: El-Makarri secondary school, since each secondary school contains only five teachers of English. The teachers' questionnaire has been long unlike students' questionnaire, even if it includes also three sections but they are comprised a lot of questions.

| **Secondary school** | **N°. Distributed** | **N°. Returned** | **% Returned** | **%Total** |
|---|---|---|---|---|
| Othmen ibn affan | 5 | 5 | 50 | 100 |
| El-Makarri | 5 | 5 | 50 | |

**Table 20:** Teachers' questionnaire Distribution and Collection per secondary school

**Section one:** consists of five questions from 1 to 4 including sub-questions aiming at gathering personal information about teachers' qualifications and experience in teaching English at the secondary school level.

**Section two:** consists of ten questions. All of them tackle with both students' and teachers' motivation. The fourth initial questions seek information about the teacher's evaluation of their students' motivation. The remaining six questions are concerned with the teachers'

evaluation of their own motivation in class, their teaching method in general, and the materials used to increase their learners' motivation.

**Section three:** deals with videos. It contains twelve (12) questions that are all about the teachers experience in teaching with videos, and their evaluation of integrating this technological aid in enhancing students' communicative skills. Moreover, the final questions tries to find out information about the placement of the video in the session and how the teachers prefer using them in the type of grouping work, as well as the major difficulties that may hinder the use of videos.

**Section four:** In this final section, teachers are free to assert and to give their own opinions about the use of videos in teaching English. Also, they are offered with a chance to give further suggestions that concern our subject; about the way to motivate EFL students and how their communicative skills may be enhanced by the use of videos.

For more clarification we summarized the distribution of our questions in the following table:

| Section | Section I | Section II | Section III | Section IV |
|---|---|---|---|---|
| Question | Teachers' Personal information and experience | About students' and teachers' motivation | Teachers' video experience in teaching | Suggestions |
| Types | Information | Experience in their teaching | Attitudes about teaching with videos | suggestions |
| N°/Questions | 4 | 10 | 12 | |

**Table 21:** The distribution of teachers questionnaire' questions

## c. Analysis of teachers' questionnaire:

**Item 1:** Sex distribution

| Sex | males | Females |
|---|---|---|
| N | 2 | 8 |
| % | 20 | 80 |

**Table 22:** Sex distribution

From the results shown in the above table, the majority of secondary school teachers of English are females (80%) and only (20%) are males. This big distinction may refer to the fact that women like studying foreign languages unlike men who prefer scientific branches.

**Item 2:** Teachers' qualification

| Qualification | License | E.T.E | E.N.S |
|---|---|---|---|
| N | 6 | 1 | 3 |
| % | 60 | 10 | 30 |

**Table 23:** Teachers' qualification

From this table, we notice that most of teachers' secondary school have a license degree (60%), and (30%) come from the Ecole Nationale Superieure. This indicates that probably all secondary schools teachers have the same background.

**Item 3:** Experience in teaching English at the secondary school level

| Experience | One | Three | Five | More |
|---|---|---|---|---|
| N | 0 | 5 | 3 | 2 |
| % | 0 | 50 | 30 | 20 |

**Table 24**: Experience in teaching English at the secondary school level

We notice from the results obtained from this question that the half of the sample (that represents 50%) is teachers that have less than five years experience. In fact, this is not sufficient to have an acceptable amount of effective training in order to become skilful teachers. They are still novice teachers and are not aware yet of the effective strategies and tricks that can be used to improve teaching.

**Item 4:** Teachers' position

| Teachers' position | Permanent | Vacation |
|---|---|---|
| N | 10 | 0 |
| % | 100 | 0 |

**Table 25:** Teachers' position

In response to the fourth question we have received positive responses in which represent the whole sample (100%). All the teachers of English of both secondary schools are permanent, and this is a good aspect because it reflects positively the students' achievement since they are familiar with their teachers' techniques and method of teaching. Besides, and

most importantly, the teachers are familiar also with their students' needs and abilities so they will know how to manage their classrooms more effectively.

**Item 5:** Students' level of motivation

| Level | high | Medium | Low |
|---|---|---|---|
| N | 1 | 8 | 1 |
| % | 0 | 80 | 0 |

**Table 26:** Students' level of motivation

As it is clearly observed from this table, 80% of respondents regard their students' motivation to be medium. This can be explained by many reasons; the difficulty of the lessons that are taught, or the negative aspects in the classroom environment as the lot of noisy. One teacher asserted that her students are highly (intrinsically) motivated and this is because, according to her, they really want to learn English because it is the international language and reflects developments of technology. She judges their high motivation through their participation in class and their enthusiasm to be more competent in using the language perfectly to communicate especially when speaking.

**Item 6:** The causes of students' low s motivation

| Causes | Teaching method | Techniques/ activities | Space/ time | Difficulty of topics | Length of lessons | Space/ time+ Difficulty of topics | Space/ time+ Techniques/ activities |
|---|---|---|---|---|---|---|---|
| N | 0 | 0 | 6 | 1 | 0 | 2 | 1 |
| % | 0 | 0 | 60 | 10 | 0 | 20 | 10 |

**Table 27:** The causes of students' low s motivation

Even if only one teacher considers his/ her students low motivated, all the other teachers gave their opinions about the causes that may lead to low motivation. The majority of teachers (60%) argued that the most perceived problem is with the learning environment (space/time) that is not appropriate for learning. Classrooms are noisy, not well lighted and equipped, and the time allotted to teach English and improve learners' level is not sufficient. In addition, two teachers added that the difficulty of the lessons/ topics and the inappropriate teaching methods affect negatively the students' achievement. These latter have different needs and abilities that should be taken into consideration through the use of different techniques and activities fit all students' levels.

**Item 7:** Students' type of motivation

| Type of motivation | Intrinsic | Extrinsic |
|---|---|---|
| N | 3 | 7 |
| % | 30 | 70 |

**Table 28:** Students' type of motivation

Based on the teachers' replies to this question, we observe that almost all of them (70%) consider their students' motivation to be extrinsic. Many external factors have an effect on motivation and the achievement of learning English. For instance, seeking parental satisfaction or passing exams because students are interested in the marks and they do not give importance to learning for its own sake. In the other hand, only 30% of the sample find their students intrinsically motivated because they enjoy the language and have the desire to study it for the sake of communicating effectively with it. In addition, few of them are intrinsically motivated to go abroad or for a future (English- based) career.

**Item 8:** Students' enjoyment in listening to the teacher

| Students' enjoyment | Never | Rarely | Sometimes | Always |
|---|---|---|---|---|
| N | 0 | 0 | 5 | 5 |
| % | 0 | 0 | 50 | 50 |

**Table 29:** Students' enjoyment in listening to the teacher

We have received equal responses between ‘sometimes’ and ‘always’ about the students’ rate listening to their teacher. The teachers who see their students enjoying listening to them, pointed out many reasons for that such as:

- They always, do it on purpose, use a verity of intonations and tones, facial expressions, and body language all of those help the teachers to emphasise their presence and attaining their students' attention and make them get pleasure from their explanation during a session.

-They use a verity of activities and over use of open ended questions in order to open the discussion that involve their students and make them participate and share their ideas with them.

In spite of this, other teachers declared that their students from time to time have the pleasure to listen to them, depends on their mood especially when the timing of the session; if it is the last hours in the afternoon it will be a big problem.

**Item 9:** Students' like to be challenged

| Students' like of challenge | yes | No |
|---|---|---|
| N | 8 | 2 |
| % | 80 | 20 |

**Table 30:** Students' like to be challenged

Apparently from this table, the great majority of teachers (80%) have the same opinion that their students generally like to be challenged, through their justifications many causes are revealed:

- The students are in a period of adolescence. Whenever there is a challenge they want to prove themselves as competent by engaging in the given task, so they become more interested in the lesson.

- When the students feel they are challenged for the sake of improvement, they feel secure with their teachers and accept to be challenged and often obey them.

- When the teacher gives an English challenge, students are asked to do an activity in the form of reports or small research papers (reading short stories, searching on the net ,...) the most of reluctant/silent students will be motivated and become more interested in the lesson. One of the teachers stated that when her students are challenged and competed either between each other or with her, she feels like being in a stadium.

Contradictory, 20% of the sample do not see their students like to be challenged; explaining that, the major reason is their students' fear of failure and embarrassment in front of their classmates and teacher especially when they do not perform well.

**Item 11:** Teachers' own motivation

| Always motivated | yes | No |
|---|---|---|
| N | 8 | 2 |
| % | 80 | 20 |

**Table 31:** Teachers' own motivation

Again, as it is noticeable this table, the highest percentage (80%) of teachers feel themselves always motivated to teach and to give their best, mainly because they love their profession and they feel responsibility towards their noble job, as well as their role in

motivating their students to assist them for best achievement and obtaining good results. In addition, one teacher argued that even if his students are intrinsically motivated, they cannot go without their teachers' own motivation.

On the other hand, 20% of teachers said that they are not always motivated because it is impossible to remain on the same level of enthusiasm from the beginning to the school year till the end. In addition, they agreed on all the causes that we suggest them as problems that affect negatively their motivation. Some of the problems they are confronted with are the students' misbehaviors, administrative constrains, and sometimes some personal problems.

**Item 13:** The possibility of motivating all students in class

| Possibility to motivate all the class | yes | No |
|---|---|---|
| N | 6 | 4 |
| % | 60 | 40 |

**Table 32:** The possibility of motivating all students in class

From this question that aimed at investigating the teachers' possibility of motivating all students in class, we received two distinctive responses: 60% of teachers claimed that it is possible to motivate all students in the class. They affirmed that this can be realised by being sensitive to students, using different activities that go with all levels, and creating a comfortable atmosphere that makes them feel a sense of belonging.

The opposite teachers said that is unattainable to motivate all students at once. This may refer to their different backgrounds, levels, and attitudes; so they cannot be all interested in the same topic or even to the teacher's style. Thus, we found that, through the teachers'

answers, it is hard to motivate all students in overcrowded classes, also the problem of the session timing that is unsuitable and which makes students become tired in the afternoon.

**Item 14:** Influence of the learning environment on students' motivation

| Influence of the learning environment on motivation | yes | No |
|---|---|---|
| N | 10 | 0 |
| % | 100 | 0 |

**Table33:** Influence of the learning environment on students' motivation

All teachers agreed that the learning environment influences the students' motivation. Indeed, they set two sides in the classroom that affect students' motivation: physical space and psychological side. In the physical space; if the classroom is clean, large, not overcrowded, well lighted, located far from a noisy area, organized and well equipped with the appropriate materials then surely all those positive characteristics will not restrict students' outcome and would stimulate them to be more motivated.

For the psychological side, students should be provided with a comfortable and safe atmosphere that support them to become self confident. Also, teachers have to be tolerating towards their students' mistakes and should not to be strict all the time, making fun time to time, and using cooperative tasks that involve students all together.

**Item 15:** Teachers consideration of students' differences

| Characteristic | Personality | Needs | Background knowledge | Abilities | Learning style | All these | Other |
|---|---|---|---|---|---|---|---|
| N | 2 | 0 | 0 | 0 | 0 | 8 | 0 |
| % | 20 | 0 | 0 | 0 | 0 | 80 | 0 |

**Table 34:** Teachers consideration of students' differences

All the respondents without exception agreed on the fact that all the characteristics that we have stated in table are taken into account during teaching. Furthermore, teachers asserted that knowing those characteristics guide them in the selection of the appropriate kind of activities and groupings, and most importantly their students' difficulties that direct them to set up the best strategies and methods of teaching.

**Item 16:** Theories of motivation followed by the teachers

| Theory of motivation | Behavioristic | Cognitive | Constructivist | Humanistic |
|---|---|---|---|---|
| N | 2 | 1 | 0 | 7 |
| % | 20 | 10 | 0 | 70 |

**Table 35:** Theories of motivation followed by the teachers

Teachers are asked to say whether they follow Behaviouristic, Cognitive, Constructivist, or Humanistic theories of teaching. From the results, the majority of them prefer following the Humanistic theory (70%) because it offers a relaxed atmosphere which fosters learning and teaching. Moreover, two teachers argued that they follow the behavioristic theory since thay believe the notion of rewards and punishment as a good technique in obtaining good results from their students.

**Item 17:** Students most appreciated material

| Type of materials | Pictures | Tape recorder | Mime and gestures | Video |
|---|---|---|---|---|
| N | 0 | 0 | 0 | 6 |
| % | 0 | 0 | 0 | 60 |

| Others | 1+3 | 1+4 | 3+4 |
|---|---|---|---|
| 0 | 0 | 2 | 2 |
| 0 | 0 | 20 | 20 |

**Table 36:** Students most appreciated material

60% of teachers agreed on the 'video' as the most appreciated tool by their students since it offers both audio and visual aspects. Similarly to the words of Harmer: "one of the main advantages of video is that students do not just hear language, they see it too." (2001: 282). However, 40% of the teachers questioned did not select only one answer, they combined between multiple choices including the selection of video. All the ten teachers agree on the video as their most preferable teaching tool by their students since it motivates them to learn unlike the old teaching way.

**Item 18:** The use of videos in teaching English

| Teaching with video | Very often | Often | Never |
|---|---|---|---|
| N | 3 | 5 | 2 |
| % | 30 | 50 | 20 |

**Table 37:** The use of videos in teaching English

The majority of teachers (80%) say that they use videos in their teaching. Five teachers from Othman Ibn Affan secondary school and three are from the El-Makarri secondary school. Only 2 teachers (from the latter secondary school) declared that they don't use videos in teaching English. This may be explained by teachers having more than five years experience in teaching English are considered DIGITAL IMMIGRANTS, since this term denotes a person who came late to the digital age. They have used their classical teaching method that their students become familiar with it.

**Item 19:** Teachers opinion about the video as a valuable tool

| Opinion | yes | No |
|---|---|---|
| N | 8 | 2 |
| % | 80 | 20 |

**Table 38:** Teachers opinion about the video as a valuable tool

Among the ten teachers, 80% consider that integrating videos in teaching English is really a valuable tool. They explained their point of view by stating that because it assists

them in making their lessons more successfully, particularly when their students feel tired, bored, and demotivated.

However, 20% of teachers confessed that they don't consider videos as valuable tool. They argued that their teaching method is sufficient since their learners achieve successfully so they see that integrating other materials are not necessary.

**Item 20:** Teachers' purpose by teaching with video

| Teachers' purpose | Improve vocabulary | Improve communication skills | Have fun | 1+2 | 2+3 | All |
|---|---|---|---|---|---|---|
| N | 0 | 0 | 0 | 5 | 0 | 3 |
| % | 0 | 0 | 0 | 62.5 | 0 | 37.5 |

**Table 39:** Teachers' purpose by teaching with video

As it is shown in this table, only the teachers that uses the video in teaching English (8) replayed to this question and the remaining ones since the other teachers (2) do not experience teaching with videos. So, they have no idea about the effects of the use of video in class.

The majority of teachers (62.5%) declared that they use videos to improve their students' vocabulary and communication skills. 37.5% of teachers use videos to improve all of the vocabulary, communication skills, and culture. They stated that students need to learn the vocabulary of the English language to communicate effectively. If the video is provided with subtitles, this helps the students to improve their knowledge about the target language

vocabulary; they will be able to write effectively without facing difficulties especially through their responses in the exams.

Videos offer learners with the native speaker' pronunciation and culture. This fact has a great impact on helping them improve their speaking skill. They will imitate native speakers' pronunciation and also knowing their culture would enable them to use the language successfully in its appropriate context.

**Item 21:** Students' feeling towards the video

| Students' feeling | Difficult | Amazing | Encouraging | 2+3 |
|---|---|---|---|---|
| N | 0 | 1 | 1 | 6 |
| % | 0 | 12.5 | 12.5 | 75 |

**Table 40:** Students' feeling towards the video

As we expected, the majority of teachers (75%) found that their students perceive learning with video to be encouraging and amazing. teachers declared that their students find the video encouraging because it attracts their attention. And since the video includes both pictures and sounds, they help them store the information and memorize it. Besides, the video stimulates many students who are silent or passive in class and encourages them to participate and ignore the feeling of shyness through its collaborative and cooperative activities.

Additionally, teachers found that video entertain their students and amaze them since it refresh their learning and fit their life style.

**Item 22:** Language categories obtained from watching a video

| Language categories | New vocabulary | New culture | Pronunciation | 1+2 | 1+3 | 2+3 | All of them |
|---|---|---|---|---|---|---|---|
| N | 0 | 0 | 0 | 0 | 5 | 0 | 3 |
| % | 0 | 0 | 0 | 0 | 62.5 | 0 | 37.5 |

**Table 41:** Language categories obtained from watching a video

From the statistics that are shown on the above table, we observe that the majority of teachers (62.5%) replied that when they teach with videos their students obtain more information (vocabulary and pronunciation). They explained this by their students' desire to improve and develop their communicative skill; meaning that, most of students like to learn with videos because they want to acquire new vocabulary to use them in writing paragraphs. It also assists them to develop their writing skill. Therefore, teachers found that their students imitate the native speakers' pronunciation to improve their speaking skill and become more fluent in using the target language.

37.5% asserted that their students acquire all of the choices mentioned on the table since the video offers students with the target culture and which they will learn from it because they are curious to know more about the foreigners' costumes, believes, and traditions.

**Item 23:** The type of selected activities for all kinds of videos

| The type of activity | M.C.Q | Gaps filling | Questions | All |
|---|---|---|---|---|
| N | 0 | 1 | 2 | 5 |
| % | 0 | 12.5 | 25 | 62.5 |

**Table 42:** The type of selected activities for all kinds of videos

The statistical findings of this table point out that almost all teachers (62.5%) use a verity of activities when they teach with the video. M.C.Q (write its full form), Gaps filling, and questions to be answered are all used by the secondary school teachers in order to fit their students' needs and levels. All of them focused on the fact that whatever the type activity, it should have a direct relationship with the curriculum.

**Item 24:** The organization of the video's activities according to the stage of the lesson

| Activities' organization | Yes | No |
|---|---|---|
| N | 8 | 0 |
| % | 100 | 0 |

**Table 43:** The organization of the video's activities according to the stage of the lesson

Unsurprisingly, almost all teachers agreed on the same opinion that they use the video's activities according to the stage of the lesson. They declared that the video's activities should be practiced by the students from the less to the more difficult in order to facilitate their

comprehension, to progress smoothly in their learning process, and not to be shocked or frustrated.

**Item 25:** The lesson moment of using the video

| The lesson moment | Beginning | Middle | End | Depends on the content |
|---|---|---|---|---|
| N | 2 | 1 | 0 | 5 |
| % | 25 | 12.5 | 0 | 62.5 |

**Table 44:** The lesson moment of using the video

We remark from the table that the vast majority of teachers (62.5%) integrate the video in the lesson depending on its content. They use the videos in the beginning of the lesson as a warming up to give general hints about what is coming later, or in the middle of the lesson to develop some specific points of grammar, syntax, etc . The video can be used also at the end of the lesson as a kind of entertainment and relaxation.

**Item 26:** The difficulties encountered when carrying out these activities

| Difficulties | Timing | Students' control management | Both |
|---|---|---|---|
| N | 6 | 1 | 1 |
| % | 75 | 12.5 | 12.5 |

**Table 45:** The difficulties encountered when carrying out these activities

When the teachers asked about the most difficulties that face them when they teach with the video, we have received a variety of answers mainly summarised as follows: the highest percentage (75%) goes back to 'time'. Teachers confessed that time are not often on their side because the equipments take a lot of time to be fixed. Unlike El- Makarri secondary school, teachers of Othman Ibn Affan secondary school suffer from e administrative constraints that oblige them to teach students with the video only on the amphitheatre and not in the classroom. In fact, it is a time wasted for teachers and students to change their place of learning especially when it is far from their classes.

Another problem that many hinder teachers' job with videos is the 'data show' which is not available all the time. One of the teachers confessed that the where she works school has only 5 data shows that are used and shared by all the teachers that teach different modules.

**Item 27:** The type of grouping used in teaching with video

| The type of grouping | Individual work | Pair work | Group work |
|---|---|---|---|
| N | 1 | 3 | 4 |
| % | 12.5 | 37.5 | 50 |

**Table 46:** The type of grouping used in teaching with video

We noticed from the table that 50% of teachers prefer using group activities sand 37.5% prefer peer work when teaching with videos. Most teachers rely on using group or peer work because:

-They increase the level of participation, since they create a competition among the students.

-They involve students in the teaching process, which is an important factor to increase motivation.

-They help sharing relationships between students themselves and with their teachers by maintaining respect and tolerance in class. This encourages the student to achieve the best.

However, only one teacher prefers individual work, arguing that it helps her to know more clearly the level of each student in one class, since in group or peer work some students rely on their classmates without making any efforts.

### 1.3.3 The Classroom Observation

### a- Description of the Observation

Our classroom observation has been taken place on April, 2012 with two classes of second year students at Othman Ibn Affan Secondary School in M'sila. It lasted for one week in which we attended five (5) sessions; four (4) with the use of videos and only one session without the use of videos because students were in a period of tests, then of exams the following week. Since we were restricted by time, we have insisted to attend sessions in which the teacher relied on videos to conduct her lessons more than sessions without the use of videos. So, we are going to consider, first, the session in which the teacher didn’t integrate the video to be a general case that would represent the classical teaching method. The classes that we have attended were divided in tow streams; two sessions with a class of scientific stream and the remaining two sessions with a literary stream class. Besides, all the sessions have conducted by the same teacher. Generally speaking, both classes scientific and literary contained a reasonable number of students (26 to 28 per class), with a balanced number of girls and boys in the scientific class, but a higher number of girls in the literary class.

Throughout this classroom observation, we aimed at pointing to the extent to which videos can foster students' motivation and improve their communicative skills. Much of our interest went to the last point.

The observation that we have undertaken was overt and direct; we have not used any recording or filming devices. In addition, we have not depended on structured observation or followed any classroom observation form. However, we had relied on our personal observation through examining the students' reactions, interactions, and responses during watching the video (all the attended videos are in a DVD related to the present dissertation). In addition, our personal observation was assisted with the videos' activities (see appendix) that guide us set our results about the use of videos in motivating and enhancing EFL students' communicative skills.

## b- Results of the Observation

We observed for the first moment that the teacher maintained a friendly atmosphere of learning, since she collaborated with her students in sticking the equipments of the videos. For the session that teacher did not use the video, we had observed the following:

- The teacher presented the lesson in a monotonous way; she kept using the same facial expression from the beginning till the end of the course.

- The students seemed passive; they were writing or speaking only when they were asked to by their teacher.

- While explaining the lesson, the teacher used the board from time to time to introduce new vocabulary or to write a rule. On the other hand, students were just listening passively and copying down on their copybooks what was written on the board.

- Students seemed disinterested and looked fed up.

In brief, the session was so boring because of the teacher's ‘lazy’ or classical teaching method that led to the students' lack of motivation in class.

On the other hand, we have attended four sessions in which the teacher used a variety of videos. In fact, the videos used to teach students of the scientific stream are not the same for students of the literary stream.

The videos used in each session were different and varied. For example, the first session included a video about ‘the Photosynthesis’ and the second relied on four videos about ‘earthquakes’. These two sessions were attended with scientific students. The next sessions were attended with a literary class. One session implemented a video about ‘the history of communication’ and another one in which three videos were used to talk about ‘the Bhopal Gas Tragedy’. After attending all these sessions with the video use, our observation revealed that:

- The Teacher selected the video accurately according to her learners' needs; for example, she selected a video about Photosynthesis to teach scientific students since they had background knowledge about this (scientific) topic.

- She also chose a video according to her students' level and abilities. Indeed, she taught with videos that have a simple and clear native speakers' pronunciation. Also, she often provided the video with subtitles to simplify and clarify its content.

- She repeated the video many times to let the chance for all students to understand and assimilate its content.

- Videos assist the teacher in explaining the lesson or introducing new terms and rules to in a minimum of time in order to gain time and effort. Indeed, videos have the advantage to contain both images and sounds that may contribute to facilitate students' comprehension of their teacher's objective(s).

- Students were engaged to the video course right from the beginning, since it attracts them and catches their attention.

## Conclusion:

The analysis of the students' and teachers' questionnaires and the classroom observation allowed us to make a summary about the needs of students and teachers of secondary schools, as well as their opinions and attitudes towards the use of videos as a teaching aid in improving and enhancing learners' motivation and depicting the difficulties that face them in learning English as a foreign language. Even if second year secondary school students vary in their levels and abilities, almost all of them acknowledged one shared difficulty which is; the lack of motivation. Moreover, the great majority seems to be extrinsically motivated rather than intrinsically. In fact, we found that the majority of students claimed (as a response to the first question of their questionnaire) that they want to learn English to be more competent in mastering that language in order to communicate with it; they were more interested to develop their communicative skills.

Another fact which proved the students' need to be motivated (according to them and their teachers), is that they see themselves as passive learners in the classroom. We believe that this is due to many reasons such as: over shyness, lack of self confidence or lack of the sense of belonging. In addition, they confessed that they feel bored and fed up because of their teacher's classical teaching method; daily, they learn with the same rhythm and routine.

Concerning the integration of videos in teaching-learning English, both questionnaires and classroom observation revealed the following: 2nd year students appreciate learning with videos, they consider them very interesting and more encouraging since they want to learn with new strategies that go with their life style especially with the development of technology. In addition, they stated that they feel more at ease when learning with a video; it motivates them to participate and express themselves without the fear to be wrong. Videos facilitate

learners' understanding of the subject matter. Students do not only listen to the language but they see it as well. Through watching videos, they can easily decode the meaning through the assistance of pictures and sounds even if they do not necessarily understand all what the speaker says.

When the students understand well the subject of the lesson, this positive point increases their self-confidence to participate and to speak publicly. Through learning with videos, students are stimulated to speak. They generally learn from videos new vocabulary; how to write them (through the subtitles) and how to pronounce them (through imitating native speakers' pronunciation); thus, their communicative skills are improved. Besides, they can learn from the video the foreign culture and its native speakers' beliefs and attitudes.

The second analysis concerns teachers. Although most of them face some difficulties like personal problems, students' misbehavior, and administrative constraints; however, they keep always motivated to teach. They are aware of their noble job in improving their students' level through motivating them. Moreover, many secondary school teachers include videos in their teaching and consider them a valuable tool that assists them in improving their learners' communicative skills.

We have observed that almost all teachers do not choose the video randomly. Indeed, when selecting the video, they take into consideration their students' needs, levels, and abilities. Therefore, they declared that, through their experience in teaching English with the use of videos and integrating them in the teaching process helps offer both time and energy as well as refreshing the classroom atmosphere into a more energetic one by using different techniques and activities that create a comfortable environment which stimulates and engages students to learn successfully.

To conclude with, both teachers and students face the difficulty of the lack of equipments (data show) that is needed for teaching with videos. As a result, we suggest the following points as pedagogical implications:

- Teachers should be provided with an aid that guides them in teaching with videos. These should be integrated as a part of the lesson curriculum.

- Administration should provide the equipments (data show) for all the English teachers and allow them to use it in classes and not only in amphitheatres not to lose time. Furthermore, it should provide a suitable physical environment to guarantee a good teaching and learning.

- Teachers should integrate the video as a part in their teaching method, since almost all students appreciate learning with it.

- Teachers should use a verity of videos, with different activities and grouping work to meet all their students' needs, level, and abilities.

- Students should be challenged with activities that involve a reasonable degree of difficulty in order to make them think, explore and solve problems by themselves.

- We guess that videos are a perfect authentic material that motivates students to learn English in general and enhance their communicative skills more specifically.

- We suggest that it is very important to teach EFL students with videos, since they confessed that to be tired and fed up with their teachers' classical teaching method.

The investigation carried out throughout this study has attempted to confirm our hypothesis; students are more motivated to learn and their communicative skills are improved if the teacher uses the video as a motivational aid in a systematic and appropriate way in the EFL classes. Our research mainly examined the Algerian teachers' and learners' attitudes towards the integration of videos as teaching strategies in a TEFL class to have a positive effect on motivating and improving learners' communicative skills.

In the theoretical study, we had tackled three different variables: motivation, videos, and communicative skills. We highlighted first the different theories that agreed on the same opinion that motivation is important and essential for any learning success; "It is accepted for most fields of learning that motivation is essential to success." (Harmer, 2001: 51). Therefore, we focused on different theorists' opinions about the use of technological aids 'videos' in the teaching-learning process; hence, an overview about the communicative approach and teaching communicative skills has been provided.

To examine those theoretical beliefs, we have conducted two types of data gathering tools; two questionnaires, one has been administrated to students and the other to teachers of secondary schools and a classroom observation. Based on the data we obtained from the questionnaires and the classroom observation, we resulted the following: We have noticed that the majority of secondary school students have many problems that lead them to be demotivated to learn. This lack of motivation may refer to their lack of self- confidence and self-satisfaction, and most importantly their feeling of boredom and fed up towards their teacher's old-fashioned teaching methods. Hence, students are enthusiastic and motivated to learn with new a teaching method that implements the use of technology in its principles and goes with the advancement of our digital age.

Another important fact, revealed through our investigation, is that almost all students appreciate learning with videos; therefore, we found that video exposure had a positive impact

in increasing learners' motivation since it allowed them to have a direct contact with real conversations presented by proficient English native speakers that use and master all the language components effectively and more accurately. This video's advantage enables many students to practice native speakers' pronunciation, intonation and accent. Moreover, they often learn from videos new vocabulary, discover grammatical rules and constructions, and get accustomed to English common expressions, proverbs or idioms that they cannot necessarily learn in ‘normal’ sessions. In addition, we found that students could easily comprehend the subject matter through some of the video's features as the combination between the sound and picture, as well as the facial expressions and body language of native speakers. So, when they understand all these, they feel more confident to speak publicly without any fear or shame. As a result, videos increase the degree of participation and interaction as well as they enhance and motivate learners to improve their speaking skill.

Furthermore, we can state that teachers plan the videos' sessions according to certain criteria: students’ needs, level, abilities and interest in order to motivate and engage them to be more active for successful achievements in their learning the target language. Teachers are aware of their role in the selection of videos’ activities and the management of grouping work to create a dynamic classroom environment and stimulate students to learn and achieve successfully. Therefore, they argued that integrating videos in their teaching process has a positive impact not only on motivating students but also on saving time and energy. Hence, it can be evidenced how students obtain better results in learning with the implementation of videos in their sessions. Let us conclude that by means of video strategies, students were positively impacted in their communicative comprehension skills.

Finally, based on our field work results about the use of videos in motivating and enhancing EFL learners' communicative skills, we can affirm that integrating the video in the

teaching-learning process is good since its advantages and positive impacts in motivating and improving students' vocabulary, pronunciation, cultural aspects, etc is obvious.

We hope that the suggestions and recommendation proposed in this work will be helpful and useful for raising teachers' awareness about the importance of videos as a valuable tool within their EFL classes.

- The video affected positively the classroom environment from inert into more dynamic. Even if it was noisy at times, however we had noticed that students felt energetic, motivated, and ready to achieve their goals and to do their best.

- The video enhances learners' motivation, it was apparently observed through the increase of their participation.

- Videos helped students understand the subject easily, because they were not only listening to the language but they were seeing it, too.

- Since students understood the video, they tried to express themselves by responding without the fear to be wrong. They were stimulated to speak.

- They learnt new vocabulary, and how to pronounce and write them (videos develop their communicative skills).

-Subtitles would contribute in developing students' writing skill through practicing them in the given video's activities.

- Videos made the students feel a sense of belonging, and being more comfortable through cooperative and collaborative video activities far from using hackneyed peer/ group work.

- Learners develop their speaking skill through discussing the topic of the video with their teacher or by making comments.

Finally, almost all students appreciated learning with videos. They really seem to have enjoyed it and felt relaxed and motivated since the video fits their interests and goes with their life style. In addition, we enjoyed ourselves the sessions that we have attended and we hope to attend more in order to give more detailed clarifications and facts about the issue under study. Nevertheless, it is worth considering the duration of this observation; only five days. To sum up, teaching EFL learners using videos enhances and motivates them to learn and improve their communicative skills.

# Dedication

***To Dad and Mom:***

***Djamel and Ouahiba***

***The light of my life and the dearest persons to my heart***

***Thank you for all your encouragement, and above all your love.***

***The flowers of my family:***

***My sisters Amira and Aya***

***my brother Midouch***

***whose shared my life with its lights and shadows.***

***To my grandmother:***

***Hmama to whom I wish a long life plenty of health and happiness***

***To Joujou and her sweet angels:***

***Nedjm El-ddin and Najla***

***To all of them***

***I dedicate my work***

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## Abstract

The advancement of technology creates a central debate about the strategies and tools that should be used and followed by the EFL teachers in order to motivate and enhance their learners' communicative skills and whose life style depends greatly on new technologies. Therefore, this research has been carried out to probe the importance of videos as a fashionable tool in motivating learners. Along this study, we have been concerned with the nature and the role of motivation in the learning process. We tried to check the effectiveness of integrating videos as a facilitative and helpful device in enhancing EFL learners' communicative skills, especially speaking. Then, we have presented and discussed the communicative skills according to the most common teaching methodologies with a priority to Communicative Language Teaching. In an attempt to investigate these facts, a descriptive study has been undertaken. It was based on the analysis of data gathered from questionnaires addressed to second year secondary school students in Othmen Ibn Affan high school and to teachers of English at the same school plus others in El-Makarri high school. The questionnaires explored both teacher's and students' perception about the usefulness of videos as an effective technique for motivating learners and enhancing their communicative skills. An immediate classroom observation has been used, too, for further data collection. The results revealed the learners' satisfaction about their experience of learning with videos since they got easily motivated and perceived their communicative skills enhanced. From their part, teachers consolidated their learners' and agreed on the advantages of teaching with videos. We hope that this research would give an accurate description of the video actual use within Algerian secondary schools and will be helpful for raising teachers' awareness about its importance and efficiency.

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## List of Abbreviation:

CLT: Communicative Language Teaching

DM: Direct Method

EFL: English as a Foreign Language

ELT: English Language Teaching

GTM: Grammar Translation Method

L2: Second Language

OHP: Over Head Project

SL: Second Language

TEFL: Teaching English as a Foreign Language

TV: Television

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