



**Mohamed Khider University of Biskra**  
**Faculty of Letters and Languages**  
**Department of Foreign Languages**

## **MASTER THESIS**

**Letters and Foreign Languages**  
**English Language**  
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Submitted and Defended by:

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**Exploring the Effect of Videos –based Lessons on Pupils**  
**Speaking Performance**  
**The case of second year pupils at Saib Boularbah secondary**  
**School Sidi Okba**

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## **Declaration**

I, M'hamdi Latifa, do hereby declare that the work I presented in this dissertation is my own, and has not been submitted before for any academic institution or university for a degree.

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## **Dedication**

I dedicate this work to:

The soul of my mother, may she rest in peace.

My dear father who has always been at disposal whenever I needed him, and  
without whom my life is worthless.

To all my family

To my sisters: Fatma, Marwa, Malak, and Rama.

To all my lovely friends whom I really love especially Souhila Bouabdallah,  
Bouthaina Benziadi, Selma Hamed, Djamilia Derraz, Samira Dilekh, Barkahom  
Attallah, Kaouther Mamen, Asma Leksouri, and Sara Hamdi.

To my brothers: Abdsamie, Salah Eddine, and Moine.

To my uncles and aunts (M'hamdi, Bensaid, and Serroui).

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### **Abstract**

Although the Algerian secondary schools' teachers and English textbook aim to enhance pupils' level, the speaking performance of most secondary school pupils is considerably low. The current study aims to explore the effect of videos-based lessons on pupils' speaking performance of second year pupils at Saib Boularbah secondary school –Sidi Okba. Therefore, we hypothesized that the use of videos-based lessons is an important technique which motivates pupils in enhancing their speaking performance. To achieve the intended research objectives and verify our hypotheses, a mixed methods approach was applied in this study through the use of three data collection tools. These are pupils' questionnaire, classroom observation, and teachers' interview ; taking the case of second year pupils at Saib Boularbah secondary school with a sample of twenty (20) pupils out of the whole population. The obtained results reveal that the implementation of ICTs, mainly videos-based lessons improves pupils' speaking performance. Eventually, a considerable number of recommendations were given to secondary school administrators, teachers, and pupils that may help them in enhancing pupils' speaking performance.

**Key words:** Videos-based lessons, speaking performance, ICTs.

## **List of Abbreviations and Acronyms**

**ICTs:** Information Communication Technology (ies).

**Ph D:** Doctor of Philosophy.

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# *GENERAL INTRODUCTION*

# **General Introduction**

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## **Introduction**

Nowadays, teaching is becoming one of the most challenging professions in society where knowledge is pervasive so rapidly that modern technologies demand the use of ICTs or at least one of its aids such as videos. Videos –based lessons have an important role in education since they facilitate the role of teachers in the classroom. Videos –based lessons create a suitable atmosphere for teachers to improve pupils’ speaking, listening, writing and reading skills, and at the same time it increases pupils’ motivation to produce higher and perform better.

### **1. Background to the Study**

With the development of technology and the implementation of ICTs and its aids in the teaching and learning processes, the traditional way of teaching has lost somehow its place. So, the implementation of new tools and materials becomes a necessity to help pupils in their learning and secondary schools cannot be impervious to it since pupils are no longer interested to be tied to printed books. One of the most and essential tools in foreign language teaching and learning are the materials used during the lessons such as videos. Videos-based lessons are one of the developed materials that teachers use it inside classrooms and they can be an effective way to solve the problems and difficulties that pupils suffer from especially in the speaking skill that seems to be intuitively the most important. For that, we have decided to conduct this research to highlight the effect of videos-based lessons on pupils’ speaking performance.

### **2. Statement of the Problem**

To learn a language means speaking it well, correctly and appropriately. Learning speaking skill is very crucial as a target that teachers should focus on it. Using videos –based lessons is a big challenge for teachers to use it to make a change in oral classes atmosphere and motivate pupils.

### **3. Significance of the Study**

The study should be of great importance to the secondary school administrators helping them to appreciate the use of videos-based lessons in learning to come up with policies that consolidate ICTs in general and videos –based lessons in specific in the whole process of teaching and learning. The findings and recommendations of the study should be of importance to secondary school teachers of English as well. The researcher hopes that the results of the study may be useful and effective to future researchers who are interested in examining further the effect of videos-based lessons on pupils’ speaking performance.

## **General Introduction**

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### **4. Research Questions**

Our study aims to answer the following questions:

- How do videos-based lessons facilitate effective learning of the speaking skill?
- To what extent can pupils benefit from videos-based lessons?

### **5. Research Hypotheses**

In order to answer the questions listed above two hypotheses are suggested as follows:

- We hypothesise that Videos –based lessons are important devices which facilitate the learning and teaching process. Besides, they help pupils to learn the foreign language and develop their speaking skill since they give them the opportunity to hear as well as to see the foreign language as it is used by natives.
- Videos –based lessons help pupils and teachers in several ways such as increasing motivation, and creating autonomous learners.

### **6. Research Aims**

In this present study, we aim:

- To investigate the difference that ICTs make in teaching and learning.
- To investigate the advantages and disadvantages of using videos-based lessons in the classrooms for teachers and pupils mainly pupils' performance.
- To examine the videos-based lessons contribution to improve pupils' language attainment.

### **7. Research Methodology**

In this research, we attempt to investigate pupils' performance through the application of videos –based lessons in improving their speaking performance. Due to the nature of the study, a mixed methods approach will be adopted.

#### **7.1. Population and Sample**

As for the population, we will be working with second year pupils at Saib Boularbah secondary school. From the whole population, twenty (20) pupils were chosen to be the sample of our study. Also, five (05) teachers of English were chosen to enrich our study with different perspectives towards the importance of videos-based lessons in enhancing pupils' speaking performance.

#### **7.2. Data Collection Tools**

In this study we opted for triangulation, i.e three data gathering tools will be used to increase the validity of this work: classroom observation, semi-structured questionnaire will be submitted to the pupils to identify their reactions toward the use of videos-based lessons, and an interview will be held with teachers.

## **General Introduction**

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### **8. Structure of the Study**

The present dissertation is divided into three main chapters, the first two chapters represent the theoretical background of this study, and the third chapter is devoted to the field work. The first chapter focused on the speaking skill. It dealt with the definitions of the speaking skill, its types, and its importance. Besides, it dealt with other aspects related to the speaking skill namely: students' most common speaking difficulties, speaking aspects, and different activities to enhance speaking. The second chapter dealt with a general overview about teaching with videos: definition of teaching, definition of lesson, an overview to ICTs, and definition of videos and authenticity. Also, it shed light to other main aspects ; namely , aspects to consider when teaching English language with videos, criteria for selecting a good video, types of videos that can be used, advantages of using videos in the classroom, and the role of the teacher. Eventually, the third chapter in the dissertation dealt with the field work and the analysis and interpretation of the results, in addition to the discussion of the obtained results and findings through the three data collection tools which are pupils' questionnaire, classroom observation, and teachers' interview.



# *Chapter one*

**Introduction**

The English language has been the language of everything, i.e the language of science, trade, industry and education. So, the need to learn this vital language has become a must. Additionally, we are living in the age of globalization and it is important to grasp various foreign languages and English comes in the first place. English language teaching has been with us for many years and its significance continues, fuelled by the Internet. Moreover, to learn a language means speak it well, so the speaking skill is one of the most important skills (listening, reading, writing and speaking). The productive skill is essential because it aims at developing learners' abilities in producing oral discourses and perform better in communicative tasks. It has different meanings according to different authors and scholars.

**1.1. Definition of speaking skill**

One of the simplest definitions of language is the complex system of communication. It is used to express ideas, perform communicative tasks, and know the others' ideas. Consequently, the speaking skill among all the other skills is crucial and prior in the foreign language classrooms.

There is a considerable number of definitions of the speaking skill such as the act of making vocal sounds to express one's thoughts and feelings in spoken language is one of the simplest definitions of language ; it gives us the ability to communicate effectively and to transmit or convey messages in a convincing way to ensure that the message will not be misunderstood by the listener, as put by Chaney (1998) " the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts " According to Chastain (1998)" speaking is a productive skill and it involves many components. Speaking is more than making the right sounds, choosing the right words or getting the constructions grammatically correct ". Here, the author describes the language as a multi-functional .i.e not only a matter of producing sounds in a mouth but it is a matter of transmitting messages and constructing meaning.

In addition to the previous definition, " speaking is an interactive process of constructing meaning that involves producing and receiving and processing information "(Burns& Joyce, 1997)

Cameron (2001) said "speaking is the active use of language to express meanings so that other people can make sense of them". This quotation means that speaking is a way of communication that enables a person to express his thoughts, ideas, emotions and feelings to other people and it gives more attention in foreign language. On the other hand, speaking is the skill by which people are judge while first impressions are being formed.

Moreover, speaking is the process of uttering many words associated together to convey a specific message. Speaking as defined by Bygate (1987) is the process of producing utterances and expressing one's thoughts and ideas following the correct sentence, order and correct pronunciation so that the speaker conveys a comprehensible messages.

According to Tracy (2010), the evidence of mastering a certain subject is when the speech is well uttered and clear in which he reported, "when you speak well, people say, he really knows what he [is] talking about ". On the same path, he added that the more the spoken discourse is clear, correct and appropriate the more the speaker gains respect and admiration from people and s/he would be able to convince them (Tracy, 2010).

## **1.2. Types of speaking skill**

This section is devoted to different categories of speaking. Brown describes five categories of speaking according to the speaker intention. These categories are as follows : imitative speaking, intensive speaking, responsive speaking, interactive speaking and extensive speaking.

### **1.2.1. Imitative speaking**

First, imitative speaking, " is the ability to simply parrot back (imitate) a word or phase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be included in the criterion performance " (Brown, 2004), this means that it is the ability of repeating words, expressions or even sentences for the sake of uttering correctly and properly.

### **1.2.2. Intensive speaking**

Unlike imitative speaking, intensive speaking is based on learning some or specific grammatical or phonological aspects, in which Brown (2001) asserted that intensive speaking goes on a step beyond imitative to include any speaking performance that is designed to practise some phonological or grammatical aspect of language. Furthermore, Brown (2004) defined intensive speaking as «the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical , phrasal, lexical and semantic properties to be able to respond "

### **1.2.3. Responsive speaking**

Responsive speaking is one type of speaking, " it includes interaction and test comprehension but a limited level of very short conversations, standard greetings and small talk, simple request and comments and the like in order to preserve authenticity "( Brown,2004, cited in Benmaddah,2017)

**1.2.4. Interactive speaking**

In this type of speaking, there is a difference between responsive and interactive speaking in terms of the length and complexity of the interaction. The former takes two forms: "transactional language which have the purpose of exchanges information, while the second interpersonal exchange have the purpose of maintaining social relationship "(Brown, 2004)

**1.2.5. Expensive speaking**

According to Brown, Expensive speaking or "monologue speaking includes speeches, oral presentation and storytelling. In this sense, language style that is used in speaking type is more formal and deliberative ".

**1.3. The importance of speaking skill**

Language is a signaling system of communication. It is indisputable that the main aim of learning any language is to communicate, i.e to speak it appropriately and correctly. Speaking among the other foreign language skills (reading, writing and listening) seems intuitively the most important one, and that is why according to Ur "many if not most foreign language learners are interested in learning to speak ".

Besides, nowadays the majority of learners give importance to the speaking skill in their learning, because if they master this productive skill, they will be considered as if they have mastered all of the other skills. For example, we often ask foreign language learners the question 'do you speak English 'but not 'do you write English'; we infer that most of people consider speaking and language as alternatives or synonyms.

**1.4. Speaking aspects****1.4.1. Fluency**

Fluency refers to the ability to speak or write a language easily and accurately. Also, fluency is defined as the ability to deliver a speech with speed and ease without hesitation and frequent pauses. As Thornbury (2005) stated "speed and pauses are integral factor in fluency because the speaker needs to have break from time to time to match the speech with its conceptualization ". Similarly, Hughes (2011) stated that the fluent speaker is the one who can express her/himself appropriately, accurately and spontaneously and who catches the learner's attention.

Moreover, to assess learners' fluency, one should not ask them to produce speech fast following the same rhythm as native speakers do, but only to follow a normal speed with clear continuity and logical sequencing of sentences. According to Pye& Greenall (1996): " testing fluency is to assess coherent spoken interaction with good speed, rhythm and few

intrusive hesitation ". To become a fluent speaker, learners need to practise the language frequently and freely without hesitation and unnecessary pauses. They are asked to use correct terms and grammar rules related to the context. Teachers, in their turn, should encourage and motivate students to speak without fear of making mistakes.

#### **1.4.2. Accuracy**

Accuracy is defined as the quality of being exact and correct. According to Skehan(1996) " being accurate means the speaker should produce correct word order and use tenses appropriately besides s/he should implement coordinating and subordinating conjunctions " (cited in Boudiaf Nawal, 2018). In addition, according to Hedge (2000) " to assess the concept of ' accuracy', accuracy is highly through occasional errors which do not impede communication are accepted. For advanced learners, this accuracy must be consistently high"

#### **1.4.3. Pronunciation**

Pronunciation is the way in which a language or a word is pronounced. According to Luoma (2004) "pronunciation or, more broadly, the sound of speech, can refer to many features of the speech stream, such as individual sounds, pitch, volume, speed, pausing, stress and intonation"

A considerable number of scholars believe that teaching pronunciation in classrooms tends to be neglected. This is caused by two problems; first of all, teachers tend to make grammar as well as lexis and vocabulary their first concern, as Kelly claimed that:

"A look at the contents pages of most course books will show that we tend to think of the organization of language in terms of grammatical structures, although some more recent publications claim to have lexically arranged syllabuses"(p.13)

According to Harris quoted in forum (1997):

" pronunciation is the most difficult to assess, the central reason is the lack of general agreement on what good pronunciation of second language means : is comprehensibility to be the sole basis of judgment, or must we demand a high degree of phonetics and allophonic accuracy and can we be certain that two or more speakers will find the utterance of a foreign speaker equally comprehensible".

**1.4.4. Vocabulary**

Learning vocabulary is one of the most important concerns of the foreign language learning. Vocabulary means the collection of words that the interlocutor uses to convey a certain message. Hamer (2003) noted that "besides to the grammatical structures, the speech could be comprehensible and meaningful with the right vocabulary ", i.e the appropriate vocabulary and correct grammar rules are the main features of an ideal spoken discourse.

**1.5. Students' most common speaking difficulties**

Students use language to communicate, convey messages and exchange ideas. They need speaking to understand each other, to learn and to practise different activities. But, sometimes they face some problems which hinder their process of using the foreign language.

**1.5.1. Grammar mistakes**

Grammar mistakes are one aspect of linguistic barriers that may prevent the learners' speaking development because grammar plays an important role in language performance. Many learners suffer from grammar mistakes; these mistakes can influence their ability to perform in the classroom. Davies and Pears (2000) stated: "many people do not like speaking in front of large groups of people. This is especially true in a foreign language, because we may worry about producing utterances with many errors or oddities in them ".

**1.5.2. Lack of vocabulary**

The lack of vocabulary is another aspect that can hinder the development of the speaking skill. According to Littlewood (1981): "the learner must attain as high degree as possible of linguistic repertoire ". Moreover, Thornbury (2005) stated that "spoken language also has a relatively high proportion of words and expressions ".

**1.5.3. Lack of self confidence**

The lack of self confidence is one aspect of psychological barriers that prohibit and impede the development of the speaking skill. Nunan (1999) said that "students who have lack of confidence about themselves and their English necessarily suffer from communication apprehension ". In addition, there are some learners who prefer to keep silent rather than participate or speak in the classroom due to the lack of self confidence.

**1.5.4. Anxiety**

Anxiety is seen as a main factor that influences language learning. It affects negatively students' performance in the classroom. Many students feel uncomfortable while trying to speak in front of their classmates and teachers like what Littlewood (1981) noted that "it is too easy for a foreign language classroom to create inhibition and anxiety ". Spielberg (1983) defined anxiety as "the subjective feeling of tension, apprehension, nervousness and worry

associated within arousal of the automatic nervous system ".Furthermore, Horwitz et al. (1986) argued that "language anxiety is restricted only to speaking and listening in the situation where learners communicate spontaneously in their second/foreign language ".

#### **1.5.5. Fear of making mistakes**

One of the biggest fears of students is making mistakes, that is why Julian Edge (1989) suggested three categories of mistakes: slips, errors and attempts. Slips are mistakes that students can correct; whereas, in the case of errors students can not correct themselves because of the ignorance of rules. The last type is attempts, which means that students make mistakes when they try to say something but they cannot express it in a correct way.

#### **1.5.6. Mother tongue**

The mother tongue or what is called first language (L1) is one of the major problems that represent a kind of obstacles in learning a foreign language, especially the speaking skill. Many students use the mother tongue as an emotional support at first, translating everything word for word to check if they have understood the task before attempting to speak. Baker and West Rup (2003) stated: "barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language"

#### **1.5.7. Poor listening practice**

It is indisputable that there is a strong relationship between speaking and listening. So, poor listening practice will lead automatically to a poor speaking competence. Thus, students' inability to produce speech is not only due to the lack of motivation and interest. Students should be aware about the importance of listening in the native speakers' model of speech. Anderson and Lynch showed the significant relationship between speaking and listening (1988) "a carefully prepared L2 utterances is only a useful aid to communicate if the speaker can deal effectively with replies he receives. For the L2 learners in conversation, he needs to skilled as both speaker and listener"

#### **1.6. Different activities to enhance speaking**

Speaking is a primary skill that teachers should teach because it gives learners the opportunity to think and suggest ideas. Freeman (1987) argued that "it appears that the goal of many language teachers is to prepare their students to communicate in English

There are different activities to promote the speaking skill that teachers should adopt to create a relaxed atmosphere to reach a certain level of a productive talk. So, this section is devoted to several types of activities that help the teacher in fostering students' motivation to product and perform better.

**1.6.1. Warm-up activities**

Warm –up (also known as warmer) is an activity at the beginning of class that is designed to warm up the learners. In order to make the learners dynamic, active and motivated in the classroom, teachers should select the correct tasks of speaking. In this kind of activities, the role of the teachers is to look for subjects that can interest/engage his/her learners. Holmes (2003) stated that the foremost step the teacher should do is providing students with warm-up activities. The latter consist of two main parts that are interviews and games. This step aims to offer learners with a comfortable classroom atmosphere so that they can deal with each other easily. Consequently, it facilitates both the learner and learner interaction and the teacher and learner interaction.

**1.6.2. Discussion**

Unlike warm- up activities, Littlewood (1999) provided another activity to enhance the speaking skill, which is discussion. He stated that this activity provides the students with more opportunities to express thoughts when they interact using the foreign language. Additionally, according to Thornbury (1998) " many teachers would agree that the best discussion in class are those that arise spontaneously either because of something personal that a learner reports or because a topic or text in the course book triggers some debates "

**1.6.3. Role plays**

It is the medium which enables the students to get an idea about different situations through various activities taken from the scenario of real life. According to Qing (2011) "role play is defined as the projection in real life situations with social activities ". Role play is among the common classroom speaking activities, according to Ur (1984), it is one way to consider when the teacher wants to vary the kinds of the spoken interaction experienced in the classroom. More precisely Ur (1984) comes to define it as follows : " Role plays [...] is used to refer to all sorts of activities where learners imagine themselves in a situation outside the classroom [...] sometimes playing the role of someone other than themselves, and using the language appropriate to this new content ". These sort of speaking activities have many positive impacts on learners in the classroom:

- It is an opportunity to practise their oral skills and interpretations as they use the foreign language to describe perceptions, emotions and reactions.
- It develops both speaking and listening skills.
- It gives the opportunity to practise decision-making and problem-solving skills as they gain experience in an independent thinking and cooperative learning.
- It gives them empathy as they examine others' ideas feeling and points.



Doff (1998) presented those advantages saying that: "Role plays give the chance to use language in new contexts and for new topics [...] because they are 'acting out' a situation; role plays encourages students to use natural expressions and intonation, as well as gestures"(p.240)

#### **1.6.4. Information gap activities**

An information gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it. Information gap activities are another type of classroom spoken interaction activities. It is described by Hamer (2002) to be "where two speakers have different parts of information making up a whole, because they have different information, there is a gap between them ". This kind of activities is adopted by teachers because they find it easy and at the same time it enriches the learners' vocabulary.

#### **1.6.5. Storytelling**

Storytelling is one of the most known activities that promote the speaking skill. Storytelling is one of the vital and effective tools that teachers use to push their learners to express themselves and narrate their own stories such as learners' experience. Moreover, this activity enhances the learners' critical thinking, understanding, imagination and creativity. According to Thornbury (1998) : " still in the same concern of storytelling based activities students are allowed to tell jokes since the repeated practice of jokes in EFL classroom fulfills an important function of good speaking tasks "

#### **Conclusion**

To conclude, this chapter tackled different issues related to the speaking skill. Starting with the various definitions of the speaking skill by different authors. Also, in this chapter we mentioned the various types of speaking and these types led us to talk about the importance of the productive skill among the other skills. Furthermore, this chapter illustrated the speaking aspects which represent the main characteristics of a good speaker; these aspects (features) paved the way for speaking about the most common difficulties or problems of the speaking skill. In addition, in this chapter we tackled different activities that promote (enhance) the speaking skill. Consequently, the speaking skill should be given more interest because it empowers the students to achieve their outcomes and enables them to reach their audience effectively.

# *Chapter Two*

**Introduction**

Teaching English as a foreign language demands ways which may be considered basics to acquire and produce language. There are a considerable number of technological aids that facilitate the process of teaching and learning, also it creates a comfortable atmosphere inside classrooms and leads to the achievement of the desired goals. In order to achieve an effective teaching and learning ,using technology such as: Internet, computer, authentic materials, and videos can be one of most effective strategies to overcome pupils' weaknesses in language learning. Videos-based lessons are the ideal means to help in presenting information in an interesting and entertaining way so that the lesson would look easy.

**2.1. Definition of Teaching**

Teaching is the process in which one individual makes something known to another individual. Also, it is deliberate intervention that involves the planning and implementation of instructional activities and experiences to meet intended student outcomes according to a teaching plan. Furthermore, teaching is an important part of the process of education and its function is to impart knowledge, develop understanding and skill. In addition, teaching is communication between two or more people, who influence each other by ideas and learn something in the process of interaction. Smith (1961) defined teaching as a system of actions intended to induce learning.

**2.2. Definition of Lesson**

One of the simplest definitions of lesson is that it is a period of time in which a person is taught about a subject or how to do something. Also, it is an experience that teaches people how to behave better in a similiar situation in the future. Moreover, a lesson is a section into which a course of study is devided, especially a single continous session of formal instructions in a course. In addition, a lesson plan is the road map of what students need to learn and how it will be done effectively during class time. According to Melissa Kelly "a lesson plan is framework or road map, which each teacher will create using an individual style."

**2.3. An Overview to ICTs**

In last decades, computers are becoming important especially in our educational life. So, the whole world is controlled by computers and technology with its aids and students are becoming more interested in it. Therefore, second language teachers are using computers and technological aids such as videos, audiovisuals to facilitate the teaching and learning process. According to Harmer (2011), the use of computer in education generally, and in teaching

English particularly, increases the learning process at an extraordinary speed. ICT stands for Information and Communication Technology, the use of ICT in any field particularly teaching has significantly changed methods of teaching especially in Algerian schools.

The acronym ICT includes the range of hardware and software devices and programmes such as personal computers, digital cameras, projectors, scanners, videos, and audiovisuals. As Margaret Rouse (1946) stated "ICT (information and communication technology-or technologies) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network [...] ICTs in education, health care, or libraries. The term is somewhat more common outside of the United States" (p.34). Consequently, Information and Communication technologies have decisive impact on education because it allows the use of a wide range of materials to develop teaching and learning.

#### **2.4. Definition of Videos**

The use of videos inside the classroom is not new; it was used during Second World War to teach the soldiers about arms and different things related to military forces. The video is an educational tool (aid) which helps the teachers in doing their job. According to Canning-Wilson (2000) "video is at best defined as the selection and sequence of messages in an audio-visual context" (p.319). Videos help the students to get information by putting them in a real-life context.

As Austin and Haley (2004) stated the teacher use video, [...] in classroom allows second/ foreign language learners the opportunity to view and actively participate in lessons at their place. Video is a form of multimedia that conveys information through two simultaneous sensory channels: aural and visual. It often uses multiple presentation modes such as verbal and pictorial representations in the case of on-screen print and closed- captioning (Mayer, 2001). This multiplicity means that video communicates the same information to students through simultaneous learning modalities and can provide students with" multiple entry points". Gardner (2006) into the content:

"the richness of these forms of information [images, motion, sound, and at times text ] benefits students by enabling them ... to learn through both verbal and visual means, to view actual objects and realistic scenes , to see sequences in motion, and to view perspectives that are difficult or impossible to observe in real life ".(p.5)

Moreover, Aiex (1999) noted that video can be used" to promote awareness of the interrelationship between modes (pictures, movement, sounds, captions) "(p.2)

### **2.5. Authenticity (as a concept)**

Authenticity is a new word that comes from the Greek root *authentikos*, and it means author, authority, original, primary. From the Oxford (eleventh edition) dictionary definition, authenticity has to do with not false or copied, genuine, real, free from pretense or hypocrisy, sincerity. Authenticity can refer to some different things, as Gilmore (2007) claimed, "authenticity relates to the language produced by 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" (p.97).

Authenticity has a long history in language learning; in fact it refers to the degree to which language teaching materials have the features of natural speech or writing. However, Widdowson (1990) stated that the language presented to them may be a genuine record of native speaker behaviour, genuine, that is to say, as textual data, but to the extent that it does not engage native speaker response it can not be realized as authentic discourse. Consequently, made a distinction between "genuine" and "authentic"; he asserted that genuine is an example of native speaker language, whereas authentic is a native speaker response.

### **2.6. Aspects to Consider When Teaching the English Language with Videos**

There are a lot of aspects that teachers should take into consideration when using videos-based lessons as a teaching aid. This section is devoted to different the aspects to teach English with videos.

#### **2.6.1. The Role of Exposure**

The majority of students are not lucky enough to be in contact with native speakers. So, being in contact with a language as it is used in the native context is really important if we want to make students aware of all the cultural aspects that real language involves. Because of this, it is important to fetch for a way to create this contact. Using the video is one way to approach this kind of language. When students regularly use a wide variety of English media, they are achieving a degree of second language (L2) immersion that might otherwise be unavailable outside a study-abroad programme, (Johnson & Swain, 1997).

Moreover, according to Mangubhai (2005), immersion teaching and techniques to increase L2 input have generally positive effects on the language acquisition and if they acquire a language successfully, this means that they can speak it better.

**2.6.2. Teaching Listening**

Listening is one of the main aspects that teachers should take into consideration in order to make their students grasp better the content of different types of videos. Listening is the ability to identify and understand what the speaker is saying through understanding his accent, pronunciation, grammar, vocabulary and grasping his meaning. It is an important part of communication.

Teaching listening is not an easy task because teachers should convince the students with the notion of "good listener" which means a person who is able to understand English passages. Also, a good listener is the person who has knowledge about listening skills. According to Littlewood (2000) the good listener must realize that comprehending the message word for word is not essential, since not every clue is equally important to the message. He has to seek the general meaning to compensate his misunderstanding by continuing to be involved in the communication.

**2.6.3. Learning Styles**

Many people recognize that each person prefers different learning styles and techniques. Gardner suggested different styles and they are as follows

- Visual (spatial):** visual students prefer using pictures, images, and spatial understanding.
- Aural (auditory- musical):** they prefer using sounds and music.
- Verbal (linguistic):** they prefer using words, in both speech and writing.
- Physical (kinesthetic):** this kind of students prefers using their body, hands, and sense of touch.
- Logical (mathematical):** they prefer using logic, reasoning, and systems.
- Social (interpersonal):** this kind of students, prefer to learn in groups or with other people.
- Solitary (intrapersonal) :** they prefer to work alone and use self-study.

Learning styles refer to the preferential way in which the student absorbs processes, comprehends and retains information.

**2.6.4. Length of Video**

In this sense, Stempleski and Tomalin (1990) stated that the video sequences need to be short, around two or five minutes long, to have time to exploit all their contents in class, using the appropriate activities just mentioned. The length of video is important because it increases the level of comprehension that students can get. Besides, Shepherd (2003) agreed that most educational experts agree that video is best shown in short segments so as to maximize students' concentration.

**2.7. Criteria for Selecting Good Videos**

When selecting a video for use in the classroom, the following points should be present.

- The video should be so interesting
- The content should be suitable for being viewed in the classroom in all cultures.
- The length of video should not be too long, perhaps between two and six minutes depending on the lessons objectives.
- The ideal video clip tells a complete story or section of a story that students will get the enjoyment when watching the whole video.
- The language spoken in the video should not be difficult for students to comprehend. Grammatical structures, language functions, and colloquial expressions presented in the video should be suitable for students learning level and age.

**2.8. Types of Videos that Can Be Used**

Videos are considered as an appropriate strategy to enhance students' level in different skills mainly speaking and listening. These videos involve gestures and facial expressions that assist students and motivate them in developing their skills.

**2.8.1. Movies**

In English foreign learning, the use of movies makes students more attractive and motivated to learn. Referring to Ruusunen (2011) he stated that the use of movies can be an entertaining and motivating tool also for students with different skill level. Movies provide the students with real life language effort, which may be difficult to receive in otherwise in a non – English speaking environment.

Furthermore, 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. Also, films help students to develop their common skills as speaking, reading, and listening. Then, they put the students in a situation that they may find factual state as Stoller (1988) claimed "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, diversity the curriculum" (p.1). In addition, Chapple and Curtis (2000) agreed that films facilitate students' ability to perform and produce language.

**2.8.2. Documentary videos**

Documentary videos are films or TV programmes presenting facts about a person or event. Also, it is a form of entertainment that enacts a story by sound and a sequence of

images giving the illustration of continuous movement. Documentary videos are generally more educational and include specific topics. They typically have a serious style with regular expressions and Standard English.

In addition, they teach useful knowledge to students which make them more appropriate than movies and TV commercials being used as teaching materials. Furthermore, Soong (2012) claimed that the teachers who use documentary videos in class need to be reminded that students' level of documentary tolerance need to be taken into first consideration in choosing the appropriate videos.

### **2.8.3. Music videos**

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

Music videos are considered as short films that usually provide images to interpret the meaning of a popular song. Teachers select music videos to be applied in the teaching and learning to develop speaking because it may contain some elements which can help the students to discover new ideas. Music videos might include live performance, storytelling, and other visual depiction including computer graphics and animation (Stockbridge, 1987).

## **2.9. Advantages of Using Videos in the Classroom**

It is indisputable that English gained a large importance nowadays. In fact, the field of English language teaching (ELT) develops new methods and uses new techniques and aids which not only raise learning interest, but also give sound knowledge in the subject. Consequently, English teachers have a plenty of choices in terms of choosing videos as an authentic material; according to student's need and appropriateness, .i.e. Teachers should emphasise students' attention and prepare them for real life situations. So, in this section we tackle the various advantages of using videos in the classroom.

-videos create a more engaging sensory experience than using printed materials alone, .i.e students actually get , see and hear the concepts being taught and can process them in the same way they process their everyday interaction.

-Videos increase students' engagement which in turn helps in boosting achievement.

-Developing the listening skill means listening for global understanding and listening for details.

-Presenting or reinforcing language: grammar, vocabulary, and functions.



- It helps in developing learning styles and strategies including speaking and critical thinking.
- It makes the learning process more memorable and joyful for students.
- It encourages teachers to adopt creative teaching approach.
- Videos can decrease students' degree of anxiety to face new environment in the target language.

### **2.10. The Role of the Teacher**

Although the use of videos-based lessons is an effective way in teaching and it has a great impact on the students' comprehension and production, the role of the teacher is still important and we can not neglect it. Brown (2007) mentioned that teachers can play many roles in the course of teaching and this might facilitate learning. Their ability to carry these out effectively will depend to a large extent on the rapport they establish with their students, and of course, on their own level of knowledge and skills.

#### **2.10.1. Controller**

The teacher is in complete charge of the class, what students do, what they say and how they say it. The teacher assumes this role when a new technique or a new language is being introduced and accurate reproduction and drilling techniques are needed. Besides, the teacher is mostly the center of focus .i.e the teacher controls actions and reactions.

#### **2.10.2. Prompter**

Here the teacher encourages students to do things and to take part in different activities but the teacher should be helping students only one necessary. Besides to this, there are a considerable number of situations that need the teachers' intervention or need the teacher as a prompter so, in this case the teacher can prompt but always in a supportive way.

#### **2.10.3. Participant**

This role improves the atmosphere in the class .i.e when the teacher takes part in some activities. When teacher plays this role, s/he gives the students the idea that their teacher is involved. Consequently, students will be more motivated to speak and perform better.

#### **2.10.4 Creating classroom environment**

Teachers play an important role in the classroom when it comes to the environment. Students often mimic the teacher's actions. If the teacher prepares a warm, happy, organized environment, students are more likely to be motivated to learn. An environment set by the teacher can be either positive or negative. If students sense the teacher is angry, students may react negatively to that and therefore learning can be impaired. Teachers are responsible for the social behaviour in their classroom.

**2.10.5. Assessor**

The teacher assumes this role to see how well students are performing or how well they have performed. Teacher as assessor is one of the important tools for extracting students' knowledge by giving continuous feedback. Teacher's role is not complete by teaching a lesson. Assessing is the effective tool making students learning perfect.

**2.10.6. Resource**

The teacher is a kind of walking resource center ready to offer help if needed, or provide students with whatever language they lack when performing communicative activities. Actually, with the development of technology and the abundance of information sources, this role has almost vanished.

**Conclusion**

To conclude, the researchers can say that the effectiveness and importance of videos-based lessons is set by both teachers and students. In this chapter, we dealt with some definitions of key words like lessons, teaching, authenticity, videos, and an overview of ICTs that made a great change in the world of teaching and learning. In addition, we tried to mention how videos are important in the process of teaching and learning by stating their advantages. Also, we tried to spot light on some aspects that teachers should consider when teaching English with videos. Furthermore, this chapter illustrated the types of videos that can be used and it tackled the different criteria for selecting a good video and we finished with mentioning the different roles that teachers can play or act inside the classroom.

# *Chapter Three*

## Chapter three

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### Introduction

The present study seeks to explore the effect of videos-based lessons on pupils' speaking performance. The present chapter of this research demonstrates the field work which is regarded to be the most significant part of the entire study. The present chapter outlines the overall methodological approach of the study. It describes the research design and methodological steps and procedures to carry out the study. It depicts, in details, the participants, data analysis, data collection tools that were opted in the research.

### 3.1. Research Methodology

To carry out a research, we need a particular research methodology that the researchers go through. Research approach can be defined as the theoretical framework of a research that the researchers choose depending on the nature of the study. Also, the research approach is of types (quantitative approach, qualitative approach, and mixed methods approach). Creswell (2014) differentiates between these types of research; first of all, he says "qualitative approach is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human people"(p.4). To clarify, the qualitative research approach deals with describing, understanding, or exploring a specific phenomenon. On the other hand, he defines the quantitative approach by stating that it is "an approach of testing objective theories by examining the relationship among variables [...] it can be measured [...] using statistical procedures ". To explain, the quantitative approach deals with testing theories or relationships between variables, and measuring data using statistics. Finally, a mixed-methods approach, according to Creswell (2014)," is an approach to inquiry involving collecting both quantitative and qualitative data [...] and using distinct designs that may involve philosophical assumptions and theoretical framework "(p.4). To simplify, a mixed-methods approach combines both qualitative and quantitative research approaches; so, it deals with people's ideas and attitudes in addition to the use of numbers and statistics.

Since the aim of this study is to explore the effect of videos-based lessons on pupils' speaking performance and to find out the link between these variables (how one can enhance the other), this study adopted the mixed methods approach because it is suitable for the nature of the study, and it helps to get more detailed and credible responses. More importantly, it gives the opportunity to know teachers' and pupils' attitudes and ideas towards the use of videos-based lessons as an aid (technique) for enhancing pupils' speaking performance.

### 3.2. Population and Sample

Second year pupils at Saib Boularbah secondary school were selected to be the population of our study. From a total population, twenty (20) pupils were chosen to represent

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our sample. Moreover, the researcher dealt with five (05) volunteer teachers of English who were chosen to give their opinions about the subject which is the effect of videos-based lessons on pupils speaking performance.

### **3.3. Data Collection Tools**

Data collection tools are the ways that researchers use to gather data. In our study, we opted for triangulation method, .i.e. we used three data collection tools which are pupils' questionnaire, classroom observation, and teachers' interview.

#### **3.3.1. Questionnaire**

The questionnaire is a widely used tool as a source of obtaining data. Also, it is a set of questions designed to draw out information about the topic. Bulmer (2004) defines questionnaire as:

"Any structured research instrument which is used to collect social research data in a face-to-face interview, self- completion survey, telephone interview or web survey. It consists of a series of questions set out in a schedule which may be on a form, on an interview schedule on paper, or on a web page"(p.14)

#### **3.3.2. Classroom Observation**

The other tool which is used in this research is classroom observation. It is one of the methods which is used to have a clear idea about any concrete situation. This tool allows the ease collection of realistic yet reliable data, as well as the measurement of classroom behaviours. As Mason (1996) pointed "observation are methods of gathering data which involve the researcher immersing himself or herself in research setting, and systematically observing dimensions of that setting, interaction, relationship, action, events, and so on with it "(p.60). Hence, classroom observation enables the researchers to describe a particular situation through interpreting the behaviours and attitudes into a written form text.

#### **3.3.3. Interview**

The third tool which is used in our study is teacher's interview. Interviews can be defined as a qualitative research technique which involves conducting intensive individual conversations with a small number of respondents to explore their prespectives on a particular idea, programme, or situation. Moreover, there are three different formats of interviews which are structured, semi-structured, and unstructured interviews. The interviewer is the researcher,

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and s/he asks the interviewees (teachers, experts ...) to gain data ; so, it should be face-to-face and recorded.

### 3.4. Data Analysis

In this part, the researchers analyze the collected data from pupils and teachers in detail.

#### 3.4.1. Pupils' Questionnaire

##### 3.4.1.1. Aim of the Questionnaire

The pupils' questionnaire seeks to collect the necessary data in order to explore the effect of videos-based lessons on pupils' speaking performance. Also, it aims at revealing pupils' opinions and attitudes towards the use of videos in classroom.

##### 3.4.1.2. Description of the Questionnaire

The questionnaire is designed to second year pupils at Saib Boularbah secondary school in order to obtain their valuable feedback about the effect of videos-based lessons on pupils speaking performance. This questionnaire consists of eighteen(18) questions which are organized in a logical order, the questions in this questionnaire are either close-ended questions for which pupils are supposed to give "Yes" or "No " answers, or to choose the appropriate answers from different options. It is subdivided into four sections. The first section is about the personal information of the participants where the researchers aim at collecting information; it contains two questions (Q1 and Q2) which present pupils' gender and if they like learning English or not. The second section is about secondary school pupils' attitudes toward speaking in English, and it includes seven questions (Q3 to Q9) which focus on whether pupils like to learn the English language and how they find it, in terms of learning, .i.e. whether it is easy or difficult to learn and so on. Also, the second section revolves around whether there are any difficulties that pupils may face during the process of learning English, as well as some difficulties that they face while speaking and what is the most important skill among the four skills that pupils want to improve. The third section is focused on the teachers' instructional strategies, and it includes four questions (Q10 to Q13) and focuses on who speaks more when doing any speaking activities, teachers or pupils, and how often they speak in the classroom. Besides, this section focuses on the various strategies that teachers use most to teach speaking. The fourth section is about pupils' attitudes toward videos-based lessons, it contains five questions (Q14to Q18).The foci of this section is how teachers use videos inside the classroom, also in this section we give the opportunity to the pupils to assess this technique and we try to know how pupils feel when the teacher uses videos as a teaching strategy or technique. Finally, we seek to know the types of videos used by the teachers.

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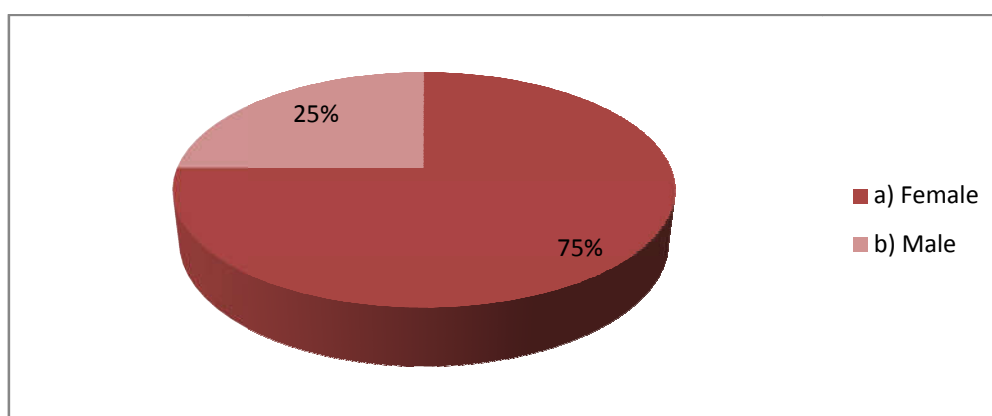
### 3.4.1.3. Analysis of Pupils' Questionnaire

#### Section one: Personal Information

**Item01.** Would you specify your gender, please ?

Option	Number	Percentage
<b>Female</b>	15	75%
<b>Male</b>	5	25%
<b>Total</b>	20	100%

**Table 1; Pupils' Gender Distribution.**



**Graph 1; Pupils' Gender Distribution**

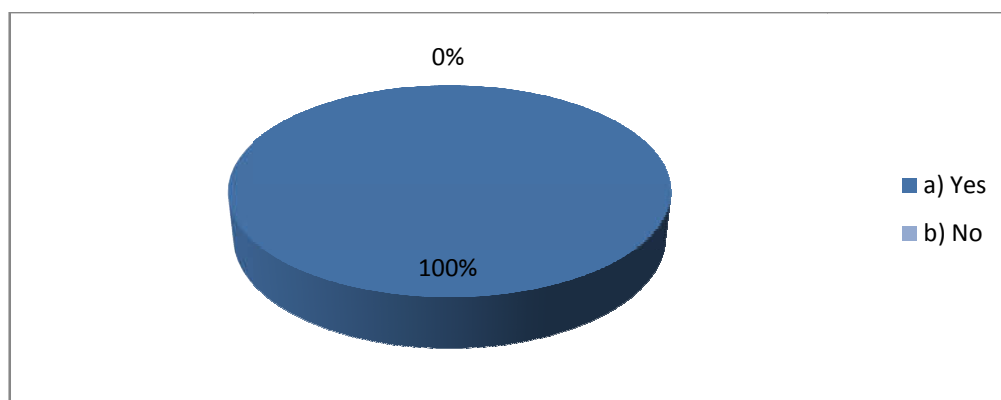
In this question we find that the number of female pupils outnumber the male pupils. Five male is noted out of 20 (25%), and 15 female (75%). These findings are presented in the table above. This clarifies that the majority of our sample are females.

**Item 02 :** Do you like learning English language ?

Option	Number	Percentage
a) Yes	20	100%
b) No	0	0%
<b>Total</b>	20	100%

**Table 2; Pupils' Responses about Whether They Like Learning English or Not.**

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**Graph 2; Pupils' Responses about Whether they Like Learning English or not.**

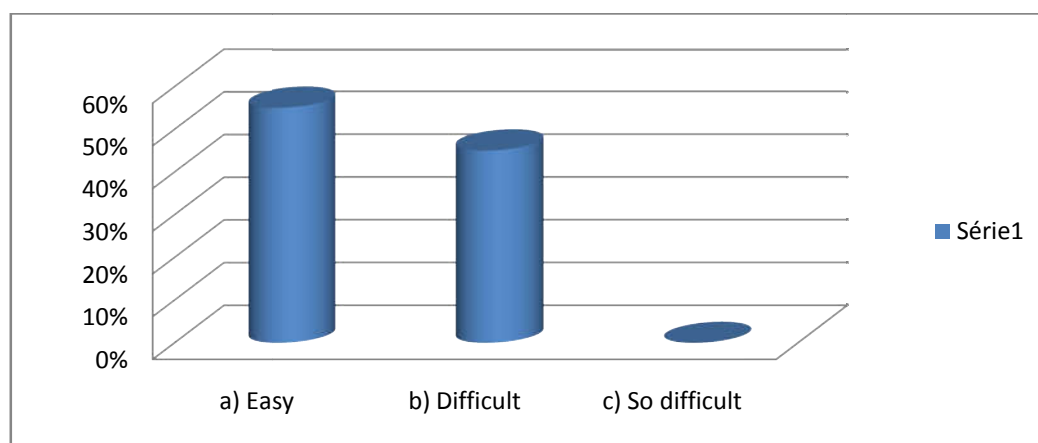
We notice from the table and the graph that all pupils in our sample like learning English language because of several reasons. First of all, the majority of pupils say that learning English language is important and crucial in their lives because it enables them to communicate with each others in social media and so on. Also, there are pupils who justify their preference of learning English language by saying that English is the first language in the world and it is the language of technology and science. Moreover, some respondents justify their answers by mentioning that learning English is a must for them because their future jobs demand learning this vital language.

**Section two:** Secondary school pupils' attitudes towards speaking in English

**Item 03:** How did you find learning English ?

Option	Number	Percentage
a) Easy	11	55%
b) Difficult	9	45%
c) So difficult	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 3; Pupils' Attitudes towards Learning English.**



**Graph 3; Pupils Attitudes Towards Learning English.**



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This question was asked to respondents (pupils) to give their evaluation about learning English. As the table indicates, the majority of pupils (11 respondents) or (55%) noted that learning English is easy, while (9 respondents) or (45%) noted that learning English is difficult ; however, no respondent (0%) thinks that learning English is so difficult.

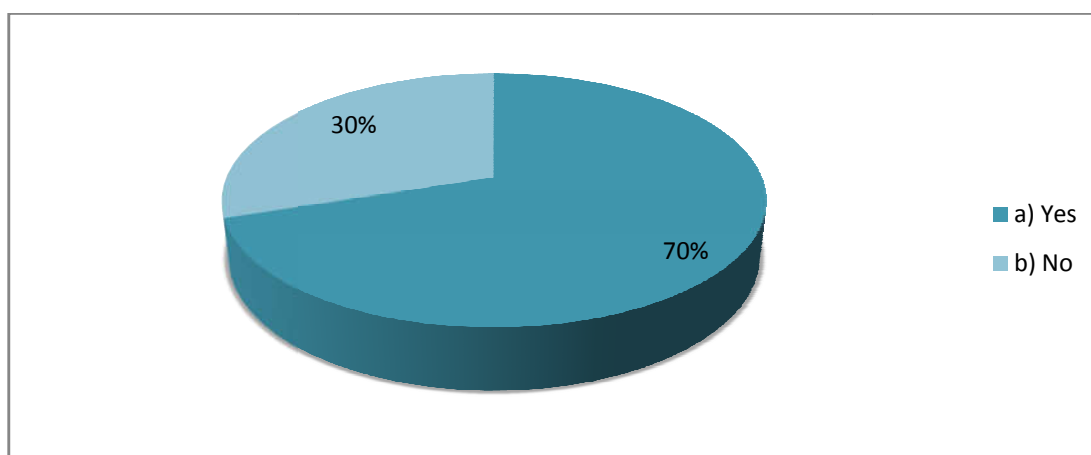
In this question, the respondents were asked to justify their answers. Firstly, most of pupils who answered with ‘ easy’ pointed that learning English is not that big difficulty. In the same path, others named some factors which make learning easy for them such as working seriously and hard, especially at the level of grammar and vocabulary, and others justify their choice by saying that the simplicity of the grammar rules of English language at least at their level (in secondary school). In addition, there are some respondents who find learning English easy and they justify their answers by saying that the daily use of videos games and the various programmes facilitate somehow the process of learning English.

On the other hand, the respondents who answered with ‘ difficult’, justify their answers by saying that the different rules of grammar, tenses, the lack of vocabulary, and pronunciation are the main factors and obstacles that encounter them and prevent somehow the process of learning English.

**Item 04:** Do you find some difficulties when learning English ?

Option	Number	Percentage
a) Yes	14	70%
b) No	6	30%
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 4 ; Existence of Difficulties When Learning English.**



**Graph 4; Existence of Difficulties When Learning English.**

The table above and the graph revealed that the majority of respondents find difficulties when learning English. (70%) of respondents represent the percentage of pupils

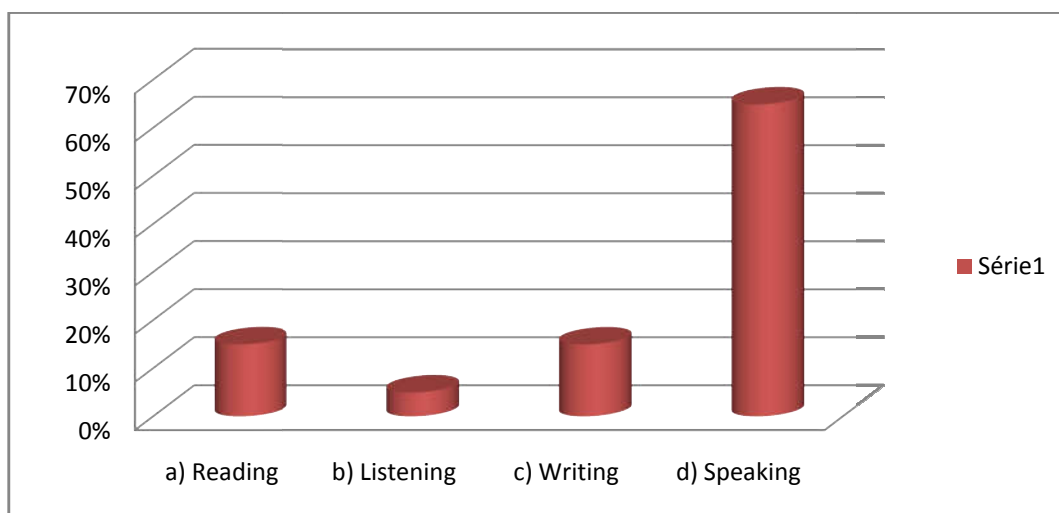
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who face difficulties when learning English; while, (30%) claimed that they do not face any difficulties. Since (70%) of respondents affirmed that they find difficulties when learning English, this means that learning English is not an easy task and it requires many efforts and activities. In this sense, the respondents who chose 'yes' they justify their choice by mentioning their difficulties which are : the lack of vocabulary which represents the corner stone of learning any language, also grammar and tenses (conjugating verbs, different rules, and so on), and the use of the mother tongue. These are the main difficulties that our respondents face when learning English.

**Item 05:** Which of the following language learning skills you would like to improve most?

Option	Number	Percentage
a) Reading	3	15%
b) Listening	1	5%
c) Writing	3	15%
d) Speaking	13	65%
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 5; Language Learning Skill(s) That Pupils Would Like to Improve.**



**Graph 5 Language Learning Skill(s) that Pupils Would Like to Improve.**

The table above indicates that (13) pupils, (65%), chose" the speaking skill "as the most important skill, whereas reading and writing came in the second rank with (15% for each skill) , and listening skill (5%) .

From this statistics, we notice that the majority of pupils want to improve the speaking skill since it is the most important skill among the four skills. It is really crucial for pupils because if they speak skillfully and correctly, they feel motivated and confident to

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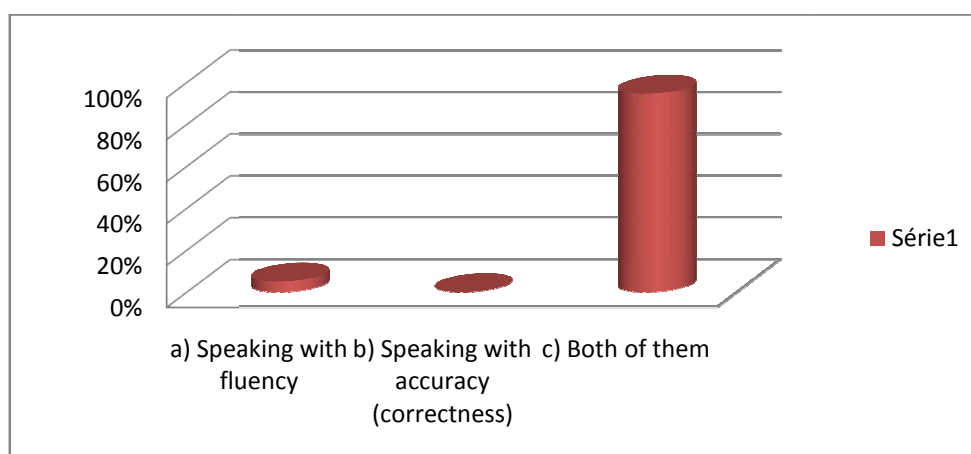
perform better. On the other hand, (3 respondents), (15%) choose reading and writing. According to our respondents reading and writing are less important than speaking, while only one respondent chose listening.

In fact, the four skills are interconnected and we can not distinguish between them or separate them because each skill completes the other.

**Item 06:** In your opinion, mastering the speaking skill means:

Option	Number	Percentage
a) Speaking with fluency	1	5%
b) Speaking with accuracy (correctness)	0	0%
c) Both of them	19	95%
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 6; Pupils' Meaning of Mastering the Speaking Skill.**



**Graph 6; Pupils Meaning of Mastering the Speaking Skill.**

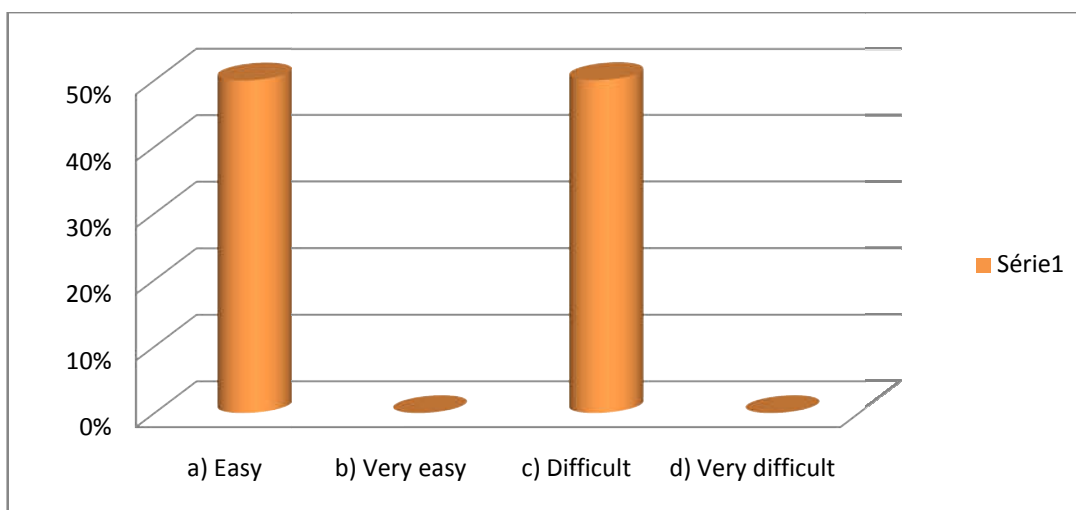
As it is shown in the table, the majority of pupils (95%) claimed that mastering the speaking skill means speaking with fluency and accuracy. However, only one respondent chooses speaking with accuracy. In this question, we did not ask pupils to justify their answers.

**Item 07:** How do you find speaking in English?

Option	Number	Percentage
a) Easy	10	50%
b) Very easy	0	0%
c) Difficult	10	50%
d) Very difficult	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 7; Pupils' Attitudes Towards Speaking in English.**

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**Graph 7; Pupils Attitudes Towards the Speaking Skill.**

As it is shown in the table, 10 respondents making up (50%) asserted that speaking in English is easy, and the same percentage (50%) of respondents asserted that speaking in English is difficult; while no one (0%) confirmed that speaking in English is very difficult or very easy.

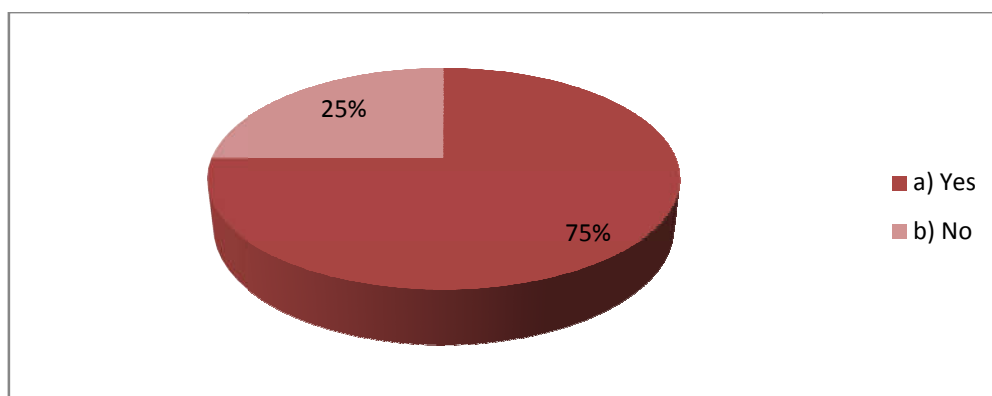
In this question, all respondents were asked to justify their answers. To start with, those who noted that speaking in English is "easy", they confirm that the daily use of that language is the suitable solution to master this skill (the speaking skill). Also, they mention that the simplicity of the rules of grammar encourage them to speak easily. On the other hand, for those who indicated that speaking in English is "difficult" referred this difficulty to the lack of vocabulary and incorrect grammar they have. Besides, the lack of motivation and shyness which are psychological factors and they are serious problems.

**Item 08:** Do you find any difficulties when speaking?

Option	Number	Percentage
a) Yes	15	75%
b) No	5	25%
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 8; Existence of Speaking Difficulties.**

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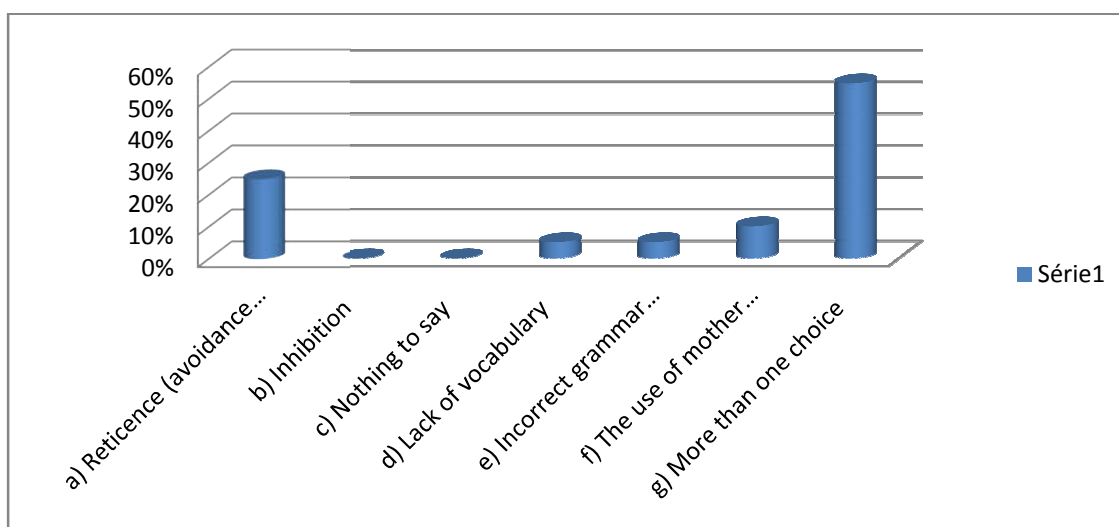


**Graph 8; Existence of Speaking Difficulties.**

From the table above, we noticed that the majority of pupils (75%) find difficulties when speaking, while (25%) of pupils (respondents) do not find any difficulties when speaking. The sub-question is what kind of difficulties. In this question, there are a number of factors which represent speaking difficulties that pupils may face when they speak.

Option	Number	Percentage
<b>a) Reticence (avoidance of saying too much)</b>	5	25%
<b>b) Inhibition</b>	0	0%
<b>c) Nothing to say</b>	0	0%
<b>d) Lack of vocabulary</b>	1	5%
<b>e) Incorrect grammar and pronunciation</b>	1	5%
<b>f) The use of mother tongue</b>	2	10%
<b>g) More than one choice</b>	11	55%
<b>Total</b>	20	100%

**Table 8.1; Kinds of Pupils' Speaking Difficulties.**



**Graph 8.1; Kinds of Pupils' Speaking Difficulties.**

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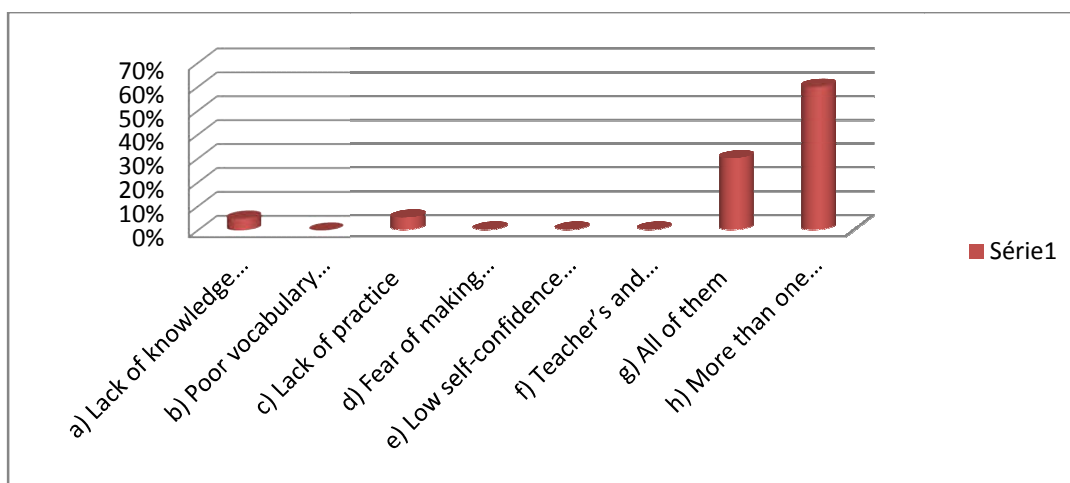
To start with, (25%) of respondents asserted that "Reticence" is their main difficulty. Reticence is a kind of reverse, and it is a serious problem that may obstruct pupils' speaking performance. Besides, (10%) of pupils confirmed that the use of mother tongue is their main problem (difficulty). To clarify, the use of mother tongue is double sided; it can be positive and negative. The mother tongue can be used to provide a quick and accurate translation of an English word that might take several minutes for the teacher to explain, so it is positive for the teacher. Whereas, it can be negative for the pupils; because pupils think in Arabic (mother tongue) and they can not express their ideas successfully. Moreover, (05%) of respondents claimed that the lack of vocabulary is their main difficulty. In addition, (05%) of pupils confirmed that the incorrect grammar represents their difficulty (obstacle) when they speak.

**Item 09:** According to you, what are the reasons behind pupils' speaking difficulties?

Option	Number	Percentage
a) Lack of knowledge about the topic	1	5%
b) Poor vocabulary and grammar	0	0%
c) Lack of practice	1	5%
d) Fear of making mistakes	0	0%
e) Low self-confidence and Lack of motivation to speak	0	0%
f) Teacher's and peers' negative reactions	0	0%
g) All of them	6	30%
h) More than one choice	12	60%
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 9; Pupils' Reasons Behind Their Speaking Difficulties.**

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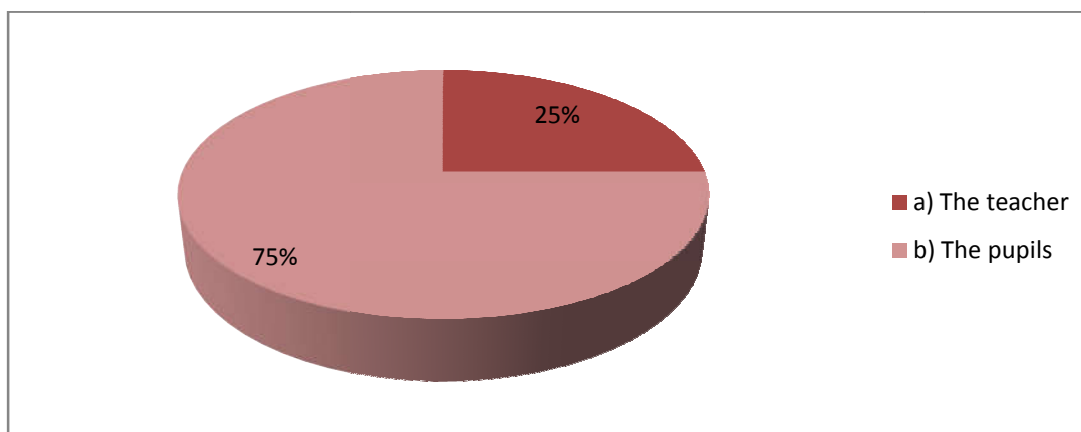
**Graph 9; Pupils' Reasons behind their Speaking Difficulties.**

This item sought to determine the reasons behind pupils' speaking difficulties. The majority of respondents (60%) chose more than one answer. These reasons are fear of making mistakes, low self-confidence and lack of motivation to speak, and teachers' and peers' negative reactions. Whereas, (30%) of the respondents, chose all the mentioned reasons; while (05%) of respondents claimed that the lack of knowledge about the topic is the main reason. Besides, (05%) of pupils confirmed that the lack of practice is the only reason they have. Thus, all the above reasons hinder the pupils from developing their speaking skill.

**Item 10:** Who speaks most in the classroom when doing any activities?

Option	Number	Percentage
The teacher	5	25%
The pupils	15	75%
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 10; Pupils' Responses about Who Speaks Most When Doing any Speaking Activities.**



**Graph 10; Pupils' Responses about Who Speaks Most When Doing Any Speaking Activities.**

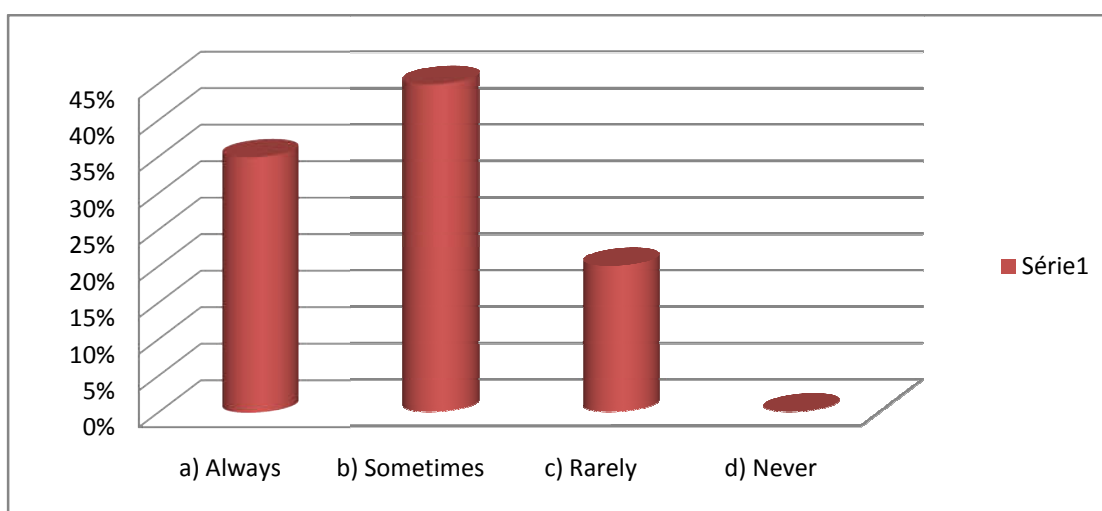
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As it shown in table, 15 pupils, (75%) affirmed that pupils are talkative (in the positive sense) in the classroom, i.e. they have the opportunity to speak more and to express their ideas and thoughts. Whereas, 05 pupils (25%) declared that the teacher is the one who speaks most in the classroom since he is guide of the classroom and the one who explains and manages everything in the classroom.

**Item 11:** How often do you speak English in the classroom?

Option	Number	Percentage
Always	7	35%
Sometimes	9	45%
Rarely	4	20%
Never	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 11; Pupils' Frequency of Speaking English in the Classroom.**



**Graph 11; Pupils' Frequency of Speaking English in the Classroom.**

From the table, we notice that (09) pupils (45%) have claimed that their teacher sometimes gives them the opportunity to speak in the classroom, and (07) pupils (35%), they answered with "always", and they supported their answers by several factors such as : teachers' support and preparing lessons in advance are effective ways to speak in the classroom. Whereas, (04) pupils (20%) claimed that their teacher rarely gives them the opportunity to speak. Some pupils do not speak in the classroom which may be due to their shyness or fear of making mistakes.

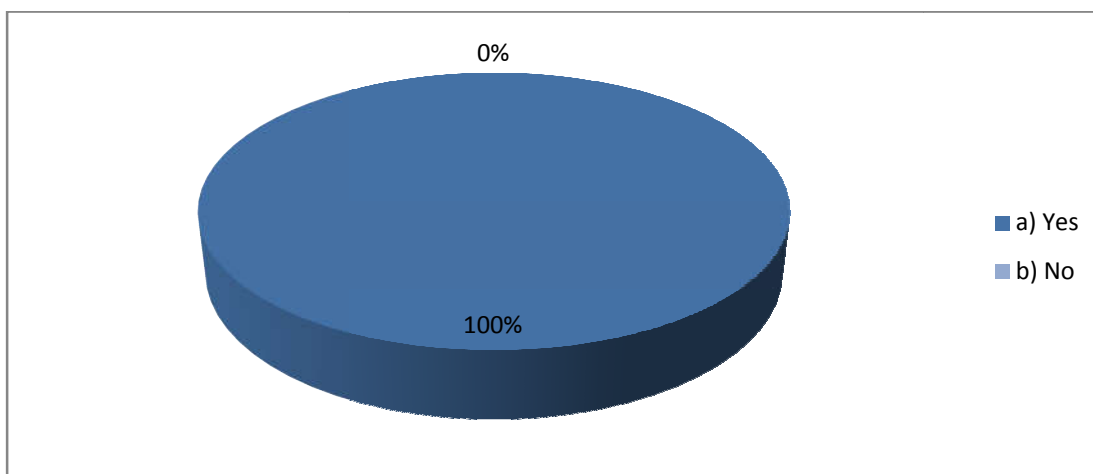


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**Item 12:** Does your teacher encourage you to speak English in the classroom

Option	Number	Percentage
a) Yes	20	100%
b) No	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 12;** Pupils' Responses about Whether Their Teacher Encourages Them to Speak English in the Classroom.



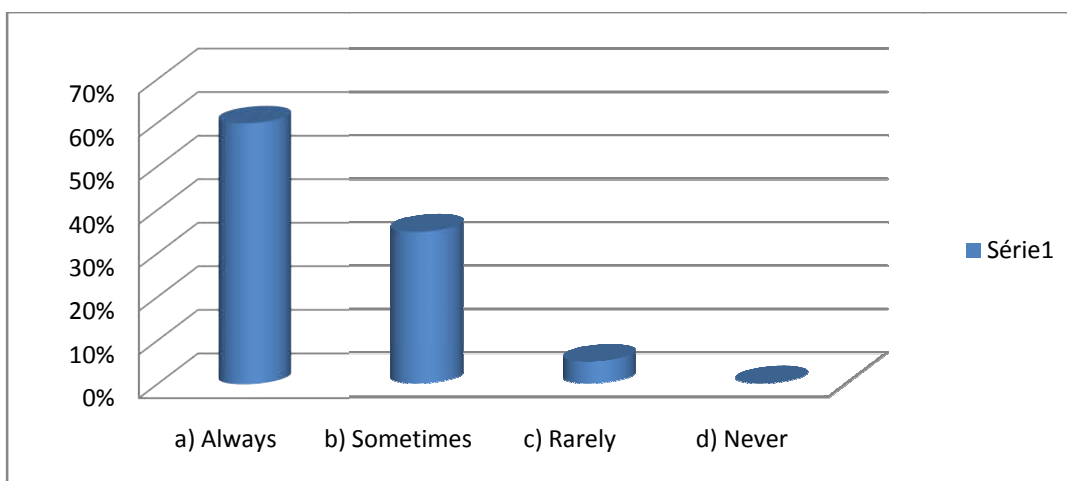
**Graph 12;** Pupils' Responses about Whether Their Teacher Encourages Them to Speak English in the Classroom.

In this question, all the pupils (100%) confirmed that their teacher encourages them to speak English in the classroom. The sub-question is, how often teachers encourage them to speak, and the results are shown in the table below

Option	Number	Percentage
<b>Always</b>	12	60%
<b>Sometimes</b>	7	35%
<b>Rarely</b>	1	5%
<b>Never</b>	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 12.1;** Frequency of Teachers' Encouragement.

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**Graph 12.1; Frequency of teachers' Encouragement.**

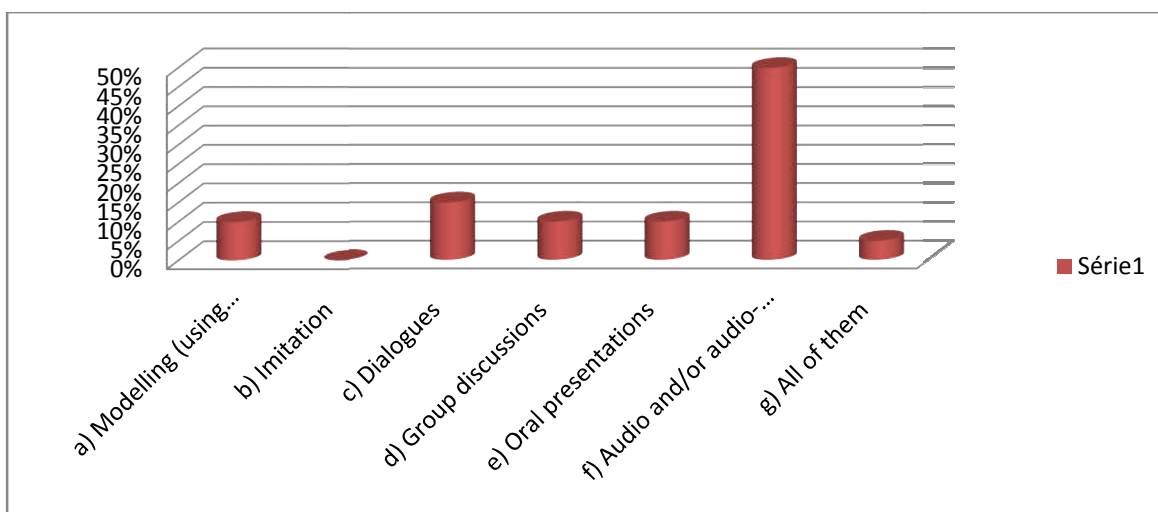
From the table, we notice that the majority of pupils (12 pupils), (60%) declared that their teachers always encourage them to speak English in the classroom, and (07) pupils (35%) confirmed that their teachers sometimes encourage them to speak ; while (05%) of pupils claimed that their teachers rarely push them to speak.

**Item 13:** Which of the following teaching strategies does your teacher use most to teach you how to speak in English?

Option	Number	Percentage
<b>a) Modelling (using verbal and body language)</b>	2	10%
<b>b) Imitation</b>	0	0%
<b>c) Dialogues</b>	3	15%
<b>d) Group discussions</b>	2	10%
<b>e) Oral presentations</b>	2	10%
<b>f) Audio and/or audio-visual aids (recordings, videos, etc)</b>	10	50%
<b>g) All of them</b>	1	5%
<b>Total</b>	20	100%

**Table 13; Teachers' Most Used Strategies to Teach Pupils How to Speak English.**

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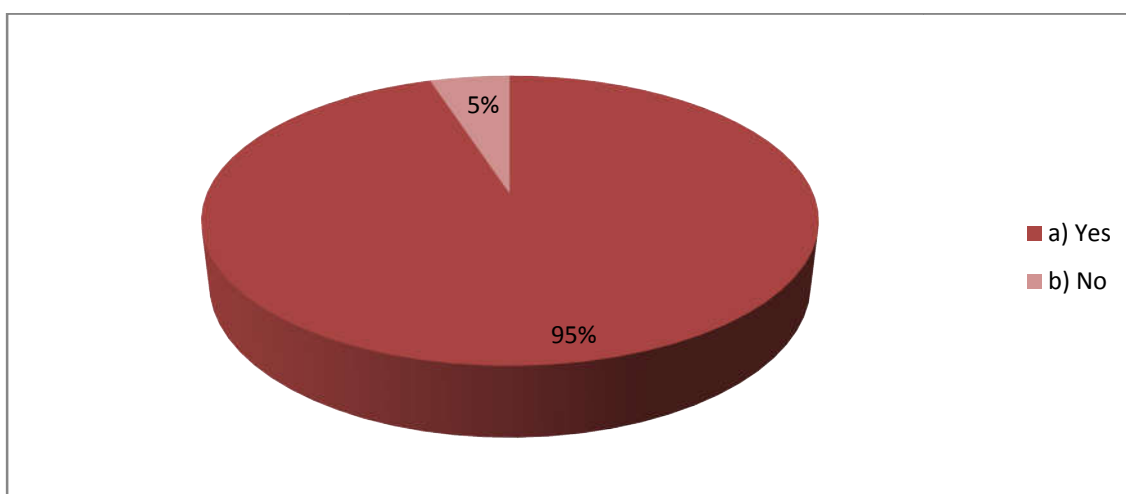
**Graph 13; Teachers' Most Used Strategies to Teach Pupils How to Speak English.**

We notice from the table above that (10) pupils (50%) declared that their teachers use audio and/or audio-visual aids (recordings, videos) as a teaching strategy; while, (03) pupils representing (15%) asserted that their teachers use dialogues to teach the speaking skill, and between (10%) and (05%) of pupils answered: modelling (using verbal and body language), group discussion and oral presentation.

**Item 14:** Does your teacher use videos as a teaching strategy?

Option	Number	Percentage
a) Yes	19	95%
b) No	1	5%
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 14; Pupils' Responses about Whether Their Teacher Uses Videos as a Teaching Strategy.**



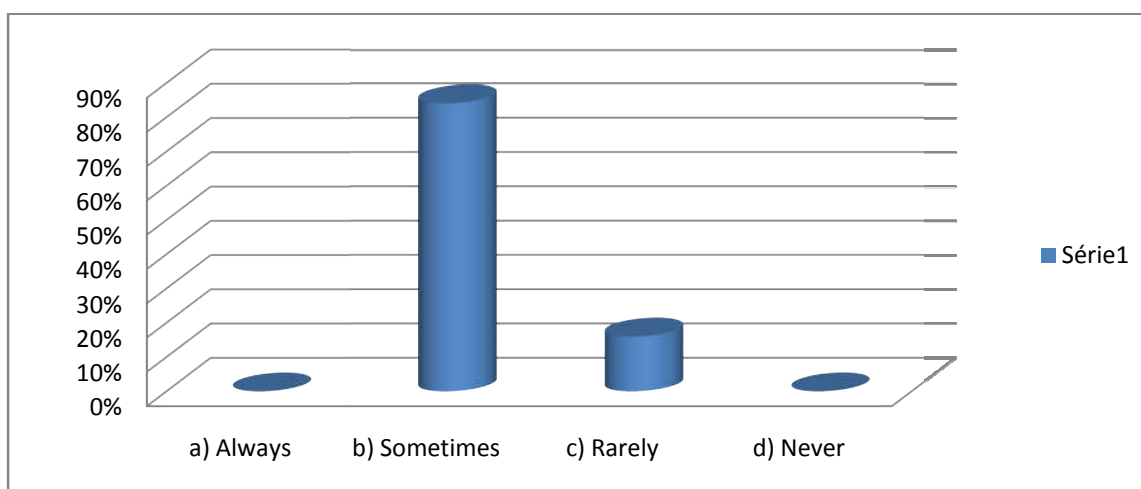
**Graph 14; Pupils' Responses about Whether Their Teacher Uses Videos as a Teaching Strategy.**

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As it is shown in the table, the majority of pupils (95%) confirmed that their teachers use videos as a teaching strategy; whereas, (05%) of pupils declared that their teachers do not use videos as a teaching strategy. The sub-question shows the frequency of how often teachers use videos as a teaching aid. The majority of pupils (84%) answered with "sometimes "; while, (16%) of pupils answered with "rarely".

Option	Number	Percentage
<b>Always</b>	0	0%
<b>Sometimes</b>	16	84%
<b>Rarely</b>	3	16%
<b>Never</b>	0	0%
<b>Total</b>	19	100%

**Table 14.1; Frequency of Teachers' Use of Videos as a Teaching Strategy.**



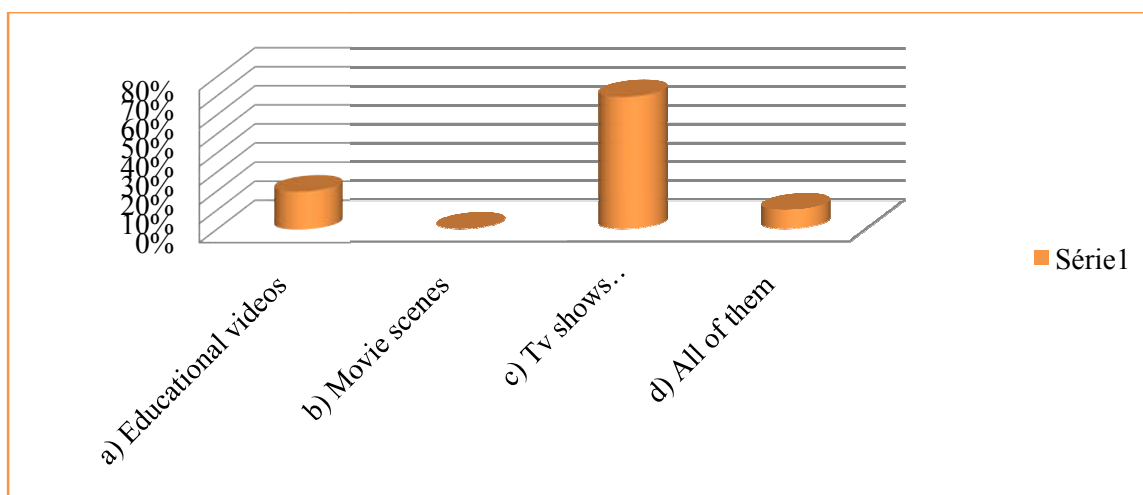
**Graph 14.1; Frequency of Teachers' Use of Videos as a Teaching Strategy.**

**Item 15:** Which of the following types of videos, does your teacher use most?

Option	Number	Percentage
<b>a) Educational videos</b>	4	20%
<b>b) Movie scenes</b>	0	0%
<b>c) Tv shows (documentaries, news, weather recasts, etc)</b>	14	70%
<b>d) All of them</b>	2	10%
<b>Total</b>	20	100%

**Table 15; Types of Videos That Teachers Use to Teach English.**

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**Graph 15; Types of Videos Used by Teachers to Teach English.**

We notice from the table that (70%) of the respondents asserted that their teachers use T.V shows (documentaries, news, weather recasts, etc); while, (20%) of the respondents claimed that their teachers use educational videos, and only (10%) of pupils declared that their teachers use all of the above mentioned types (educational videos, movie scenes, T.V shows).

**Item 16:** How do you feel when your teachers use videos in the classroom?

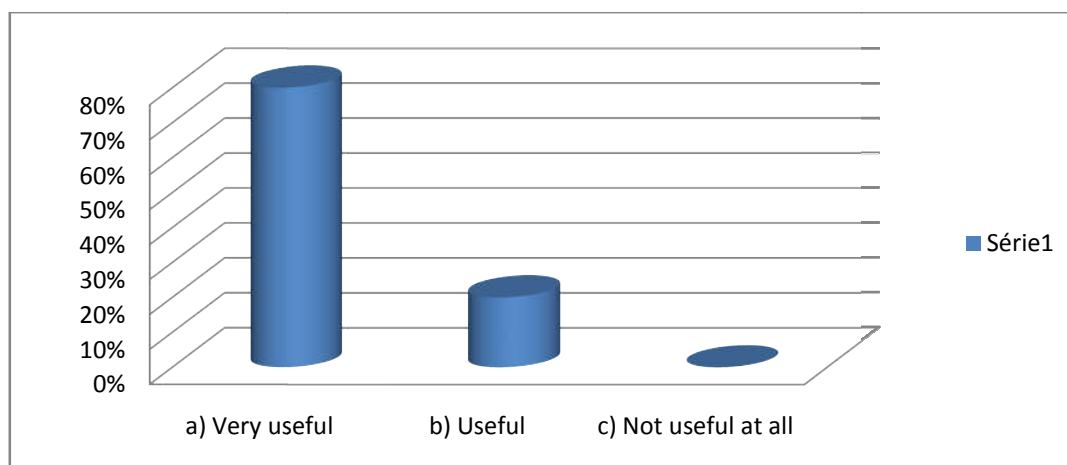
In this question, the answers of the respondents were positive. First of all, the common point between all of them is that the use of videos makes them happy and excited. Also, they feel themselves motivated and ready to speak or imitate the one who speaks in the video.

**Item 17:** How do you find using videos as a strategy to teach English language ?

Option	Number	Percentage
<b>a) Very useful</b>	16	80%
<b>b) Useful</b>	4	20%
<b>c) Not useful at all</b>	0	0%
<b>Total</b>	20	100%

**Table 16; Pupils' Attitudes Towards Teachers' Use of Videos to Teach English Language.**

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**Graph 16; Pupils' Attitudes Towards Teachers' Use of Videos to Teach English Language.**

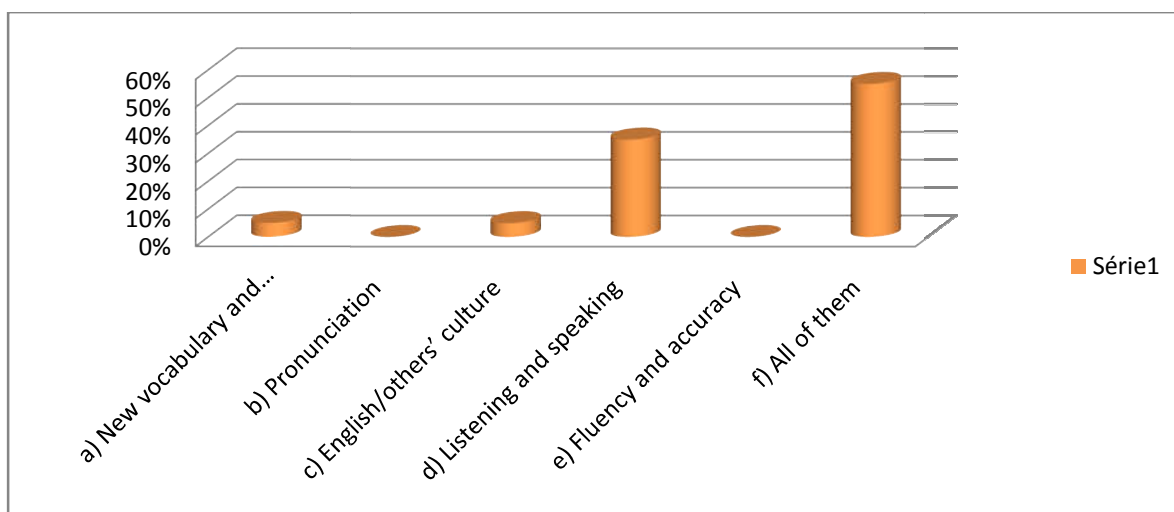
From the results that we have, we noticed that the majority of pupils (80%) declare that the use of videos is very useful. Moreover, these videos are entertaining. However, (20%) of pupils find using videos just useful, and no one finds it not useful at all.

**Item 18:** According to you, which of the following language aspects and skills can be developed most through watching English videos?

Option	Number	Percentage
<b>a) New vocabulary and Grammar</b>	1	5%
<b>b) Pronunciation</b>	0	0%
<b>c) English/others' culture</b>	1	5%
<b>d) Listening and speaking</b>	7	35%
<b>e) Fluency and accuracy</b>	0	0%
<b>f) All of them</b>	11	55%
<b>Total</b>	20	100%

**Table 17; Pupils' Language Aspects and Skills That Can Be Developed Through Watching English Videos.**

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**Graph 17; Pupils' Language Aspects and Skills That Can Be Developed Most Through Watching English Videos.**

As it is shown in the table, (55%) of pupils agreed that new vocabulary and grammar, pronunciation, English culture, listening and speaking, and fluency and accuracy are aspects and skills that can be developed by watching English videos. However, (35%) of pupils agreed that watching English videos inside the classroom can develop listening and speaking skill since they see as well as hear the natives. Whereas, only one pupil (05%) agreed that watching English videos inside the classroom develops vocabulary and grammar. Finally, (05%) of pupils agreed that watching videos can result in English culture.

### **3.4.2. Classroom observation**

#### **3.4.2.1. Classroom observation procedures**

The classroom observation took place on January 15th, 2019 in Saib Boularbah school-sidi okba. We attended four sessions out of eight sessions. Moreover, the group being observed consists of twenty (20) pupils; the stream of our group is foreign language. Furthermore, the observation is a structured observation through the use of an already prepared checklist.

#### **3.4.2.2. Description of the checklist**

The checklist consists of six main sections which are classroom environment, the role of the teacher, the use of ICT tools, pupils' concentration on the task, pupils' enjoyment in the task, and pupils' oral performance.

The checklist is designed in a form of a table on which the observer ticks in the columns "observed", "not observed" depending on whether the items, which represent different factors that pave the way for the use of videos inside the classroom.

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### 3.4.2.3. Analysis of classroom observation

#### **Section one:** Classroom Environment

The target aim of this section is to observe the general environment of the classroom. We have obtained data related to the various items under this section which are: physical conditions such as (lighting, room size, seating arrangement), overcrowding of the classroom, and the availability of the needed equipment. It was observed that the physical conditions are somehow available. First of all, the size of the classroom is large compared to the number of the pupils, so when the pupils speak; they feel that their voice is somehow low. Also, we noticed that the seating arrangement is suitable for the pupils. In addition, the lighting system is available. On the other hand, we noticed that the classroom is not crowded because the number of the pupils is small (20 pupils). Also, we noticed that there is a lack of the needed equipment. For example, data show is not always available in the administration and this prevent (hinder) the use of videos technique.

#### **Section two:** the role of the teacher

This section of the checklist is designed to observe the teachers' role. Through the four sessions of the observation, we observed that the teacher comes with full energy. First of all, the teacher prepares the lessons and a set of possible questions in advance. Also, he starts the lesson by warming up the pupils which is one of the effective ways to make pupils speak. In fact, the teacher is well organized and good controller; s/he controls everything in the classroom and creates a comfortable atmosphere to push pupils to speak and participate, s/he does this role smoothly because s/he has a long teaching experience. On the other hand, we noticed that the teacher asks pupils different questions before starting the lesson in order to check their prior knowledge about the topic.

#### **Section three:** the use of ICT tools.

Concerning the use of ICT tools, it was observed that the teacher sometimes uses ICT tools to teach pupils different aspects of the English language. For example, the teacher presented a lesson "Noise Pollution" with videos, it was successful because pupils interact and participate in different activities. In addition, it was observed that the teacher uses ICT tools to teach speaking; s/he prepares activities based on repeating. Also, the content of videos is based on the objectives of the lessons. As mentioned before, the teacher uses audiovisuals but not only in oral session. Music videos, documentaries are the main types of videos that this teacher uses. In fact, the use of ICT facilitates the way of teaching; teachers use it as a helping aid (technique). After all, the teacher provides pupils with constructive feedback which is one of the best methods to teach pupils and motivates them to do better.



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### Section four: pupils' concentration on the task

Moving to the point of pupils' concentration, most of the practical sessions were in the morning; so, the level of concentration is high. Firstly, pupils come in time and attend their class. Also, pupils demonstrate willingness to participate in the different tasks because they are excited to the use of videos. In addition, pupils are interested in the topics and do not seem bored during the session.

### Section five: pupils' enjoyment in the task

As mentioned earlier, pupils are excited to the idea of using videos as a teaching strategy; so, their enjoyment is observable through their reactions and interaction. All the items in this section are observed. Pupils show positive attitude in doing the tasks and they listen carefully to the video clips. Besides, pupils prefer working together (in pairs, in groups) and they are interact with teacher .i. e. they ask and answer different questions.

### Section six: pupils' oral performance

In this section, we aimed at observing pupils' oral performance. To start with, pupils use the target language (English) but the interference of their native language (Arabic) hinders somehow their speaking. In addition, pupils face some problems in constructing correct sentences such as: the use of correct tenses word order and so on. On the other hand, pupils make pauses when they speak and use a lot of interjections (Um, ah...). In some activities, pupils seem anxious and sometimes feel shy. Among the twenty (20) pupils, few of them have a suitable speed, they speak correctly.

### 3.4.3. Teacher's Interview

#### 3.4.3.1. The Sample

Face to face interviews were conducted with five teachers of English at Saib Boularbah secondary school-Sidi Okba- in order to pursue in depth information about the topic of this research. The table below represents teachers' personal information.

Teachers' Name	Teaching Experience	Diploma & Qualification
Frayah Merzakka	+21 years	Graduated from Superior School of teachers-Ouargla-
Tebaina Hassiba	05 years	Graduated from Biskra University. (Master)
Nouari Wafa	07 years	Graduated from Biskra University. (Master) Graduated from Skikda University. (Ph.D)
Saouli Halima	08 years	Graduated from Biskra University. (Master)
Miloudi Kamel	12 years	Graduated from Constantine University.

**Table 18; Teachers' Profile.**

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### 3.4.3.2. Description of the Interview

A structured interview was held with our sample in which the same open-ended questions were asked to all interviewees. The interview was conducted face to face with our sample to provide more accurate answers. The interview includes five (05) questions. The questions aimed to explore teachers' opinions towards the effect of videos-based lessons.

### 3.4.3.3. Analysis and Interpretation of Teachers' Interview

#### Question 01. Do you use videos-based lessons in your oral sessions only?

Teachers	Responses
Teacher A	Actually, I do not use it for oral sessions only; I use it to teach the four skills. Videos-based lessons are an advanced technique and I use it from time to time. Besides, I can use it as a warming up.
Teacher B	In fact, I do not use it because the necessary means and environment are not available. This is the situation of our school. Videos-based lessons are useful but I do not use it.
Teacher C	No, not for oral sessions only. I use this technique for reading also. In our secondary school, the use of videos and data show is somehow limited.
Teacher D	Yes, I use it because it is very helpful.
Teacher E	Yes, I use it but not for oral sessions only.

**Table 19; Teachers' Use of Videos.**

It is remarkable that the four teachers (interviewees) use videos-based lessons. Except one teacher who does not use this technique because the means and the appropriate environment are not available. Eventually, we deduce that teachers use videos-based lessons in different sessions not for oral sessions only.

#### Question 02. To what extent can pupils benefit from videos-based lessons?

Teachers	Responses
Teacher A	They can benefit from it in several ways. Firstly, pupils interest videos-based lessons and it motivates them.
Teacher B	I think that videos-based lessons are effective and beneficial; it is a kind of audiovisuals. It helps pupils to see and hear natives and this leads them to enhance speaking. Also, they see the reality of objects.
Teacher C	To high extent, you know the archaic way of writing on board becomes somehow boring because pupils nowadays using mobiles and technology; they live in their artificial world. So, when they find the teachers bring to the classroom something audiovisual, something up to date, or something

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	modern they will be interested, they are going to listen and to focus on the lesson. It is my point of view.
<b>Teacher D</b>	They can benefit from it to high extent. It is beneficial because it motivates pupils.
<b>Teacher E</b>	It is beneficial for pupils. It gives pupils motivation to imitate natives, and it gives them enough courage to speak and to overcome their fear.

**Table 20; Teachers' Opinion about the Benefit of Videos Teaching.**

Through the answers presented above, the five (05) teachers agreed that videos help pupils to a high extent. The interviewees agreed on one point which is videos motivate pupils and push them to speak and to interact with different topics.

**Question 03. In your view, how do videos-based lessons facilitate the teaching of the speaking skill?**

<b>Teachers</b>	<b>Responses</b>
<b>Teacher A</b>	Videos-based lessons facilitate the teaching of the speaking skill in many ways. For example, it can be used as a warming up at the beginning of a lesson. Also, it can be used to present the content of the whole unit. Thus, videos-based lessons are helpful for teachers.
<b>Teacher B</b>	In my opinion, videos-based lessons facilitate the teaching of the speaking skill.
<b>Teacher C</b>	My answer is very simple, videos-based lessons facilitate both the teaching and learning. It is a helping aid for teachers. Besides, it facilitates the learning because when they listen, they know how to pronounce. The more they listen to the natives, the more they learn how to speak and pronounce. It is very simple relation.
<b>Teacher D</b>	Videos-based lessons facilitate the teaching of the speaking skill because they help the teachers in presenting a lesson. For example, a lesson about sounds and how to pronounce them correctly. So, videos facilitate matters and pupils grasp well because natives speak in the videos.
<b>Teacher E</b>	In fact, they facilitate a lot.

**Table 21; Teachers' Opinion about the Role of Videos in Facilitating the Teaching of the Speaking Skill.**

Remarkably, the five interviewees agreed that videos-based lessons facilitate the teaching process. Also, the teachers consider videos as a helping aid. Among the five

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teachers, only one teacher claimed that videos-based lessons facilitate both the teaching and learning processes.

**Question 04. What are the difficulties that teachers may face inside the classroom using this material"videos-based lessons "?**

Teachers	Responses
<b>Teacher A</b>	For me, there is no difficulty because I used to use this technique a lot; so, I have enough experience to deal with such techniques.
<b>Teacher B</b>	Of course, I face some difficulties. There is a list of difficulties but I mention few of them. Firstly, I sometimes face difficulties with technological aids. Also, the overcrowded classes that I teach. This technique is workable in small classes.
<b>Teacher C</b>	For sure, each time I face difficulties, may be the pupils are not interested in the video, i.e. the content of the video or the language of video. With time, I accustomed to use this technique and the difficulties are decreased.
<b>Teacher D</b>	In the beginning, I faced some difficulties such as the use of data show, the huge number of pupils and so on but now I do not have any difficulties.
<b>Teacher E</b>	For me, I do not face any difficulties. There are several difficulties that teachers may face inside the classroom such as: the type of videos, the number of pupils in the classroom, and may be teachers do not know how to deal with technological aids in a perfect way.

**Table 22; The Difficulties That Teachers May Face in the Classroom.**

According to teachers' responses, three (03) out of five (05) teachers face difficulties inside the classroom. However, two teachers claimed that they do not face any difficulties inside the classroom. Thus, the difficulties that teachers may face inside the classroom are almost similar, and the teachers mention these: the types of videos, the language of the videos, the number of pupils inside the classroom, and the lack of knowledge about the use of technological aids.

**Question 05. Do you think that the number of pupils is appropriate for achieving your goal in developing their speaking skill?**

Teachers	Responses
<b>Teacher A</b>	Yes, the number of pupils is one of the essential factors that contribute in achieving the goal of the teachers. But, the main Algerian problem in schools is the number of pupils in the classroom. For example, in our

## Chapter three

	school there are classes compose from (40) to fifty (50) pupils, i.e. they are overcrowded and in this case you can not apply this technique (100%).On the other hand, I teach second year foreign languages pupils and they are (20) in the classroom; the sessions are perfect, they understand me well, they interact with such techniques during the sessions.
<b>Teacher B</b>	Yes, of course. If the number of pupils in the classroom is small, the teachers can achieve their goals especially in oral sessions or when there are activities based on speaking. Also, the small number of pupils helps teachers a lot in the classroom, i.e. they can bring different techniques to teach the speaking skill and they find interaction from pupils.
<b>Teacher C</b>	For sure, yes. But in the Algerian school "No". The ideal number of pupils in the classroom is between (15) to (20) pupils, but here we have classes compose from (35) up to (40). The number is somehow high. We need specialized laboratories in our school to teach languages especially the speaking skill.
<b>Teacher D</b>	Yeah, of course. The number of pupils is one of the main points that teachers take into consideration to achieve their goals in developing the speaking skill. Whenever the number of pupils is small in the classroom, the teachers can apply a lot of things in the classroom.
<b>Teacher E</b>	Yes, the number of pupils guides somehow the goals of the teachers. When the number of pupils is limited, teachers can do different activities, bring different techniques and audiovisuals. So, the teachers can control everything in the classroom and the opportunity of speaking is increased.

**Table 23; Teachers' Opinion about the Number of Pupils in the Classroom.**

It is remarkable that all teachers argued that the small number of pupils in the classroom is appropriate for achieving teachers' goal in developing the speaking skill. The five teachers agreed that the small number of pupils helps teachers to do various speaking activities, and bring different techniques to teach the speaking skill effectively.

### **3.5. Discussion of the results**

The aim of the present study is to explore the effect of videos-based lessons on pupils speaking performance. It seeks to find out how videos-based lessons can help pupils to improve their speaking performance and how videos-based lessons facilitate the teaching and

## Chapter three

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learning process. Therefore, this study supports the implementation of ICTs mainly videos-based lessons as a teaching strategy to enhance pupils' speaking performance.

After the data have been gathered and analyzed through the use of triangulation (three data collection tools), the two research questions have been answered and the two hypotheses have been verified. The findings of this study which have been drawn from the analysis of the three data gathering tools were positive in many aspects. These findings and results are as follow:

- Videos-based lessons create a motivating atmosphere for pupils where they get exposed to new technique "videos-based lessons" which extends their concentration.
- Videos-based lessons motivate both the teachers and pupils, and make learning process more enjoyable.
- Videos-based lessons promote the collaborative working
- Teachers prefer to work with small number of pupils, i.e. they are against the overcrowded classes.
- Teachers who have enough experience in teaching, and they have enough knowledge about the use of ICTs especially videos-based lessons in the classroom, they are competent and can easily control them. Whereas, those who do not have neither enough knowledge about the use of ICTs nor enough teaching experience face some difficulties in the classroom.
- A considerable number of pupils who deal with different ICT tools, react positively and pay attention during any session.
- Pupils show positive attitude towards the use of videos-based lessons and they try to perform better.
- Videos-based lessons facilitate teaching and learning process, and teachers consider them as a helping aid.

### Conclusion

This chapter was devoted to the field work of the study. First of all, we focused on the background of the research methodology, population, sample, and data collection tools. Also, we have provided thorough analysis and interpretation of the three data gathering tools which were used in this resereach. Namely, pupils' questionnaire was analyzed and interpreted using tables and graphs of the obtained data. Furthermore, classroom observation and the teachers' face to face interview were analyzed descriptively. Finally, we discussed the results in a form of points to answer the research questions and to verify the hypotheses.

*General conclusion*

## **General conclusion**

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### **General conclusion**

The present study aimed to spotlight on exploring the effect of videos-based lessons on pupils speaking performance. Hence, this research attempted to answer two research questions and validate two hypotheses, which highlighted that if we implement and use videos-based lessons, the speaking performance of pupils will be enhanced.

The study comprises three chapters, the two initial chapters were devoted to the theoretical part of the study ; whereas, the third chapter spotlight on the fieldwork of the study. First of all, the first chapter was devoted to highlight the basics of the speaking skill. Precisely, it dealt with the definition of the speaking skill, its types. Moreover, it dealt with the importance of the speaking skill, students' most common speaking difficulties, speaking aspects and different activities to enhance speaking.

Secondly, the second chapter dealt with teaching with videos. The section provided the essential elements of teaching with videos; definition of teaching, definition of lesson, and an overview on ICTs. Also, it focused on the definition of videos and authenticity; it presented the different aspects to consider when teaching the English language with videos, criteria for selecting a good videos, and types of videos that can be used. Besides, it focused on the advantages of using videos in the classroom and the role of the teacher.

Thirdly, the third chapter was devoted to the field work of the study. This chapter dealt with the practical part of the study that presented a brief review about research methodology, population and sample, and data collection tools. Then, it shifted to data analysis and interpretation in addition to the discussion of the results.

To fulfill the study aim, the researchers dealt with the mixed methods approach. To collect data the researchers based the study on three data collection tools (triangulation) ; questionnaire, which has been administrated to secondary school pupils, and an interview, which has been administrated to the teachers of English, and classroom observation. The sample of study included five (05) teachers and twenty (20) pupils.

Consequently, the obtained results from the pupils' questionnaire, the classroom observation and the teachers' interview proved that both teachers and pupils have positive attitudes towards the use of videos-based lessons as a technique to improve pupils' speaking performance. Firstly, teachers and pupils believe that videos-based lessons motivate them and facilitate the teaching and learning process. Moreover, teachers agreed that the small number of pupils in the classroom is appropriate to apply such techniques in order to develop pupils' speaking performance. Also, one of the five teachers recommended to specify laboratories to teach the speaking skill. In addition, pupils agreed that the use of videos-based lessons make



## **General conclusion**

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them excited, happy, and motivated to participate in the speaking activities. Furthermore, the obtained results showed that some teachers face difficulties when they use this technique and they justify their answers by mentioning some reasons.

To conclude, it can be inferred that using videos-based lessons as a technique is effective. Videos-based lessons create a motivating atmosphere that pushes pupils to participate in different speaking activities that held by the teachers. Nevertheless, implementing this technique needs certain conditions such as: small number of pupils in the classroom, special laboratories and so on.

### **Limitations of the study**

It is inevitable that when conducting any research, the researchers face some obstacles that obstruct the research progress. In our study, we have faced some difficulties. To start with, the lack of primary sources and most of them are not downloadable and they are not for free. Also, due to the current circumstances surrounding Covid-19, we do not complete the sessions of observation. Besides, the lack of printed books because University libraries are closed.

### **Recommendations**

Based on the results of this study, the following recommendations have been drawn and directed to teachers, pupils, and administrators of the secondary school:

- Administrators should specify laboratories to teach the speaking skill and should be provided with all materials.
- The use of ICTs, mainly videos-based lessons should be extended when teaching English language.
- Due to the overcrowded classrooms, it is recommended to reduce the number of pupils in the classroom because this prevents pupils from participating in different speaking activities.
- Teachers should use different ICT tools mainly videos-based lessons.
- Pupils should be eager to participate in all speaking activities to enhance their speaking performance.

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# Appendices

**Appendix (a): Pupils' Questionnaire**  
**Mohamed Khider University of Biskra**  
**Faculty of Letters and Languages**  
**Department of Foreign Languages**  
**Section of English**

**A Questionnaire for Second Year Secondary school Pupils**

Dear pupil,

I am a second year master student of English from the university of Biskra. I would be so grateful if you could answer this questionnaire, which is an attempt to collect data for the accomplishment of my master dissertation in Sciences of the Language. It is about "Exploring the effect of videos-based Lessons on pupils' speaking performance ". Therefore, you are kindly requested to answer the following questions. Please tick () the appropriate box(es) or make complete statements whenever necessary. Be sure that your responses will be anonymous and will be used for research purposes only.

**Thank you for your time, effort and collaboration**



2019-2020



**Section One: Personal Information**

**Q1.** Would you specify your gender please?

a) Female

b) Male

**Q2.** Do you like learning English language?

a) Yes

b) No

Justify your answer please

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

**Section Two: Secondary School Pupils' Attitudes toward Speaking in English**

**Q3.** How did you find learning English?

a) Easy

b) Difficult

c) So difficult

Justify your answer please

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

**Q4.** Did you find some difficulties when learning English?

a) Yes

b) No

If yes, what kind of difficulties?

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

**Q5.** Which of the following language learning skills you would like to improve most?

a) Reading

b) Listening

c) Writing

d) Speaking

**Q6.** In your opinion, mastering the speaking skill means:

- a) Speaking with fluency
- b) Speaking with accuracy (correctness)
- c) Both of them

Others, please specify

.....

.....

.....

**Q7.** Do you find speaking in English:

- a) Easy
- b) Very easy
- c) Difficult
- d) Very difficult

Justify your answer please

.....

.....

.....

.....

**Q8.** Do you find any difficulties when speaking?

- a) Yes
- b) No

If yes, what kind of difficulties?

- a) Reticence (avoidance of saying too much)
- b) Inhibition
- c) Nothing to say
- d) Lack of vocabulary
- e) Incorrect grammar and pronunciation
- f) The use of mother tongue

Others, please specify

.....

.....

**Q9.** According to you, what are the reasons behind pupils' speaking difficulties? You may choose more than one answer

- a) Lack of knowledge about the topic
- b) Poor vocabulary and grammar
- c) Lack of practice
- d) Fear of making mistakes
- e) Low self-confidence and Lack of motivation to speak
- f) Teacher's and peers' negative reactions
- g) All of them

Others.....  
.....  
.....

**Section Three: Teachers' Instructional Strategies**

**Q10.** Who speak(s) most in the classroom when doing any speaking activities?

- a) The teacher
- b) The pupils

**Q11.** How often do you speak in English in the classroom?

- a) Always
- b) Sometimes
- c) Rarely
- Never

Justify your answer please

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

**Q12.** Does your teacher encourage you to speak in English in the classroom?

- a) Yes
- b) No

If yes, how often?

- a) Always
- b) Sometimes
- c) Rarely
- d) Never

**Q13.** Which of the following teaching strategies does your teacher use most to teach you how to speak in English?

- a) Modelling (using verbal and body language)
- b) Immitation
- c) Dialogues
- d) Group discussions
- e) Oral presentations
- f) Audio and/or audiovisual aids (recordings, videos, etc)
- g) All of them

Others, please specify

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

### Section Four: Pupils Attitudes toward Video-based lessons

**Q14.** Does your teacher use videos as a teaching strategy?

- a) Yes  b) No

If yes, how often?

- a) Always  b) Sometimes  c) Rarely  Never

**Q15.** Which of the following types does your teacher use most? You may choose more than one answer.

- a) Educational videos   
b) Movie scenes   
c) Tv shows (documentaries, news, weather recasts, etc)   
d) All of them

Others, please specify

.....  
.....

**Q16.** How do you feel when your teacher use videos in the classroom? Justify your answer please.

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

**Q17.** How do you find using videos as a strategy to teach English language?

- a) Very useful  b) Useful  c) Not useful at all

**Q18.** According to you, which of the following language aspects and skills can be developed most through watching English videos? You may choose more than one answer.

- a) New vocabulary and Grammar  
b) Pronunciation   
c) English/others' culture   
d) Listening and speaking   
e) Fluency and accuracy   
f) All of them

Others, please specify

.....  
.....

**Thank you for your time, effort a**

## Appendix (b): Classroom Observation Checklist

Mohamed Khider University-Biskra

Department of Foreign Languages

Section of English

A Classroom Observation Checklist

Teacher:

Group n°:

Observer:

Date:

Level:

Time:

Stream:

Rating Scales: A: Observed

B: Not Observed

Quality	Indicators	Observed	Not Observed
Classroom Environment	<ul style="list-style-type: none"><li>Physical conditions such as: lighting, room size, seating arrangement, state of floor encourage effective learning.</li></ul>		
	<ul style="list-style-type: none"><li>The class is overcrowded.</li></ul>		
	<ul style="list-style-type: none"><li>The Classroom are occupied by the needed equipment.</li></ul>		
The Role of the Teacher	<ul style="list-style-type: none"><li>(T) is ready and desiring to impart and transfer knowledge</li></ul>		
	<ul style="list-style-type: none"><li>(T) Prepares the lesson in advance.</li></ul>		
	<ul style="list-style-type: none"><li>(T) creates a supportive and enthusiastic climate</li></ul>		
	<ul style="list-style-type: none"><li>(T) Starts the lessons by warming ups.</li></ul>		
	<ul style="list-style-type: none"><li>(T) Manages the class well and maintains a good discipline.</li></ul>		
	<ul style="list-style-type: none"><li>(T) Asks questions before starting the lesson to check students' prior knowledge about the topic.</li></ul>		
	<ul style="list-style-type: none"><li>(T) uses different types of ICTs tools to teach different aspects</li></ul>		

<b>The Use of ICT Tools</b>	of the English language.		
	<ul style="list-style-type: none"> <li>• (T) uses ICTs to teach speaking.</li> </ul>		
	<ul style="list-style-type: none"> <li>• (T) uses ICT in many stages of the lesson to attract pupils' attention.</li> </ul>		
	<ul style="list-style-type: none"> <li>• ICTs are used based on the objectives of lessons.</li> </ul>		
	<ul style="list-style-type: none"> <li>• (T) uses audiovisuals in the oral class.</li> </ul>		
	<ul style="list-style-type: none"> <li>• (T) uses different types of videos.</li> </ul>		
	<ul style="list-style-type: none"> <li>• The use of videos eases the way the teacher presents the lessons</li> </ul>		
	<ul style="list-style-type: none"> <li>• (T) provides pupils with constructive feedback.</li> </ul>		
<b>Pupils' Concentration on the Task</b>	<ul style="list-style-type: none"> <li>• Pupils are in time attending their classes.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Pupils demonstrate willingness to participate in the task.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Pupils concentrate on the activity.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Pupils do not show much concentration.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Pupils do not concentrate on the activity.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Pupils seem bored during the session.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Pupils are motivated and interested in the topics.</li> </ul>		
<b>Pupils' Enjoyment in the Task</b>	<ul style="list-style-type: none"> <li>• Pupils are enjoying the activity.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Pupils listen carefully to audio recordings, and pay attention to video clips.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Pupils show positive attitude in doing their tasks.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Pupils volunteer to work with their classmates</li> </ul>		
	<ul style="list-style-type: none"> <li>• Pupils ask and answer questions</li> </ul>		
	<ul style="list-style-type: none"> <li>• Pupils participate in group discussion.</li> </ul>		
<b>Pupils' Oral</b>	<ul style="list-style-type: none"> <li>• Pupils use the target language.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Pupils use their native language.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Pupils use a variety of words.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Pupils use correct word order.</li> </ul>		

<b>Performance</b>	<ul style="list-style-type: none"> <li>• Pupils apply the correct tense where it is appropriate.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Pupils use pauses.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Pupils use interjections (um, ah...).</li> </ul>		
	<ul style="list-style-type: none"> <li>• Pupils show high self-confidence.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Pupils feel shy and anxious.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Pupils have a suitable speed.</li> </ul>		

## **Appendix (c): Teachers' Interview**

Dear teachers,

The main aim of this interview is to collect data for the accomplishment of a master dissertation on "the effect of videos-based lessons on pupils' speaking performance". Therefore, we would be so grateful if you provide us with precise, clear, and complete responses. Be sure that your answers will be anonymous and will be used for research purposes only.

**Thank you for your time, effort, and collaboration**

**Q 01 :** Do you use videos-based lectures in your oral sessions only ?

**Q 02 :** To what extent can pupils benefit from videos-based lectures ?

**Q 03 :** In your view, how do videos-based lectures facilitate the effective learning of the speaking skill ?

**Q 04 :** what are the difficulties that teachers may face inside the classroom using this material "videos-based lessons "?

**Q 05 :** Do you think that the number of pupils is appropriate for achieving your goal in developing their speaking skill ?



## Appendix (d) : Traineeship Permission.

الجمهورية الجزائرية الديمقراطية الشعبية  
وزارة التعليم العالي والبحث العلمي

Université Mohamed Khider  
-Biskra -  
Faculté des lettres et Langues  
Département des langues étrangères  
Filière d'anglais



جامعة محمد خيضر - بسكرة -  
كلية الآداب واللغات  
قسم الآداب واللغات الأجنبية  
شعبة الإنجليزية  
رقم : 136. / ش. / 2019

إلى السيد : ثانوية السايب بولرباح-سيدي عقبة

### الموضوع : طلب تصريح لإجراء تربص

بشرفني أن ألتمس من سيادتكم تمكين الطالب (ة) : محمدي لطيفة صاحبة رقم التسجيل

: 15/35046010 من إجراء تربص في ثانويتكم.

أحيطكم علما سيدي أن هذه الطالبة تدرس لغة إنجليزية في السنة الثانية ماستر بجامعة

محمد خيذر ببسكرة وهي بحاجة إلى هذا التربص من أجل أتمام مذكرة تخرجها .

وفي إنتظار قبول هذا الطلب ، تقبلو منا سيدي فائق الإحترام وخالص الشكر و الإمتنان.

بسكرة في : 2019/11/07

نائب العميد المكلف بما بعد التدرج والبحث العلمي  
والعلاقات الخارجية



## Résumé

Bien que les enseignants des écoles secondaires algériennes et le manuel d'anglais visent à améliorer le niveau des élèves, la performance orale de la plupart des élèves du secondaire est considérablement faible. L'étude actuelle vise à explorer l'effet des cours vidéo sur les performances orales des élèves de deuxième année de l'école secondaire Saïb Boularbah - Sidi Okba. Par conséquent, nous avons émis l'hypothèse que l'utilisation de leçons basées sur des vidéos est une technique importante qui motive les élèves à améliorer leur performance orale. Pour atteindre les objectifs de recherche visés et vérifier nos hypothèses, une approche de méthodes mixtes a été appliquée dans cette étude à l'aide de trois outils de collecte de données. Il s'agit du questionnaire des élèves, de l'observation en classe et des entretiens avec les enseignants; en prenant le cas des élèves de deuxième année du lycée Saïb Boularbah avec un échantillon de vingt (20) élèves sur l'ensemble de la population. Les résultats obtenus révèlent que la mise en œuvre des TIC, principalement des cours vidéo, améliore les performances orales des élèves. Finalement, un nombre considérable de recommandations ont été adressées aux administrateurs, aux enseignants et aux élèves du secondaire pour les aider à améliorer les performances orales des élèves.