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**The Effectiveness of Using Authentic Videos in Developing  
Students' Speaking Skill**

**A Case Study of Third Year LMD Students at Biskra University**

**A Dissertation Submitted in Partial Fulfillment of the Requirements for the  
Master Degree in Science of Languages**

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## **Dedication**

This thesis is dedicated to my wonderful parents, who have raised me to be the person I am today. You have been with me every step of the way, Thank you for all the unconditional love, guidance, and support that you have always given me, helping me to succeed.

I would like also to give my deep dedication to:

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My grandfather and grandmothers

My uncles and my aunts

My cousins; Hamza and Elkhier

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## **Abstract**

The current study aims to describe and analyze the effectiveness of using authentic videos in developing speaking skill for third year LMD students of language sciences at the department of English, University of Mohamed khieder Biskra. In order to ensure the relationship, we have hypothesized that; if third year LMD students of language sciences learn through the authentic videos, their level of achievement in speaking will increase. The hypothesis is evaluated by a descriptive study deduced from the results of the students' questionnaire and also their teachers' questionnaire. They show that the use of authentic videos in oral courses could help students to improve their speaking skill. Moreover, according to the results that we have obtained the majority of oral expression' teachers use the authentic videos in delivering their oral courses.

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## **Introduction**

Speaking skill is particularly an interesting part of process in English language. It is priority to master speaking skill for many second foreign language learners. This due to the different features involved in it such as; pronunciation, stress, intonation...etc.

The authentic videos play essential role in the development of teaching oral expression. They allocate students to overcome the difficulty of the native speakers' vocabulary. Besides, the authentic videos associate with many topics that can interest both teachers and students such as: arts, science, literature...etc.

The relationship between speaking skill and the authentic videos is crucial. Because as we have seen that many native speakers speech introduced in the form of movies, music videos, documentaries...etc. since the great development of new technologies, the teacher of oral expression is supposed to benefits as much as he can, from these videos in order to enhance the process of teaching especially in speaking to his students, and change the traditional study.

Moreover, the main definition of the authentic videos is that they are considered as any kind of program we can see directly. They have been used in teaching speaking skill for English foreign language classes in order to make students find their classes more enjoyable. In addition, they may help students and teachers to keep attention during the presentation in any kind of oral courses.

### **1. Statement of the problem**

Students of third year LMD as a Foreign Language learners (EFL) face problems of pronunciation and grammar needed to produce correct spoken English, The reason behind may be according to the methods that teachers used and many other factors in the class. However, the teacher should pay attention to the method and change it if possible such as using new technologies in the class for effective learning to develop the speaking skills.

Actually, there is a big interest in how technologies such as; the authentic videos that can be best technique or strategy to improve the level of education and change the normal or the traditional learning. The use of authentic videos in English classes has grown rapidly as a result of the increasing emphasis on communicative strategies. In addition, authentic video is well-liked by both students and teachers Students like it and enjoy when learning because video presentations are interesting, challenging, and motivating to watch.

## **2. The Aims of study**

This study aims to describe and analyze the use of the authentic videos and its effectiveness as a teaching strategy in developing the speaking skills. Then we will try to discover and answer a few questions about how this new element of technology can help students to improve their speaking and facilitate teaching for teachers.

## **3. Research questions**

Our study aims to answer the following questions:

- To what extent the authentic videos are related to affect the development of speaking skills?
- Would the authentic videos really help the students to produce the right pronunciation?
- Could students' difficulties disappear when authentic are videos used in learning the oral skills?
- Is focus on the authentic videos a good strategy that helps students to overcome their weaknesses in developing their oral skills?

## **4. Hypothesis**

Our research is supposed to test the following hypothesis:

If students learn through the authentic videos, their level of achievement in speaking will increase.

## **5. Research methodology**

### **5.1. The sample of the study**

It is necessary to select a sample to this academic study to narrow the scope of research by selecting the students of third year LMD at Mohamed Khider University. The target of this sample is to describe and explore the effectiveness of the authentic videos usage in class of English foreign learners to develop the speaking skills.

### **5.2. The research method and tools**

This research need to follow the descriptive and the analytical method according to population that we have, the tools of data gathering and the techniques. We choose this



method because it is appropriate for our study, and of course the limit of time. Our study aims to determine the authentic videos and its efficiency in developing the speaking skills. All the data which gathered from the questionnaires will be analyzed and described after. Furthermore, we use these questionnaires because there is a difficulty in observation and interview such as: the lack of possibilities, lack of time, and the limit of the academic setting.

### **5.3. Research design**

Our work is divided into three chapters that are:

Chapter one is about authentic videos which aim to know: the definition of (ICTs) information and communication technologies, authentic learning, authentic materials, authenticity as a concept, the authentic videos, Types of authentic videos, the use of authentic videos, and its importance.

Chapter two is devoted to discuss the speaking skill; the nature of speaking skill, speaking abilities, speaking strategies, the elements of speaking, functions of speaking skill , common video teaching techniques and the communicative competence.

Chapter three which is the field work and devoted to analyze and discuss both teachers and Students' questionnaires.

## **Chapter one: Authentic videos**

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## Chapter One: Authentic videos

### Introduction

Teaching English as foreign language requires different ways which may be considered basics to acquire and produce the language. In order to achieve an effective teaching and learning, using technology such as; internet, computer, authentic materials, CDs and distance education can be one of the good and effective strategies to overcome students' weaknesses in language learning. Authentic videos like: movies, music videos, documentary videos, are the ideal means to help facilitate and present information in an interesting and entertaining way so the lesson would look more fun.

In this chapter we have two parts; the first part we will shed light on some definitions about the (ICTs) information and communications technologies, authentic learning, authentic materials, authenticity as a concept and authentic videos. The second part is about the types of authentic videos, the use of authentic videos and the importance of these videos.

#### 1.1. Authenticity as a concept

Authenticity is new word comes from the Greek root *authentikos*, and it means: *author, authority, original, primary*.

From The oxford (eleventh editions) dictionary definition, authenticity involves:

*Not false or copied, genuine, real, free from pretense or hypocrisy, sincerity.*

From oxford dictionary meaning authentic is: undisputed origin or veracity, genuine and it considered Music of church mode containing notes between the principle note or final and the note an octave higher (Compare with plagal).

Authenticity can refer to some different things, as Gilmore (2007: 97) claimed; *Authenticity relates to the language produced by native speakers for native speakers in a particular language community or the language produced by a real speaker or writer for a real listener, conveying a real message*. In other words, authenticity may be something that is attained in the process of analysis or clarification, and may be judged in terms of the level of participation of the learner (Mishan, 2004:3).

Referring to Rafferty (2010: 2), who gives a clear description of authenticity, which is a popular word these days; *Many authors and speakers on human development, psychology, spirituality, and motivation speak about being authentic, living authentically, and expressing one's Self from a place of authenticity.* Besides, this word may be recently used, it goes way back, very powerful within the history or the background of human being and the varied texts that have attempted to capture the true nature of the human soul (Rafferty, 2010).

## **1.2. Definition of the (ICTs) information and communication technologies**

Computer is becoming increasingly important especially in our educational and professional lives. Therefore, the world of today is controlled by computers and students are becoming more interested by it. They would rather go on line and read into different subjects on a web page rather than go to library and read many books looking for something that may not be found. In the other hand, second language teachers are using computers more and more, and which was observed by students. According to Harmer (2011), the use of computer in education generally, and in teaching English particularly, increases the learning process at an extraordinary speed. Hence, teachers have to make sure that the computer has all its components, and it must have a big memory to handle the information efficiently (Harmer, 2001).

One aspect of the ICTs is the E-learning or the online learning, which is a program whether formal (as the case of learning in class using this strategy) or informal (like autonomous learning of languages) including all levels and employing the internet. For the purpose of delivering courses, facilitating learning, and encouraging interaction and helping with evaluation (Tinio, 2002, cited in Mikre , 2011).

Information and communication technologies (ICT) are simply technologies derived from scientific and technological progress in computer sciences, electronics and telecommunications. They enable us to process, store, retrieve and disseminate valuable information in text, sound and video form (Mikre 2011:3).

According to Mikre (2011) ICTs are creating effectual alterations in society, their influence is seen in many aspects of life; these influences are becoming little by little at schools. Because ICTs provide both students and teachers with more opportunities in

adapting learning and teaching to individual needs, society is, forcing schools suitably respond to this technical renewal (Mikre, 2011).

There are many different meanings or definitions for information and communications technologies (ICT) in education: some definitions are concerned with the computing and communications facilities and features that variously support teaching, learning and a range of activities in the class and at levels of education. Other definitions are centered on the development from one task to a new task where it is characterized by deep or real employment of ICT (Nyvang, n. d).

Some authors as Bruce supported this model and as he wrote the following concerning the academic basics of ICT literacy:

The idea of information literacy, emerging with the advent of information technologies in the early 1970s, has grown, taken shape and strengthened to become recognized as the critical literacy for the twenty-first century. Sometimes interpreted as one of a number of literacies, information literacy is also described as the over arching literacy essential for twenty first century living (Bruce, 1995, cited in Romero, 2008: 193).

### **1.3. Definition of authentic learning**

Nowadays the internet, the diversity of communication tools and the development of new technologies help to facilitate learning for students, and to provide real world for them, in order to offer authentic learning.

According to Lombardi (2007) we can offer students more authentic learning experiences based on trials from the real world and actions. All these are achieved by the help of the internet and the variety of communication, visualization, and simulation technologies, in this case a huge number of students who have not graduated yet can also start to reformulate the past, observe phenomena by using remote instruments, and make important relations with persons who have more experience around the world. Then, they begin to grasp the subtle, interpersonal, and unwritten knowledge that members in a society of practice used always. Next, authentic learning naturally concerned on existent

world, difficult problems and their solutions, using role-playing exercises, problem-based activities, case studies, and participation in virtual communities of practice (Lombardi, 2007).

The learning environments are inherently multidisciplinary. They are not constructed to teach some modules like example: architecture or philosophy. A learning environment is similar to some real world application or discipline for example; managing a city, building a house, flying an airplane, setting a budget, solving a crime. He also stated that real learning purposely brings into play various disciplines, multiple notions, ways of working, habits of mind, and communities (ibid).

Herod (2002), presents a clear explanation of authentic learning; the materials and activities are planned around actual actions or real life in which they would be used; students engaged in authentic learning activities enrich the kinds of “*portable skills*” that the newcomers to any discipline have difficulty in acquiring language on their own, which include: the judgment, the patience, the synthetic ability, and the flexibility to work across disciplinary and cultural boundaries ( Herod, 2002).

Learning researchers have summarized the essence of the authentic learning experience in some design elements, in condition that educators with a helpful checklist that can be adjusted to any subject matter domain:

*Real-world relevance*; authentic activities match the real world tasks of professionals in practice as nearly as possible. Learning rises to the level of authenticity when it asks students to work actively with abstract concepts, facts, and formulae inside a realistic and highly social-context mimicking “*the ordinary practices of the [disciplinary] culture.*” (Brown, Collins & Duguid, 1988, cited in Chang, 2010).

*Sustained investigation*; troubles cannot be solved in a few minutes or even in hours. Instead, authentic activities include difficult tasks to be investigated by students over a sustained period of time, requiring significant investment of time and rational resources (ibid).

*Multiple sources and perspectives:* Learners are not given a list of resources. Authentic activities provide the opportunity for students to examine the task from a variety of theoretical and practical perspectives, using a variety of resources, and require students to distinguish relevant from irrelevant information in the process (ibid).

Moreover, *Collaboration*; the Success is not realizable by the learner when do the work by itself an individual learner working alone. Authentic activities make teamwork integral to the task, both within the course and in the real world. Besides, the *Reflection (Meta cognition)*; include Authentic activities facilitate learners to build choices and reflect on their learning, both individually and as a group or society (ibid).

*Interdisciplinary perspective*; it means that the Relevance is not limited to one particular field or subject matter specialization. Instead, authentic activities have consequences that extend beyond a particular discipline, motivating students to adjust different roles and think in interdisciplinary terms. (Reeves, Herrington & Oliver, 2002, cited in Lombardi, 2007).

At last, a *multiple interpretations and outcomes*: Rather than yielding a single correct answer obtained by the application of rules and procedures, authentic activities allow for diverse interpretations and competing solutions (Reeves, Herrington & Oliver, 2002, cited in Lombardi, 2007).

#### **1.4. Definition of authentic material**

According to Laniro (2007), Authentic materials are printed, video, and audio materials students encounter in their daily lives, such as change of address forms, job applications, menus, voice mail messages, radio programs, and videos. Authentic materials are not created purposely to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic (Laniro, 2007). In other words, authentic teaching materials which are intended as a part of real communication situation and not just for language learning and language teaching purposes (Sufen, 2006, cited in Ruusunen, 2011).

Authentic materials are considered as spoken or written language information that has been created in the course of real communication, and not specifically written for purposes of language teaching. Students are encouraged to fetch to in to the classroom

their own samples of authentic language information from their daily life activities and society outside of the classroom. They are exposed to many sources as a way of practice each skill, including TV and radio broadcasts, taped conversations, meetings, talks, and announcements. They also read magazine stories, hotel brochures, airport notices, bank instructions, advertisements and a huge number of other written messages from the real world in situations as they occur (Nunan, 1999).

Furthermore, there are some examples of authentic materials, for both EFL and ESL teachers have used. Some of these examples, may provide as source material for learning or particularly for lesson planning. According Gebhard (1996, cited in Bahrani, 2012: 57), those examples are stated as the following:

Authentic listening and performance materials such as: TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, professionally audio taped short stories and novels, radio ads, songs, documentaries. Secondly, Authentic Visual Materials for example; photographs, paintings, children's artwork, silhouettes, pictures from magazines, ink blots, postcard pictures, wordless picture books, stamps, and X-rays. Thirdly, Authentic Printed Materials as; newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, pins with messages, and bus schedules. Finally, real world objects which used for learning in classrooms; coins and currency, folded paper, wall clocks, phones, dolls, and puppets.

Using authentic materials offer mature learners with more authentic experiences with print in the context of schooling means working to change thoughts about instruction and about teacher and student interaction. Then, it means really getting to know students' needs and goals. It means finding written texts that have sense for learners and ensuring that those texts are understood: TV commercials, films, news items, weather forecasts, airport and station announcement, radio talks, interviews, and debates. Or written such as: articles, train timetables, advertisements, brochures, poems, application forms, and instruction for use of equipment. For real life reasons, all the while providing students with the literacy skills and strategies they will need to read or write those texts successfully (Jacobson, Degener, Purcell-Gates.2003).



## **1.5. Definition of Authentic videos**

Video is important in educational applications. It is one of the best technologies which provide learners with an opportunity to view and learn in interesting, attracting, and motivating way. According to Sherman (2003:1) authentic video

Is any kind of programs that we can see directly on cinema, television or DVD, films, documentary, advertisement, and game show. Videos can be used as resources to learn English with enjoyment and give us a lot of advantages.

Idavoy (n, d) proposed The following examples of authentic video: TV commercials, public service announcements, short movies, full-length feature films, television dramas, sitcoms, documentaries, YouTube clips, music videos, news programming, even video games, and home movies. Some do argue that scripted programming, i.e., soap operas, are not authentic because they are scripted. However, given that they are written for and by native speakers, they are qualified as; authentic in the context of this discussion (Idavoy, n, d).

## **1.6. Types of authentic videos**

The authentic videos are considered as an appropriate strategy to enhance students' level in different skills such as; listening and speaking. These videos involve gestures and facing expression that assist students and motivate them in developing their skills. Within this part, we are going to focus on some different types of authentic videos that are: movies, documentary and music videos.

### **1.6.1. Movies**

The use of movies in English foreign learning makes learners more attractive and motivated to learn. Referring to Ruusunen (2011), he states that the use of movies can be an entertaining and motivating tool also for learners with different skill level. Movies provide the learners with real life language effort, which may be difficult to receive otherwise in a non-English speaking environment. In addition, according to many previous studies there are several reasons to use movies in foreign language teaching. Some of these

reasons are authenticity, the quality and amount of input provided by movies and the several positive effects those movies have on language learning, for instance; the exposure to foreign language and the entertaining aspect of films which also affects student's motivation (Ruusunen, 2011).

Movies can be considered as authentic materials that are applied in classroom and they provide the learners in a situation, that they may find themselves with real learning (Mishan, 2004). In addition, the real learning supports the learners to recognize that there is a relationship between the simple traditional classroom teaching and the real world. Therefore; the foreign language is utilized in real daily life situations outside the classroom (Gebhard, 1996).

The films help students to develop their common skills as: speaking, reading, and listening. Then, put the learner in factual state as Stoller (1988: 1) claimed that *it has been studied that films enhance English language skill development since they bring variety, reality, authenticity and flexibility into the EFL classroom and before anything, diversify the curriculum.*

Furthermore, the study which focuses on the use of the authentic materials such as: films emphasize that this kind of videos is mostly motivating and its content can help to advance language learning. According to Chapple and Curtis (2000), films facilitate learners' ability to perform and produce the language. These films have many features; *cross-cultural values, provide excellent basis for the development of critical thinking skill, provide a rich source of content for language learners, and offer linguistic diversities* (Chapple & Curtis, 2000: 424).

### **1.6.2. Documentary videos**

Documentary films are generally more educational and include specific topics. They typically have a serious style with regular expressions and a Standard English. In addition, they teach useful knowledge to learners which make them more appropriate than movies and TV commercials being used as teaching materials.

Documentary films may lack the pleasure and the anticipation of popular movies, but they can provide a rich language resource, providing students with opportunities to access in a broad variety of topics to communicate their opinions by drawing on and

applying the language, knowledge and skills they have developed. Unlike movies and TV commercials, which use a great number of slangs or even abusive languages in the dialogues, the language of documentaries is carefully scripted and delivered in Standard English, which makes them more suitable as teaching materials for EFL students (McKay, 2002, cited in Soong, 2012).

Furthermore, Soong (2012), claimed that the Teachers who use documentary films in class need to be reminded that student' levels of documentary tolerance need to be taken into first consideration in choosing the appropriate films. In the oral interpretation class, while students watch a film, they are expected to acquire basic information from it, paying the way for doing oral translation practice later on. In order to make students thoroughly understand what is going on, teachers are suggested to do preliminary vocabulary work before they start playing the film. By this way, students will quickly get the full picture if names of people, places, organization, acronyms and their pronunciation are reviewed well before they watch the film (Soong, 2012).

### **1.6.3. Music videos**

Music videos are the most suitable type of authentic videos to develop speaking skill. And is a one of the most popular videos and may interest students. This is because students feel motivated when working with this kind of material; furthermore, any kind of music used in class can help learners to develop their ability to speak especially when this music retrieved from the social contexts.

Music videos considered as a short film that usually provides images to interpret the meaning of a popular song. the teacher select music videos to be applied in the teaching and learning to develop speaking skill because may be contain some elements which can help the students to discover new ideas. Some of those elements are the lyrics and the motion images which equip a model of story (Nurcahyasari & Irawati, n. d). Music videos might include live performance, storytelling, and other visual depiction including computer graphics and animation. (Stockbridge, 1987, cited in Nurcahyasarsi & Irawati, n.d).

Most teachers of foreign languages seldom consider music videos as *text* even in the wide definition of the term in the language of foreign language pedagogy, which often includes *non-print media* and *audio-video segments* (Garza 1994).

Referring to Rivers (2008), when speaking about the international nature of Music Television, it is just to say that music videos often set popular music, fashion, and culture up to date. However, they do not often emerge in the usual syllabus of printed, audio and video materials enlisted in the service of the foreign language teacher to develop linguistic and cultural competency. And still, the well-chosen music video clip may provide precisely the effective music, lyric or image mixture required to spread the potential of the learner and promote proficiency in the foreign language (Rivers, 2008).

The use of songs in the classroom motivates the students to attend lessons and pay attention in class. Songs are the product of a culture and share principles, promise, responsibility, love, history, traditions, customs, and specific features of spoken language. To understand the language and culture students may use songs and they are much more attractive for them. Furthermore, Songs are easily offered; songs present new vocabulary and expressions in context. Through songs students become common with the pronunciation of native speakers, and they also provide topics for debate. Most students enjoy listening and analyzing songs because of the fact that music is everywhere and they are always in contact with music. The effectiveness of using songs can also be seen from the results obtained in the assessment as well as in the student's performance during the activities proposed (Arevalo, 2010).

The songs in general use a simple spoken language with a lot of repetition. They can strongly activate the repetition system of the language acquisition, which is just what many teachers look for in sample texts. This sort of repetition presented in songs will activate the students to get a lot of pattern drills automatically without realizing it (ibid).

Therefore, songs offer a lot of practice for students to link the sounds of phrases or sentences naturally as they listen and sing, following the tape, so that they can improve their pronunciation and the use of natural reductions of English without feeling about it. In addition to that, they facilitate the learning of a language in interesting and effective ways. Most of our students have access to this form of culture. Songs that touch upon social issues and cultural aspects are appropriate choices. By adopting a learner-centered approach, students are able to participate, exploit and experience the meaning of the songs themselves (ibid).

## **1.7. The use of authentic videos**

Referring to Sherman (2003) the most valued is the range of uses of authentic video in language teaching

### **1.7.1. For its own sake**

People want access to the world of English language media: they want to be able to view the news, get information from announcements, and view a film in short, to use these language products like normal clients. This may well be one of our Students' main objectives in learning English and in all fairness they have to be able to get a quick look of their objectives. If we are prepared to teach reading newspapers or conversation we should also teach these major audiovisual genres (Sherman, 2003).

### **1.7.2. For comprehension of the spoken language**

Video brings us all kinds of voices in all kinds of situations, with bringing a full contextual. One obvious advantage for comprehension is the visual aspect, mainly for pragmatic comprehension in conversation. Also important is the access to a diversity of identifiable genres and the long term contextual understanding increased as the program develops (ibid).

### **1.7.3. As a language model**

Authentic video provides an adaptation to the linguistic resource of accents, vocabulary, grammar and syntax, and all kinds of conversation, which shows us language in most of its uses and contexts, something neither lesson book nor classroom can do. Authentic video can be a form for particular language matter or a common pool for students to select and choose from. Each genre supports its own particular conversation structures and lexis. Drama video is particularly valuable because it exemplifies the kind of communicating language most foreign language students rarely meet (ibid).

### **1.7.4. For culture**

Video is a window on English language society. Apart from giving access to global cultural products like feature films, it also shows how people live and interact with others

and then behave which is local culture. A small amount of presenting is worth hours of telling from a teacher or a course book (ibid).

#### **1.7.5. As a stimulus for input**

Video can be used for debate, for writing homework, as input for project or learning of other subjects. The film that included in the book is mostly useful in the study of literature, and work based scenarios and teaching films are useful in particular objectives of language teaching (ibid).

#### **1.7.6. As a moving picture book**

Video gives access to things, seats, people, actions and behavior, regardless of the language used, and is worth huge number of picture dictionaries and journals. You will agree that it is difficult to realize this variety of functions except by living in an English speaking Country an opportunity that most learners do not have. Authentic video assist to change for this experience It brings all the content of English language to the learner (ibid).

### **1.8. The importance of authentic videos**

In the rapid development and increase of the internet, English teachers have extraordinary access to large amount of exchange resources in order to make their classes lively and interesting. Authentic video is one such resource; they are called authentic primarily because their production was never aimed at any classroom as such. The materials for classroom use are always adapted to suit the level of the learners. However, the texts that we come across in real life generally do not suffer such edition. As a result, they are considered to be real or authentic.

The benefit of applying videos in learning is that students similar to learning languages through the vision material. And also students' comprehension of video material is mainly due to the visual clues instead of the auditory components. These clues may be a key support for assisting students to contract with their first language (mother tongue).finally, when listening to native speakers talking; students becomes able to comprehend words more easily when utterances are realized by images or actions (Canning-Wilson, 2000).

In addition, According to Sherman (2003) today video becomes as medium and, as a matter of reality, people take further time with using authentic videos than with printed material. Watching videos includes both viewing and listening at the same time and encourage interest in the meaning of words. Besides, authentic videos usually demonstrate to be particularly motivating as people find it interesting to understand real things. In addition, there are some types of authentic videos that are particularly useful for works or the study of other subjects (Sherman, 2003).

Sherman (2003) stated that we can use the authentic videos because of many reasons; the accessibility, motivation and its uses in language teaching:

### **1.8.1. Accessibility**

There are now few countries without access to English language television programs and feature films. It is an appropriate to watch the TV news on the Internet, pick up sports programs on satellite TV, and rent or buy video cassettes and DVDs directly or by post. In many different places, English language feature films with English subtitles are sold in newsagents. The supply is vast and the materials are very high quality, relatively cheap and constantly renewed. Authentic videos input are now as accessible as print, and it's a resource we cannot ignore (ibid).

### **1.8.2. Motivation**

Many of you will have experienced the forceful power of video in the classroom, a power that is even improved by attention on short sequences. The eye is caught, and this excites importance in the meaning of the terms. Authenticity itself is an inducement there is a specific adventure in being able to understand and enjoy the real thing. In addition, video is our daily medium. Print may still be powerful but many people spend more time with audiovisual media. Video techniques, discourses and clichés are more familiar to them than the world of books and papers (ibid).

### **1.8.3. Uses in language teaching**

The viewers of the videos can get access to their need fulfillment; their needs of news and information in English and advertisement in English. Furthermore, videos facilitate understanding toward oral language; videos provide variety of discourses or expressions in

terms of speakers, kinds of expression, setting, and so on. They help language learners understand the aspects of oral English language. In addition, as language model, authentic video provides plenty samples of accents, vocabulary, grammar, syntax and discourses. Authentic video can be a learning model that enables learners to select and use target language accurately. Video can also be used to learn culture especially that of the English speaking country. Video shows how people converse, take attitude and think about something. Providing stimulus or input, video can be material for discussion, project and input of a project or study (Sherman, 2003).



## **Conclusion**

Throughout, we can say that the important of authentic videos is determined by both learners and teachers. The learner is allowing to be developed rapidly through the different type of authentic videos provided by authentic materials. Then, the teacher is also recommended to encourage the students learning with authentic videos in order to make them closer to culture of the target language thus they can be always interested and motivated in learning. This chapter was dealt to some definitions; the ICTs, authentic learning, authentic materials, authenticity, and authentic videos, as mentioned in part one. Then, types of authentic videos, the use and their important, in part two.

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## **Chapter two: speaking skill**

### **Introduction**

Learning and Teaching English as a foreign language requires learner's interaction, production and communication to what is called the speaking skill. The aim of producing this skill is to achieve a higher development of abilities of receiving and producing the second language either in oral form. Speaking is regarded as the main skill to be developed because it is necessary for displaying the language proficiency, the importance is mainly on speaking because learners are going to be put in situations where communication in English is needed.

In this chapter, we will shed light on the nature of speaking with more details including the speaking abilities, speaking strategies, the element of speaking, the functions of speaking, communicative competence.

### **2.1. The nature of speaking**

Speaking is a key to communicate and interact between people in the social context. By considering what good speakers do, what speaking strategies can be used in class, and what specific needs learners report, teachers can help learners improve their speaking and overall oral competency.

According to Thornbury (2005, p.1) "*speaking is so much a part of daily life that we take it for granted*". Applied linguistics provided a set of descriptions for spoken language, speaking as interaction, and speaking as a social and situation-based activity (Thornbury, 2005). All these perspectives see speaking as an integral part of student's daily lives in producing and receiving speech, as Brown (1994) noted: "*Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information*". Together, they help assessment developers form a clear understanding of what it means to be able to speak a language and then transfer this understanding to the design of tasks and rating criteria (Brown, 1994).

Both learners and researchers consider speaking is that the most important language skill. For example Bygate (2002) describe it as a complex and multilevel skill; in here the part of the complexity is explained by the fact and the truth that speakers need to use their

knowledge of the language and activate their ability to do this under real constraints (Bygate, 2002).

Speaking and listening are the most often used skills inside the classroom, They are also known by teachers and learners as critical for functioning in the English language context, These skills are also logical instructional starting points when learners have low literacy levels (in English or their native language) or limited formal education, or when they come from language backgrounds with a non-Roman script or a mainly oral tradition (Brown, 1994).

In addition to that, speaking is an important skill which deserves more attention in both first and second language because it reflects people's ideas and personalities. As Hedge (2000: 261) defined it as “a *skill by which they [people] are judged while first impressions are being formed*”. It is a basic skill that learners should master the language with other language skill. Also, is considered as a diverse process of transferring and receiving messages throughout the use of spoken expressions, but it also involves non verbal symbols such as gestures and facial expressions.

## **2.2. Speaking abilities**

Learning to speak is an important goal in itself, speaking is the form of communication most often used to express opinions, make arguments, offer explanations, transmit information and make imitation. The goal of language is communication and the aim of speaking in a language society is to encourage communicative efficiency, Oral communication achieves a number of general and discipline specific pedagogical functions. Learning to speak is an important goal in itself. Here, when talking about oral skills, it should be mentioned as: interaction skills, productive skills and communicative skills. To have more details:

### **2.2.1 Interaction skills**

The development of oral interaction skills is paramount for English language learners, speaking and listening skills are essential to their ability to participate effectively (schaetzel, 2008). This is the skills of using knowledge and the way we can present it in a normal situation and of course if it is preferable to develop it to achieve communication.

As Bygate (1987:06) explained "*interaction skills involve making decisions about communication, such as: what to say, how to say it and whether to develop it*".

In learning a foreign language, oral interaction is one of the most difficult competences to develop. Indeed, oral interaction skills are often ignored in classroom environment because their success depends on a large number of teaching and learning factors. When teaching language, many teachers focus mainly on spoken or communicative interaction without distinguishing connected non verbal interaction (Arias, 2009).

The literature on classroom interaction points to three important areas for teachers to consider when using interactive activities in their classrooms: carefully selecting topics for interactions, helping learners understand various communication techniques, and giving students specific ways for interacting effectively (Ellis, 2005; Schaetzel & Shen, 2002, cited in Arias, 2009). Teachers attention to these three areas will help learners who are foreign with interaction in classrooms, work settings and social situations to develop their interaction skills and enhance their speaking ability.

### **2.2.2. Production skills**

Improving oral production should take into account because of its importance. Engaging activities which help improving production skills should not cause stress and help develop self- confidence, instructions have to be clear and brief, preparation in language and familiarization with topic are needed, fluency must not be interrupted, learning strategies should be taught in advance and didactic materials should be included.

Bygate (1987) lists a set of facilitation and compensation strategies that students naturally use to facilitate their invention of speech. *We can see how helpful it is for learners to be able to facilitate oral production by using these features, and how important it is for them to get used to compensating for the problems* (Bygate , 1987: 20). The facilitation strategies are simplification, ellipsis, *short-cuts*, *time-creating devices*, standard expressions.

To improve oral production in EFL classrooms, students can take these following steps: Firstly, creating a nice classroom environment is as important as the contents of the class. The teacher is mainly responsible of the class atmosphere; however, students' attitudes are equally important. Working under the premise that within a nice environment it is easier to learn is

recommended. Secondly, Recognizing that students of the same level have different strengths and personalities it is important to not to expect the same progress in the entire group. In order to understand students' attitudes it is important to think back to our own experiences as either learner or teacher. Thirdly, informing students that language learning requires time, effort, and practice to keep them motivated to achieve their goals. Then Working with task-based activities at this level is important because students feel comfortable not being exposed individually and speak more than in topic-based activities. In addition, choosing activities with interesting content, attractive presentation, interesting to students, novelty, enjoyable, problem solving oriented and that include daily vocabulary. Finally, Motivating students to maintain in touch with English language by hearing to radio stations, watching TV programs, reading magazines, books, and searching the internet in English will help them enhance their input actions (bygate, 1987).

### **2.2.3. Communication skills**

The ability to communicate with other people is an important skill. Communicative language skills are supported as an approach to language learning which supports the development of learners' abilities to use language easily and significantly. Communication is the way in which we stay connected to our World. It puts us in touch with others, allows us to express ideas and feelings, give direction and exert control over our Environment.

A communicative tasks is "*a goal oriented communicative activity with a specific outcome, where the emphasis is on exchanging meaning not producing specific language forms* (Willis 1996: 36). The value of communicative speaking tasks should be noted because it is very important for developing students speaking skills. This importance, according to Cameron (200, cited in Rahman, 2010:03) has two reasons; *the first is because they help students to find a purpose for using their knowledge and the second one is that they help students to understand second language as a medium of communication.* Communication tasks provide a purpose and a desire to communicate. It is importance because it makes the student active their knowledge and speaking skills in similar way to real life listening and speaking.

### **2.3. Speaking strategies /communication strategies**

Many communication strategies are available for both learners and teachers to enable successful communication. These strategies relate to the employment of verbal or nonverbal mechanisms for the productive communication of information, and its goal is to develop skills that will help us to handle difficult communication situations strongly and independently (Brown, 2000).

The term of communication strategies is defined by many researchers as Faerch & Kasper(1983, cited in brown, 2000: 127), they defined communication strategies as *potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal*. Also, communication strategies considered as; *elements of an overall strategic competence in which learners bring to stand all the possible facets of their growing competence in order to send clear messages in learning the second language* (brown, 2000: 127).

According to Gabrielaos (1992) Communication strategies can be categorized into achievement and reduction strategies. The first aim to communicate the whole message as apparent by the speaker. Examples of achievement strategies are: the use of first language items, translation, paraphrasing, miming or pointing, eliciting/asking for help from interlocutor. The second aim at either communicating a defective message or communicating a message other than the one planned initially; a message that the speaker can manage to communicate (Gabrielaos, 1992).

Tarone (1980, cited in Cohen & Macaro, 2007:208) communication strategies are *mutual attempts of two interlocutors to agree on a meaning in situations where the requisite meaning structures do not seem to be share*. Also, she regarded communication strategies as any effort at avoiding communication disruptions, then she proposed the difference between communication strategies that takes an aim for the use of language and the learning strategies, this last used to develop the construction of language and its relationship with the community in order to be competent in the target language (Tarone, cited in Cohen & Macaro, 2007).

Referring to Cohen & Macaro (2007) in their explanation on communication strategies that studied with psycholinguistic direction naturally examine the ways in which



learners make up for a lack in lexical knowledge when they engage in various communicative tasks, ranging from the highly structured to the more open ended ones. They also, noted that classification of communication strategies had largely been product oriented, distinguishing achievement or compensatory strategies strictly on the basis of the resources for example; first language or second language used to encode the strategy. Furthermore, they distinguished two basic types of strategies; conceptual (holistic and analytic strategies) and linguistic; transfer and morphological creativity (Cohen & Macaro, 2007).

The following are the most common types of communication strategies which proposed by Dornyei (1995):

### **2.3.1. Avoidance Strategies**

Avoidance is a common communication strategy that can be divided into several subcategories:

#### **2.3.1.1. Topic avoidance**

A more direct type of avoidance in which the whole topic between the speaker and the hearer might be avoided completely, it occurs when the learner simply does not talk about concepts for which the vocabulary or structure are not known to him. Learners manage to devise clever methods of topic avoidance: changing the subject, pretending not to understand (a classical means for avoiding answering a question), simply not responding at all, or noticeably abandoning a message when a thought becomes too difficult to express (Dornyei, 1995, cited in Brown, 2000).

#### **2.3.1.2. Message abandonment**

Leaving a message unfinished because of language difficulties, it occurs when the learner begins an utterance but does not continue and stops in mid speech because of the lack of meaning (ibid).

### **2.3.2. Compensatory Strategies**

Another common set of communication devices involves compensation for missing knowledge:

### **2.3.2.1. Prefabricated pattern**

It is the memorization of certain stock phrases or sentences without internalized knowledge of their components. And also using memorized stock phrases, usually for survival purposes for example when we say; Where is the or *Comment allez -vous?*, where the morphological components are not known to the learner. These memorized large piece of language, known as *prefabricated patterns* and sometimes are the source of some pleasure (ibid).

### **2.3.2.2. Code-switching**

The use of a first or third language within a stream of speech in the second language, often code-switching subconsciously occurs between two advanced learners with a common first language, but in such a case, usually not as a compensatory strategy. Learners in the early stages of acquisition, however, might code-switch use their native language to fill in missing knowledge whether the hearer knows that native language or not. Sometimes the learner slips in just a word or two, in the hope that the hearer will get the gist of what is being communicated. It is surprising that context of communication coupled with some of the universal of nonverbal expression sometimes enables learners to communicate about an idea in their own language to someone foreigner (ibid).

### **2.3.2.3. A direct appeal for help.**

Asking for aid from the interlocutor either directly (e.g., *what do you call... f*) or indirectly (e.g., rising intonation, pause, eye contact, puzzled expression). Learners may, if stuck for a particular word or phrase, directly ask a native speaker or the teacher for the form (“How do you say ?”). Or they might venture a possible guess and then ask for verification from the native speaker of the correctness of the attempt. Also within this category are those instances where the learner might appeal to a bilingual dictionary for help (ibid).

### **2.3.2.4. Circumlocution**

Describing or exemplifying the target object of action; it means that when the learner does not know the exact word he can use many words to identify it. Or in other words, the learner describes the characteristic or elements of an object instead of using the right word or structure for example: *the thing you open bottles with for corkscrew.*

Moreover, can be used to describe ideas for which the lexis is unfamiliar and thus assist in avoiding communication breakdown (Dornyei, 1995, cited in Brown, 2000).

### **2.3.2.5. Approximation**

Using a different term that expresses the meaning of the target lexical item. This shares semantic features. In this strategy the learner knows that this term is not correct but shares enough semantic face for example: the learner instead of using 'ship' he use 'sailboat' (ibid).

### **2.3.2.6. Word coinage**

Creating a non existing word in second language based on a supposed rule; the learner is going to invent new word in order to communicate a desired concept like in this word '*vegetarianist* for *vegetarian*' (ibid).

### **2.3.2.7. Nonlinguistic signals**

Mime, gesture, facial expression, or sound imitation; for example mime, the learner uses non verbal strategies in place of meaning ( ibid).

### **2.3.2.8. Literal translation**

Translating literally a lexical item, idiom, compound word, or structure from first language to second language. In other words, the learner translates word for word from the native language( ibid).

## **2.4. Elements of speaking**

To be competent is to have the ability for speaking fluently without any obstacles. Learners need to know some elements that have a great importance to improve their speaking skill, these elements which are mentioned by Harmer (2001) refer to the language features in which the learners should have; knowledge and mental processing of the language and the information.

### **2.4.1. Language features**

Speaking skill has a necessity to the following features for the spoken production:

#### **2.4.1.1. Connected speech**

Connected speech or the ability needed from the speaker of English to produce more connected sounds not only individual phonemes for example; “I would have gone” but also using fluent connected speech; “I’ve gone”. In these elements the sounds may be modified (assimilation), omitted (elision), added (linking r) or weakened in the connected speech (Harmer, 2001).

#### **2.4.1.2. Expressive devices**

English native speakers use effectively the phonological rules which refer to the field, stress, volume, speed with the use of other physical non verbal. These aspects help and contribute them to convey their planned meaning. Then, students need to have this ability of employing such aspects if they want to be effective in communication (ibid).

#### **2.4.1.3. Lexis and grammar**

When learners produce some language functions, they often use the same lexical structures. Then, the role of teachers; is to provide them with different phrases which take different functions such as; agreeing or disagreeing, expressing surprise, shock, or approval. So, they can use them in the different stages of communication with others (ibid).

#### **2.4.1.4. Negotiation language**

Learners benefit a lot from the use of negotiation language; they often ask clarification when they are listening to others talk. So, the teachers have to offer them with the necessary expressions they need when they ask clarification from other speakers. Learners also need to well perform their utterances if they look to be understood, especially when they can see that the other interlocutors did not understand them (ibid).

#### **2.4.2. Mental/social processing**

The basic processing skills of speaking are as follow:

#### **2.4.2.1. Language processing**

This deals with to the ability of the learners or speakers to process the language in their minds through putting it in a logical order so that the other the listner can understand it and get the intended meanings. Speakers also should be able to retrieve words and phrases from their memories to use them when they are interacting with others. In order to help students develop habits of quick language processing in English, they should include speaking activities in language lessons (Harmer, 2001).

#### **2.4.2.2. Interacting with others**

Most of the speaking places involve interaction between two or more interlocutors, that is to say an effective speaker needs to be able to listen and understand others talk then reacts through taking turns or keeping the others to do so (ibid).

#### **2.4.2.3. (On-the-spot) information processing**

This means that it relates to the ability of analyzing the information in the mind rapidly, i.e. the time speakers get information; they should be ready to response to the others' talk (ibid).

### **2.5. Functions of speaking**

Several attempts have been made to classify the functions of speaking in human interaction. Brown & Yule (1983, cited by Richards, 2008) made a useful distinction between the interactional function of speaking; in which it serves to establish and keep social relations, and the transactional functions; which focus on the exchange of information, they also design or discriminate three speech activities that are quite and distinct in terms of forms and functions and require different teaching approaches which are; *talk as interaction, talk as transaction and talk as performance*.

#### **2.5.1. Talk as interaction**

This refers to what we normally mean by “conversation” and describes interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small talk and chit chat, recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is

more on the speakers and how they wish to present themselves to each other than on the message. (Brown & Yule, 1983, cited in Richards, 2008).

Richards (2008) claimed that the talk as interaction has many features for example: it can be mainly social function; it means that there is a relationship with the society in which learners interact with one another. Then, it reflects role relationships and the identity of the speaker; in this the personal feelings or the behavior are presented and differ from one to another. Next, the interaction between learners may be in formal or casual way. Other features are summarized as follows: the use of conversational conventions, Reflect degrees of politeness, Employs many generic words, and is jointly constructed (Richards, 2008).

Furthermore, the talk as interaction involves some skills in order to have an effective conversation between the speaker and the hearer. Firstly, opening and closing conversations which refer to that this conversation is regarded by many regularities and measurement. Secondly, choosing topics; the two sides of conversation are going to select the appropriate topic for this conversation in order to discuss and make interaction on it. Thirdly, turn-taking; in this skill uses the turn-taking technique such as: turn allocation, nominating (is to address directly by pronouncing the name), signaling and solicity. Finally, interrupting and reacting to others it means that the learner agree or disagree about something inside the conversation (ibid).

In order to have more clarification about these kinds of talk, Richards (2008) mentioned some examples; chatting to an adjacent passenger during a plane flight (polite conversation that does not seek to develop the basis for future social contact).Then, chatting to a school friend over coffee (casual conversation that serves to mark an ongoing friendship). Also, a student chatting to his or her professor while waiting for an elevator (polite conversation that reflects unequal power between the two participants)Telling a friend about an amusing weekend experience, and hearing her or him recount a similar experience he or she once had (sharing personal recounts) (ibid).

### **2.5.2. Talk as transaction**

This type of talk refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately,

rather than on the participants and how they interact socially with each other. In transactions,

... Talk is associated with other activities. For example, students may be engaged in hand on activities [e.g. in a science lesson] to explore concepts associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding (Jones 1996: 14, cited in Richards, 2008).

According to Richards (2008), there are two types of talk as transaction: the first type is a situation where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved for example; asking someone for time. Accuracy may not be a priority as long as the information is successfully communicated or understood. The second type is transaction, which focus on obtaining goods or services/ checking into a hotel. In addition to that, this kind of talk we can understand it by relying on many examples: classroom group discussions and problem solving activities, a class activity during which students design a poster, asking someone for directions on the street and buying something in a shop (Richards, 2008).

Furthermore, talk as transaction has many features and skills involved in using this type in different situations. First of all, the features; it has a primarily information focus, the main important thing or focus is the message and not the participants because the utterance is more interesting than the participants, participants apply communication strategies to make themselves understood (such as: message abandonment and circumlocution), and Linguistic accuracy is not always important. The second are the skills; explaining a need or intention, describing something, asking questioning, and Making suggestions or making comparison (ibid).

### **2.5.3. Talk as performance**

The third type of talk which can usefully be distinguished has been called talk as performance. This refers to the normal speaking or public talk, that is, talk which exchange information before an audience such as morning talks, public announcements, and speeches. According to Jones (1996, cited in Richards, 2008) spoken texts in this

type of talk have particular generic structures and the language used is more conventional. Then, the speaker has the right to bring all necessary information in these texts because of the lack of contextual support (Jones, 1996, cited in Richards, 2008).

Talk as performance tends to be in the form of monologue rather than dialog for example; giving a class report about a school journey, often follows a recognizable format (e.g. a speech of welcome; conducting a class debate giving a speech of welcome making a sales presentation giving a lecture) and is closer to written language than conversational language. Similarly it is often evaluated according to its effectiveness or impact on the listener, something which is unlikely to happen with talk as interaction or transaction. The focus on how this talk is performed should include skills and characterized by such features. For example of these skills are: using an appropriate format, and presenting information in an appropriate sequence, selecting and using the right pronunciation and rules of grammar. the second point is the features which aim to focus on both message and audience, then; it reflects organization and sequencing. Finally, the language talk as performance is more like written language (Richards, 2008).

## **2.6. Common videos teaching techniques used in the classroom**

Harmer (2001) claimed that there is a number of teaching techniques which teachers can use in videos-based lesson.

### **2.6.1. Viewing techniques:**

For harmer, the following viewing techniques are designed to awake the students' curiosity.

#### **2.6.1.1. Fast forward:**

the teacher can press the 'play' button and fast forward the video so the sequence passes silently at the great speed when it is over, he or she asks the students what the sequence was about and whether they can guess the characters were saying (ibid)

In line with what harmer said, brutton (1981) suggested that students can be surprisingly good on some occasions at guessing words. In other words, this may work with students in such a way that they can imagine and predict correctly the participants' words. This activity can be useful for brain storming as well as classroom interaction.



### **2.6.1.2. Silent viewing (for language):**

In that harmer said that the teacher in this stage can play the tape at a normal speed but without sound, then students have to guess what the characters are correct. The teacher can play a scene with the sound turned off. Then students predict the content of the scene, write their script and perform it while standing next to the television. After having performances students watch the scene with the sound on and choose which group whose answers are similar to the original. (Adopted from <http://www.onestp.com>)

For Carthy (1990) using this technique is considered as a motivation to fix new words and their meanings. This technique is really good in order to make students motivated and involved in the classroom. In this way they can practice different skills. They can listen, speak, write and perform.

### **2.6.1.3. Silent viewing (for music):**

For harmer the same technique that is used in silent viewing for language is also utilized with music. He said that the teacher can show a sequence without music and asks students to guess the appropriate music to the tape and why. When she or he plays again, with music, students can judge if their guessing matches the composer one or not. For him this technique creates a funny atmosphere in the classroom and encourages students to listen more (ibid).

### **2.6.1.4. Freeze frame:**

In that harmer stated that the teacher can freeze the picture at any moment during the video sequence is playing. Then he stops the participants in their tracks. He said that this is useful for asking students to predict the next events.

### **2.6.1.5. Partial viewing:**

To provoke the students' curiosity, the teacher uses pieces of card to cover most of the screen. She or he puts little squares of paper all over the screen and remove them one-by-one. This enables the teacher to make a variation of partial viewing by using a large divide placed at the right angles to the screen. The half class can see one half of the screen, while the rest see the other half. Then they have to say what they think people on the other side (Harmer, 2001).

## **2.6.2. Listening (and mixed) techniques:**

According to Harmer (2001) listening routines based on the same principle as those for viewing are designed to provoke and enhance engagement and expectations. They are also as follows:

### **2.6.2.1. pictureless listening (language):**

The teacher covers the screen, turns the monitor away from the students. or turns the brightness control right down. The students listen to a dialogue and have to guess certain things such as where it is taking place and who the speakers are. In line with what have been said above, it is mentioned in an article that in some listening exercises the teacher has to concentrate on specific dialogue to enable students to learn. Dealing with pronunciation is necessary to challenge them to listen.(Cited in <http://www.onestopenglish.com>). This exercise is helpful if the teacher wants to work on students' listening and speaking. This practice also aims to make students work together, in pairs or groups.

### **2.6.2.2. pictureless listening(music) :**

Where an excerpt has a prominent music track, students can listen to it and say what kind of scene they think it accompanies and where is taking place.

### **2.6.2.3. pictureless listening (sound):**

Harmer (2001) said that in a scene without dialogue, students can listen to the sounds to guess the events of this scene. Listening can be defined as the ability which enables students to recognize and comprehend what participants are saying. They understand their accents or pronunciation, their grammar, their vocabulary, and the meaning they want to convey. (Howatt & Dakin, 1974, cited in Harmer, 2001)

### **2.6.2.4. Picture or speech:**

For Harmer, the teacher can divide the class into two so that half of the class faces the screen, and half faces away. The students who can see the screen have to describe what are seeing to the students who cannot see. This forces them to be integrated into immediate interaction. It is also an effective way of mixing repetition, production, and fluency in English language (Harmer, 2001).

## 2.7. Communicative Competence

The second language or foreign language learners have different communicative needs; their communicative competence differs from native speaker (first language). Competence is one of the most controversial terms in the field of general and applied linguistics. According to Bagari & Djigunovi (2007: 94):

The term communicative competence is comprised of two words, the combination of which means competence to communicate. This simple lexical and semantic analysis uncovers the fact that the central word in the syntagm communicative competence is the word competence.

The introduction to linguistic discourse has been generally associated with “Chomsky” who in his very influential book “*Aspects of the Theory of Syntax*” drew what has been today viewed *as a classic distinction between competence (the monolingual speaker-listener’s knowledge of language) and performance (the actual use of language in real situations)* (Bagari & Djigunovi (2007: 95).

The term of communicative competence in the view of Canale & Swain, 1980, cited in Bagari & Djigunovi , 2007:96) understood it as: *a synthesis of an underlying system of knowledge and skill needed for communication*. In their concept of communicative competence, knowledge refers to the (conscious or unconscious) knowledge of person about language and about other features of language utilize. Therefore, there are three types of knowledge: *knowledge of underlying grammatical principles, knowledge of how to use language* in a social context in order to fulfill communicative functions and *knowledge of how to combine utterances* and communicative functions with respect to discourse principles. In addition, their concept of skill refers to how an person can use the information in actual communication (ibid).

In order to understand the concept of communicative competence Canale & Swain (1980) proposed the following models:

### 2.7.1. Grammatical Competence

The ability to organize the rules of target language, Grammatical competence is concerned with mastery of the linguistic code (verbal or non-verbal) which includes

vocabulary knowledge as well as knowledge of morphological, syntactic, semantic, phonetic and orthographic rules. This competence allows the speaker to use data and abilities required for comprehending and expressing the factual meaning of utterances (Canale & Swain, 1980, cited in Bagari & Djigunovi , 2007).

### **2.7.2. Sociolinguistics competence**

It is the understanding of setting (topic and communicative functions), socio cultural rules and discourse rules that emphasizes the ability to establish the social sense of an utterance. It is the appropriateness of a given social cultural (ibid).

### **2.7.3. Strategic competence**

Strategic competence is collected of facts of verbal and non-verbal communication strategies that are reminded to compensate for crashes in communication due to deficient competence in one or more components of communicative competence. These strategies include paraphrasing, circumlocution, repetition, reluctance, avoidance of words, structures or themes, guessing, changes of register and style, modifications of messages etc( Celce-Murcia, 2007).

### **2.7.4. Discourse competence**

It is the knowledge of discourse rules such as cohesive and coherence to present then produce unified written or spoken language. As described by Celce-Murcia (2007) that discourse competence refers to the selection, sequencing, and arrangement of words, structures, and utterances to achieve a unified spoken message. This is where the top-down communicative intent and socio cultural knowledge intersect with the lexical and grammatical resources to express messages and attitudes and to create coherent texts (ibid).

## **Conclusion**

Mastering speaking skill can be beneficial and enjoyable activity with learners in order to be more familiar with a second language. By developing speaking abilities; interactive, productive and communicative skills then with communication strategies the students can develop their speaking skill perfectly, which let them interact in different situations using the foreign language in correct forms.

## **Chapter three: Analysis of the preliminary questionnaire**

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## **Chapter Three: Analysis of the preliminary questionnaire**

### **3.1. The students' preliminary questionnaire**

#### **Introduction**

The students' questionnaires deal with the identification of the effectiveness of using the authentic videos in developing students' speaking skill and discover how the students of English as a foreign language deal with this interesting subject. The questionnaire is divided into three sections; section one about general information that lists five items on the general overview of learners' knowledge. Section two includes questions about authentic videos, which consists six items. The third section which focus on the effects of authentic videos in speaking skill and includes nine questions. The several questions were divided between "yes, No" and open ones. And of course designed to meet our selected population, represented in third year English students in the LMD system at the University of Biskra.

#### **3.1.1. Aim of questionnaire**

This study aims at assessing the use of authentic videos in English language class and aims to see in what extent they are beneficial for the learners in speaking skill. This information will help eventually to devise a suitable strategy for that population.

#### **3.1. 2. Description of the questionnaire**

The questionnaire was distributed to forty (40) students of third year LMD during a class session under their teachers' control, several questions were divided between "yes, No" questions and opens ones. Our questionnaire is divided into three sections that are:

Section one; general information: in this section we have five questions which seek information about gender, age, and what is the opinion about their experience of learning English (Q1.2.3). Then, we asked students about the use of technology in English class and see whether it is a good strategy to improve their level or not and about their level in speaking (Q 4.5).

Section two; Authentic videos: this section includes four questions, the first question (Q1) about if they like to study with authentic videos, the second question (Q2) is dealing with the kind of authentic videos that they prefer, the third question (Q3) aims to determine how much they enjoy when studying with them, the last question (Q4) asks students about times that they need to understand its content.

Section three; authentic videos in speaking skill: this section includes nine questions: (Q1) seeks to find the students' opinion about the use of authentic videos in speaking. (Q2) aims to know the students' attitude about the use of authentic videos to improve their speaking skill (agree, disagree...etc). (Q3) asks students to what extent can listening to native speakers' videos reflects their level in speaking. (Q4) seeks to find the students' opinion about the use of authentic videos to overcome their weaknesses in pronunciation. (Q5) asks students to check which of language elements can be improved when listening to authentic videos. (Q6) asks students if they think that the fact of using authentic videos brings for them the target language and its culture and explain how they bring them. (Q7) asks students when using these videos which topics (culture, arts...etc) do they think would be more stimulating for them to speak. (Q8) about the students' opinion whether they are agree or not. the videos give to students enough exposure of language use and useful expressions to prepare them for the speaking practices. The last question (Q9) is about the advices or suggestions.



### 3.1.3. Analysis and discussion of the results

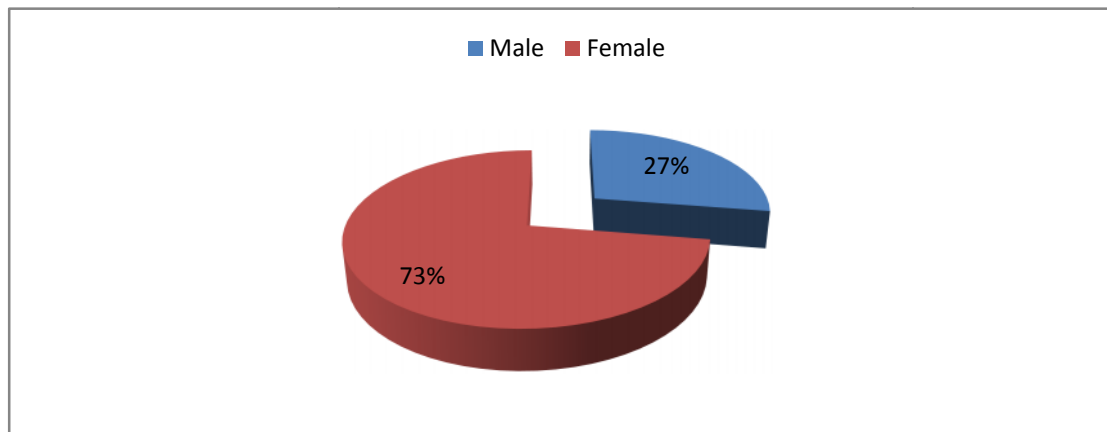
#### Section one: General information

The first section is general information part, to provide us with perspectives on the learners' learning. So we can anticipate the way how the responses will be like and to get clear statistics.

#### **Q 1: gender**

Gender	Male	Female
N°	11	29
Percentage	27%	72%

**Table 1 : Students' gender**



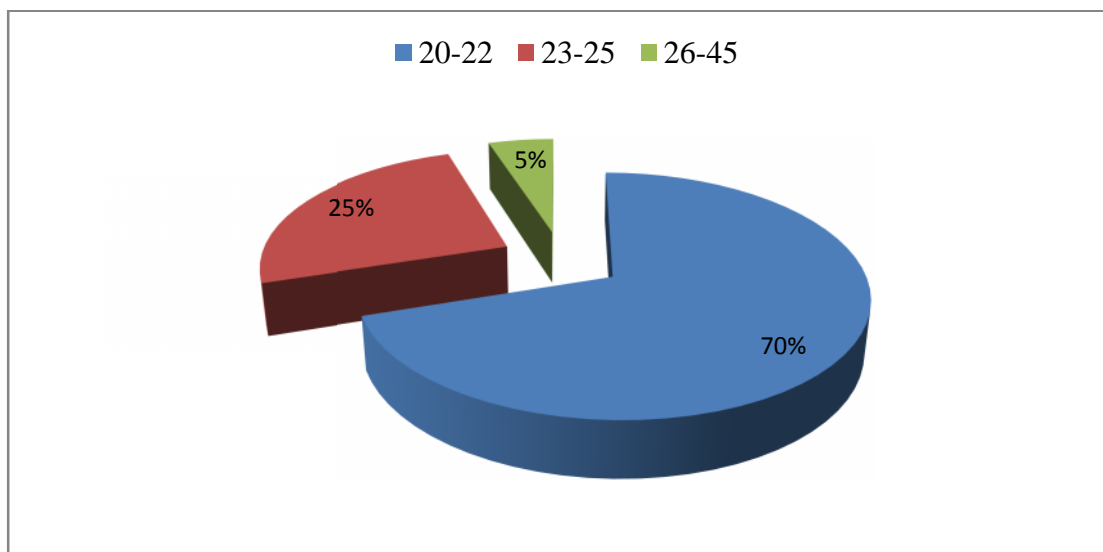
**Graph 1: Students' gender**

The table 01 shows that the majority of students are females, which resembles 73% from the total sample and the rest are males that represent 27%.

#### **Q2: Age**

Age	20-22	23-25	26-45
N°	28	10	2
Percentage	70%	25%	5%

**Table 2: Students' age**



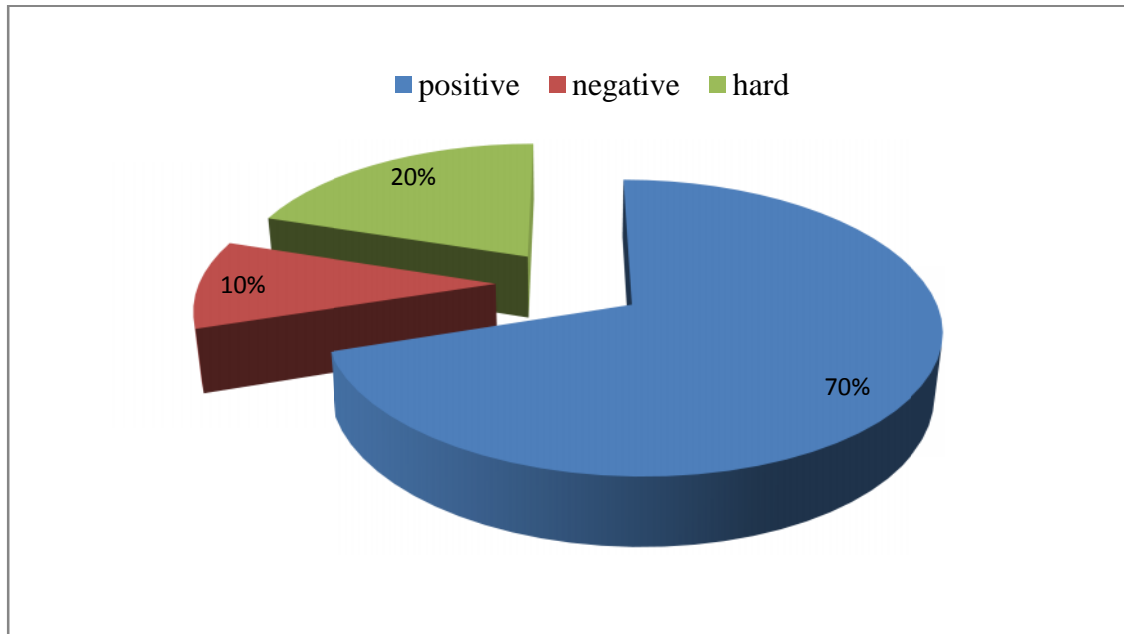
**Graph 2: Students' age**

The results above shows that the majority of the students of third year LMD are between 20 and 22, which represents (70%) from the whole students. Only a few of them are between 23 and 25 that represent 25%. Then, a little number transgresses 26 years to reach even 45.

**Q 3: What is your opinion about your experience of learning English?**

option	positive	negative	hard
N°	28	4	8
percentage	70	10	20

**Table 3: The experience of learning English**



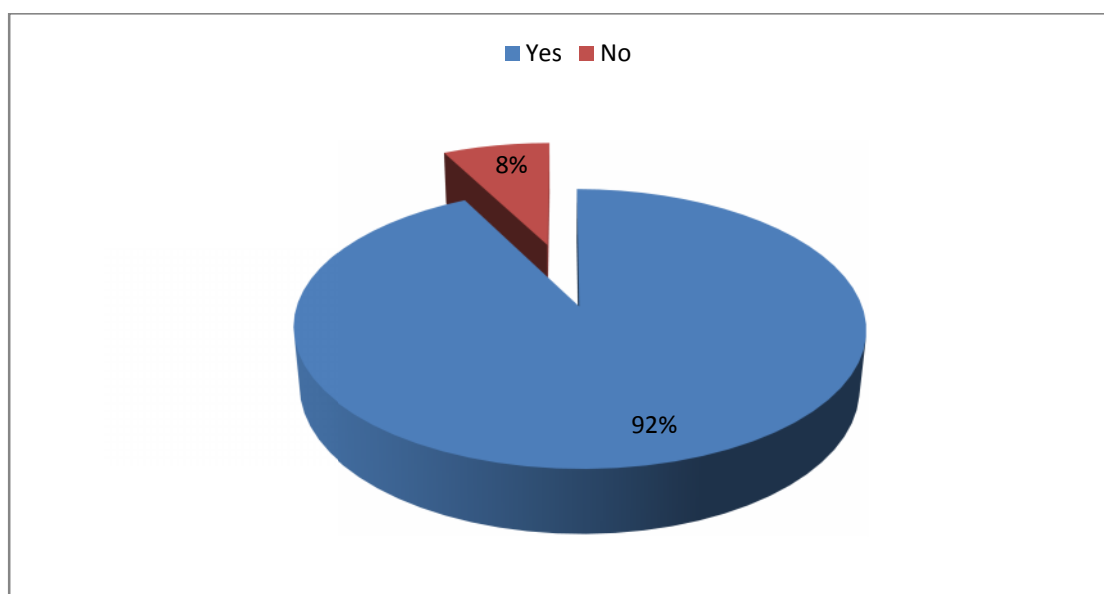
**Graph 3: The experience of learning English**

We noticed that the majority of students (resembles 70% from the total), think that they have positive experience in learning English. Some others they describe their experience in learning English as hard which represents 20%, and only a few of them have a negative experience that represents just 10%. Therefore, those who answered that their experience with positive one may be are not facing obstacles or problems in learning, and they are satisfied or considered learning English for specific purposes for example; to go abroad , for teaching...etc.

**Q 4: Do you think that using technology in English Foreign language class is a good strategy to improve your level?**

Option	yes	No
N°	37	3
percentage	92 %	8 %

**Table 4: The use of technology in English foreign language class is good strategy to improve students' level**



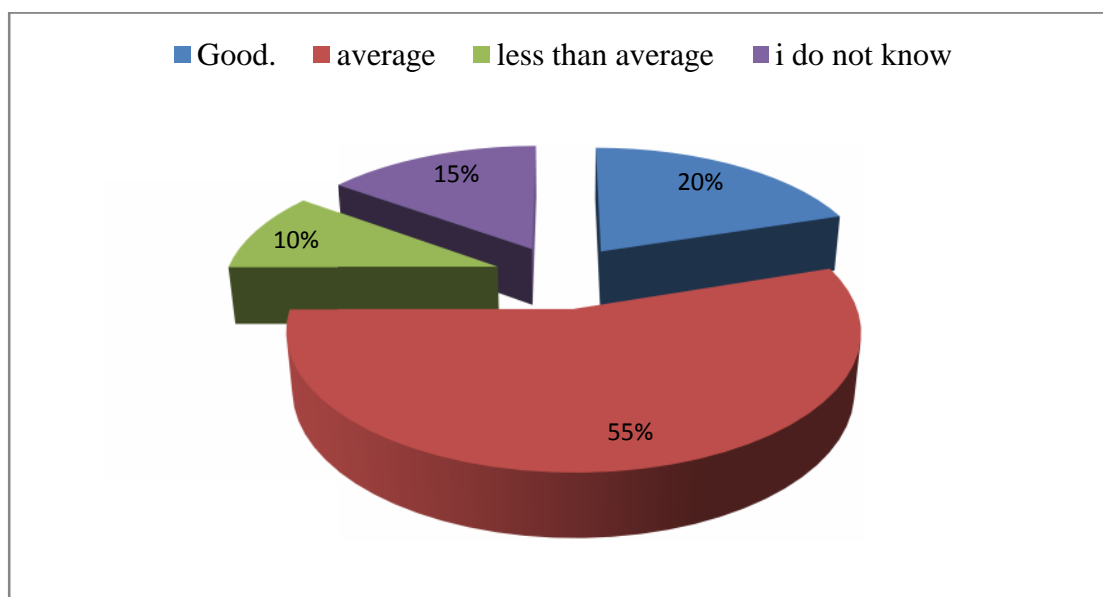
**Graph 4: The use of technology in English foreign language class is good strategy to improve students' level**

The responses of the participants show that most of them (92%) consider the use of technology in English classes as the appropriate way for them to improve their level. And a small number (8%) considered the use of technology as being a not sufficient strategy. So, from these results, it is clearly apparent that this technology and the materials which are used by teachers inside the classroom are helpful for learning, and improving or increasing learners' level. Whereas, those who answered negatively may think that the technology will their performance and improvement limited, consequently it reduces their ability when they use it constantly.

**Q 5: How about your level in speaking?**

option	good	Average	Less than average	I do not know
N°	8	22	4	6
percentage	20	55	10	15

**Table 5: Students' level in speaking**



**Graph 5: Students' level in speaking**

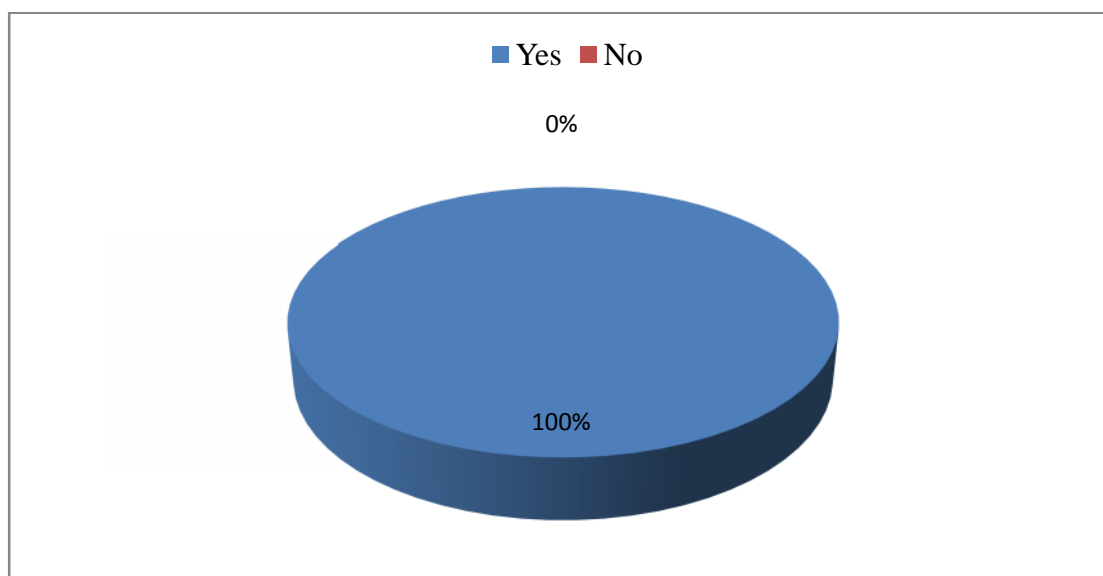
The participants describe their level in speaking as the following; Most of them (55%) have the average in speaking, (20%) of them are good speakers, 15% have less than the average, and the rest just (10%) they do not know their level.

## **Section two: Authentic videos**

**Q 6: Do you like to study with authentic videos?**

option	yes	No
N°	40	0
percentage	100 %	0 %

**Table 6: Students' desire of using authentic videos as an input source.**



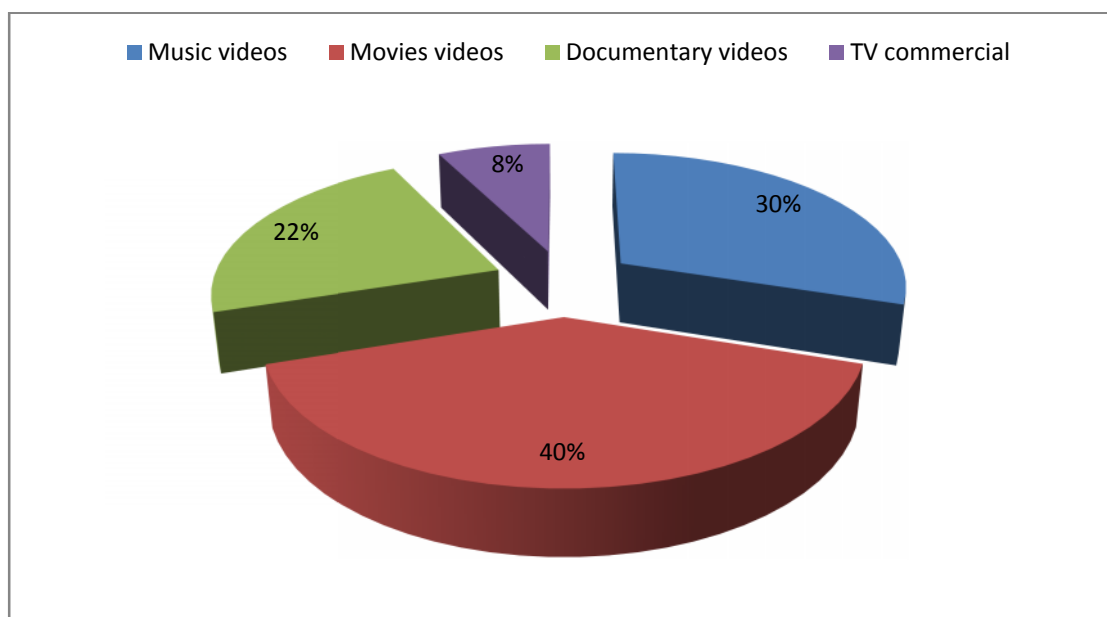
**Graph 6: Students' desire of using authentic videos as an input source.**

From the results that we have, we noticed that the majority of the participants (100%) like to study with authentic videos in oral courses, because they think that it simplifies the input presented, add more fun and rise interests among the students by changing learning methods. Moreover, these videos are entertaining and getting learners' attention, and then they help them to facilitate any process or any subject matter that they want to study.

**Q 7: Which kind of the following authentic videos do you prefer?**

option	Music videos	Movies videos	Documentary videos	TV commercial
N°	12	16	9	3
percentage	30%	40%	22%	8%

**Table 7: The learners' preferred kind of videos.**



**Graph 7: The learners' preferred kind of videos.**

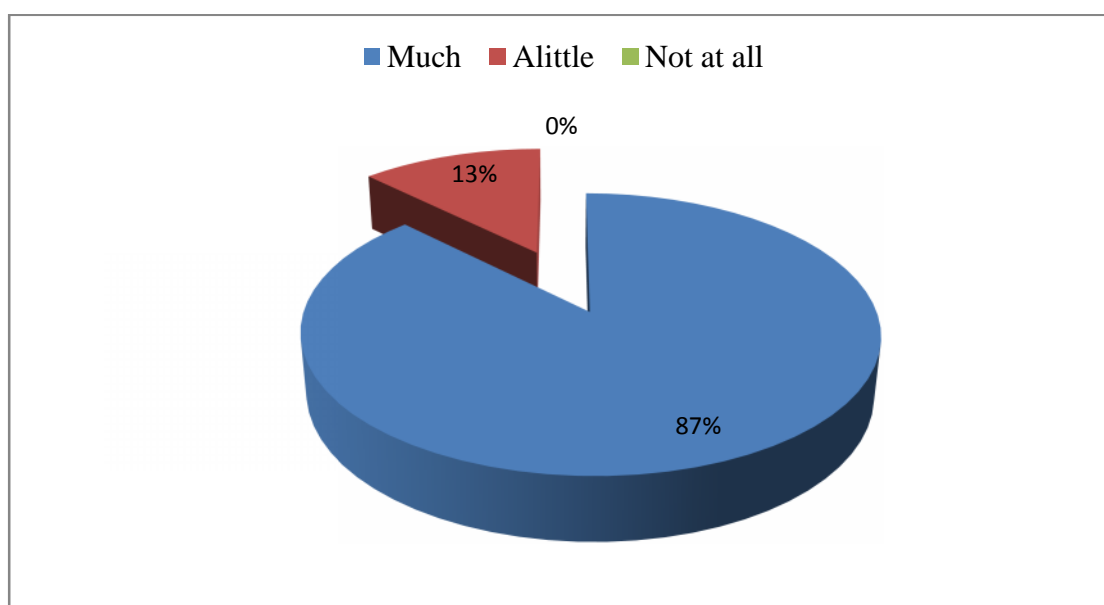
According to participants' responses most of them prefer to use movies videos (40%). Secondly, some of them prefer to use music videos (30%). Thirdly, some other participants prefer to use documentary videos (22%). Fourthly a few of them they prefer TV commercial videos that like just (8%). In addition to that, there are students who make two or more choices. For example; they join either music and movies videos or music with documentary videos...etc. Finally, some of the students add other kinds of videos such as: videos which have a relation with fashion, science...etc.

So, we noticed that the majority of students prefer to study with movies and music videos because these videos are more motivating and attracting than the others, they think that the documentary and TV commercial videos are boring, but more beneficial.

**Q 8: How you much do you enjoy when studying with them?**

Option	Much	A little	Not at all
N°	35	5	0
Percentage	87%	13%	0

**Table 8: The degree of enjoyment when utilizing videos in courses.**



**Graph 8: The degree of enjoyment when utilizing videos in courses.**

The present results deal that the most students enjoy studying with authentic videos which represents (87%) from the whole number. Only a few of them (13%) do not enjoy them. And none of the participants mentions that these videos are not enjoyable.

When we asked them to justify their answers, the participants who response 'much'; said that they give them an opportunity to learn new things and provide them with real situation; seeing and learning the language at the same time. they make them more motivated and studying more without any difficulties. Therefore, the others who

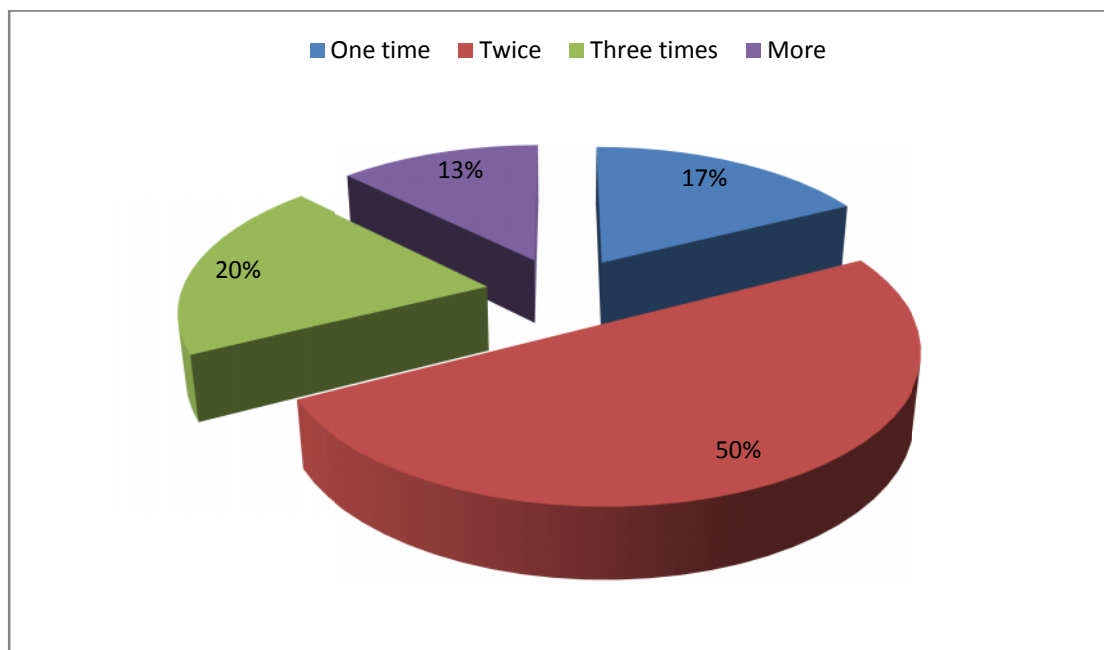


responded ‘a little’; their justification was generally as follows: “it must be just a part of their study and not the only teaching material applied.

**Q 9: How many times do you need to understand its content?**

Option	One time	Twice	Three times	More
N°	7	20	6	5
Percentage	17%	50%	20%	13%

**Table 9: The number of repetitions needed to understand the content of the videos.**



**Graph 9: The number of repetitions needed to understand the content of the videos.**

From the results of this graph, we can notice that when they study with authentic videos, need different times to understand its content; (17%) of the students need one time, half of them (50%) to watch videos twice. (20%) they need three times for more understanding and (13%) of them need more.

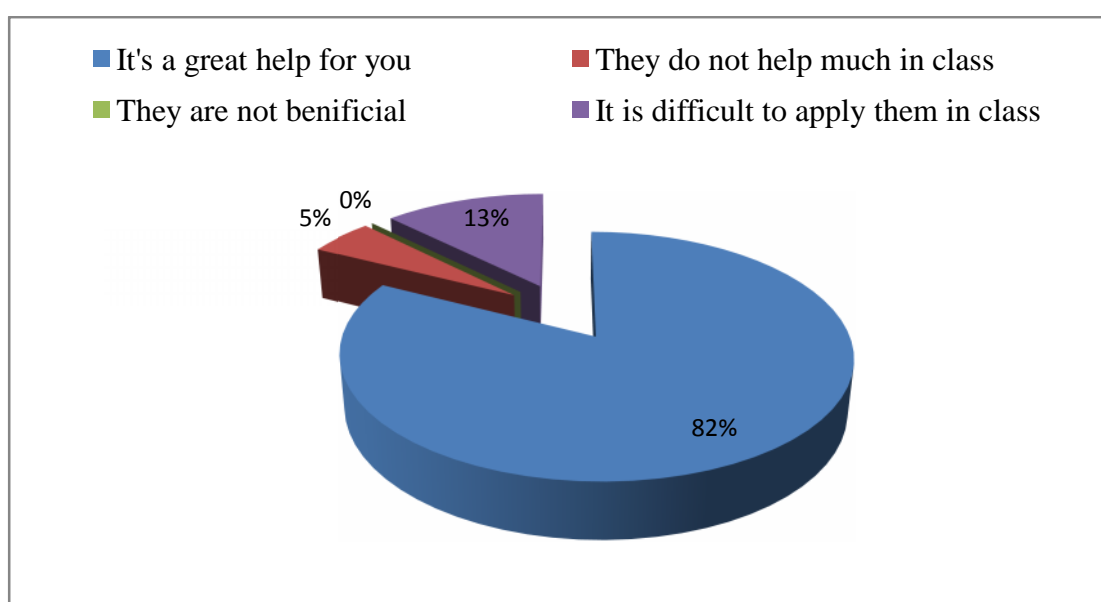
When we asked them to say ‘why’, the participants justify as follows; they need one time because there are some students who have the ability to grasp rapidly the content. Then, they need twice because it is the perfect number of listening or watching authentic videos. Moreover, they need three times and more, due to the lack of vocabulary. And some of them think their understanding come through different steps; recognizing the topic then checking words, finally understanding the whole passage.

### **Section three: Authentic videos in speaking skill**

**Q 10: What do you think about the use of authentic videos in speaking?**

Option	It’s a great help for you	They do not help much in class	They are not beneficial	It is difficult to apply them in class
N°	33	2	0	5
Percentage	82%	5%	0%	13%

**Table 10: Students’ opinion on the use of authentic videos.**



**Graph 10: Students’ opinion on the use of authentic videos.**

It is obvious from the graph above that most of the students (82%) state that the authentic videos it's a great help for them in speaking. Just (5%) they think that these videos do not help much in class, and none of them think that they are not beneficial. (13%) of them think that it is difficult to apply them in class. In addition to that, when we asked them to add any other ideas, they stated the following:

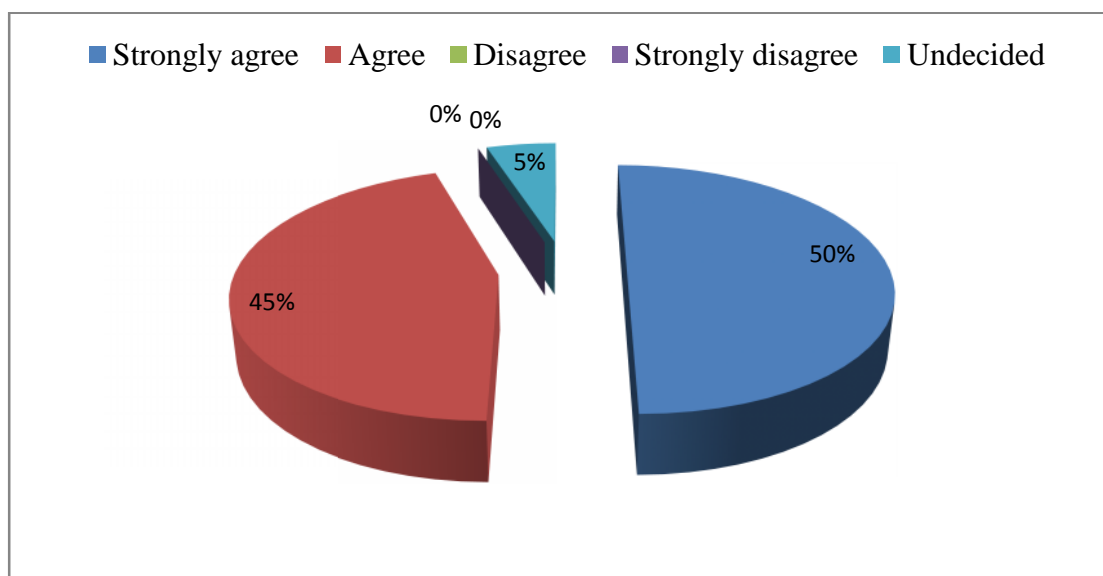
- . It is hard for their class.
- . Help to clarify the difficult subject.
- . Enrich capacity to catch the appropriate pronunciation.

So, we can say that authentic videos are more helpful and beneficial for the students, especially when using them in speaking activities.

**Q 11: You always use authentic videos to improve your speaking skill:**

Option	Strongly agree	Agree	disagree	Strongly disagree	Undecided
N°	20	18	0	0	2
percentage	50%	45%	0%	0%	5%

**Table 11: The use of authentic videos in improving the speaking skill.**



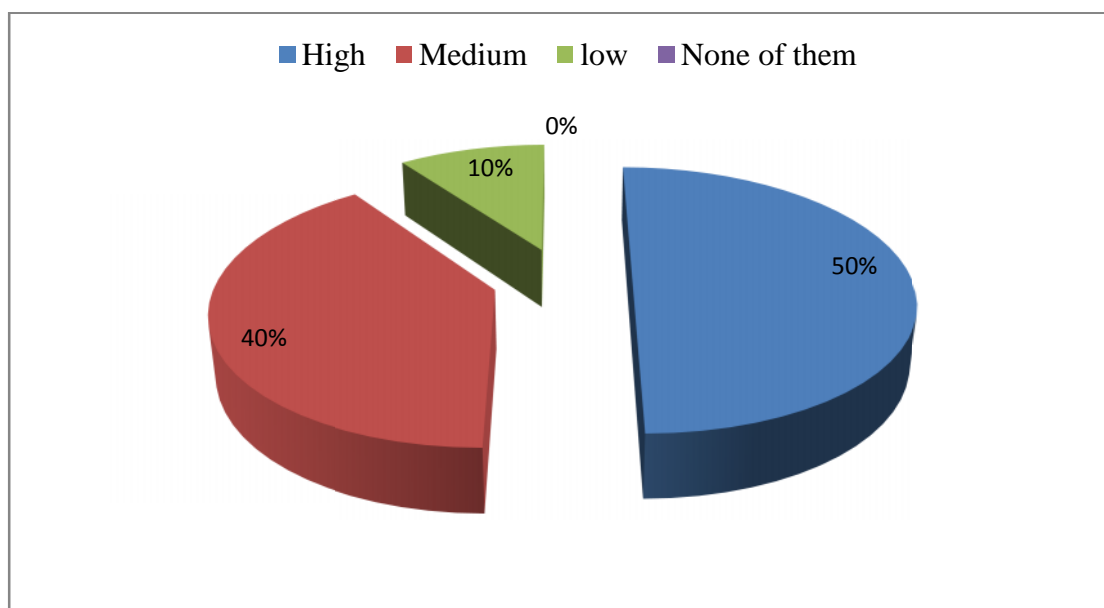
**Graph 11: The use of authentic videos in improving the speaking skill.**

We can notice that, the half of students (50%) claim that they strongly agree with the repeated application of authentic videos to improve their speaking skill. Others (45%) show that are agree with videos. None of them state that are disagree or strongly disagree. The rest of them (5%) believe that they are undecided.

**Q 12: To what extent, can listening to native speaker’s videos reflect your level in speaking?**

Option	High	Medium	low	None of them
N°	20	16	4	0
Percentage	50	40	10	0

**Table 12: The extent of listening to natives and its reflection to learners’ speaking level.**



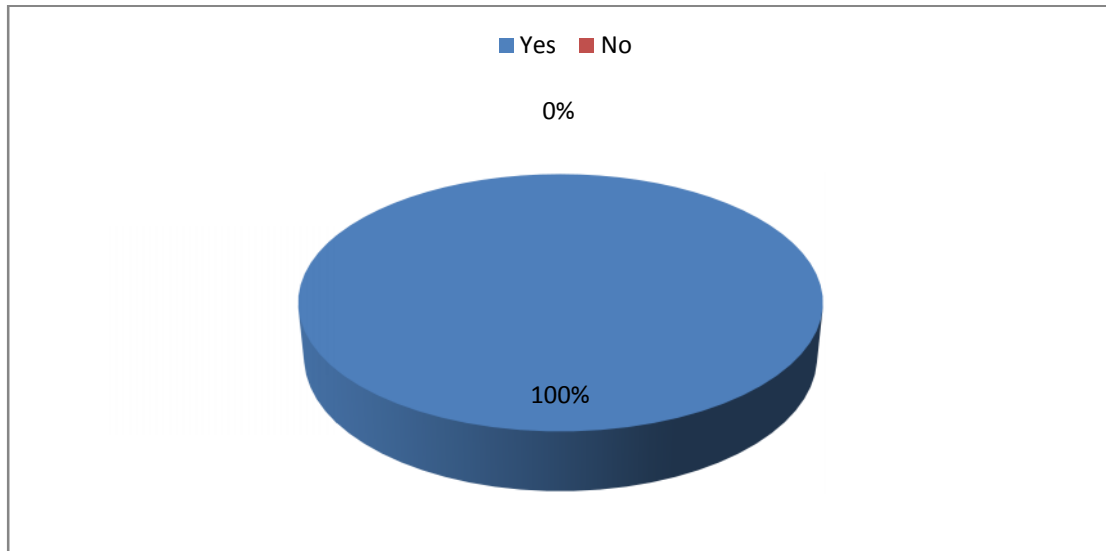
**Graph 12: The extent of listening to natives and its reflection to learners' speaking level**

The participants describe the extent of listening to native speakers videos which reflect their level in speaking as follows: half of them (50%) state that it is a high degree. Others (40%) consider the reflection is medium. A few of them claim that the reflection is low (10%).

**Q 13: In your opinion, do you think that using these videos help you to overcome your weaknesses in pronunciation?**

Option	Yes	No
N°	40	0
Percentage	100	0

**Table 13: Students' opinion on using videos to overcome pronunciation weaknesses.**



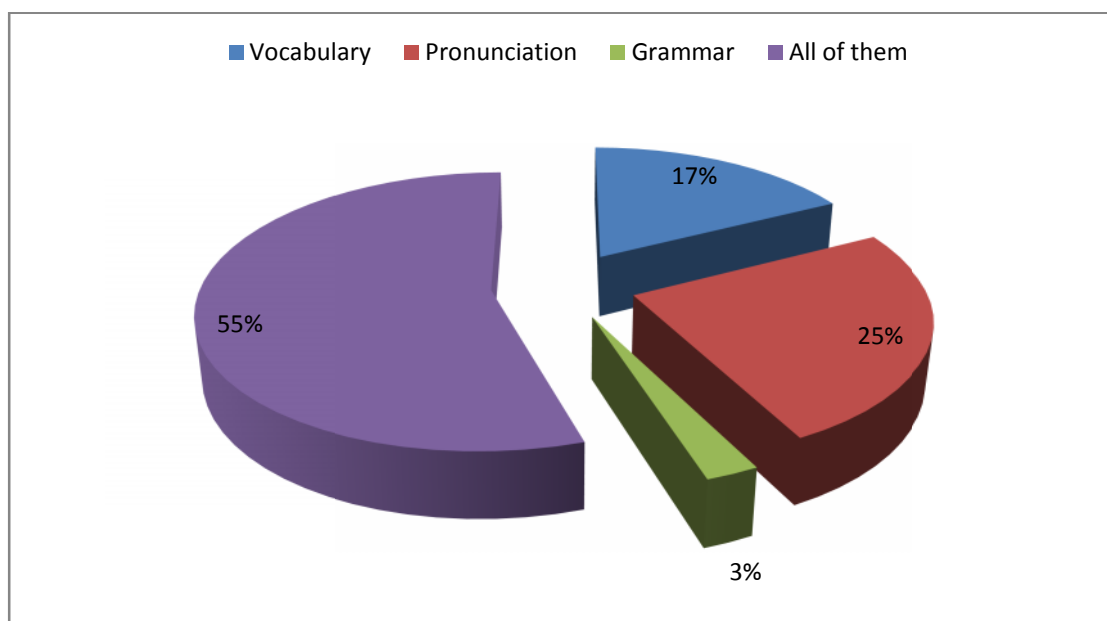
**Graph13: Students’ opinion on using videos to overcome pronunciation weaknesses.**

From the student responses, we deduce that the majority of them (100%) believe that using videos help them to overcome their weaknesses in pronunciation. Because these videos are important to improve some aspects of language; it includes speech of native speakers and enable them to retrieve the pronunciation of language. Furthermore, these videos include rhythm, stress, and intonation which are aspects of pronunciation of English language.

**Q 14: Which of the following language elements can be improved when listening to authentic videos?**

Option	Vocabulary	Pronunciation	Grammar	All of them
N°	7	10	1	22
Percentage	17%	25%	3%	55%

**Graph 14: The language elements that can be improved when listening to authentic videos.**



**Graph 14: The language elements that can be improved when listening to authentic videos.**

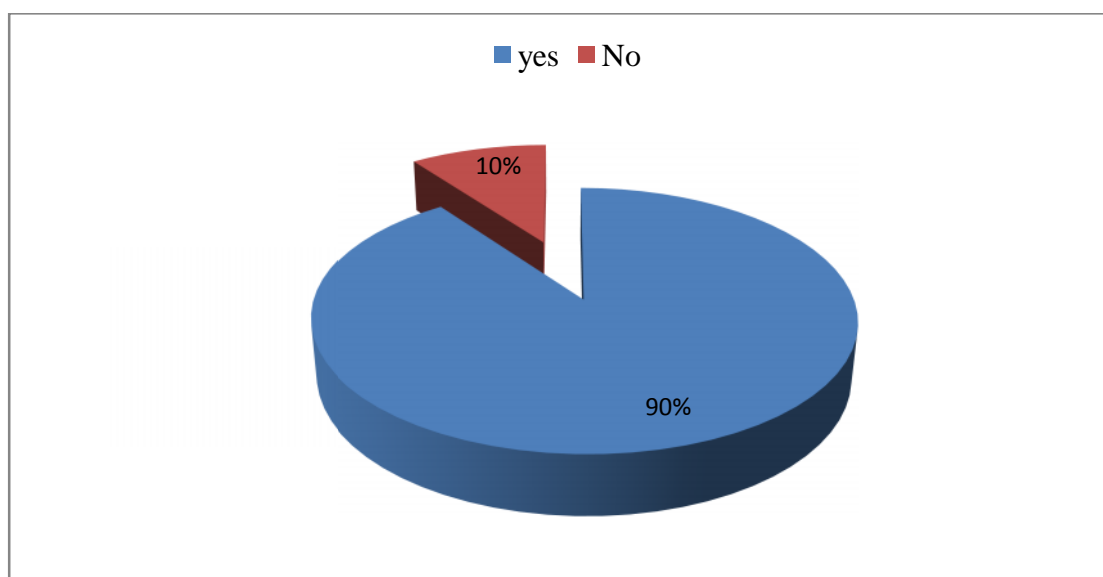
The results show that the majority of students (55%) consider authentic videos to be very useful way to develop all languages elements together. Some others (25%) think that these videos improve pronunciation. (17%) of them think that these videos help to acquire vocabulary. The rest of the students (3%) state that the grammar also can be improved from authentic videos.

From the previous results, we can conclude that the authentic videos is the appropriate way or tool to improve the language elements; authentic videos help to acquire vocabulary, adapt the grammatical structures and improve pronunciation or language spelling, because the students are more attracted and attentive to study with authentic videos, then it contain authentic language.

**Q 15: Do you think that the fact of using authentic videos brings to you the target language and its culture?**

option	Yes	No
N°	36	4
Percentage	90	10

**Table 15: The degree of acculturation that the students may reach when using authentic videos.**



**Graph 15: The degree of acculturation that the students may reach when using authentic videos.**

From the results that we have in this graph, we can say that most of participants (90%) affirm that the fact of using authentic videos brings the target language and its culture. to the less; few of them (10%) said 'No'. For this point, students believe that the authentic videos are very important for the second language acquisition because they feel themselves in real situations.

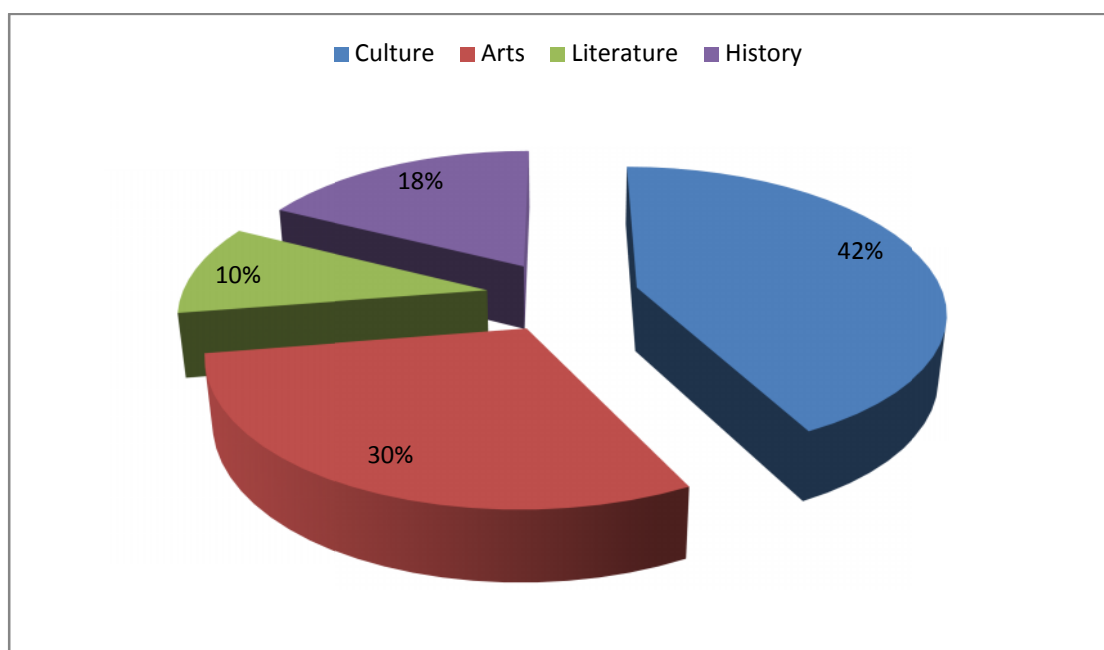
So, we can say that these videos may include various subjects and different topics that interest the students and bring them closer to culture and traditions of native speakers.



**Q 16: When using these videos, which of the following topics do you think would be more stimulating you to speak?**

Option	Culture	Arts	Literature	History
N°	21	12	7	9
Percentage	42%	30%	10%	18%

**Table 16: The topics that would be more stimulating to students to speak.**



**Graph16: The topics that would be more stimulating to students to speak.**

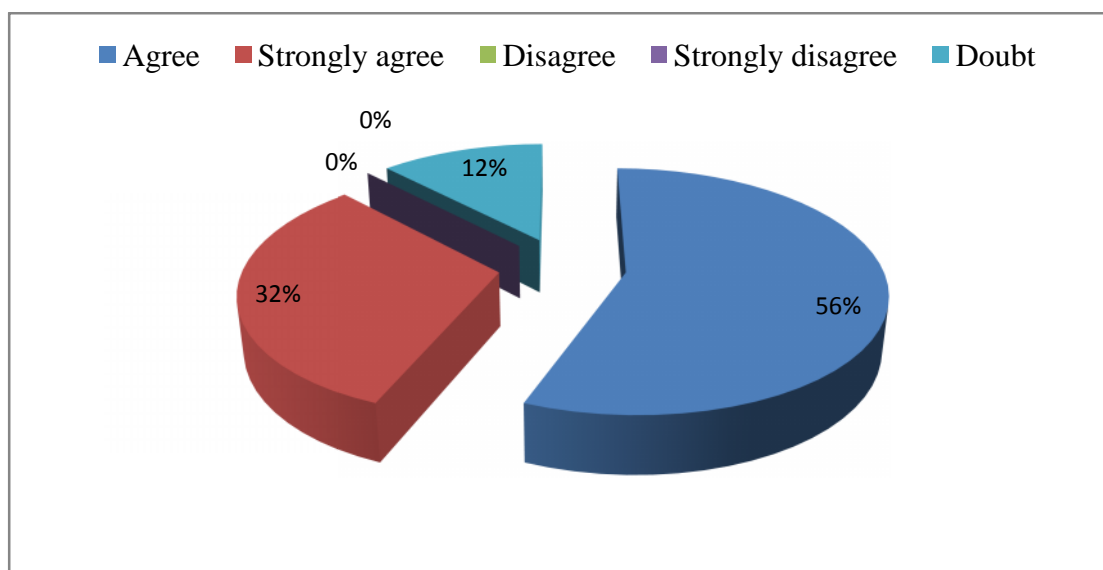
According to this graph the results show that; the great percentage of students (42%) prefer the topics which relates to the culture, (30%) of them prefer the arts ones, only a few of them (18%) prefer the topics of history, and the rest (10%) prefer to use the topics of literature. In addition, there are some students who prefer to use two or more topics, and some others add further topics to those suggested. For example: sports, politics, scientific topics...etc.

Thus, we can conclude that the choice of topics depends on the learners' interests; some of them choose the topics that are related to their own life or experience and other topics such as; religion, love, feelings...etc.

**Q 17: The videos give enough exposure of language use and useful expression to prepare students for the speaking practices.**

Option	Agree	Strongly agree	Disagree	Strongly disagree	doubt
N°	23	13	0	0	5
Percentage	56%	32%	0%	0%	12%

**Table 17: The videos give enough exposure of language use and useful expression to prepare students for the speaking practices.**



**Graph 17: The videos give enough exposure of language use and useful expression to prepare students for the speaking practices.**

The graph shows that more than a half of students (56%) agree with idea that considers the videos that give enough exposure of language use and useful expression to prepare them for the speaking practices. 32% of them strongly agree, and none of them disagree or strongly agree. The rest of them (12%) have a doubt about this idea.

For this matter, we can consider that the authentic videos can enrich their knowledge in different subjects and develop their ability to use the appropriate ideas for different issues to prepare them to master the speaking practices.

**Q 19: Students' suggestion:**

In this last question, we have asked the students if there is any suggestion that are appropriate or can help our work. So, the students have suggested the following:

- They think that the authentic videos should be used at any time not only inside the classroom to improve their pronunciation and vocabulary.
- The use of other pedagogical aids like; charts help this current issue.
- They suggest putting these materials as a compulsory teaching strategy in the department of English language.
- The teacher must use the authentic videos to motivate the students because in the classroom students always keep silent when using them.

Foreign language learning in general depends on developing many language perspectives in parallel and gradually; thus, learners are supposed to take advantage of any kind of resource or input to develop their different language skills. In the other hand, teachers are supposed to use any teaching strategy or technique to improve and enhance learners' skills in an interesting way.

### **3.1.4. General results**

The focus of this study is on the effectiveness of using authentic videos related to the improvement speaking skill. The sample was students of third year LMD at Biskra University. During the analysis of the questionnaires, I had deduced the following:

In section one, which is about the 'background information', which includes five (5) questions. First of all, I asked them about their gender and that informed me

that the majority of students are females; (73%), whereas males represented a minority; (30%). The previous data drives the point that females are more interested to study foreign languages particularly than males who often choose to carry on scientific and sports fields.

Secondly, I have attempted to recognize their age. The majority; (70%), of third year LMD students at the Biskra University are aged between 20 and 22 years old. So, I have deduced that the age of students may affect their abilities; students who are likely to be old (more than 30 years old) may not acquire the language like a student of 20 years old.

The third question concerned students' opinion about their experience of learning English where most of them affirmed that they have a positive experience in learning English; they are influenced by the western culture since they watch movies and listen to songs of different subjects. Moreover, their main objectives are to travel and work abroad.

Besides, (92%) of them think that it is a good idea to use technology in class as a new strategy for teaching. Finally, (55%) of the questioned students thought that their level in using English language while speaking is likely to be acceptable; neither high nor low. Some of them refer that to the lack of use of English outside the classroom.

The second section involves a deep focus on the authentic videos and that is represented on six questions; 6, 7, 8,9,10, and11. Firstly, in question six, I have asked the students if they like the usage of authentic videos in learning English. All the questioned students replied positively because they thought it eases the interaction with their teachers.

Secondly, in question seven, (40%) of them preferred to employ movies in the learning process. In addition, it indicates that movies are the most favorable authentic videos. The eighth question stated that (87%) of students enjoy much to learn by authentic videos; they admitted that those videos adds some fun to the general atmosphere of the classroom.

Another question inferred that some students; 50%, need to listen to the material more than one time to fulfill their understanding since it is hard for foreign language learners to understand everything for the first time.

The section three is about authentic videos in speaking skill which included nine questions (10.11.12.13.14.15.16.17.18). In (Q10), the majority of students illustrated that the use of authentic videos in speaking has a great help for them because it will support the teaching and the learning process and provide the students with the actual public speaking events.

The (Q11) concerned about how can speak skill be improved by authentic videos when the half of them; (50%), are strongly agreed with the case. In (Q12) asked students to state the extent that can listen to native speakers' videos reflect their level in speaking. Also half of them (50%) stated that it is a 'high'.

Moreover, (Q13) indicated that authentic videos helped the students to overcome their weaknesses in pronunciation because the best way to learn accurate pronunciation is to listen to its source which is native speakers. In addition, many language elements can be improved when listening to authentic videos as shown in question (14).

Besides, most of students (90%) agree that the fact of using authentic videos brings them the target language and its culture; it means that students learn the implied meaning which is related to their language (Q15).

The (Q16) required students to mention the topic that they would be more stimulating them to speak. Most of them (42%) preferred the cultural topics; it consist all kind of linguistic aspects. In (Q17) the majority of students (56%) agree that the videos give enough exposure of language use and useful expressions to prepare them for the target language.

In the last question; (18), students suggested some ideas and give us a lot of advice in order to raise the level of teaching and learning in our department of English through authentic videos.

## **3.2. The teachers' preliminary questionnaire**

### **Introduction**

The teachers' questionnaire seeks to collect about teachers' use of authentic videos as a teaching strategy, and to see its effectiveness on students' speaking skill in English foreign language class. The teachers were required to answer the questionnaire by ticking the appropriate box and making statements whenever required. The questionnaire consists of 15 questions; it was given to eight (8) teachers of oral expression and was collected a week later.

### **3.2.1. Aim of the questionnaire**

We explained to the teachers the aim of this questionnaire as follows: to investigate the teachers' use of authentic videos and its effectiveness on students' speaking skill, and their importance videos in order to develop the aspects of language on third year LMD students at the university of Mohamed khider Biskra.

### **3.2.2. Description of the questionnaire**

This questionnaire consists of fifteen (16) questions which are arranged in a logical way. They are either closed questions requiring from the teachers to choose "yes" or "No" answers, or to check the appropriate answer from a number of choices or open questions requiring from them to give their own answers and justify them.

Question (1) and (2) are devoted to teachers' background information; these two questions are asked to specify their gender, and mention their degree. Question (3) is about if they use authentic videos in delivering their courses, and justifying their responses if 'yes'. Question (4) teachers asked to state how often they use them.

In question (5), we asked teachers about how they assess or evaluate the speaking output of their learners. Question (6) is proposed to know the kind of videos that teachers prefer to use and explain their choice. Question (7) asked the teachers to give the sources of authentic videos. Question (8) seeks to know the way of using these videos in the classroom. Question (9) is about the difficulty that teachers find when using authentic videos in their explanation.

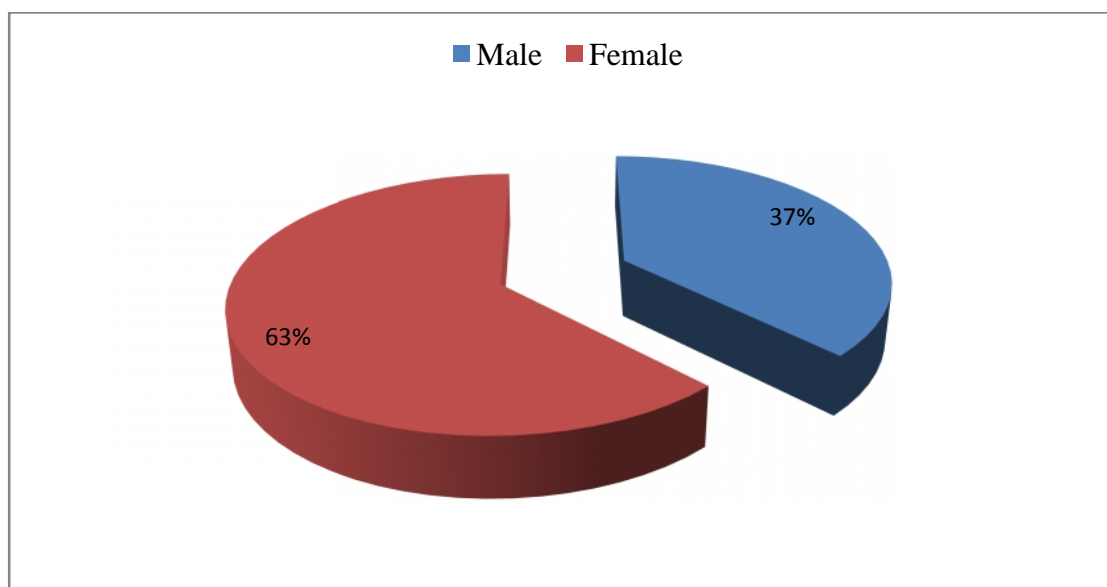
In question (10) is stated to know whether authentic videos help their students to develop their ability to master some aspects of language like; stress intonation...etc, with justifying the answer. Question (11), is about teachers' perception that the use of authentic videos provides an adaptation to the linguistic resource of accents and all kinds of discourse for their students. Question (12) asked teachers if these videos enrich their speaking activities with justification. Question (13) is devoted to the advantages of using these videos. Question (14), asked teachers to know if authentic videos make them gain time and explain 'why'. The last question (15) asked teachers to add any other comments they consider important for this issue.

### 3.2.3. The analysis and discussion of the results

Q1: Specify your gender

Option	Male	Female
N°	3	5
Parentage	37%	63%

**Table 18: Teachers' Gender**



**Graph 18: Teachers' Gender**

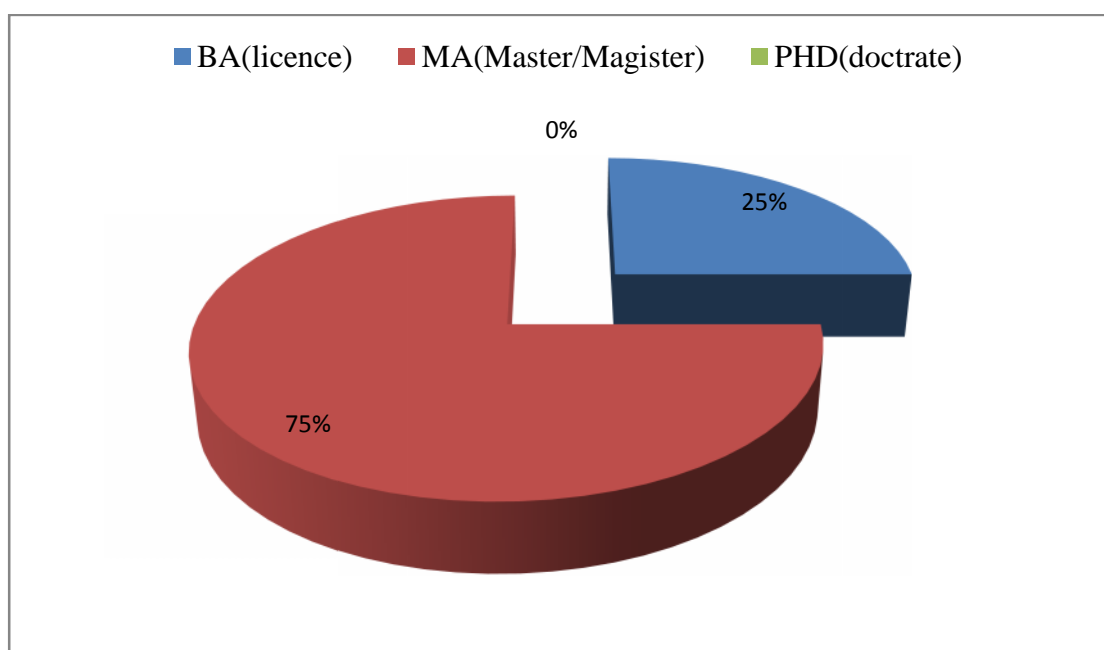
The results in the table above reveal that there are eight (8) teachers of oral expression at Mohamed Kheider University of Biskra; (5) of them which represent (63%) are females, and the rest of the three (3) teachers (37%) are males.



**Q2: What is your Degree?**

Option	BA (licence)	MA (Master /Magister)	PHD(Doctorate)
N°	2	6	0
Percentage	25%	75%	0%

**Table 19 : Teachers' degree**



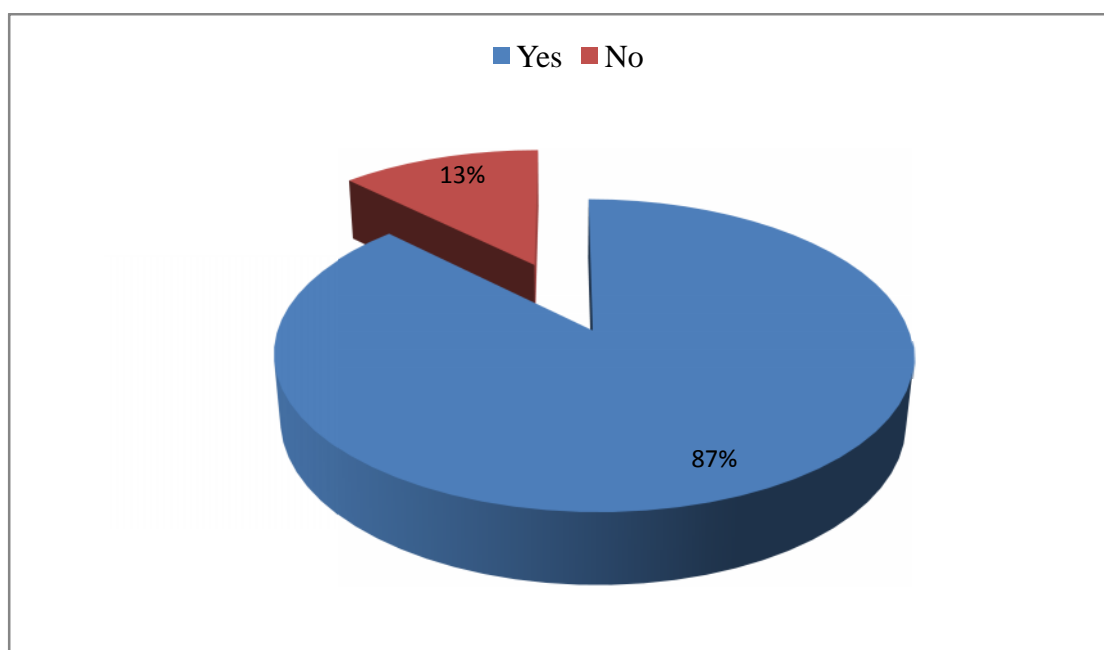
**Graph 19: Teachers' degree**

As the results in the table show, (75%) of the teachers have MA (Master/Magister) degree. however, (25%) have the Licence.

**Q3: Do you use authentic videos in delivering your courses?**

option	Yes	No
N°	7	1
Percentage	87%	13%

**Table 20: The use of authentic videos in delivering courses.**



**Graph 20: The use of authentic videos in delivering courses.**

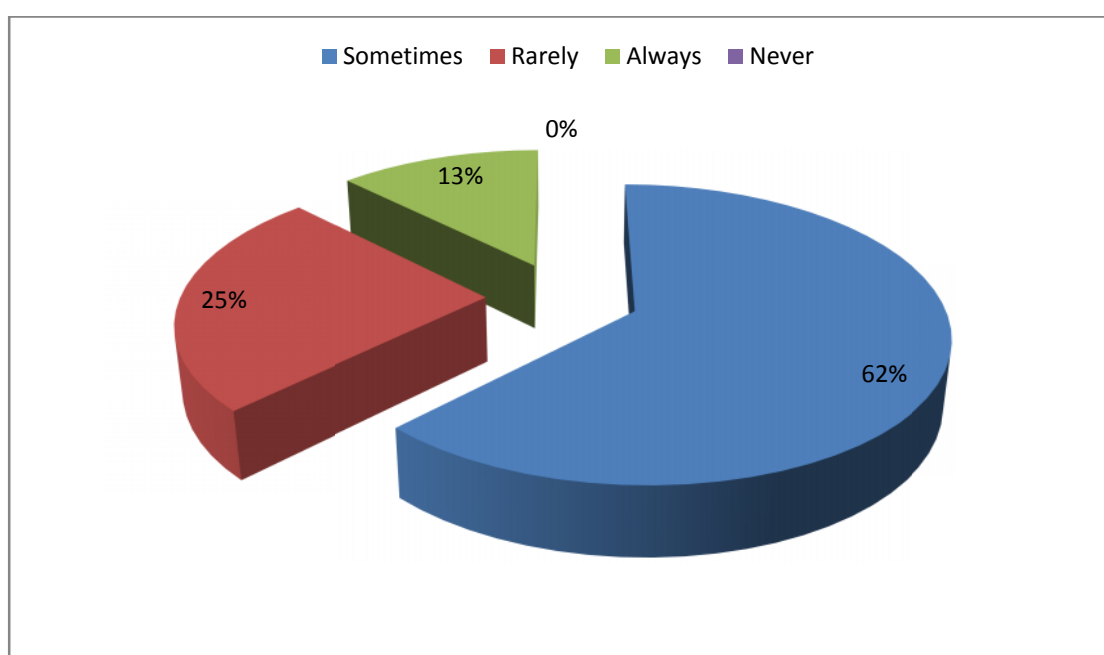
The results obtained denote that seven teachers (87%) state that they are using authentic videos in delivering their oral courses in the classroom. On the other hand one teacher (13%) states that he is not using them.

We noticed from the response of our sample of teachers that using authentic videos may develop EFL learners' linguistic competence in addition to feeling the challenge of the target language to reach fluency. In other words, students are warmed up about the topic using authentic videos. Then, they are exposed to the videos by listening or watching it; the content is then discussed and analyzed orally. So, this would raise their desire to learn using this new strategy.

**Q 4: How often do you use them?**

Option	Sometimes	Rarely	Always	Never
N°	5	2	1	0
Percentage	62%	25%	13%	0%

**Table 21: frequency of the use of authentic videos.**



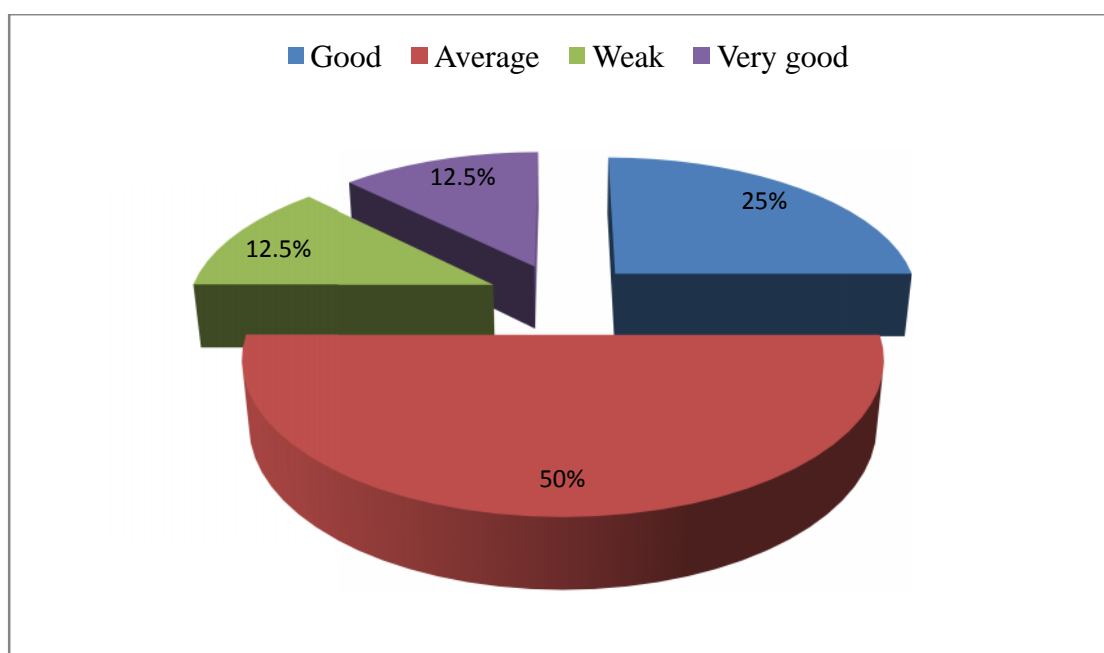
**Graph 21: frequency of the use of authentic videos.**

62% of our sample (teachers) is sometimes using authentic videos. The reason might be noticed in the lack of interest in using authentic materials in general and videos in particular. Another reason we should mention is having time deficiency in delivering the input and preferring traditional strategies. The (25%) of our teachers sample may have the same reasons mentioned above on the rare use of authentic videos. On the other hand, (13%) of our teachers are highly interested in using authentic videos to conduct their lessons for the reason of trusting authentic materials.

**Q5: What is the evaluation of the learners' speaking output?**

Option	Good	Average	Weak	Very good
N°	2	4	1	1
Percentage	25%	50%	12.5%	12.5%

**Table 22: The evaluation of the speaking output of learners.**



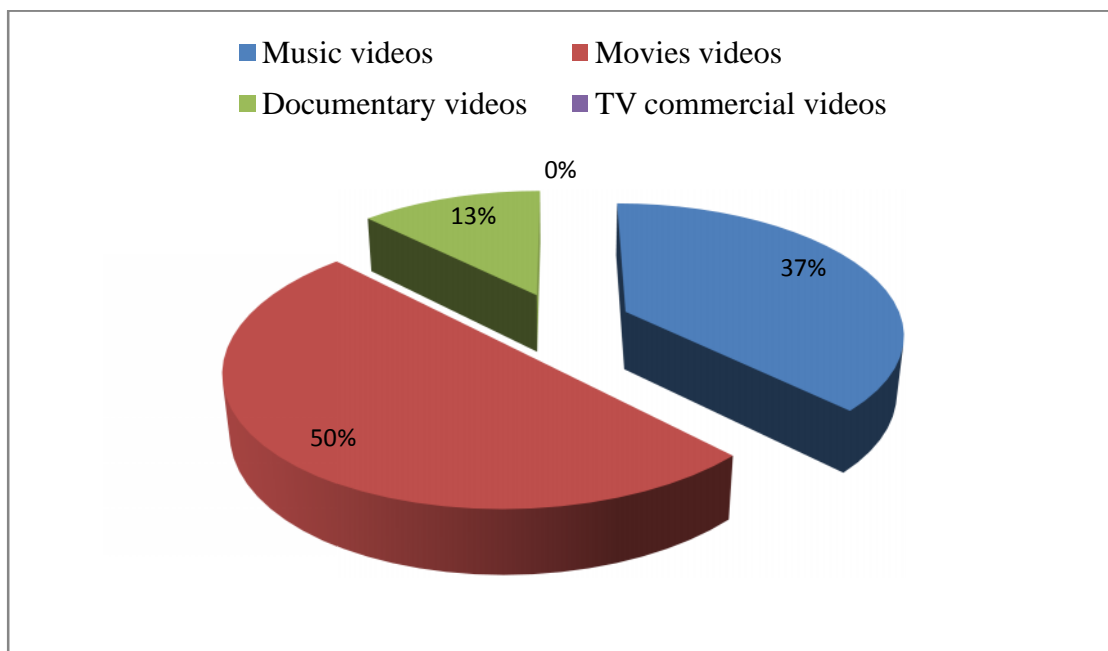
**Graph 22: The evaluation of the speaking output of learners.**

Based on the analysis of teachers' responses on this question, we noticed that their evaluation differ according to learners' level itself. Some of our teachers prefer to give the average mark for all students as a kind of motivation; for others, giving marks according to each individual's performance is their chosen method of assessment. These are the two methods of assessment we noticed while analyzing our teachers' responses.

**Q 6: Which kind of videos do you prefer using?**

Option	Music videos	Movies videos	Documentary videos	TV commercial videos
N°	3	4	1	0
Percentage	37%	50%	13%	0%

**Table 23: The preferred kind of videos used.**



**Graph 23: The preferred kind of videos used.**

It is obvious from the table above that half of the teachers (50%) prefer using movies videos. Some others (37%) prefer using music videos. while, only few of them (13%) state that they prefer using documentary videos. In addition to that, there are some teachers who are interested to use all these kind of videos.

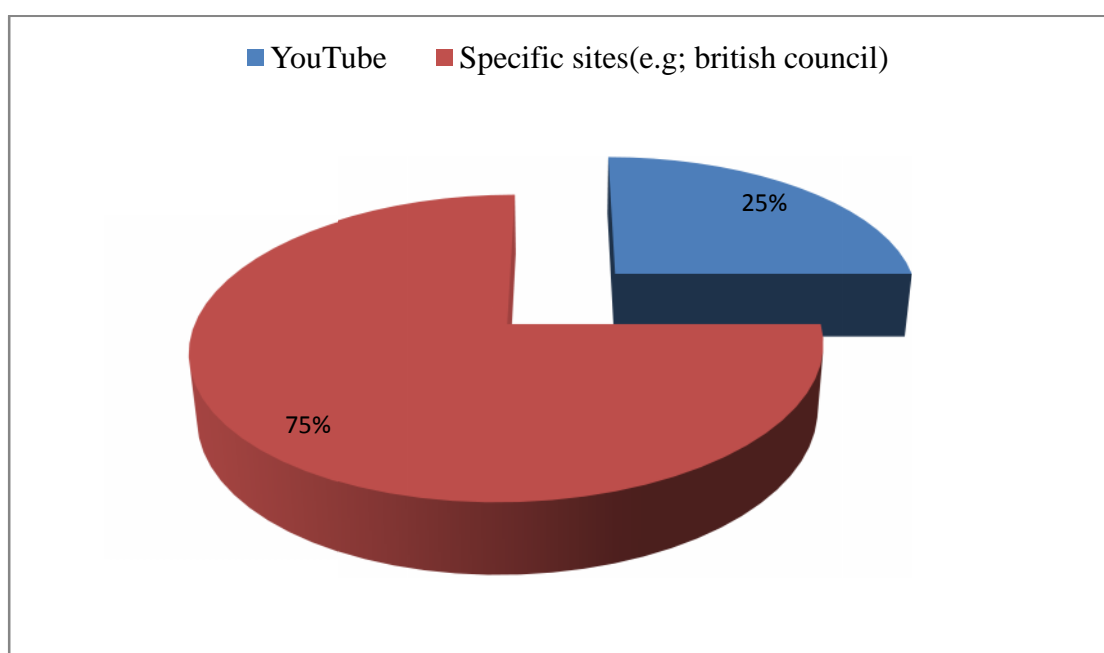
Teachers give reasons to the use of all these kind of videos; they considered that movies videos reflect an actual use of English language, and it is the most spread and available with huge number. Next, music videos are more motivating because it release stress and facilitate the retention of words (lyrics). Therefore, the documentary

videos are more educational than the others. So, that the choice of videos according to the aim and the students' needs.

**Q 7: What are the sources?**

Option	YouTube	Specific sites(e.g; British council)
N°	2	6
Percentage	25%	75%

**Table 24: The sources of retrieving videos.**



**Graph 24: The sources of retrieving videos.**

The common shared idea between the majority of teachers (75%) believe that the sources of authentic videos are from specific sites (e.g; British council). However, (25%) of them bring their sources from youtube. Teachers when we asked them to give other sources they illustrate the following:

- TV Channels for example; CNN, BBC and NAT GEO
- Ted.com / teachme.com
- CDs
- Torrent reactor

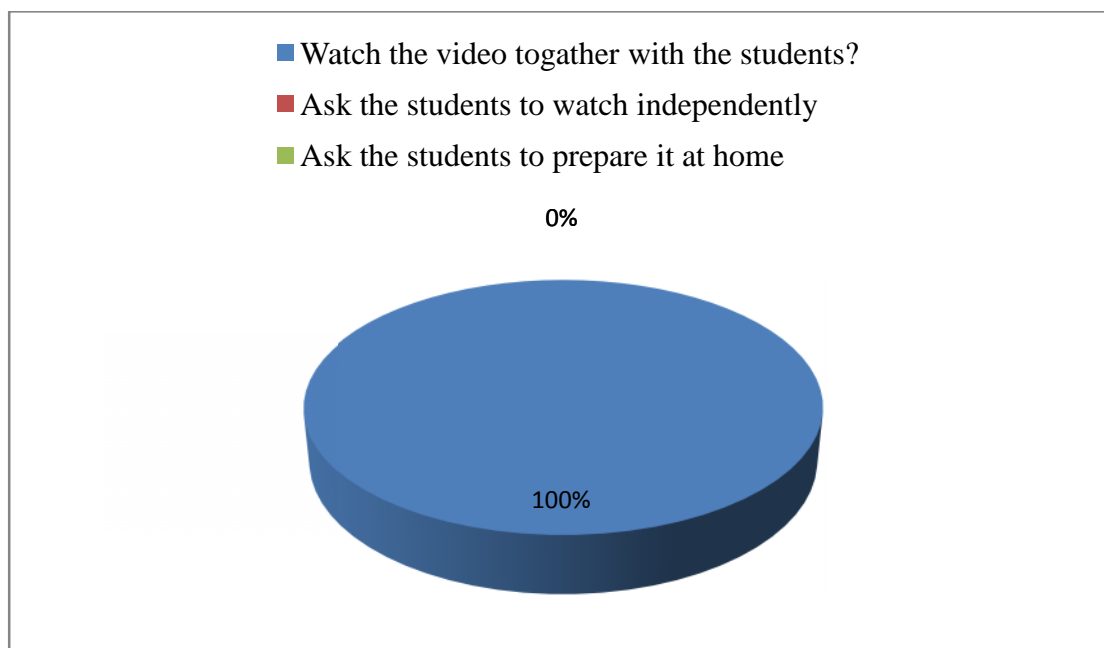
- The internet in general

We can conclude that the teachers prefer specific sites (e. g; British council) for selecting their videos because they are restricted to educational purposes. But in youtube we can find everything that's why teachers prefer specific sites.

**Q 8: How do you use the video in the classroom?**

Option	Watch the video together with the students	Ask the students to watch independently	Ask the students to prepare it at home
N°	8	0	0
Percentage	100%	0%	0%

**Table 25: The way of including videos within the course content.**



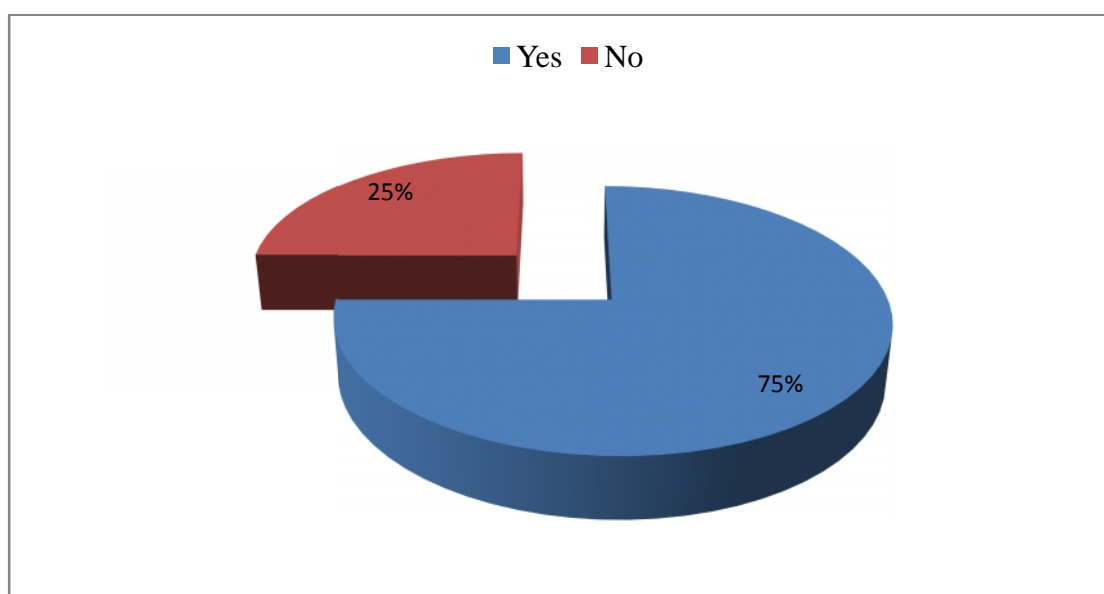
**Graph 25: The way of including videos within the course content.**

The table above illustrates that all teachers (100%) focus on using videos in the classroom and watching them together with the students. Teachers avoid asking them to watch it independently or prepare it at home.

**Q 9: Do you find any difficulties when using authentic videos in your oral courses?**

Option	Yes	No
N°	6	2
Percentage	75%	25%

**Table 26: The difficulties while using authentic videos in oral expression courses**



**Graph 26: The difficulties while using authentic videos in oral expression courses.**

The big majority of teachers (75%) claim that they find difficulty when using authentic videos in their oral courses. And (25%) of them think that they do not face any challenges, because they start by a warming up by introducing the most difficult and key vocabulary items and also by giving videos quizzes. Moreover, teachers explain their difficulties because of:



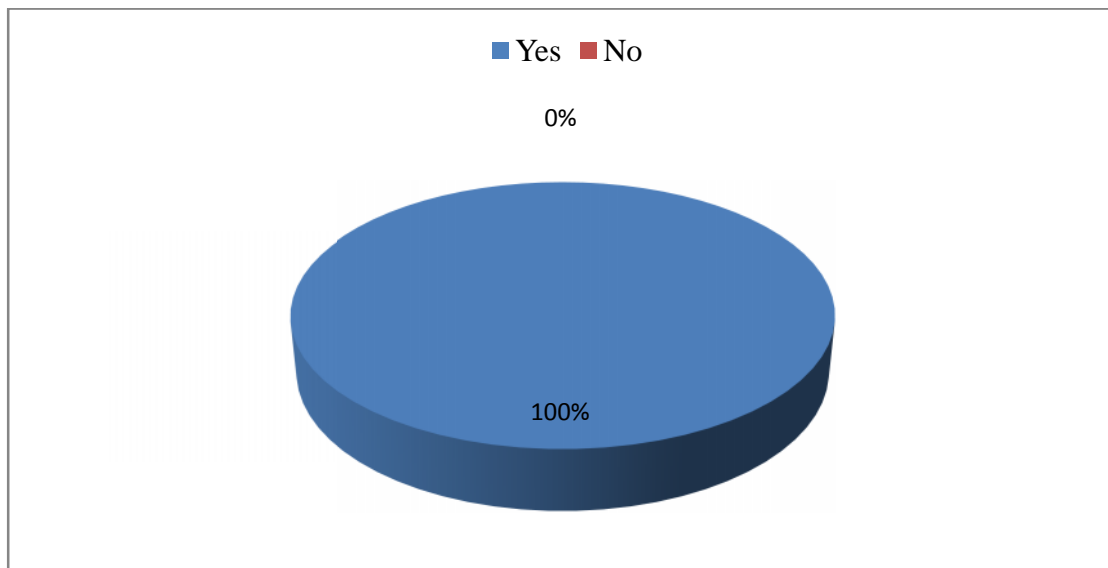
- The class is overcrowded; a computer is not a suitable means to satisfy all students.
- The datashows are rarely available for all of them.
- Most of students cannot follow the language and sometimes they are not interested in studying the video.
- Sometimes they face difficulty in finding the videos that fit their goals.

So, we can say that the obstacle that teachers faced is in the lack of equipments/materials at the university.

**Q 10: Does the authentic video help your students to develop their ability to master some aspect of language like; stress intonation, etc....?**

Option	Yes	No
N°	8	0
Percentage	100%	0%

**Table 27: The role of authentic videos in helping students' development of their ability to master some aspect of language.**



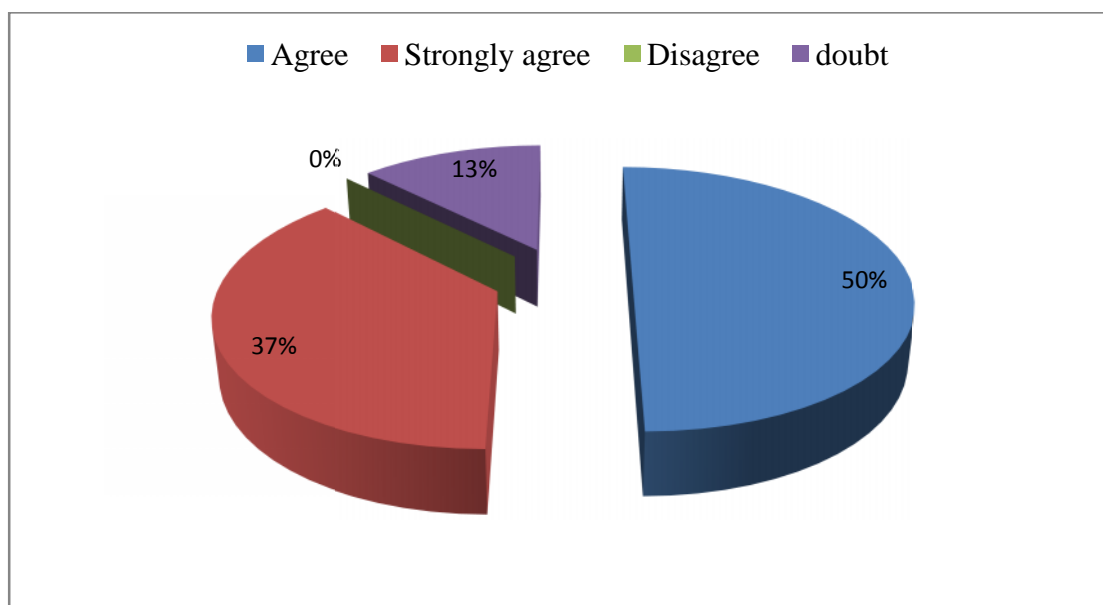
**Graph 27: The role of authentic videos in helping students' development of their ability to master some aspect of language.**

As it was expected all the teachers (100%) claim that authentic videos help students to develop their ability to master the aspects of language like; stress and intonation. Students need to develop their ability concerning the native speakers who produce perfect language; correct pronunciation, words or sentences, stress, intonation...etc. in other words, if students pay attention, they may develop their ability by being aware of some language aspects.

**Q 11: do the authentic videos provide an adaptation to the linguistic resource like accent and all kinds of discourse for your students.**

Option	Agree	Strongly agree	Disagree	doubt
N°	4	3	0	1
Percentage	50%	37%	0%	13%

**Table 28: The role of authentic videos in providing an adaptation to the linguistic resources like accent and all kinds of discourse for students.**



**Graph 28: The role of authentic videos in providing an adaptation to the linguistic resources like accent and all kinds of discourse for students.**

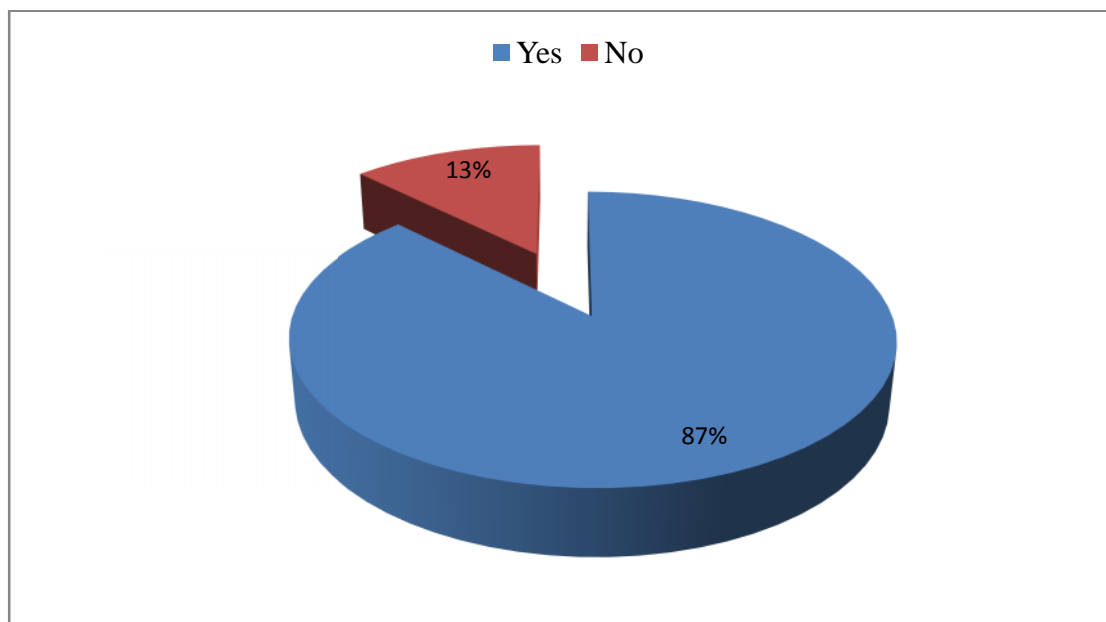
It seems from the results obtained in the above table that (50%) of the teachers; agree about the fact that using authentic videos provides an adaptation to the linguistic resources like accent and all kinds of discourse for students. (37%) of them strongly agree. However, only few (13%) of them have a doubt about the previous idea.

Our expectations took place on teachers' responses, and this gives us the idea that authentic videos may influence and improve learners' aspects of language in general and speaking in particular.

**Q 12: Does the authentic video help you to rich your speaking activities?**

Option	Yes	No
N°	7	1
Percentage	87%	13%

**Table 29: The enrichment of authentic videos in speaking activities.**



**Graph 29: The enrichment of authentic videos in speaking activities.**

This percentage (87%) indicates clearly that the highest percentage of teachers consider that authentic videos enrich learners' speaking activities. Whereas, (13%) of them said 'No'. teachers illustrate that can prepare a lot of tasks; questions, discussions, role plays, flash cards, pictures...etc. Furthermore, the more authentic videos are used; the more new knowledge is acquired or enriches the learners' background knowledge; thus, assisting their speaking.

**13: What are the advantages of using these videos?**

All teachers of oral expression in our department of English language have nearly the same response to this question. They share the same common idea about the value of authentic videos in improving speaking skill. Here are some advantages which were stated by teachers:

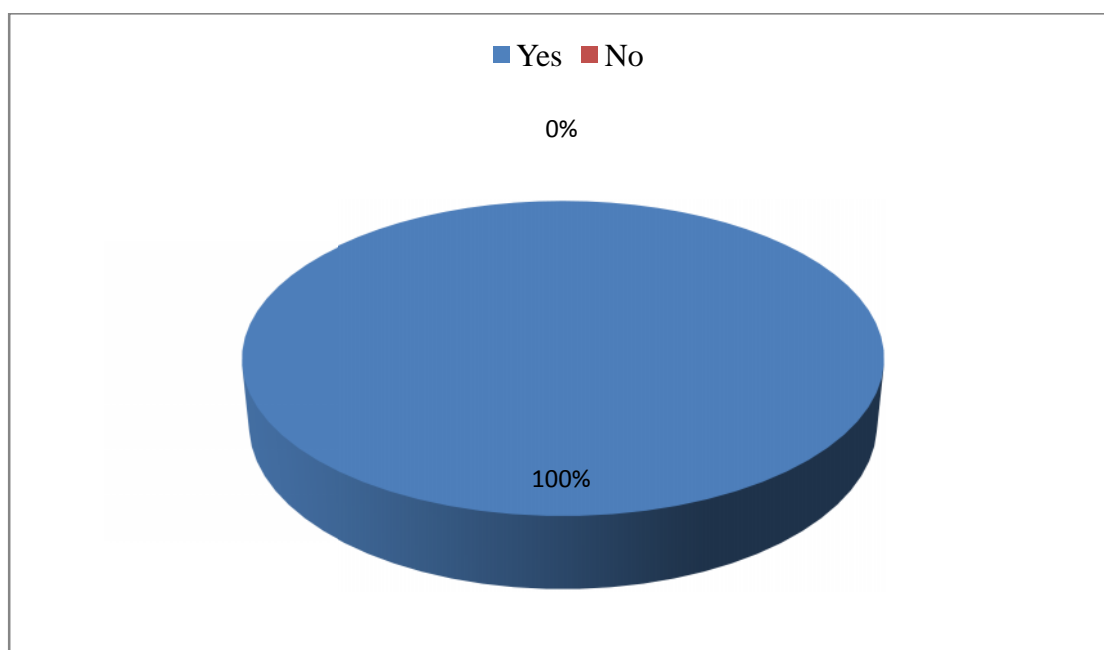
- They create a healthy new educational atmosphere
- Make students in a context as the native English; real-task situation, know about others culture, pronunciation, accent...etc.
- They are motivating
- Provide the right aspects of language.
- Facilitate the assimilation of words / structures.
- The combination of pictures /sounds is an effective tool to introduce language patterns / pronunciation.
- Students can check their mistakes and receive perfect feedback from the videos

We can say that the videos provide a good language which is an approximate to students' brain an.

**Q 14: Does it make you gain time?**

Option	Yes	No
N°	8	0
Percentage	100%	0%

**Table 30: The gain of time when using authentic videos.**



**Graph 30: The gain of time when using authentic videos.**

As the results in the table reveal, all teachers (100%) think that the authentic videos make them gain time. Many purposes can be reached through the use of videos. Instead of using papers, talking too much, showing a video about a topic can do all the work. Moreover, things shown in video cannot be translated by words and gestures.

So, one picture is worth 1000 words.

**15: Would you please add (below) any other comments they consider important for this issue?**

In this question, teachers add some important things to enhance and improve students' speaking skill through authentic videos:

- Audio books are also very important to develop and enhance listening and therefore speaking
- If there was a collaboration between teachers (e.g; ESP & oral expression), their outcomes in using authentic materials in oral expression would be better.
- Projection rooms should be available in our English department

- Teachers should go through training periods from time to time
- Small classes should be encouraged instead of overcrowded ones.
- The number of students should be limited (small groups )
- The administration should give more help in providing academic videos

Thus, in order to reach the educational objectives, teachers must vary in the use of authentic videos, and they should use it frequently not occasionally.

#### **4.2.4. General results**

In background information, (Q1) the teachers' responses reveal that the chosen sample contains more females (63%) than males (37%). This may be due to the fact that women are more interested in teaching the oral expression than men. Concerning (Q2), most who responded to our questionnaire have BA (licence) or MA (Master/Magister), this mainly means that the module of oral expression is of more importance. The results of (Q3) are interesting too because most of teachers (87%) used the authentic videos in their oral courses; this due to the value of these videos for enhancing students' speaking and facilitating teaching for teachers.

Concerning (Q4) all teachers stated that are sometimes used the videos; this automatically related to many reasons such as: the availability of materials in the department of English language, both teachers and students' interesting...etc.

The half of teachers (50%), as showed in (Q5), stated that when they evaluate the speaking output of the students by giving them average because of the medium level of students in understanding and analyzing the data of these videos. In (Q6), teachers preferred to use the movies videos (50%) because they suit the level of students and deal with interesting topics. Also, the students follow much of them on television. Additionally, (75%) of teachers brought their videos from specific sites (e.g. British council) and other sites as showed in (Q7), this may be due to the diversity of teachers' accessing on the internet.

Concerning on the way of using video (Q8), all the teachers (100%) argued that the best way is to watch the together with the students; it means that teachers trying to put the students in an actual situation to discuss orally about the topic.

Almost all of the teachers (75%) agree that they found difficulties when using authentic videos in their oral courses(Q9). because of many reasons for example: those related to the materials, administration, and the classroom atmosphere.

In (Q10) when teachers were required to whether agree or not, about authentic videos; if they are helpful to their students in developing their ability to master some aspects of language like stress and intonation. All of them (100%) think that these videos help students, and this lead us to assert that the employment of this medium is very handy in mastering several of language aspects.

The use of authentic videos provides an adaptation to the linguistic resources of accents and all kinds of discourse for students (Q 11). Since half of the teachers (50%) agree that by using authentic videos, students will be exposed to multiple kinds of linguistic resources, for instance: accents and all kind of discourse.

In (Q12), (87%) of the teachers see that authentic videos do assist in the enrichment of students' speaking activities. for by using authentic videos; a set of cultural elements are processed into the students' general insight of the second language, especially of the speaking abilities and strategies.

One major advantage of authentic videos for English foreign learners is to make them active as within informal setting. In the current question (13) teachers have mentioned various advantages such as: motivation, right pronunciation, real educational atmosphere...etc. As was previously stated in (Q 14), all the teachers declared that the authentic videos make them gaining time; they retrieved them from the bored courses instead of using the traditional tools for instance: books, chalk, board, hand outs...etc.

The last question (15) is purposed to obtain such comments from teachers based on their experience about the use of videos in third year level. Teachers focused on the idea of minimizing the size of students on classrooms and the accessibility of authentic materials at the level of university.

## **General Conclusion**

Improving the speaking skill of foreign or second language learners is a difficult task. It requires some experience and strategy to produce the language accurately and encode the intended messages of other speakers. The best way to do that according to many teachers is; to encourage new strategies inside the classroom, since learners do not use second language frequently outside the classroom.

Our study has been focused on the effectiveness of authentic videos used by the teachers in the classroom to improve speaking skill, and also to produce the characteristics of effective foreign language speakers. This is confirmed by the results obtained from both oral expression teachers and third year LMD students' questionnaire. The findings went hand in hand with our hypothesis which emphasize that the authentic videos help the students increase their level of achievement in speaking skill. So, the ultimate aim of this study was to show whether it is possible to develop the students' speaking skill through authentic videos.

The analysis of the preliminary questionnaires showed that all students during the use of authentic videos; can produce new grammatical forms and words, acquire several vocabularies and give the right pronunciation of words, to increase their speaking abilities. They considered these videos as the appropriate ones for them and their teachers in learning and teaching speaking skill. In addition, the majority of students want to use these aids in the classroom continuously in order to avoid the bored study.

In order to reduce the difficulties that the students have faced in learning the speaking skill, we recommend the following:

- Teachers should increase the use of authentic videos in their sessions.
- Also students should be interested with such material because they will help them in learning English language with new technology.
- We recommend that the authentic videos should be supposed to be as a strategy in teaching the oral courses at least one time per week. This would enable them to be intercultural speakers and to use and understand the everyday language which most often embodies cultural notions, norms and conventions.



- Authentic materials; either adopted or adapted, are very useful in teaching and fulfilling the objectives of teaching speaking.

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## **Appendices**

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## **Appendix.1** the students' preliminary questionnaire

Dear students

This questionnaire is a part of a case study that aims to identify the effectiveness of using the **authentic videos** in developing students' speaking skill, and show how the students EFL class of third year LMD at Mohammed Khieder University dealing with this issue.

Please, tick the appropriate answer. It would be grateful if you answer the following question. Your answers are so helpful for this study.

### **Section one: general information**

1-gender:      Male               Female

2- Age: .....

3- What is your opinion about your experience of learning English?

a- Positive

b- Negative

c- hard

4- Do you think that using technology in English foreign language class is a good strategy to improve your level?

a- Yes

b- No

5- How about your level in speaking?

a- Good

b- Average

c- Less than average

d- I do not know

**Section two: Authentic videos**

6- Do you like to study with authentic videos?

- a- yes
- b- No

Justify in both:

.....  
.....

7- Which kind of the following authentic videos do you prefer?

- a- Music videos
- b- Movies videos
- c- Documentary videos
- d- TV commercial

Others:

.....  
.....

8- How you much do you enjoy when studying with them?

- a- Much
- b- A little
- c- Not at all

Justify your answer:

.....  
.....

9- How many times do you need to understand its content?

- a- One time
- b- Twice
- c- Three times
- d- More



### **Section three: Authentic videos in speaking skill**

10- What do you think about the use of authentic videos in speaking?

- a- It's a great help for you
- b- They do not help much in class
- c- They are not beneficial
- d- It is difficult to apply them in class

Others:

.....

11- You always use authentic videos to improve your speaking skill:

- a- Strongly agree
- b- Agree
- c- Disagree
- d- Strongly disagree
- e- Undecided

12- To what extent, can listening to native speaker's videos reflect your level in speaking?

- a- High
- b- Miduim
- c- low
- d- None of them

13- In your opinion, do you think that using these videos help you to overcome your weaknesses in pronunciation?

- a- Yes
- b- No

Why?

.....  
.....

14- Which of the following language elements can be improved when listening to authentic videos?

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

15- Do you think that the fact of using authentic videos brings to you the target language and its culture?

- a- Yes
- b- No

How?

.....  
.....

16- When using these videos, which of the following topics do you think would be more stimulating you to speak?

- a- Culture
- b- Arts
- c- Literature
- d- History
- e- Others .....

17- The videos give you enough exposure of language use and useful expressions to prepare you for the speaking practices;

- a- Agree
- b- Strongly agree
- c- Disagree
- d- Strongly disagree
- e- doubt

18- Is there any advice or suggestions:

.....  
.....  
.....  
.....  
.....  
.....  
.....

Thank you very much.

## Appendix.2 The teachers' preliminary questionnaire

### Dear teachers.

This questionnaire is a data collection tool, on the effectiveness of using the **Authentic videos** in developing speaking skill, in order to prepare a master dissertation. Your contribution will be of great help to make the research work achieve its objectives. Would you please answer the questions by ticking your choices in the corresponding boxes or complete your own information whenever necessary.

Thank you in advance.

1-Specify your gender:

Female  Male

2- What is your Degree?

a. Licence

b. MA (Master/ Magister)

c. PHD (Doctorate)

3- Do you use authentic videos in delivering your courses?

a- Yes

b- No

If yes, in what way do you see them efficient in developing the speaking skill of your learners? Justify?

.....  
.....  
.....  
.....

4- How often do you use them?

a- Sometimes

b - Rarely

c- Always

d- Never

5- What is the evaluation of the learners' speaking output?

a-good

b- average

c- Weak

d- very good

Others:

.....  
.....

6- Which kind of videos do you prefer using?

a- Music videos

b- Documentary videos

c- Movies videos

d- TV commercial videos

Why?.....  
.....  
.....

7- What are the sources?

A-YouTube

b- Specific sites (e.g.; British council)

Others: .....

8- How do you use the video in the classroom?

a- Watch the video together with the students

b- Ask the students to watch independently

c- Ask the students to prepare it at home

Others: .....

9- Do you find any difficulties when using authentic videos in your oral courses?

a- Yes

b- No

How?

.....  
.....

10- Does the authentic video help your students to develop their ability to master some aspect of language like; stress intonation, etc....?

a- Yes

b- No

Justify:.....  
.....

11- Do the authentic videos provide an adaptation to the linguistic resource of accents and all kinds of discourse for your students.

a- Agree

b- Disagree

c- Strong agree

d- Doubt

12- Does the authentic video help you to rich your speaking activities?

a- Yes

b- No

Justify:.....  
.....

13- What are the advantages of using these videos?

.....  
.....  
.....

14- Does it make you gain time?

a- yes

b- No

Why?.....  
.....  
.....  
.....

15- Would you please add (below) any other comments you consider important for this issue?

.....  
.....  
.....  
.....  
.....  
.....  
.....

Thank you very much for your collaboration.

:

تهدف الدراسة الحالية وصف و تحليل مدى فعالية الفيديوهات الأصلية في تطوير مهارة . . . . .  
قسم الانجليزية, جامعة محمد خيضر بسكرة.  
لتنشيط العلاقة الفرضية التي لدينا والتي هي:  
...  
يدرسون الفيديوهات الأصلية, اهم المحقق في الكلام سوف يتحسن. الفرضية تطورت  
بالدراسة الوصفية المستخلصة من خلال النتائج المتحصل عليها من استبيان الخاص بالطلبة و كذلك  
. ولقد بينوا بان استعمال الفيديوهات الأصلية الشفهية بإمكانها  
تطوير مهارتهم الكلامية. زيادة على هذا, النتائج التي بين أيدينا تبين غالبية التعبير الشفهي  
يستعملون الفيديوهات الأصلية في تقديم الدروس الشفهية.