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Using Video Techniques to Develop Students' Speaking Skill

The case of study is second year students in the English Department of Mohamed KHIDER University of Biskra.

A Dissertation submitted in partial fulfillment of the Requirements

For THE MASTER Degree in Language Sciences

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Declaration:

I, SACI Sihem, do hereby solemnly declare that the work I am going to present in this thesis is our own, and has not been submitted before to any other institution or university for a degree.

This work is to be carried out and completed at Mohamed KHEIDER University of BISKRA, ALGERIA.

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Dedication

I wish to dedicate this modest work to:

- ❖ *The memory of my dear father ...*
- ❖ *My sympathetic and thoughtful mother whom loves always strengthens my will.*
- ❖ *My lovely sisters: Dalila, Iferiquia and Nora.*
- ❖ *All my brothers: Taher, Hakim, faiçal and especially Madani*
- ❖ *My dearest niece, nephews and their mother.*
- ❖ *All the members of my family SACI and HAOUS.*
- ❖ *Dearest friend and Sister Saloua ROUNA “nano” and her husband “AZOUZ”*
- ❖ *All my friends with whom I shared the university life with its lights and shadows..*
- ❖ *My closest friends especially: Yasmin ROUNA, Amina HADI AND Iman HADID.....*
- ❖ *To Tarek HADID for his patience and care.*

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Abstract

In this dissertation, we present the most helpful material in the field of teaching foreign languages which are video techniques, as their name indicates, it's a tools used in the teaching second language. In this work, we aim to explore the effects of video techniques on improving and developing learners' speaking skill and communicating abilities. The present work is mainly concerned with making use of video technique to maximize learners' oral production. Throughout this work, we intend to show the importance of using this technique with students of second or foreign languages. The basic hypothesis adopted in this study sets out that effective use of video technique can help teachers to develop their students' speaking skill and communicating abilities. Also we aim to show the different video techniques and show that their use can enhance and motivate the learners to develop their ability. In this study, we based on second year students' questionnaire to get information about the impact of using video technique on developing the learners' speaking skill. The analysis of the questionnaire showed that the learners consider videotapes as an important technique in enhancing the skill of speaking; hence it helps to increase their performance.

الملخص:

تبحث هذه المذكرة موضوع استعمال الوسائل السمعية البصرية و بضبط استعمال الفيديو في تعليم اكتساب اللغة الأجنبية الانجليزية في أقسام اللغات بأكثر دقة الموضوع يعالج تحسين المستوى الشفهي لطلبة السنة الثانية من خلال إدخال جهاز الفيديو في القسم.

تنقسم هذه المذكرة إلى جزئين، جزء نظري وآخر تطبيقي الجزء النظري يحتوي على ثلاثة فصول. بالنسبة للفصل الأول فهو عبارة عن مقدمة للموضوع تعرضنا فيه إلى نوع المنهجية و طبيعة الموضوع بالإضافة إلى مجموعة آراء بعض المفكرين حول استخدام الفيديو، أما الفصل الثاني فهو عبارة عن مفاهيم خاصة بالقدرة الكلامية ويحتوي أيضا على أنواع وخصائص هذه الصفة التي تختلف من شخص إلى آخر. الفصل الثالث يتطرق إلى بعض تعريفات و مفاهيم خاصة بجهاز الفيديو بالإضافة إلى مجموعة من الطرق التي تتاح للأستاذ من استعمال هذه التقنية داخل القسم. أما الجزء التطبيقي فهو عبارة عن تحليل أسئلة وجهت إلى تلاميذ السنة الثانية لغة انجليزية للسنة الدراسية 2012-2013. من خلال الإجابات المقدمة من طرف التلاميذ تم التوصل إلى النتائج التالية:

- ❖ الأهمية البالغة لاستعمال الفيديو داخل القسم.
 - ❖ إمكانية تطوير و تحسين المستوى الشفهي للطلبة من خلال استعمال الفيديو و السماع لنطق اللغة الصحيح.
 - ❖ استعمال الفيديو يمكن التلاميذ من معرفة مختلف الثقافات للغة الانجليزية.
 - ❖ نقص هذه الأجهزة كما و نوعا داخل قسم الانجليزية في جامعة محمد خيضر بسكرة.
- و في الأخير نتمنى أن تفيد هذه المساهمة المتواضعة في إحداث تعديلات تخص تدريس التعبير الشفهي في أقسام اللغة الانجليزية بجامعة محمد خيضر بسكرة.

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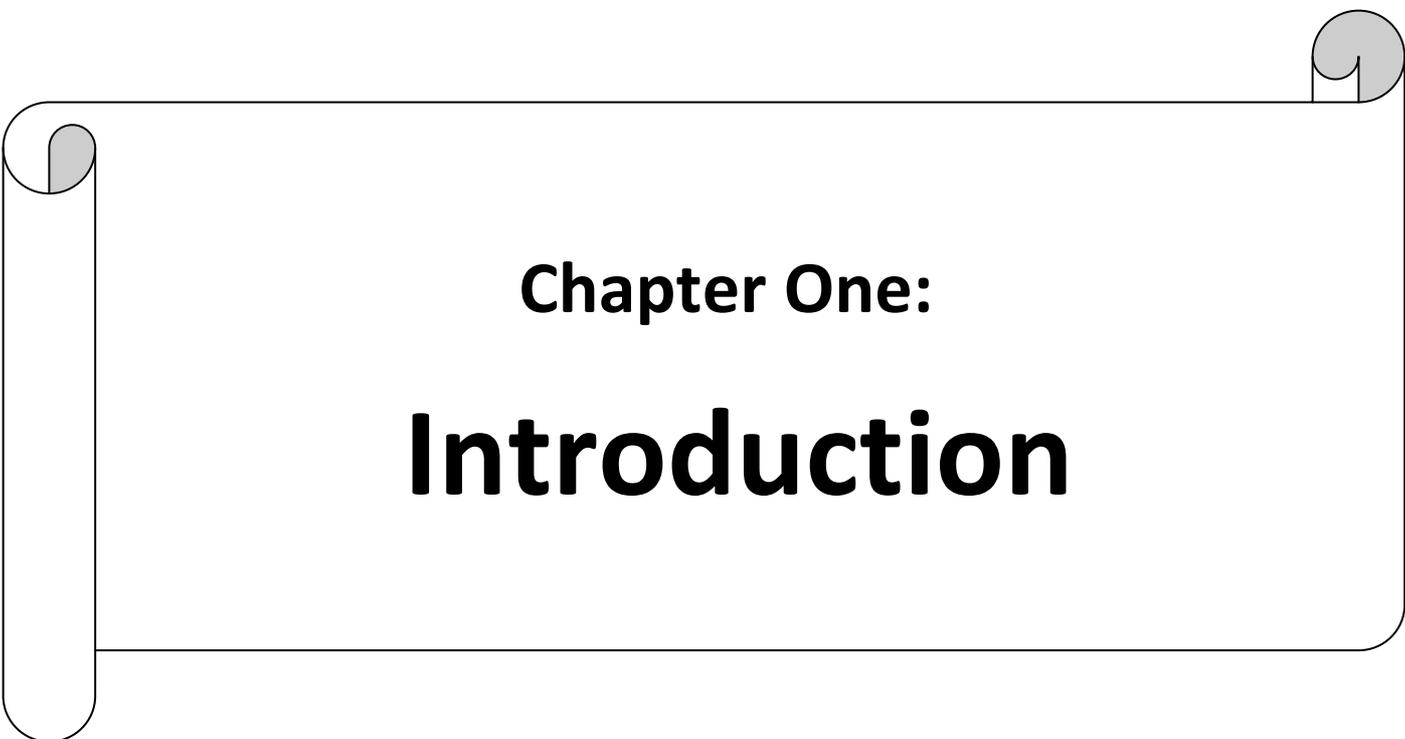
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Chapter One:
Introduction

Introduction

Technology in language teaching is not new. In fact, it has been around for decades, but it is becoming important more and more in both our personal and professional lives.

According to Dudeney & Hockly (2001) concluded, "Technology offers new ways for practicing language and assessing performance" (p. 8). Besides, Tomlinson notes that most people think that the term language-learning material (the audio-visual aids) is related to the use of course-books and according to Crystal (2002), "a new technology always has a major impact upon language" (p. 127). However, the term is used to refer to anything which is used by teachers and learners in the language classroom. That is to say, those aids can be in form of cassettes, videos, CD-ROMs, readers. They could also be live talks by invited native speakers, instruction given by a teacher, etc. In other words, they can be anything which is used to increase the learners' knowledge and/or experience of the language.

Teaching with the help of video is called video-aided instruction. As Jeremy Harmer (2001) states, "the use of video tapes has been a common feature in language teaching for many years" (p.282). So from the earliest teaching with technology Harmer we can say teaching with video inside of classroom is not a new technique in teaching in developing world as where he teaches in Britain but unfortunately in our country the teachers they didn't use this technique only in some cases in different schools and universities.

In this chapter, we are going to clarify more our statement of the problem of the lack of the use of video technique inside classroom as audio-visual aid. Then, we are going to see some significance of our study, and the main aims for what this study is and the major importance of using video technique. Also, we will answer our problem or the main question that we propose to make sure about our hypotheses about the use of video technique in classroom to develop student speaking skills, enrich their vocabulary and if it is a successful technique to motivate the students. Moreover, there are some limitations of our study because of

the most of teacher did not use this technique that's way we will use a questionnaires for teacher and for students too as a main research tools. In addition, we will use a descriptive method and plan to derive information from any material relevant to our new subject and fresh area in our department as far as they concerned.

I. 1 Statement of the problem:

According to Hovland, Lumsdaine and Sheffield (1949), using audio-visual materials in the classroom is nothing new since filmstrips were first studied during World War II as a training tool for soldiers. Educators have recognized the power of audio-visual materials to capture the attention of learners, increase their motivation and enhance their learning experience. Both the content and the technology have developed considerably since that time, increasing the availability and the value of audio-visual materials in classrooms. Content has developed from instructional television (ITV) of the 1950s and 1960s, which allowed replay of taped lectures, through educational television (ETV), intended to complement classroom instruction rather than compete with it to educational standards-based videos designed specifically as supplemental classroom tools (Corporation for Public Broadcasting, 2004). Delivery technologies have also advanced, from filmstrips to cable television, to the versatility of VCRs, DVDs and laserdiscs. Finally, with the advent of digital technology, the field is evolving to newer and ever-greater potentials of adaptability in delivery. (Abrams, Cruse, & Kunze, (2008), p. 1, 2)

The nucleus of the idea for this study is conceived through students reaction about the use of video technique in classroom and what are the effects of the technique toward the students' speaking skill according to Rivers' opinion speaking and listening are the most used skill inside classroom.(as cited in Boussiada,2010, p. 15) .It is our belief that teachers have access to very few instructional strategies or activities that mesh with the curriculum in order to help the students to improve their pronunciation through listening to native speakers in different

interviews or stories while using video technique in classroom and According to Lines (2005):“an important aspect of speaking activities is how students are made ready to speak. This deals with the importance of materials for communicative activities in the classroom” (p. 67); so that using video technique in classroom may develop students’ speaking skill and help them to get information about grammar, vocabulary, intonation, pronunciation, etc. in addition to we will look for the effects of this technique in motivation student since they will watch deferent people while using the target language can draw their attention.

In our study, we will try to know what the effects of video technique toward students’ speaking skill and what the major reasons to choose video technique from a big number of technology tools and its effects in speaking skill while using it inside classroom.

I. 2. Significance of the Study

I hear and I forget.

I see and I believe.

I do and I understand. _ Chains proverb_

Video is an educational technology that has become available since the late 1970s. It is a relatively new option for the language teachers when compared with textbooks, the blackboard and audio tapes. Video is a valuable learning tool widely available in educational institutions (Greg & Kearsley, 1994, p. 5).

According to Flynn, (1998) video helps the students to understand the instruction more than use a textbook because: “Video bring language in the context of life in realistic settings to the classroom” (67). when any person watch a movie or TV program, superficial and even deep feelings and emotions are elicited or formal of information, facts and reaction from that video, such as excitement, anger, laughter, relaxation, love, whimsy, or even boredom. (Berk, R. A. (2009)). In addition; Video is so close to language reality-containing visual and according to what Harmer (2001) agree with the video technique expose students to real language in the

kind of contexts where it naturally occurs. Furthermore, they relate more closely to learners' needs and hence provide a link between the classroom and students' needs in the real world.

Erben.T, Ban.R, & Castañeda.M.(2009.p.86) claim using video in teaching speaking creates the teaching learning process more living than before and he is sure that the research findings prove that using video in teaching speaking is an effective technique to improve students' speaking ability and motivation to join speaking activity. Through video, students are encouraged to practice the skill. It attracts students' attention and they become more enthusiastic in joining the discussion also the use of video technique to teach a history or civilization make the student see what happened in cover of document and according to Calverley et al. (2007, P. 100): "the Video which are commercial breaks and documentary films make the students be curious and stimulated in joining speaking activity". Otherwise difficult or impossible to illustrate in a classroom setting, can be shown easily if recorded ahead of class time. Visual imagery may enhance student teaching (Morris, 2000).

A good teacher is a good manager. To manage class s/he has to use various techniques of interaction such as the use of authentic material to enhancing his/her student as the use of video technique in classroom to develop students' speaking and listening skill; Furthermore, a teacher of English must use many technique of teaching to make his teaching interesting and fun. Video techniques have a great importance in the teaching process. Using that technique helps the teacher to explain lessons and to motivate student more and more. Hence, in our present research aim to show that using video techniques in teaching English is not passive action. It is very active, vital process and important part that play a great role in enhancing the speaking skill of students. Through the use of video technique as an aids learners can fully engage and effectively become interested in developing their level in learning English certainly speaking skill via the use real discussion inside classroom also the use of videos supporting shy students to participate since we are make environment as like as real one.

I. 3. Aims:

This study aims to several purposes as well as to investigate the relationship between the use of video technique and development of the speaking skill. Also, highlight the most characteristics and difficulties in speaking skill. In addition to; this study will show us that using video technique in teaching English as foreign language is not passive action. It is very active it is vital process and an important part that play a great role in enhancing the speaking skill of students. And aims to discover the role of video techniques in teaching English language and how can it develop and improve students' speaking skill inside classroom. Moreover; this study will find out the difficulties while using video techniques and suggest some researches and recommendation concerning the use of video in teaching English to develop and speaking skill.

I. 4. Key terms:

Video technique, Technology, Speaking skill, Video-aided instruction, Classroom Setting, Real word. Instructional strategies. Textbooks.

I. 5. Problematic (Main Questions):

There are many types of aids and tools help the teacher inside classroom. Hopefully, our study will help educators better understand and better motivated one of them: video technique. The research question this project sought to answer which were: is video technique an effective teaching method of speaking skill? And if the teachers use it in classroom that raised another question which is: Does the use of video technique improve student' speaking skill and motivate them?

I. 6. Hypotheses (Expect Answers):

The present research is based on two hypotheses that shall be tested and verified through two hypotheses, first of all we hypothesize that if teachers use video techniques they would improve their students' speaking skills and enrich their vocabulary. And we do agree that if teachers use video techniques they would motivate their students in the classroom.

I. 7. Methodology

In the present research, we try to clarify well the role and effectiveness of using video techniques in teaching English and improving the learners' speaking skills at the university level by asking some students which will choose them randomly in second year in Mohammad Khider University about the influence of using this technique in language classroom and English as a foreign language. We intend to use a descriptive method, we will use questionnaires of students to acquire and gather data for this thesis. Moreover, we plan to derive information from any material relevant to their field of interest which is a new and fresh area in our department as far as they are concerned.

Questionnaire is the main data gathering tool in this study; we will give it to second year students in Mohammad Khider University. We use questionnaires to obtain different perspectives and opinions about the subject through students in the English Department, their opinions and standpoint concerning using video techniques and how they can improve and develop students' speaking skills. Questionnaires will be prepared to know how different students feel and think about their level in spoken English and the use of video techniques as a medium between language and students. Whether this technique could help them (the student) to develop and improve their level of speaking as a teaching tool. Moreover; we will know students' reactions and motivations about video techniques, students' opinions about teaching tools are very important to the success of the teaching process; this questionnaire aims to investigate the issue of using video techniques in teaching speaking inside the classroom.

Our population and sampling in this study is about 40 students, the entire population of second year LMD in the department of English at the University of Biskra during the academic year 2012-2013. Our sample has been chosen randomly.

I. 8. Limitation of Study:

As the weaknesses that are explained in this research work are purely in three main points. Finding out the factors and causes leading to the lack of using video techniques in classroom in our department and it is so difficult to encourage the teachers to use video techniques in their lectures to make learning process more effective may be because the teacher have not enough experience how to deal with the use of authentic material in their classroom or time consuming. Hence; finding and providing solutions to cater for enhancing students and teachers to take videos in classroom.

I. 9. Literature Review

Since the 1990s up till the present time, when video become widely available as a teaching resource, English foreign language researchers and educators (e.g., Berwald, 1985; Lonergan, 1984; Allan, 1985; Watts,1987; Harmer, 2001; Dudeney & Hockly, 2001; Berk, R. A., 2009) have asserted the importance of incorporating video material in the learning of language.

According to Korsvold & Rüschoff (1997) that video is no longer considered new technology in language teaching, yet one of the most exciting advances of the 1990's has been the integration of video into the boot of media that can now delivered by computer (Korsvold & Rüschoff, 1997). Some believe that “videos expose students to authentic materials and to voices, dialects, and registers other than the teacher's and provide cultural contexts for that foreign language; Furthermore, videos are thought to provide more motivation and interest to English foreign language students (Altman, 1989).

Broady (1998) claimed that because of video learners have a motivation to communicate with each other and with the teacher. Also Altman (1989) claims to have developed a new “pedagogy” or “methodology” based on video. Moreover; Altman like to use video because video can support any grammatical or cultural topic as well as contextualize grammar and vocabulary by embedding language in a relatively natural context. For this reason, authentic videos are preferred by Altman.

According to Stempleski and Tomalin (1990), authentic videos are “a rich and exciting source of video software for EFL/ESL classes” (Stempleski & Tomalin, 1990, p. 83). Therefore, the case for employing videos for an integrated language skills approach and for teaching after the communicative approach cannot be turned down. In this respect, Terrell (1993) explains the applicability of videos for integrated language learning by giving the example of listening comprehension; he writes: “... Listening comprehension training with [authentic] video materials for intermediate students gives them experiences that cannot be duplicated in traditional classroom limited to instructor/student interaction” (p.22).

Chung & Huang (1998) acquiesce to the previous quote by clearly stating that: “... As more complete video instructional packages are made available to foreign language teacher, they search for ways to make students’ learning experience more active and interesting, similar to those that occur in the real world” (p. 554).

Videos bring language in the context of life in realistic settings to the classroom. Also videos are so close to language reality-containing visual as well as audible cues. In addition to; it is an excellent medium for use in the language classroom. Video offers foreign language learners a chance to improve their ability to understand comprehension input (Harmer , 2001).

The key to finding time for video, for Altman, lies in using short video segments which supplement other materials. He also stresses that video materials must be chosen not primarily for their inherent artistic value but for their ability to fulfill a particular function in a particular

course. Finally, Altman points out that role of the teacher is to foster lively interaction with the video program because even the best book on methodology and the best teaching materials will not work if a teacher is not enthusiastic about the materials. (Altman, R, 1989).

According to the deputy director of Britain's Open University Margaret Johnson (2000);

“I think always to listen and to see something at the same time is useful, particularly if some students find it easier to learn through visual things and other students find it easier to learn through hearing. If you can get the combination of the two then is particularly helpful”. (Acklam & Robertson, 2000. p. 128)

In addition to, the learners who are studying English in a non-English speaking setting, it is very important to experience real communicative situations in which they will learn how to express their own views and opinions, and to develop their oral fluency and accuracy which are very essential for the success of FL communication. The choice of video techniques from materials aid due to the effectiveness into speaking skill and motivating factor to develop the speaking skill and communication ability comes from the belief that video techniques are usually conceived in a format that holds the interest of the most students because they interest in technology in teaching process since we are in 21 century and according to Haddad.W.D. & Draxler.A. (2002):

““Tech” or not to “tech” education is not the question. The real question is how to harvest the power of technology to meet the challenges of the 21st century and make education relevant, responsive, and effective for anyone, anywhere, anytime” (p. 16).

I.10.Organisation of Dissertation:

Foreign language teaching is not merely a process of transforming knowledge, but one which creates situations where students interact and express their thought using the target language. That is to say, learning a foreign language is to speak and to communicate in that language. The teaching of foreign language by its very nature is an interactive process, which involves active participation of both the teacher and the learner. Focusing on the oral skill in

teaching a foreign language is important aspect since the aim is to enable the learner to communicate effectively in a fluent and appropriate language. Indeed, in teaching a foreign language, the teacher uses the oral aspects of the language more than the written one. Therefore, the oral aspect should gain priority for teachers and there should be a consciousness rising about its importance among students.

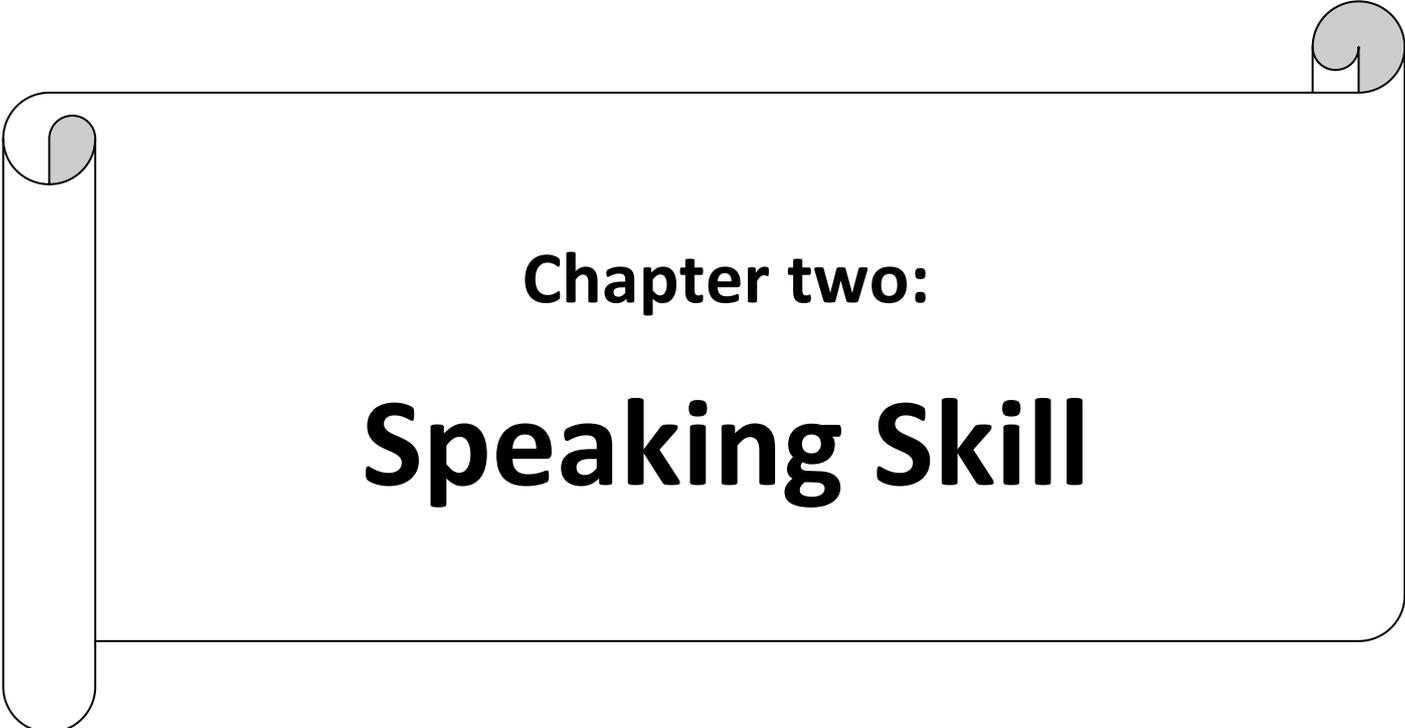
In this dissertation, our work divides into two parts: theoretical and field work part. In the theoretical one, we deal with three chapters each chapter we will discuss certain issues which belong to our topic. The first chapter is an introduction, we give our hypothesis and main question that we have discussed, also our statement of the problem and different researchers' opinions in literature review. In the second chapter we are going to deal with general issues about speaking; definition of speaking, characteristics of speaking performance in addition to some types of speaking activities. Also, we are going to mention some students' problems in speaking. Chapter three aims to highlight the range of innovative uses of video techniques in education with reference to their relative pedagogical value. And defined it as a source and data of information inside the classroom moreover differentiate between the videos and videotext from one hand, and other the types of videos. Then, present the different techniques which the teacher and students could use the video techniques as recording techniques in order to know what are video advantages and the main video problem.

The field work is the fourth chapter in our dissertation, we divided this chapter into A, B and C parts. In A part we are going to describe students' questionnaire and some methodology issue as our case study which is second year students in Mohamed Kieder University in addition to our method that we are going to build our dissertation with. B part is students' questionnaire analysis we deal with all the questions that have been given to the students and analyze them with statistical study by using some graphics and charts. Finally, the part C is collection of results and recommendation to both the students and the teachers in Mohamed Kieder University.

Conclusion

Teachers use video for a variety of reason. Video can breathe meaning and life into nearly any lesson and make it understandable for all learners. While using video techniques in classroom the teacher can provide a common experience for all student, generate interest and stimulate imagination because it is motivation tool in classroom in addition to stimulate the development of critical thinking skill thus which can develop students' speaking skill too.

Teaching with video as an aid reinforce the spoken or written words with concrete images and thus provide rich perceptual images which are the bases to learning. When these materials are used in an interrelates way they make learning permanent. They provide for a great variety of methods. They bring the outside world into the classroom and make the teacher teach efficiently.

A decorative graphic of a scroll with a black outline and rounded corners. The scroll is unrolled, with the top and bottom edges curving upwards at the corners. The text is centered within the scroll.

Chapter two:
Speaking Skill

Introduction

The language is a system of arbitrary vocal symbols, which permit all people in a given culture, or other people who have learnt the system of that culture, communication or to interact. When we speak we do not mean merely uttering words through mouth or the utterance itself letter by letter. It means conveying the message through the words of mouth. Moreover; the learner can hardly understand anything at all, unless the speaker is talking about things the learner is observing, or unless the language being learned is closely related to some other language the learner knows.

Speech plays a great role in our daily lives. Through speech we can express our feelings, ideas and points of view to others. In classrooms especially where second or foreign languages are taught the main thing for most of the students are to speak fluently with the target language. Wallace (1991, p.201) states that for many students who are learning a foreign language the prime goal is to be able to speak it.

In this chapter, we are going to deal with general issues about speaking; definition of speaking, characteristic of speaking performance in addition to some types of speaking activities. Also, we are going to mention some students' problems in speaking.

II. 1. Definition

II.1.1.The Speaking Skill:

Speaking skill is an interactive process of constructing meaning that involves producing and processing information. The speaking skill involves a communicative ability to use language to chat and transmit messages in different and appropriate situations. It is to interact with participants and carry a message of some sort. (Atma, 2010).

In Oxford Advanced Dictionary states that the definition of speaking is to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological (articulator) and physical (acoustic) stage. According to Nazara (2011):"Speaking is a multifaceted construct" (p.30).

Speaking is a basic skill that language learners should master with the other language skills. It is defined as a complex process of sending and receiving messages through the use of verbal expressions, but it also involves non verbal symbols such as gestures and facial expressions. Hedge (2000) defines speaking as "a skill by which they [people] are judged while first impressions are being formed."(p.261).That is to say speaking is an important skill which deserves more attention in both first and second language because it reflects people's thoughts and personalities.

II.1.2.Elements of Speaking:

Harmer (2001) mentions the elements of speaking which refer to the language features that learners should have knowledge about. In addition to the processes of language and

information in the same time when an interlocutor interacts with them. (As cited in Kouicem, 2010, p.27, 28).

II.1.2.1. Language Features:

For speak effectively there are some features which is very necessary to both learner and teacher in order to speak fluently. From that language feature the students could connected other speech by recognizing phonemes in addition to understand the nature of native speaker then their phonological rules. The following features are necessary for an effective speaking (Kouicem, K., 2010, p. 27-28) :

- ❖ **Connected speech:** this ability needs from the speaker of English to produce more connected sounds not only separated phonemes. These sounds may be modified, omitted, added or weakened in the connected speech.
- ❖ **Expressive devices:** English native speakers use effectively the phonological rules which refer to the pitch, stress, volume, speed with the use of non verbal means. These devices help them to convey their intended meaning. Students, then need to have this ability to employing such devices if they want to be effective communicators.
- ❖ **Lexis and grammar:** when learners produce same language function, they often use the same lexical structure. The teacher's role then, is to provide them with different phrases which carry different functions so that they can use them in the different stages of communication with others.
- ❖ **Negotiation language:** learners benefit a lot from the use of negotiation language; they often ask clarification when they are listening to others' talk. So, the teachers have to provide them with the necessary expressions they need when they ask clarification from other speakers. Learners also need to well perform their utterances if

they seek to be understood and clear especially when they can see the other interlocutors did not understand them.

II.1.2.2.Mental/ social Processing:

The necessary processing skills speaking are the following:

- **Language processing**: this refers to the ability of the learners/ speakers to process the language in their minds through putting it in a coherent order so that the other interlocutors can understand it and get the intended messages. Speakers also should be able to retrieve words and phrases from their memories to use them when they are interacting with others.
- **Interacting with others**: most of the speaking situations involve interaction between two or more interlocutors, that is to say an effective speaker need to be able to listen and understand others' talk then reacts through taking turns or keeping the others to do so.
- **Information processing**: this relates to the ability of processing the information in the mind rapidly, i.e. the time speakers get information; they should be ready to respond to the others' talk.(ibd)

II.2.The Importance of Speaking:

In the traditional approaches of language learning and teaching, the speaking skill was neglected in many classrooms where the emphasis was mainly on reading and writing.The Grammar-Translation method is one example, Richards and Rodgers (2001) mention that reading and writing are the essential skills to be focused on however, little or no attention is paid to the skill of speaking and listening. In the communicative approach, speaking was given more importance since oral

communication involves speech where learners are expected to interact verbally with other people. Moreover, the teachers' talk will be reduced; that is to say learners are supported to talk more in the classroom. (Ur, 2000, p.12) declares also that:

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

Today, many second language learners give the speaking skill priority in their learning because if they master this skill then they will be considered as if they have mastered all of the other skills. Furthermore, the main question often given to foreign language learners is "do you speak English?" Or "do you speak French?" but not "do you write English?" We understand that most of people take speaking and knowing a language as synonyms. Celce-Murcia (2001, p.103) argues that for most people “the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication.” The importance of speaking is more revealed with the integration of the other language skills. For instance, speaking can help students to develop their vocabulary and grammar and then improving their writing skill. With speaking, learners can express their personal feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss, i.e. through speaking, we can display the different functions of language. Speaking is very important outside the classroom as well.

Many companies and organizations look for people who speak English very well for the purpose of communicating with other people. So, speakers of foreign languages have more opportunities to get jobs in such companies. Baker and Westrup (2003) support that " a student who can speak English well may have greater chance for further education, of finding employment and gaining

promotion” (p. 05).

II.2.1. Integration between Listening and Speaking:

In discussing aural skills, speaking and listening are two basic skills and are essential in acquiring communicative competence in language learning. So, part of being a proficient speaker is listening to oral language and understanding what is said so that the responses will be accurate. A speaker has necessity to a listener because speaking is rarely carried in isolation, as put by Redmond and Vrchota (2007, p. 120) “speaker are at the mercy of listeners”. Moreover, the listening skill involves a list of processes of perception, interpretation, evaluation, retaining, recalling, and reaction to the speakers (Ibid.). Therefore, listening will not occur in isolation as well, there must be a speech to listen to. Finally, for communication to occur, both a speaker and a listener must take parts in it through interacting and negotiating verbally. The speaker produces comprehensible output, and the listener pays attention and then tries process these output effectively.

II.2.2. Teaching Speaking:

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today’s world requires that the goal of teaching speaking should improve students’ communication skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance (Susanti,2007,p.07).

As it was noted from what Susanti has said; the teaching of speaking has been developed from using only the repetition of drills and memorization to using other techniques as video

techniques that lead students' to express their selves freely and use the language they are learning without any shyness or fear to make mistakes. The use of techniques helps students to improve their speaking skill as well as their communicating abilities.

a. What is teaching Speaking?

What is meant by teaching speaking is to teach English language learners to produce the English speech sounds and sounds patterns. In the same time to use words and sentence stress, intonation patterns and the rhythm of the second language. And to select appropriate words and sentence according to the proper social setting, audience, situation and subject matter. Also teaching speaking is to organize their thoughts in a meaningful and logical sequence. Teaching speaking means to use language as a means of expressing values and judgments and teaching speaking to use the language quickly and confidently with few unnatural pauses, which is called fluency. (Nunan, 2003)

b. How to Teach Speaking?

When teaching young learners we constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow.(Klancar, 2006).

Young learners are like sponges, they soak up every things we say and how we say it. Thus clear and correct pronunciation is of vital importance, since young

learners repeat exactly what they hear. What has been learned at an early stage is difficult to change later on. One rule that applied here is slowly and steadily through constant revision and recycling.

With the help of mixed activities, such as dialogues, chants, songs, poems and rhymes, students speaking abilities grow, their pronunciation gets better and their awareness of the language improves. When applying video techniques in classroom it may help the learner to develop their speaking skill and we have keep in mind that interaction and dissection is importance way in learning. Therefore, increased oral emphasis should be included in our teaching to give the students as much speaking time as possible (Klancar, 2006).

II.3. Characteristics of Speaking Performance:

In recent teaching context, a lot of attention has been paid to design activities which focus more on tasks that are balanced between the need to achieve fluency and accuracy. These criteria are also based upon in the assessment of the oral skills.

II.3.1 Fluency:

The main goal teachers wish to achieve in teaching the productive skill of speaking is oral fluency; it is the main characteristics of the speaker performance. Hughes (2002) defines fluency as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation; otherwise the communication will break down because listeners will lose their interest. To achieve this goal, the teachers then should train learners to use their personal language freely to express their own ideas and then avoid imitations of a model of some kind.

Hedge Tricia (2000, p.54) adds also that:

“The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or appropriate slowness, or undue hesitation.”

So, we can say that fluency is the ability to respond in a coherent way through linking the words and phrases effectively, pronounce the sounds clearly, using stress and intonation, i.e. doing all of these quickly. Hughes (2002) supports also that fluency and coherence refer to the ability to speak in a normal level of continuity, rate and effort in addition to link the ideas together in a coherent way. Speech rate and speech continuity are the key indicator of coherence.

Many of second language speakers think of fluency as the ability to speak fast, that is why they start speaking rapidly without pauses. Thornbury (2005) argues that speed is an important factor in fluency and pausing too, because speakers need to take breath. Native speakers also need to pause from time to time in order to let the interlocutors catch what they said. However, a frequent pausing is an indication that the speaker has problem of speaking. In such cases Thornbury (2005, p. 54) suggests what is called “tricks” or production strategies, i.e. the ability to fill the pauses. The most common pause fillers are "uh" and "um", vagueness expressions such as “short of and “I mean”. Another device for filling the pauses is the repetition of one word when there is a pause.

II.3.2. Accuracy:

Nowadays; most second language teachers emphasized the term of accuracy in their teaching because learners seek more to be fluent and they forget about being accurate. Without structuring accurate speech, speakers will not be understood and their interlocutors will lose interest if they perform incorrect utterances each time. Therefore, paying attention to correctness and completeness of language

form is of more importance for oral proficiency.

(Skehan, 1996, p. 23 cited in Ellis and Barkhuizen 2005, p. 139) define accuracy as referring “to how well the target language is produced in relation to the rule system of the target language”. Therefore, learners should focus on a number of things in their production of the spoken language, mainly, the grammatical structure, vocabulary and pronunciation.

A. Grammar:

According to (IELTS, 2001, p.15 cited in Hughes 2002) the grammatical accuracy refers to the range and the appropriate use of the learners’ grammatical structure that involves the length and the complexity of the utterances in addition to the ability to use the subordinating clauses. The grammar of speech differs of that of writing. Thornbury (2005) lists the following features of spoken grammar:

- Clause is the basic unit of construction.
- Clauses are usually added (co-ordinate).
- Head+ body+ tail construction.
- Direct speech favored.
- A lot of ellipsis.
- Many question tags.
- Performance effects (hesitation, repeating, false starts, incompleteness, syntactic blends).

B. Vocabulary:

Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during speaking. Students often find difficulties when they try to express what they want to say, they lack the appropriate vocabulary, and they sometimes use words incorrectly like in the case of synonyms which do not carry the same meaning in all contexts. Students then, have to be able to use words and expiration accurately. According to Harmer (2001) the knowledge of the word classes also allows speakers to perform well formed utterances.

C. Pronunciation:

English language has been long considered by either native speakers or non native speakers as a difficult language because of its pronunciation. Learners, then who want to develop their speaking skill in English should practice pronunciation overall. They should be aware of the different sounds and their features and where they are made in one's mouth; they have also to be aware of where the words should be stressed, when to use raising intonation and when to use a falling one. All these issues give them extra information about how to speak English effectively and help to achieve the goal of a better understanding of spoken English. Redmond and Vrchota (2007, p. 104) argue that:

“It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood.”

However, if the pronunciation is not correct, the speakers then will not be understood and therefore accuracy is not achieved and broken down the conversation.

II.4. Speaking Difficulties:

According to River, the main goal of teaching speaking is to develop the communicative efficiency. When learners try to express themselves there is a hesitation; cliché expressions which fill in pauses, much repetition and frequent indefiniteness as the speaker seeks the most convenient combination of element to express his intended meaning.(As cited in Boussiada,2010,p.15,16).

These difficulties are due to a lack of interest in the subject, poor listening practice, deficient vocabulary, or lack of self confidence and fear of making mistakes.

A. Lack of Interest in the Subject:

Most of the students in foreign language classrooms stay silent because they have "nothing to say". This may be because the teacher has chosen a topic about which students know very little. Moreover; the common expiration second language learners use when they are imposed to participate in a given topic is "I have nothing to talk about", "I don't know", "no comment" or they keep silent. These expressions are due to the lack of motivation in expressing themselves or the chosen topic they should discuss or talk about. Rivers (1968, p. 192) says that: "the teacher may have chosen a topic which is uncongenial to him [the learner] or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language".

Backer and Westrup (2003) support that many students find it difficult to answer when teachers ask them to say anything in the target language. The learners may have only some ideas to talk about; they may not know how to use some vocabulary or they are not sure of the grammatical correctness. Also, students could not

carry out the discussion on topics that are not interesting for them.

B. Poor Listening Practice:

Listening plays a major role in the interactions that occurs between two or more people. Student may have an experience in expressing himself in the foreign language in a conversation. Therefore, the student does not comprehend sufficient elements in the message to be able to make further contribution to the discussion.

C. Deficient Vocabulary:

Most of the students find difficulties in using the appropriate words when expressing their thoughts so they use the simple form of language. The teacher must be aware of this psychological factor and help his/her students to feel at ease while using the foreign language.

D. Mother Tongue Use:

Second language students of the same mother tongue tend to use it outside and even inside the classroom because they feel more comfortable and less exposed to the target language. According to Baker and Westrup (2003, p.12) “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.” Therefore, the learners will not be able to use the foreign language correctly if they keep on being influenced by the use of their mother tongue. Lack of the vocabulary of the target language usually leads learners to borrow words from their native language.

E. Lack of Self Confidence and Fear of Making Mistakes:

In many classes, some students prefer to keep their ideas to themselves because they are afraid of being corrected by the teacher. However, students’ mistakes must be

corrected, but when the student is attempting to encode his thoughts he should be interrupted as little as possible. This problem reveals more when learners try to participate in the classroom but many factors stop them to do so. Littlewood (1999, p. 93) argued that “it is too easy for a foreign language classroom to create inhibition and anxiety.” Such factors refer to the feeling of shyness and fear of making mistakes and these are due to the development of communicative skills and the feeling of linguistic inferiority. Students fear to make mistakes especially if they will speak to critical audience. Ur(2000, p. 111) states that: “learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts”.

This view is supported also by Bowman et al.(1989) who argue that in teaching speaking you are asking your learners to express themselves in front of the whole class, so this leads many of them to experience the stress when doing speaking activities. To end, stress and anxiety are two factors that also can stop the students from speaking confidently in front of their classmates.

F. Low Uneven Participation:

This problem refers to the amount of each student’s time of talking Rivers (1968) claims that some personality factors can affect participation in a FL and teachers then should recognize them. There are some students who tend to be dominant and take almost the whole students’ talk time. However, others prefer to speak only if they ensure that what they will say is correct, and some others keep silent, show no interest or participation all along the course. Harmer (2001) suggests streaming weak participators in groups and letting them work together. In such cases they will not hide behind the strong participators, and the teacher can achieve a high level of

participation. Another factor that can create problem of participation is the classroom arrangement that may not help students to perform some speaking activities. Bowman et al.(1989, p. 40) support the idea by saying that “traditional classroom seating arrangement often work against you in your interactive teaching”. Low participation is due to the ignorance of teacher's motivation too. If the teacher does not motivate his learners, the talkative ones also will show no interest. So, increasing and directing student motivation is one of the teacher’s responsibilities.

II.5. Speaking Errors:

While speaking, students may make lot of errors. These errors are of different kinds.

II.5.1. Types of Errors:

Hedge (2000) distinguishes between two types of errors (as cited in Hadeef, 2010, p.31):

A. Systematic Errors versus Mistakes:

Systematic errors are errors which appeared in the first stage of studying the foreign language. Learners make this type of errors because of the lack of the foreign language knowledge. However, mistakes are those problems of the performance that are made by learners of tiredness, carelessness and so forth.

B. Global Errors versus local Errors:

These errors are communicative errors. Whereas, the global ones cause misunderstanding to the listener, local errors have to do with what a hearer can understand from an utterance.

II.5.2. Correction Strategies of Errors:

After an observation of different teachers’ corrections during controlled practice, Hedge (2000) makes a list of six main strategies. Hadeef (2010, *ibid*).

- The teacher frowns and says ‘No, you don’t say that. What do you say? Can anybody help Jaun?’
- The teacher repeats a sentence the student has just said, with rising intonation up to the point of the mistake, and waits for the student to self-correct.
 - The student has just produced a present- tense answer to past-tense question from the teacher. The teacher repeats the question, stressing the past tense form, and waits for the student to self-correct.
- The student uses incorrect intonation in a question. The teacher asks the class for an accurate version, then repeats it, asks choral repetition, an individual repetition, and finally returns to the original student.
- The teacher looks puzzled and requests clarification by asking ‘what did you say?’ which the student recognize as indication of an errors. Then the teacher waits for the student to self-correct.
- The teacher moves his or her hand to indicate error, gives the correct version, and asks the student to repeat it.

Even if the above strategies are observed in controlled practice, they are used also in non-controlled practice. All these strategies are constantly used at the moment of making the error during conversations or discussions which will make some problems in the activity and to learners’ way of speaking. Moreover, interrupting learners each time to correct them will go away from the goal of the activity in hand, cut the students’ ideas and the flow of the discussion (p. 32).

II.6.The Role of the Teacher:

The teacher has to play different roles in the classroom at the same time. Harmer (2001, p.275/276) suggests three roles if the teacher is trying to get students to speak fluently:

- ❖ **Prompter:** the teacher should help his/her students when they get lost, or cannot think of what to say next or in some other way lose the fluency the teacher expects of them. Sometimes, the best option teacher can do is to leave the students to struggle out on their own. However, the teacher may offer discrete suggestions to help the students.
- ❖ **Participant:** teachers can participate in discussions or role-plays themselves to prompt covertly, introduce new information this will help the activity along, ensure continuing student engagement, and maintain a creative atmosphere.
- ❖ **Feedback provider:** teachers should be aware of when and how to give feedback in speaking activities because over-correction may inhibit students and take the communicativeness out of the activity. On the other hand, positively and encouragingly correction may get students out of difficult misunderstanding. Everything depends upon teacher tact and the appropriacy of the feedback provided.

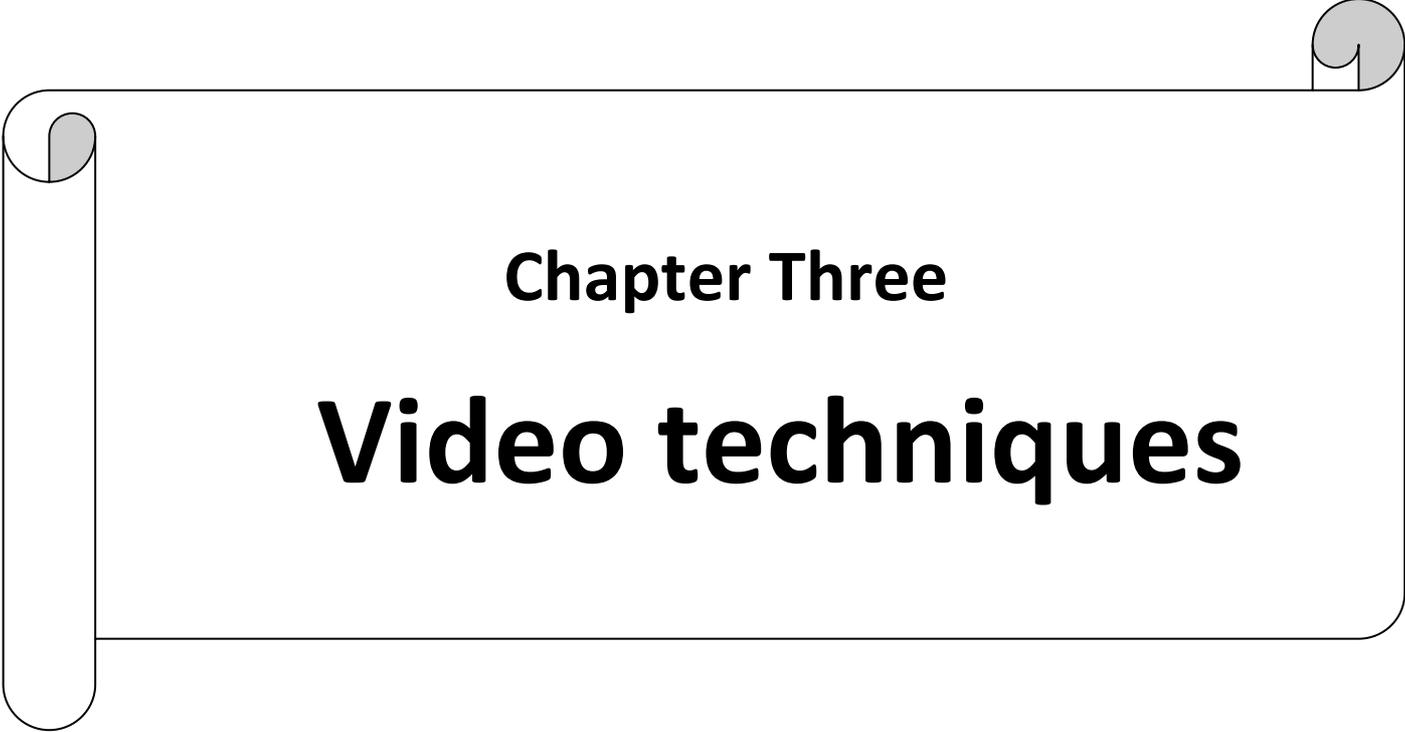
Conclusion

As a productive skill, speaking is a very important process that helps to evaluate learners' proficiency in the target language. It should be one of the basic curriculum designs of second or foreign language teaching, in addition to other skills. Learning to speak entails learner's engagement in communicative situation so that they will activate their speaking capacity. So, the development of oral skill requires students to make active use of the language that is correct in its grammar and pronunciation. That is to say fluency and accuracy are two essential aspects to be developed in classroom interaction.

Teaching speaking is an important aspect in the field of teaching foreign languages. Speaking plays a major role in helping people to communicate with each other. Through speech we can express feelings; ideas and also we can exchange information. According to Wallace (1991):

“The late twentieth has been called ‘the age of communication’, and with some justification. The world is very rapidly turning into ‘the global village’ which has often been predicted. As the pressure to communicate increases, the division”.

So, teaching and learning speaking skill became more effectively when the teacher use diffract materials as video techniques to make the word which student hear more concrete



Chapter Three

Video techniques

Introduction:

Video technique or video tapes have a great importance in the teaching process. Using this aid help the teacher to explain lessons and to motivate student more and more. Nowadays, every teacher and every student knows the need for using video technique as educational aid, but the problem is how to use that technique in classroom. Dudeney and Hockly (2008) note that, “teachers are often far less skilled and knowledgeable than their own students when it comes to using current technology”. (p. 5). Hence, the aim of this chapter is to highlight the range of innovative uses of video techniques in education with reference to their relative pedagogical value. And defined it as a sources and data of information inside the classroom moreover differentiate between the videos and videotext from one hand, and other the types of videos. Then, present the different techniques which the teacher and students could use the video techniques as recording techniques in order to know what are video advantages and the main video problem.

III.1. Definition of Video Technique:

According to Canning-Wilson (2000) that: “video is at best defined as the selection and sequence of messages in an audio-visual context” (p. 319). The teacher use video, CD-ROM in classroom allows second/foreign language learners the opportunity to view and actively participate in lessons at their place (Austin & Haley, 2004). Video techniques help the learners to get the information by putting them in real-life context.

The VideoAktiv Project (2004) notes that film and video are often associated with a classic instructional or transmission pedagogic approach, though even writers from the fifties such as Hoban and van Ormer and Dale did not see the teacher as the only source of knowledge. Hoban and van Ormer (1951) even suggested that appropriate video material could be as good as the teacher in communicating facts or demonstrating procedures. In other words, the

learning of facts or concepts is not dealt primarily by the teacher transmitting information, but because of the interaction between the student and the moving image.



Figure01: the use of video technique inside classroom.

III.2. Videos and Videotexts:

Video is at best defined as the selection and sequence of messages in an audio-visual context (Canning-Wilson, 2000). Interactive language learning using video, CD-ROM, and computer allows second/foreign language learners opportunity to view and actively participate in lessons at their desired pace. While relatively little research has been done to demonstrate how audio-visual aids enhance the language learning process, there are a few that address the issue. Baltova (1994) posits that unlike a student who listened in sound-only 'audio' condition and students who used video and sound condition were more consistent in their perception of the story, in the sense that difficult and easy passages formed a pattern. In

addition, this study indicate that scenes in which utterance were backed up by an action and body language, were considered easier to understand by students (Austin & Haley, 2004).

According to Herron, Hanley, and Cole (1995) suggests that visual support like descriptive pictures significantly improved comprehension score with language videos for English speaking students who were learning French. From Herron, Hanley, and Cole study results indicated that extensive listening was facilitated by the richness of the context visual organizers, such as language videos.

In addition to Canning-Wilson (2000) suggest that the students like learning a language through the use of videos in classroom and almost of the learners preferred action/entertainment films to language films or documentaries in the classroom.

Austin and Haley (2004) notice that target language video can and should be used at each level of second/foreign language study. Also they notice that the time allotted for viewing videos be determined by the learners' level of proficiency.

According to Austin and Haley (2004) videotext is highly effective teaching tools in the classroom. The teacher should preview videos ahead of time to determine their appropriateness (age and language proficiency). Many school districts have their own video libraries from which the teachers can select materials that have already been evaluated.

III.3. Video Tapes:

Audio-visual aids are very important in teaching languages to students especially to non-native speakers. Video is one kind of the aids that are used by teachers. According to Wilson (2008): "being able to see the speakers, their context and body language is a huge advantage to listeners" (48).



Figure02: video in Youtube

III.3.1.The Advantages of Using Videos/films:

Using videos or films in language learning is with a great benefit to both teachers and learners. Harmer (2001) notes that, “to some people videotape is merely a glorified version of audiotape, and the use of video in class is just listening with pictures” (p. 282).

Nowadays, most teachers prefer to use video or film rather than any other aid because it helps to motivate their students and to engage them in the lesson. According to Wilson, video is dynamic because it presents moving images. For students who can't read or write well, it provides a ready-made context. Video can also be controlled; teachers can use the pause button to divide the recordings into pieces. The rewind button is also lifesavers for the confused student.

Harmer (2001) had mentioned that there are many reasons why video can add a special, extra dimension to the learning experience. These reasons are:

- **Seeing language-in-use:**

Video has a lot of advantages one of them is that students do not just hear language, they also see it too. So it will be easy to any learner to understand the language and learn spelling and pronunciation of that language.

- **Cross-culture awareness:**

Using video in the language classroom allows students to at the situations far beyond their classroom. For example, video can be used to give the students a chance to see such things what kinds of food people eat in other countries and what they wear.

Furthermore, Dr-Y-K Singh (2007) says that, “in a film, the child can travel the long distance and move through centuries of time” (247).

- **The power of creation:**

When students use video cameras themselves, they are given the potential to create something memorable and enjoyable. Also the student evaluates and tests his speaking skill by hearing it in recorded video and gives him the chance to develop speaking and listening ability more and more.

III.3.2.Video Types:

Video are of different types. Harmer (2001) had mentioned that there are three basic types of video which can be used in class:

“Off-air” programmers, “real-world” videos, and language leaning videos.

- **Off-air programmes:**

Programmes which are recorded from a television channel are called off-air programme. Some of them are extremely difficult for students to understand, especially where different accents are used.

- **Real-world video:**

According to Harmer (2001) there is no reason why teachers and students should not separately published videotape material such as feature films or wildlife documentaries, etc.

- **Language learning videos:**

Harmer (2001) had remarked that the main advantage of language learning videos is that they have been designed to student with potential abilities. However, the danger of language learning video is that they fail the quality test because the production is poor, and the situation and the language are inauthentic. The teacher's choice, therefore, has to be limited to those sequences which the students will accept and enjoy.

III.4. Video techniques:

Video is an important aid in the language classroom. It helps the teacher to motivate, assess his/her students and to improve their speaking skill. Harmer (2001) mentioned a number of teaching techniques which can be used in video-based lessons.

- **Viewing techniques:**

All of those techniques are designed to awaken the students' curiosity, through prediction activities so that when they finally watch the video sequence in its entirety, they will have some expectations about it.

- **Fast Forward:**

The teacher presses the 'play' button and then fast forwards the video so that the sequence shoots pass silently and at great speed, taking only a few seconds. When it is over the teacher can ask students what the extract was all about and whether they can guess what the characters are saying.

- **Silent Viewing (for language):**

The teacher plays the tape at normal speed, but without the sound. Students have to guess what the characteristic are saying. When they have done this, the teacher plays the tape with sound so that they can check to see if they guessed correctly.

- **Silent Viewing (for music):**

The same technique can be used with music. Teacher shows a sequence without sound and ask students to say what kind of music they would put behind it and why. When the sequence is then shows again with sound, students can judge whether they chose the same word as director/compose.

- **Freeze Frame:**

At any stage during a video sequence the teacher can 'freeze' the picture, stopping the participants dead in their tracks. This is extremely useful for asking the students what they think will happen next or what the character will say next.

- **Partial viewing :**

One way of provoking the students' curiosity is to allow them only a partial view of pictures on the screen. We can use pieces of card to cover most of the screen and remove them one-by-one so that what is happening is only gradually revealed.

A variation of partial viewing occurs when the teacher uses a large "divider", placed at right angles to the screen so that half the class can only see one half of the screen, whilst the rest of the class can see other half. Then they have to say what they think the people on the other side have seen.

- **Listening and mixed techniques:**

Listening routines, based on the same principles as those for viewing, are similarly designed to provoke engagement and expectations.

- **Pictureless listening (language):**

The teacher covers the screen, turns the monitor away from the students, or turns the brightness control right down. The students then listen to dialogue and have to guess such things as where it is taking place and who the speakers are. Also, they guess their age, for example. What the speakers think and how actually they look like.

- **Pictureless listening (sound effect):**

In a scene without dialogue, students can listen to the sounds to guess the scene. For example, they might hear the lighting of a gas stove, eggs being broken and fried, coffee being poured and the milk and sugar stirred in. they tell "the story" they think they have just heard.

- **Picture or speech:**

Teachers can divide the class in two so that half of the class faces the screen, and half faces away. The students who can see the screen have to describe what is happening to the students who cannot. This forces them into immediate fluency while the non-watching students struggle to understand what is going on, and this is an effective way of mixing reception and production in spoken English. Halfway through an excerpt the students can change round.

III.4.1.The Use of Videos or Movies to Teach Culture in Classroom:

Since cultural study is really important, many researchers have studied the ways of teaching culture in the ESL classroom, and the use of movies in the culture classroom is not new. Sarah and Patricia (2009) stated that, the imagery and sound of film has the power to capture attention and spur thinking in a way that words don't, viewing an entire film is necessary to explore a several issue such as cultural proficiency.

Researchers believe that through movies, students can understand the deeper meaning of language and the connotation of culture. This is especially true for most second language learners, who lack the authentic English language-learning environment.

III.4.2.Strategies for Recording Video:

A. Recording Video:

Sometimes the teacher need to give his students the chance to learn the language by putting them in real context, and he/she asks their students to do a fieldwork which is record a video in order to organize their wrong pronunciation and evaluate their speaking skill. Also learn different cultural context and body language. For that reason the student have to know the strategies to record a video. Derry (2007) suggests a several strategies to the students in

order to benefit well from recording video as a fieldwork, according to Derry (2007), which strategies are:

✓ **Conduct fieldwork strategically (planned the fieldwork):**

It is importance to student to have a plan to his fieldwork and has to responsive to what you find. Furthermore, that plan of fieldwork has a relation to your questions as fieldwork unfolds, both in the interactional real-time of recording events and across the local history of events seen as you step back to view the progress of your study.

✓ **Treat yourself as a recording device:**

Students 'experience in the field of recording a video is important, but what they bring back from that experience and its utility for later analysis are equally or more important. There are two practical aspects to fieldwork. First, the students should capture by recording it what is happening, as best they can. Second, they should provide an index of these recordings that will later allow them to locate particular events or utterances in a (probably) rapidly growing collecting of such recordings. Having an experience that is not captured or even a reversible chain of notes and inscriptions is (for students and teacher purposes) much less valuable than having an experience you can later document clearly.

✓ **Separate observations from inferences:**

the video which are student recorded became as an data to provide information to his classmate and his teacher so the students must distinguish between what he observed and how it unfolded (both candidates for observational notes), on the one hand, and why it happened in a particular way or what it means (both candidates for analytic notes), on the other. In addition to, the student who are recorded have to give his capacity to remember what he saw or heard will quickly be overwhelmed by the volume of information which he encounter in

the field, also should treat his writing in the field as an archive that distinguishes between analytic and observational notes.

✓ **Build students' analysis:**

It is finale analysis or even the phenomena described or explained in that analysis. According to Derry (2007) the student while recording the video of fieldwork he feels like a mechanical recording device, on the one hand, but also remain adaptively open to finding things that student might not have imagined while planning his research, on the other. Yet this is exactly the problem of fieldwork. What turns out to be “most important” for your analysis might not present itself clearly as you are in the field but instead might occur to you later, as you fill in gaps in field notes and in content logs of audio or video recordings.

B. Minimal Video Recording tools:

In order to record a video from the teacher or even the students they need a certain material or tools to make a very high quality video as a good data information that they can use it as a sources to teach and evaluate students' speaking skill. According to Derry (2007) they need to:

✓ **Camera DV:**

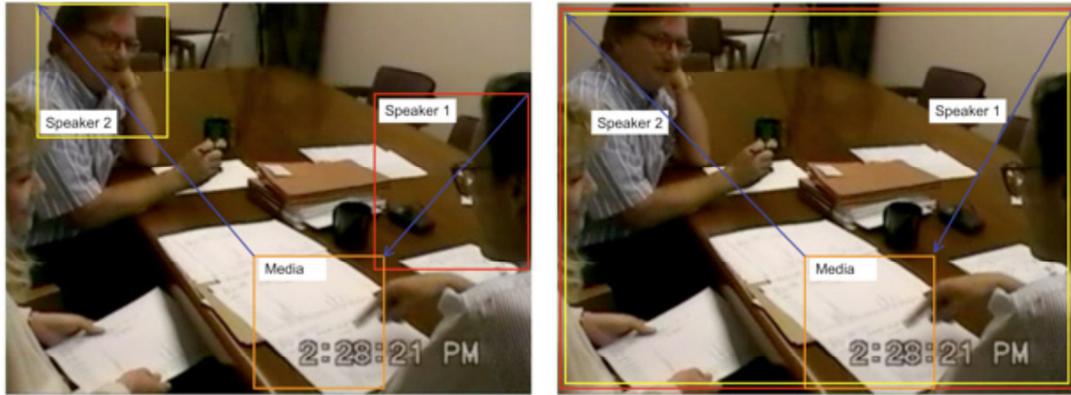
Derry (2007) describes the camera as a mini-DV camera should have an image stabilization feature (for hand-held use) and true stereo (left/right) audio separation. A rechargeable, long-life battery (i.e., one that will last more than three hours) is also highly desirable. A good quality, screw-on wide-angle lens is also very useful, particularly when the researcher is filming in restricted spaces. Use a camera into which tapes can be loaded while the camera is attached to a tripod.

✓ **Microphones:**

Several types of mics are useful. Almost any external mic will do a better job of sound capture than will the camera's built-in mic.

✓ **Tripod, earphones, gaffer's tape, and camera bag:**

By attaching your camera to a good quality tripod, you will be able to smoothly pan and zoom (see below) and lock the camera in a fixed position when you are busy with other things. It is good to check your sound with earphones at the beginning of a recording and again periodically while recording. A video record with weak audio will be of little use later. Gaffer's tape (black, cloth tape) will allow you to tape down the legs of the tripod (and anything else you don't want to send crashing to the floor) without leaving marks on furniture or other anchoring objects. A durable, spacious camera bag should allow one person to carry the entire rig in one hand while carrying a tripod in the other. This kind of rig can be treated as a unit, and as you take more units into the field, your options for capturing multiple video and audio streams increase accordingly. Later in this chapter, we discuss at greater length the use of multiple cameras (Derry, 2007).



Panning with tight zoom... loses interactional context



Zooming with minimal panning... preserves context

Figure04: recording video technique

III.5. Other techniques to use video:

The VideoAktiv Project (2004) classifies different techniques according to different approach and that table clarifies those techniques:

What do you want to do?	Technique	Description
Show an action that cannot be physically brought into the classroom	Realism	An outdoor event, a performance, wildlife, a medical operation, an action that takes place far away or in

		the past... These phenomena can still be observed, analyzed, interpreted, and discussed by your students through audiovisual work. Check for existing material. If you want something more specific, make your own production.
Show an action that cannot be physically observed	Simulation	<p>A situation is staged to resemble the actual event. Reasons to choose for simulation rather than a real life recording:</p> <ul style="list-style-type: none"> • Safety • The action took place in the past • Rare situations (hard or expensive to shoot in real life) • You want to show alternative versions: a good and bad example <p>Check for existing material before making your own.</p>
Demonstrate a concrete procedure	Instructional	The video is made chronological and shows the different stages in a specific process
Give examples on the subject matter	Illustration	Concrete situations that illustrate the subject matter, makes it easier for the students to understand and memories.
Record a lecture or presentation	Talking head	The subject speaks directly into the camera. The point of view is that of the audience. When looking at the tape it feels as if the speaker addresses the viewer.
Record somebody's reflections/ reactions /describing their reflections	Think aloud Video diary Interview	Video diary: subject talks before the camera alone Interview: reflections triggered by another person
Record an event to observe	Fly on the wall	The camera is fixed at one

and analyze later		point and registers. You can use this technique when there's no script prepared. The subject does not change place too much nor needs different focuses (detail – overview). Afterwards you are able to play back and discuss.
Record an event to archive and consult later	Archive	Depending on your possibilities, the quality you want to obtain and how complicated your seminar/workshop/conference is; you can use several camera angles and/or use personnel for moving cameras. The event can be edited by direct mixing or the rushes can be organized later in an editing program.
Make students observe their own behavior	Role playing	Video serves here as a mirror for the students to watch themselves in their professional situation. Through simulation of the work environment, students can experiment with different roles and behaviors. Record and play back. Now the students can analyze and discuss with fellow students what can be better. If possible, this can also be recorded in a real life situation.

Table 01: choosing the approach that best suits your goal “video techniques” (The VideoAktiv Project, 2004, p.22-23).

In the table above videoAktiv Project (2004) notice the different techniques in order to make or use video inside classroom, those techniques classified according to different approach in learning and teaching process.

III.6.Video problems:

In order to use video successfully in class, teachers need to be aware of a number of potential problems. Harmer (2001) had described some of those problems.

➤ The “nothing new” syndrome:

Just switching on the monitor in a classroom is not especially exciting for a television (and the internet) viewing population. Both the teachers’ choice of video material and the way they exploit it, they have to provide video activities that are unique learning experiences and do not just replicate home television viewing.

➤ Poor quality tapes and Disks:

Poorly filmed and woodenly acted material will not engage students who are used to something better. When deciding whether to use a video tape or a disk, teachers have to judge whether the quality is sufficiently good to attract the students’ interest.

➤ Poor viewing conditions:

Teachers have to be sure that students can see and hear the video. The monitor must be big enough for the people at the back of the class to see the screen clearly.

➤ Stop and start:

Some students become frustrated when teacher constantly stop and start the video, only showing little bit at a time. It can also be extremely irritating if a teacher fails to show the classroom how the story ends.

➤ **The length of extracts:**

Some people think that more than two or three minutes of video sends students to sleep. Others, however, like to show the students whole programmes.

Short video sequence of between one and four minutes can yield a number of exercises, and demonstrate a satisfying range of language. They are easier to manipulate, and can be highly motivating. Such short extract are usually the best option. However, when we want to use longer ones because of the topic, or because it is impossible to extract good short extract, we will need to design activities to keep our students involved.

➤ **Fingers and thumbs:**

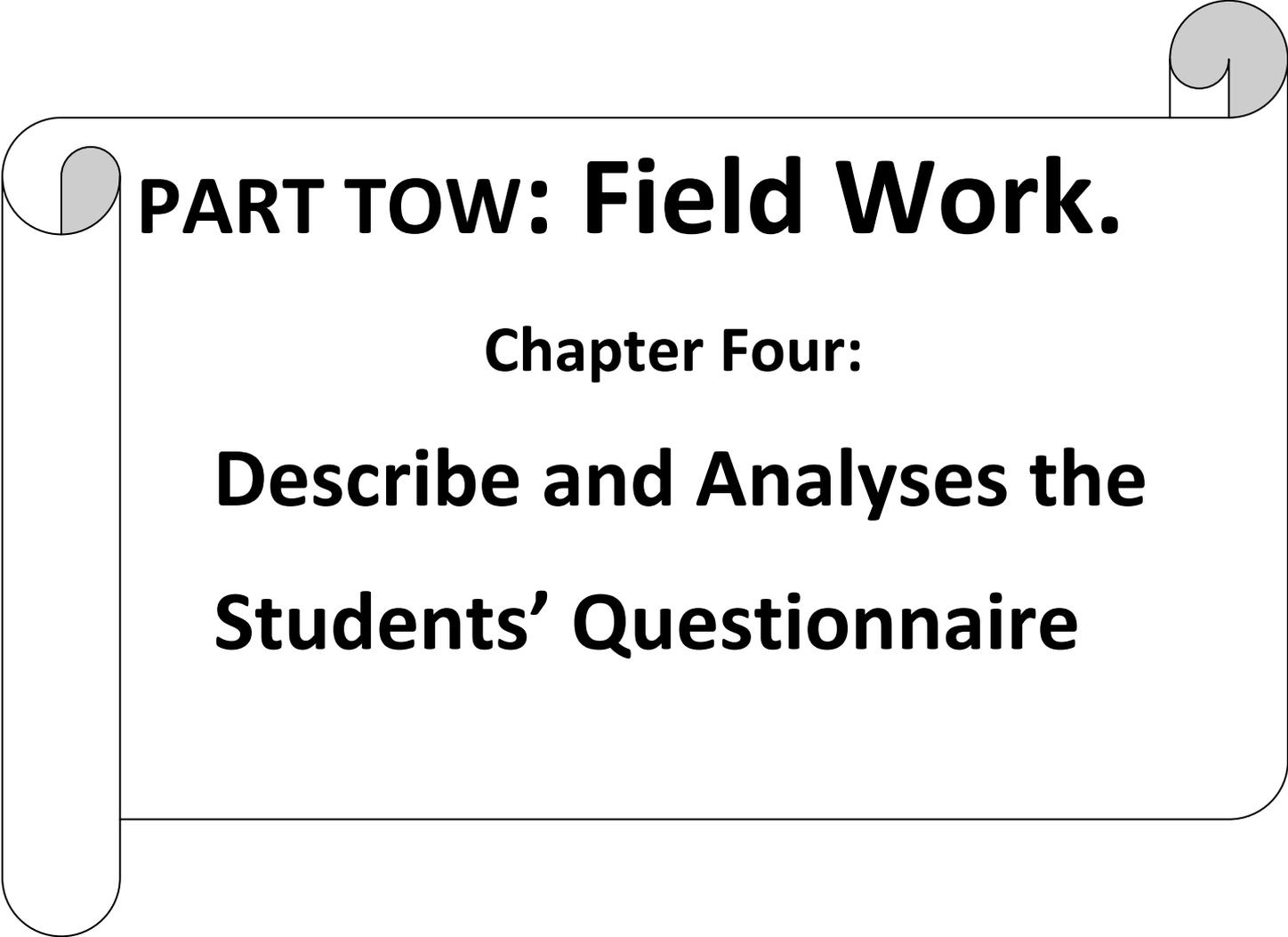
Students can be irritated by teachers who cannot find what they want or get back to where they have just been on the tape or disk. Teachers themselves become frustrated when the machine does not work the way they want it to the only answer for teachers is to familiarize themselves with the system they are using.

Conclusion:

Video techniques are of various forms. Each technique may be used a little different ways by both teachers and learners. The correct use of video techniques help the teachers to benefit more from it whether in improving the students' speaking and listening by putting them in real context or in motivating and engaging them in learning atmosphere.

In this chapter: video techniques, we have tried to defined video techniques and other types of video. Also, we tried mention how video techniques work and how both teacher and students can use it in an easy way. In addition to, state some kind of activities through which the teacher and students can discover other culture and learn language pronunciation. Then we have seen a different video problem which faced both teachers and students.

As we have shown in this chapter, video techniques expand the reach of education. Barriers of time and of place are breaking down, allowing students to learn in much different and more profound ways than ever before. Truly, video techniques are more than just a "nice to have" technology in education. Today, it is essential to improving student achievement and preparing them as professionals in the global economy and develops students' speaking skill.

A decorative graphic of a scroll with a black outline and rounded corners. The scroll is partially unrolled, with the top edge curving upwards. There are three grey circular elements: one on the left side of the scroll's edge, one at the top right corner, and one at the bottom left corner.

PART TWO: Field Work.

Chapter Four:

Describe and Analyses the Students' Questionnaire

A

Describe Students' Questionnaire

Introduction:

To investigate the role of using video techniques in teaching speaking, we thought of the necessity to involve second year students in Mohamed khieder Biskra at English Department in this study, by including their view point's concerning the subject under investigation. Students' opinions were gathered in a form of questionnaire which is discussing the same issues that have been stated in theoretical part of the theme.

In the previous three chapters, we have presented what researchers discuss about our topic. In the first part of this chapter, we will speak about the methodology used in this research and the research tools used to gather data briefly. In addition, we will talk about our population and the sample of study. In the second part of this chapter we will analyze students' questionnaire which give it at Mohamed khaieder Biskra.

IV. 1. Methodology:

In this dissertation we have to fellow the descriptive method which may be used to provide an accurate description of events. Description is a major goal of scientific inquiry. Because behavior is so varied and occurs in so many settings, social scientists have developed many ways of achieving this goal. Observation, case studies, and surveys provide descriptions of behavior. Such descriptions allow us to understand more fully the behaviors in question. Also we have used the descriptive method because it used simply to explore a phenomenon. Descriptive methods may be used in correlational studies designed to test hypotheses about the relationships between correlational methods are used; causal conclusions cannot be made about the reasons for the relationships examined. (Brown, Kathleen W, Cozby, paul C, Kee, Daniel W, Worden, Patricia E, 1999, p.75,76).

IV. 2. Data gathering tools:

In order to gather data for our research we intend to use questionnaire as a data-gathering tool. To investigate the role of using video technique to develop students' speaking skill, we thought of the necessity to involve only second year students in this study by including their viewpoints concerning the subject under investigation and build our dissertation from learners' opinion which have been gathered in form questionnaire.

The students' questionnaire was supposed to be administered to the whole population of second year English classes at the Mohammed Kheider University of Biskra. It was not possible to include them all in the study, and therefore a sample was needed. Students' questionnaire includes both open-ended and close-ended questions. Their primary objective is to give the students an opportunity to give their opinions concerning the use of video technique and its effects toward their speaking skill.

IV. 3. Population:

According to Nawaz (2005) "It can be defined as a selected sample of a population studied to gain knowledge of the whole" (p.25). The population of this research is second year students at the English department at Mohammed Kheider University of Biskra. There are (12) classes and the amount of students is (500). According to River "it is generally admitted that the early stages of foreign language learning must be largely taken up with the thorough drilling of language forms and sequences, so that intra variable associations are developed and the student learn to produce correct forms of utterance without concentrating on putting the element together" . (As cited in Hadeif , 2010, p.43). This is the reason why we choose second year students as a population for our study.

IV. 4. The sample:

Because of the work with the whole population is impossible, we selected a sample from a population consisting of (12) groups. The sample was randomly selected from about (500) student. Second year EFL learners at the University of Biskra during the academic year 2012/2013 are (12) groups. Each group contains (41) to (58) students. We selected randomly one (01) group from (12) groups and gives them the questionnaire in order to collecting data.

IV. 5. Descript Students' Questionnaire:

The questionnaire which have been given to the second years students at the English department in the university of Mohamed khaidar in Biskra, are divided into two section and every one describe certain character in student and their opinion about our topic. This questionnaire consists of twenty-one (21) questions which are arranged in a logical way. They are either closed questions requiring from the students to choose „yes“ or „no“ answers, or to pick up the appropriate answer from a number of choices or open questions requiring from them to give their own answers and justify them. The questionnaire is open and open-ended question which leads us to know students' opinion and suggestion. First section is a general background about the students themselves, in this section there are five questions (5) which related to the gender (Q1), study stream (Q2), the choice of English branch (Q3) and what is the favorite module between written and oral expiration (Q5), also we ask them about their level in direct way to see whether their level is improving or not (Q4). Second section is dividing into three major parts, students' attitudes toward the speaking skill, students' attitudes towards video techniques and students' knowledge about the use of video. In the first part which is students' attitudes toward speaking skill we try to seeks information about some aspects of the speaking skill. In the first part, students are asked to pick the most important skill that need to be developed most: speaking, listening, writing or reading (Q6) then we ask

them what the main speaking difficulties are from pronunciation, lack of vocabulary and structure, lack of practice, the use of mother tongue or all of these speaking difficulties (Q7). This question seeks information about how the teachers give the students the opportunity to speak in classroom (Q8). In (Q9), students are asked if the time of oral expiration module is sufficient or not. In the second part which is students' attitudes towards video techniques. The first question of this section seeks information about students' awareness of the type of teaching aids that their teachers use it in classroom (Q10) and whether they use video in the lectures (Q11) and (Q12). The next question investigates the students' opinion about the necessary of the use of video techniques to develop their speaking ability (Q13) and if it helpful is speaking skill we ask them say what the most video effectiveness in speaking ability (Q14). In (Q15), students are asked if the use of video techniques motivating tools and then they had to explain their choices also whether this techniques save time or not (Q16). In the third part from section tow, we try to peek up students' knowledge about the use of video. In (Q17), ask student what they prefer more: to read a story, watch a film or listen to a song, then they had to explain their choices. This question seeks information about the role of video techniques in teaching speaking skill (Q18), also we intend to ask them about their attitudes if their teacher ask them to record a video as a project or field work (Q19). Finally, students are asked to suggest any things about the use of video techniques.

B

Students' Questionnaire Analysis

IV. 6. Data analyze:

After collecting data from students' answers we will analyze the results. The analysis could help to obtain information concerning the use of video techniques and if they have any information about it at the English department at Biskra University and it could also help us to understand the objectives of applying video techniques and whether those technique are beneficial or not in developing students' speaking skill.

IV. 7. Analysis of students' questionnaire:

Section One:

I. General Information:

1. Gender:

presences	Male	female	total
participants	09	31	40
percentages	22.5	77.5	100%

Table 02: students' Sex Distribution.

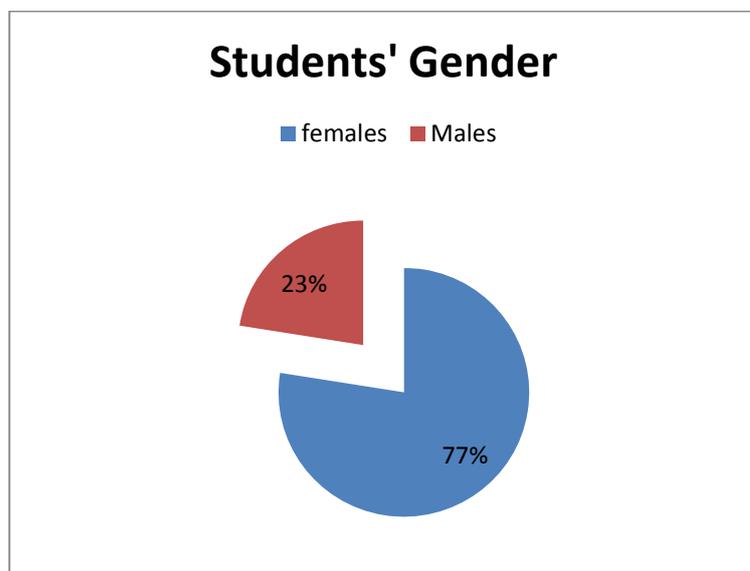


Figure 05: Diagram representing students' gender

Comments:

From the table above we notice that the number of females is higher than the number of males, the high number of females enrolled in the department of English at the University of Biskra proves the common belief that females have more tendency towards studying foreign language and English in particular. It means to get a profession as language teachers or interpreters which are commonly consider as feminine jobs in this county. Males generally tend to prefer scientific and technical branches (computing, technology, etc).

2. Study stream:

BAC stream	Literature	Scientific	Methmatiques
Participants	28	10	2
Percentage	70%	25%	5%

Table 3: students' stream

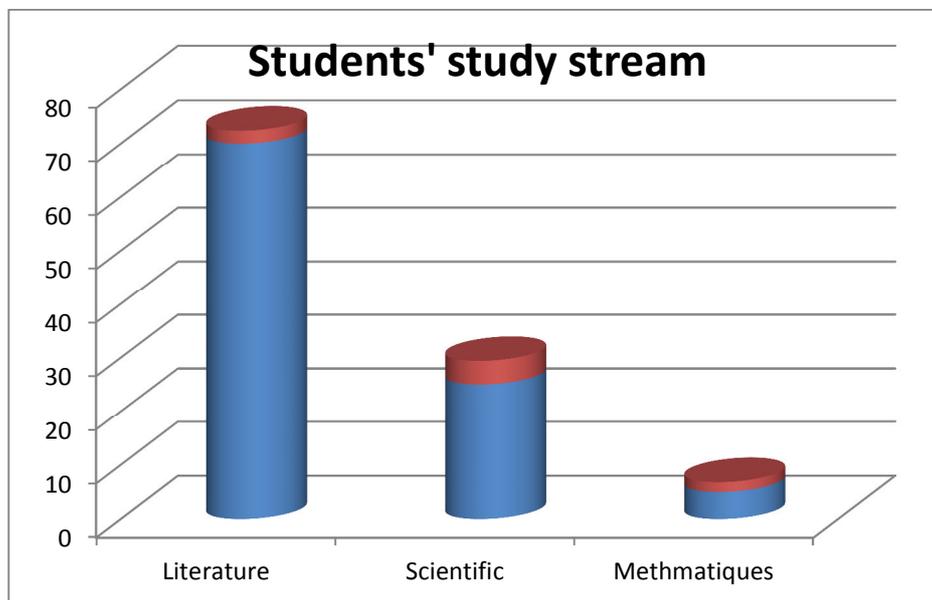


Figure 6: Diagram representing students' BAC stream.

Comment:

We notice that 70% of the learner is literature and 25% who are lean a scientific stream and the other are math or technical branch 5%. Generally the students of literature both specialist humanistic or foreign languages are choice to complete their specialist and study English language however some scientific and technical learner who want to change and choice the international language.

3. The choice of English branch:

	personal	Imposed on you	No answer
Participant	33	5	2
Percentage	82.5%	12.5%	5%

Table 4: students' choice of English branch

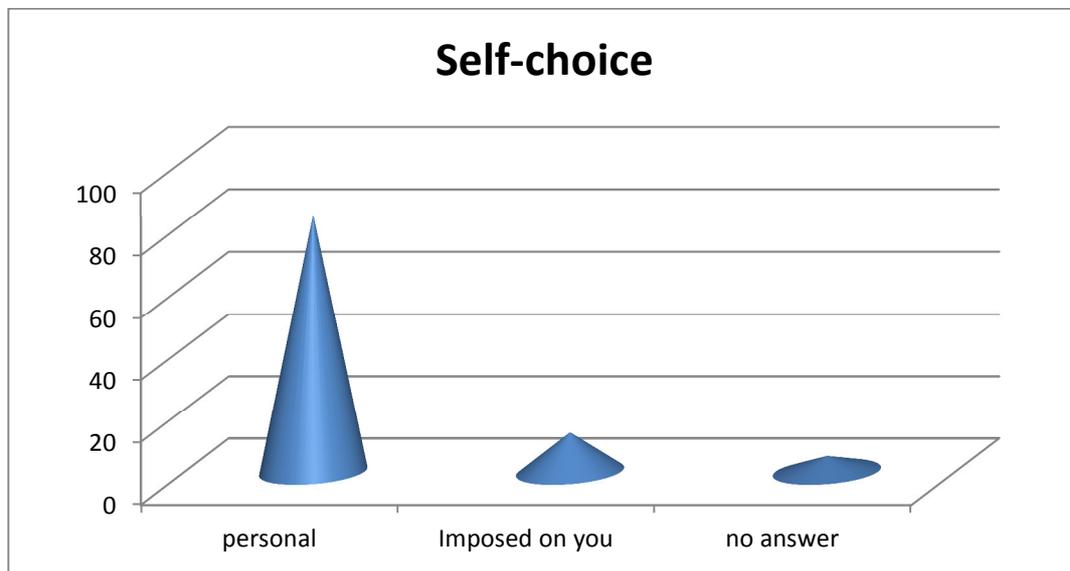


Figure 7: **Diagram representing self-choice of English language.**

Comment:

From the table and the figure above, we notice that the most student (82.5%) study the English language as a branch in university is their personal willingness, and only (12.5%) students whom their choice of English imposed on them.

The students whom choose the English branch they justify why question by saying that they love English language and they can understand it easily more than other languages, however the students' whom their choices are imposed on them, they did not choose English by themselves but their parents have urged them to do so or their bacculaureate average does not allow them to study the field they want.

4. Level improving:

	Yes	No
Level improving	28	12
Percentage	70%	30%

Table 5: students' level in English language.

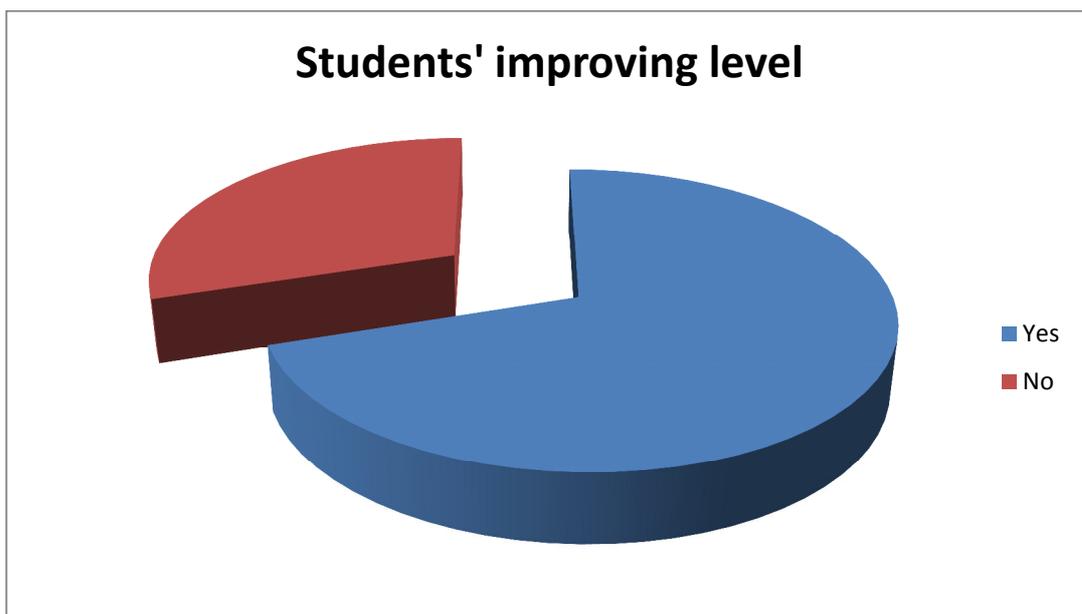


Figure 8: Diagram representing students' improving level in English language.

Comment:

We notice from the table and the figure that 28 students (70%) from our sample their level is improving and 12 students whom feel that their level don't improving after tow year while studying English language at Mohamed kheider university and that weakness refers to different reasons and the our topic is one of them.

5. **Favorite model:**

	Oral Expiration	Written Expiration	Both of them
Participants	25	12	3
Percentages	62.5%	30%	7.5%

Table 6: students' favorite model.

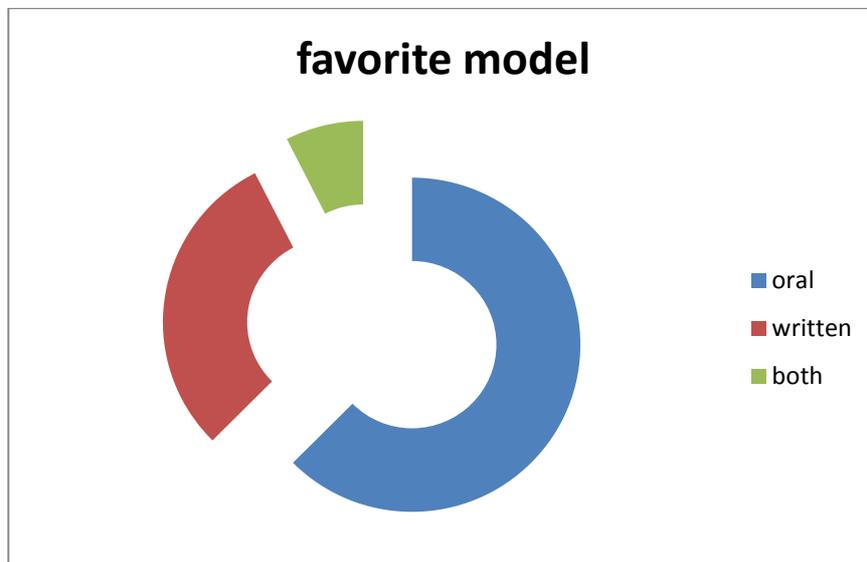


Figure 9: Diagram representing the favorite model to the students.

Comment:

The table above indicates that (25) participants (62.5%) represented that oral expiration are the most favorite model, whereas written expiration is favored to (12) student and (3) student mentioned that they like them both. From the description of table and figure, and all we know that the most important skill to the students' is speaking skill and they prefer the oral model because they expressed their feeling and motivating freely.

Section tow:

Students' attitudes towards speaking skill:

6. Classify the following according to their importance:

Rank	first	Second	Third	Fourth
Skill	Speaking	Listening	Writing	Reading
participants	18	13	4	5
percentages	45%	32.5	10%	12.5%

Table 7: The four skills according to their importance.

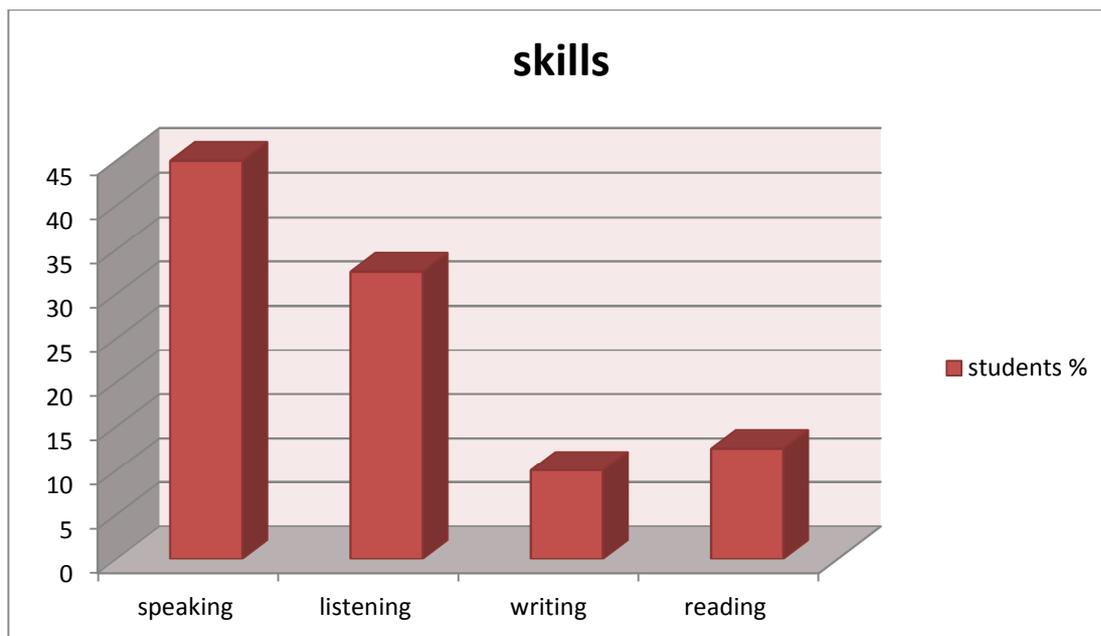


Figure 10: Diagram representing the organization of skill according to their importance to the students.

Comment:

The table above indicates that (18) students (45%) reported that speaking is the most important skill, whereas listening comes in second rank with (32.5%) of the total responses. These two importance skill are the main components of the oral expiration course, which is a basic module in the program of second year students.

7. The main speaking difficulties:

The main speaking difficulties	Participants	Percentage
Pronunciation difficulties (A)	8	20%
Lack of vocabulary and structure (B)	13	32.5%
Lack of practice (C)	11	27.5%
First language inference (the use of mother tongue)	3	7.5%

(D)		
All of these (E)	5	12.5%

Table 8: students' speaking difficulties.

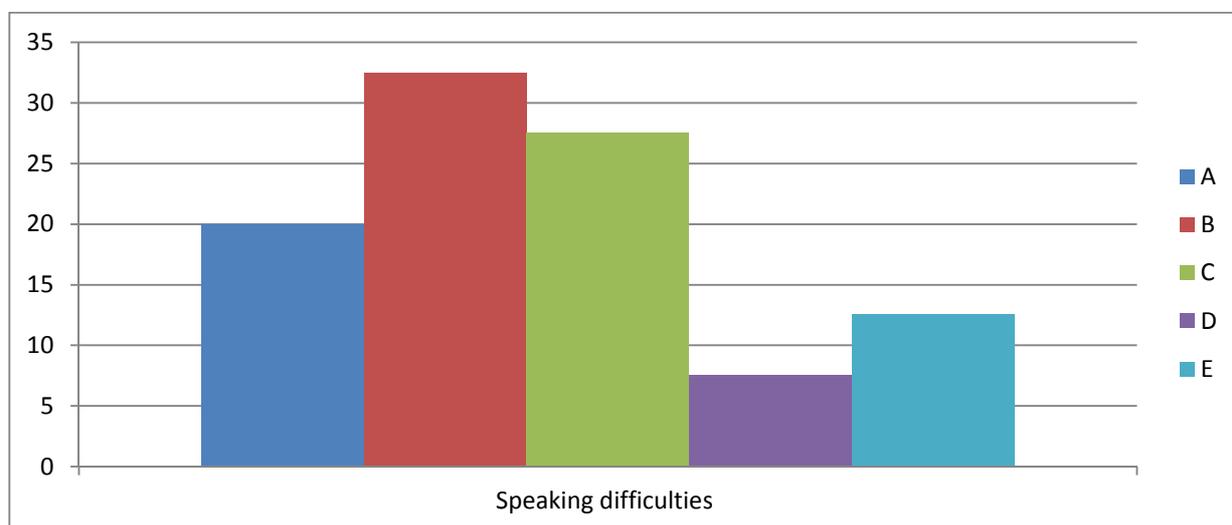


Figure 11: Diagram representing students' speaking difficulties.

Comment:

➤ **A/ Pronunciation difficulties:**

When asked to determine their speaking difficulties, eight participants (20%) reported that pronunciation is one of the problems that they face in oral skill. Hence, the problem is a result of learners' educational background in which pronunciation practice was almost absent; it means that the learners did not see and hear different pronunciation of English speaker as British people or American. And they didn't listen to the sound then see the spelling of those words. Student didn't communicate by using English language in the previous years

➤ **B/ Limited range of vocabulary:**

Out of 40 participants, 13(32.5%) argued that their range of vocabulary is their main speaking problem. This is a result of the lack of knowledge of the language features (syntax, semantics).

➤ **C/ Lack of practice :**

Out of 40, 11 participants (27.5%) argued that their main problem in speaking is the lack of practice. This later can be a result of the following problem, which is the lack of self-confidence and fear of criticism and those problem represent another major problem that learners can face in the oral skill. These later results from students' shyness fear of making mistakes and criticism. Thus, all the above factors lead to the lack of practice and self-confidence which does certainly hinder the learners from developing their speaking skills and may when we use the video as to give the student the real life station in order to decreases their shyness and develops their self-confidence.

➤ **D/First language inference (the use of mother tongue):**

Out of 40 participants, 3 participants (7.5%) argued that the main speaking difficulty to them is the use of mother tongue but it's a minimal percentage because the most of teacher in English department don't use the mother tongue in their lectures also they support only the English language inside the classroom.

➤ **E/ All of them:**

out of 40 participants, only 5 participants (12.5%) whom said that the main difficulties in speaking and they could not develop their speaking skill because of the use of first language or the mother tongue, luck of practice, luck of vocabulary and structures and pronunciation difficulties.

8. How often the teacher does give you the opportunity to speak?

Rank	Always	Sometimes	Rarely	Never
participants	12	17	7	4
Percentage	30%	42.5%	17.5%	10%

Table 9: students' opportunity to speak.

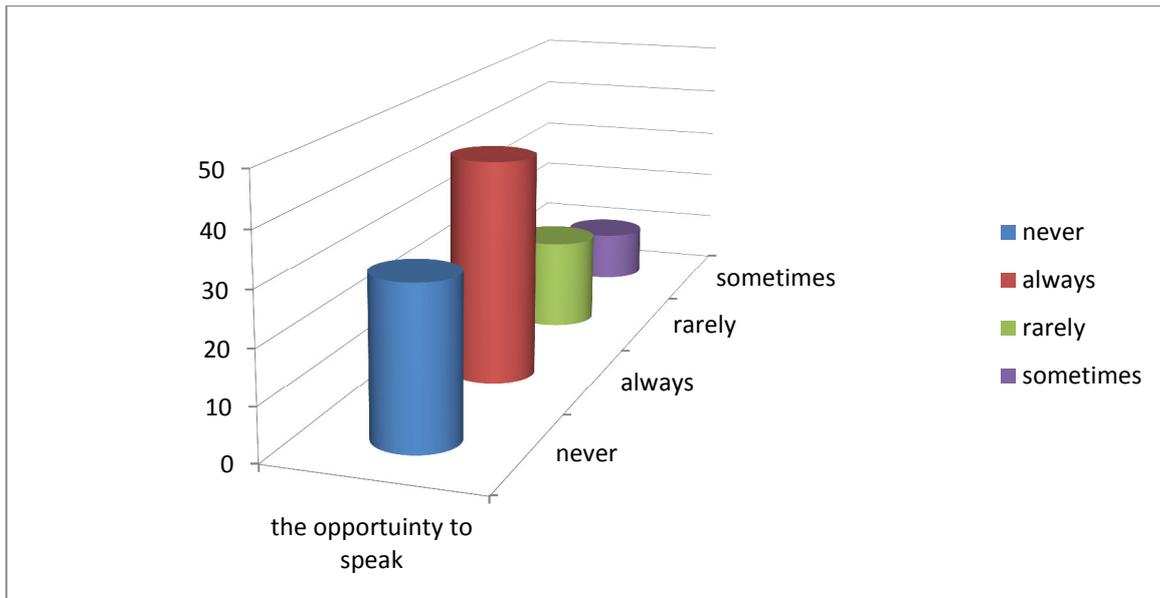


Figure 12: **Diagram representing the opportunity to speak.**

Comment:

Out of 40 participants, (42.5%) have claimed that their teacher sometimes gives them the opportunity to speak in class room, and only (30%) and (17%) between always and rarely. Some students don't speak in the classroom may be because their shyness or fear to make a mistakes that's way said that his/her teacher didn't gives them the opportunity to speak in classroom and as all we know in oral expiration all the student have the same chance to speak but some student feel burring and they want some material which motivate them.

9. **Do you think the time allotted for oral expiration module is sufficient?**

Rank	No	Yes
Participants	26	14
Percentage	65%	35%

Table 10: the time of oral expiration module.

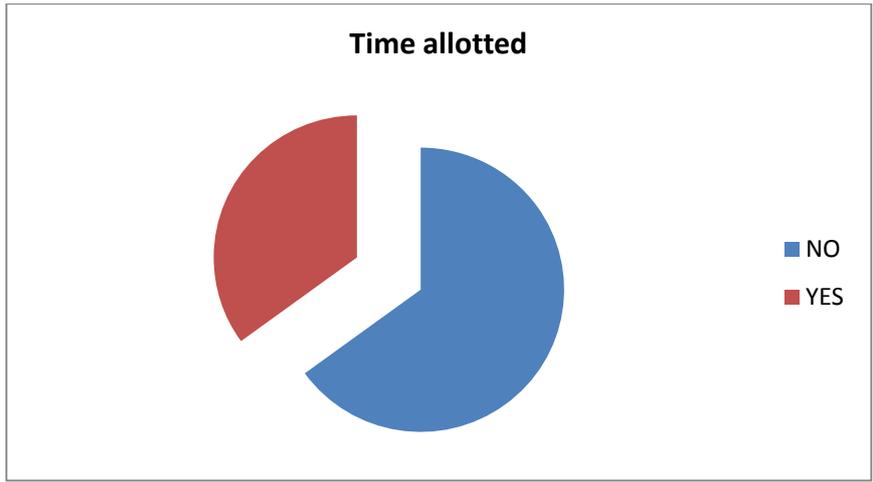


Figure 13: Diagram representing students’ opinion about the time of oral module.

Comment:

The majority of participant (65%) agrees that the time of oral expiration is not enough whereas the other (35%) they view one and half hour is enough. Many students suggest to add another sessions in a week as three section per week instead of tow and the course should include more than one activity and more practice to their speaking skill.

Students’ attitudes towards video techniques:

10. What types of teaching aids are used by your teachers?

Rank	Audio aids	Visual aids	Audio-visual aids
Participants	18	13	9
Percentages	45%	32.5%	22.5%

Table 11: the types of teaching aids

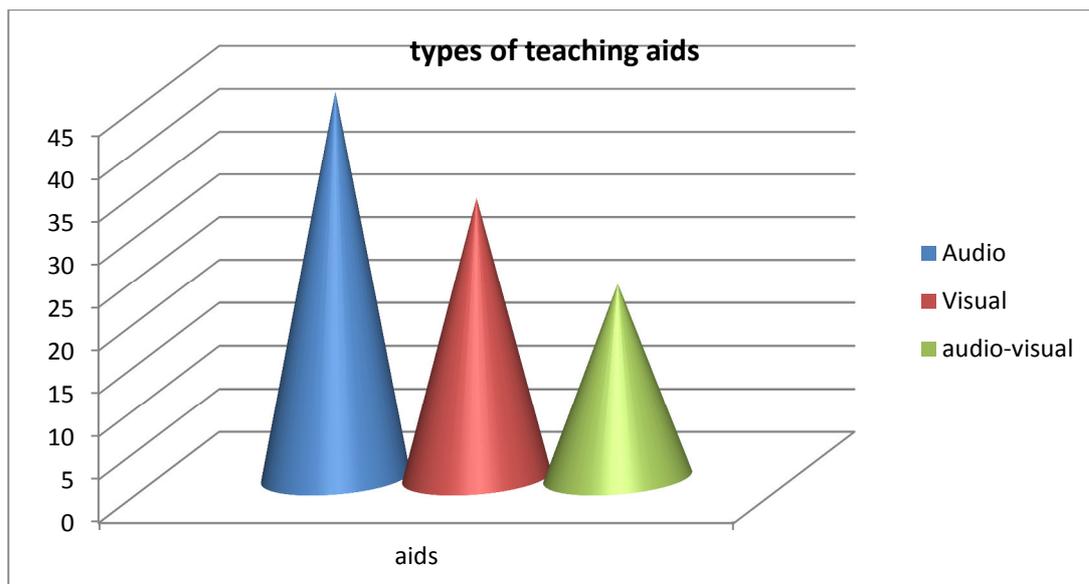


Figure 14: Diagram representing the types of teaching aids that the teacher used it in classroom.

Comment:

The table shows us 18 participants (45%) said that their teacher use the audio aids in their courses and only (22.5%) use audio- visual aids however (32.5%) they use the visual aids. We notice from students’ answer that their teachers the most aids that usually use it is the audio as radio record or use language laboratory. As well as they use the video and data show in oral course.

11.The use of video: Do your teacher use the video in your lectures?

Rank	Yes	No	Sometimes
Participants	11	17	12
Percentage	27.5%	42.5%	30%

Table 12: the use of video technique.

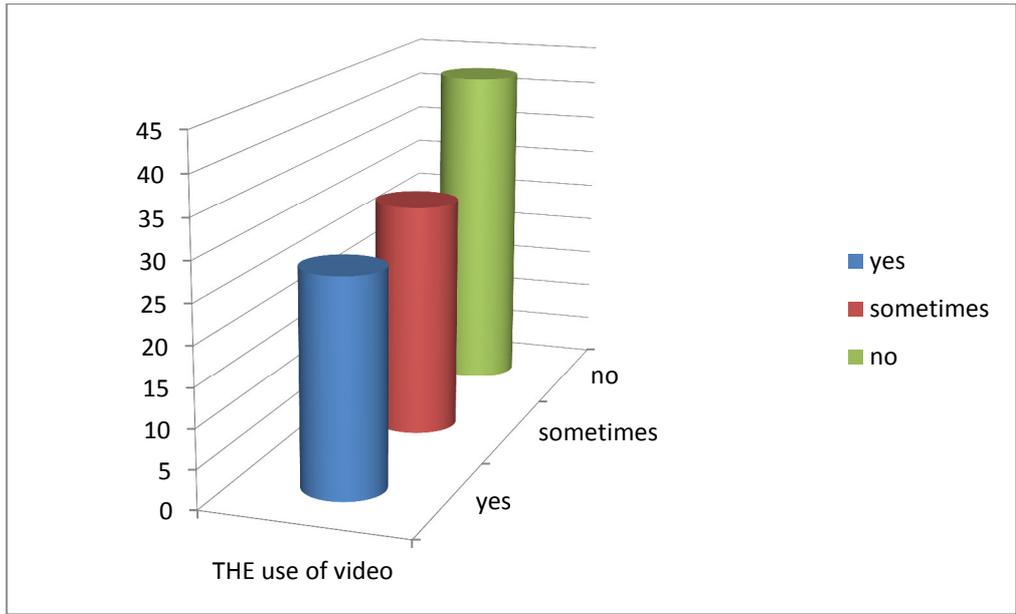


Figure 14: Diagram representing the use of video techniques from the teachers' inside classroom.

Comment:

We notice from the table above that (40%) agree they do not use video techniques in their lecture and (30%) said they sometimes uses, also (27.5%) agree they don't use this techniques this is due to the lack of this aid in the English department at Mohammed kheider university, Biskra. the participant who said that they use and sometimes have claimed that video technique are clear introduction to the target language, context and culture. Also, they help to introduce different topics and real-life activities.

12.How often you taught with the use of video techniques?

Rank	Always	Sometimes	Never
Participants	1	16	23
Percentage	2.5%	40%	57.5%

Table 13: how often the students taught with the use of video techniques.

Comment:

Out of participants, 23 (57.5%) have argued that they never taught with the use of video and (40%) of participants argued that sometime that taught with the use of video. Only one who said he/she always taught with the video. Actually in English department we miss the technological material which can help the teacher to present his/ her lecture easily and facilitate learning process.

13. **Is necessary to use video techniques to learn the speaking skill?**

Rank	Yes	No
Participants	34	6
Percentages	85%	15%

Tabel 14: the necessity of video techniques in classroom.

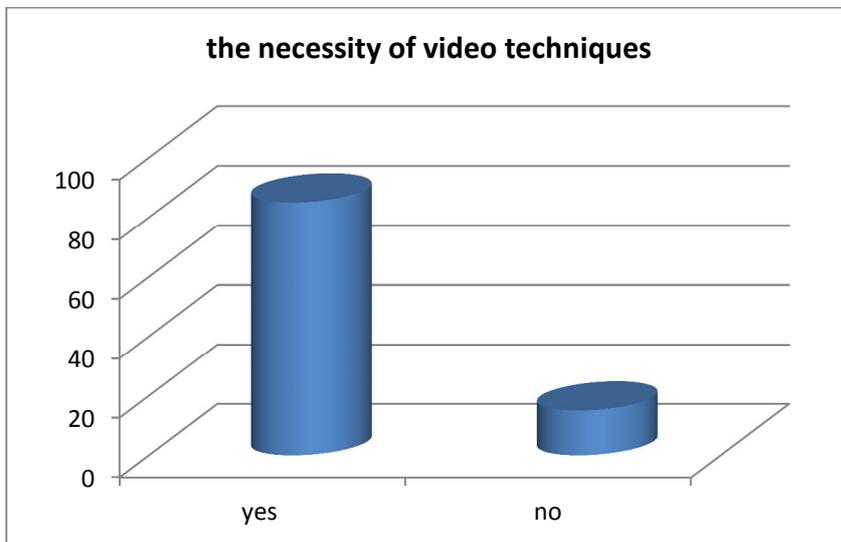


Figure 15: Diagram representing the necessity of video techniques in classroom.

Comment:

The majority of the participants (85%) agree that the use of video techniques in classroom is very necessary to them and they see the video techniques is very effective way in learning

process. However; only a few of the participants said it's not necessary to use it may be because they don't see it as a teaching material.

14. **The effectiveness of video techniques in students' point of view:**

Video effectiveness	Participants	Percentages
A. Raise students' motivation and interest	24	60%
B. Help learners improve and enrich their vocabulary	18	45%
C. Bring the foreign language culture context into the classroom.	19	47.5%
D. Facilitate learning.	20	50%
E. Give an opportunity for students for practice and test their language level.	7	17.5%
F. All of them	35	87.5%

Table 15: video techniques effectiveness.

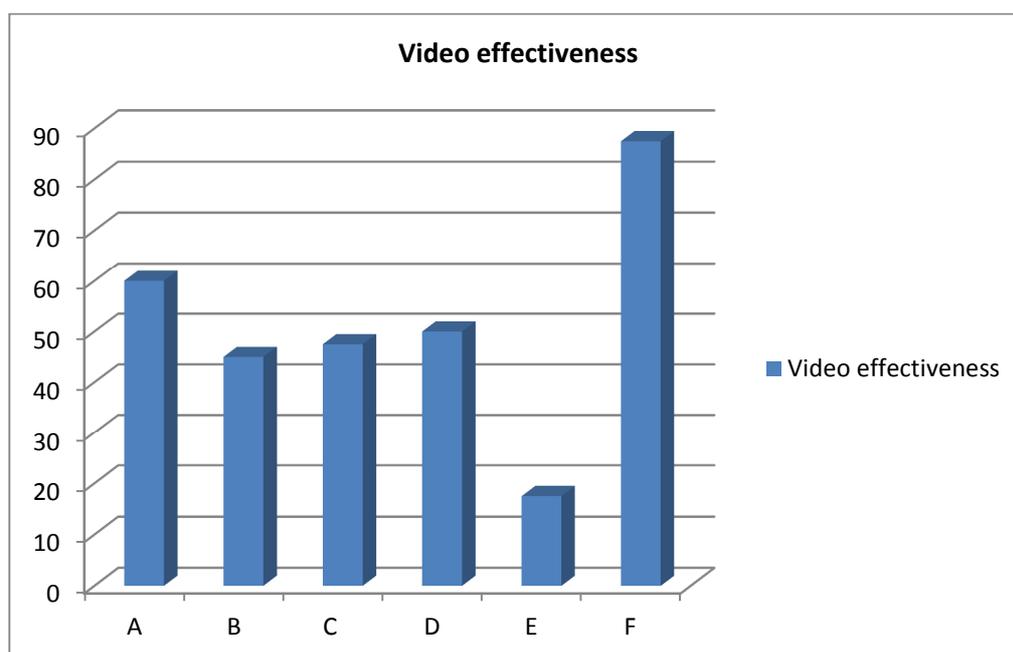


Figure 16: Diagram representing the effectiveness of video techniques.

15. Do you think that the use of video techniques motivate you?

Rank	Yes	NO
	36	4
	90%	10%

Table 16: video techniques motivation.

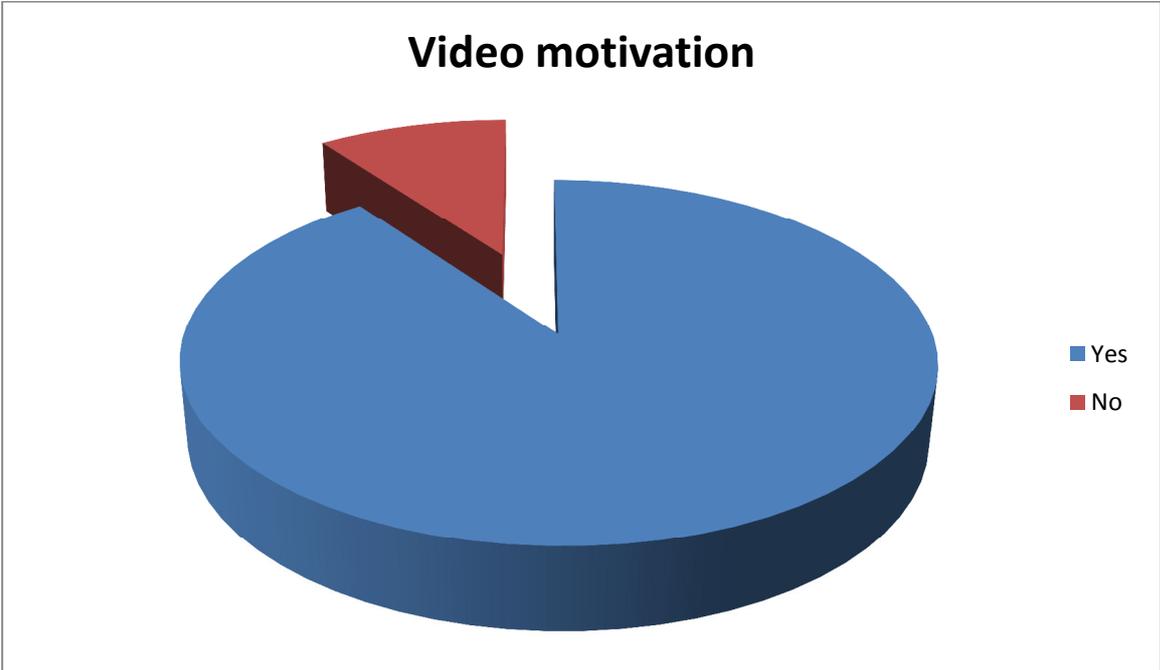


Figure 17: Diagram representing the motivation of video techniques.

Comment:

From the table and the figure above shows that all the participants agree that the use of video techniques helps to motivate them inside classroom. Most of them agree that the video techniques aids help them to enrich their vocabulary and master the language as well. Also, some of them said that it facilitates learning and helps them to improve their level especially in speaking.

16. Do you think that the use of video techniques save time.

Rank	Yes	No
Participants	30	10
Percentages	75%	25%

Table17: the use of video techniques to save time.

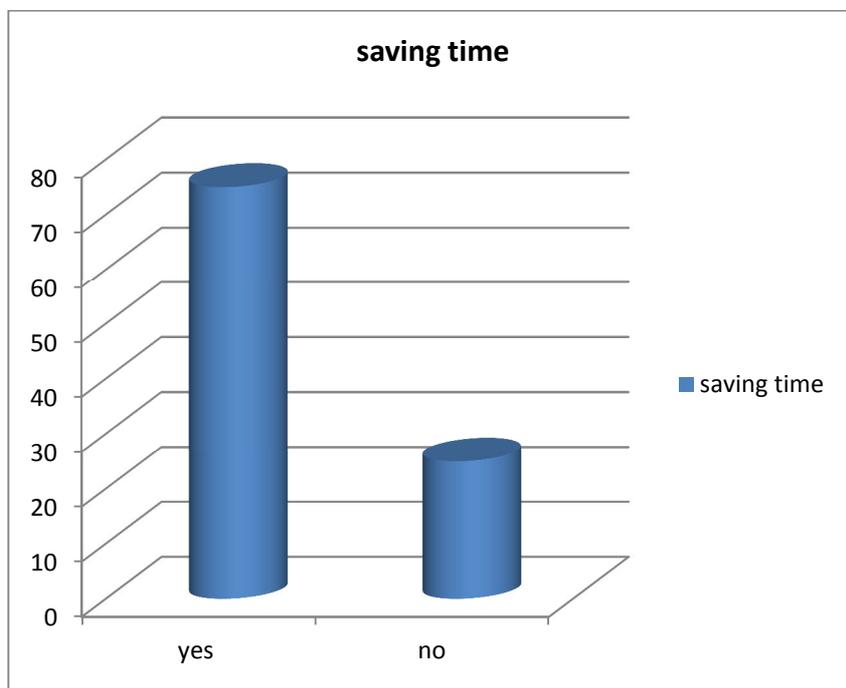


Figure 18: **Diagram representing saving time through the use of video techniques.**

Comment:

The majority of the participants (75%) agree that the use of video techniques save time. Teachers can focus on the four skills at one time by using videotape. While, 10 participants (25%) said that it doesn't save time because there are some teacher don't know the way how to use different video as digital video or they didn't give a objective videos.

Students' knowledge about the use of video:

17. What do you like?

A: To read story

B: To watch film

C: To listen a song

D: Watching and listening

E: All of them

Rank	A	B	C	D	E
Participants	6	17	8	5	4
Percentages	15%	42.5%	20%	12.5%	10%

Table 18: what the students prefer more.

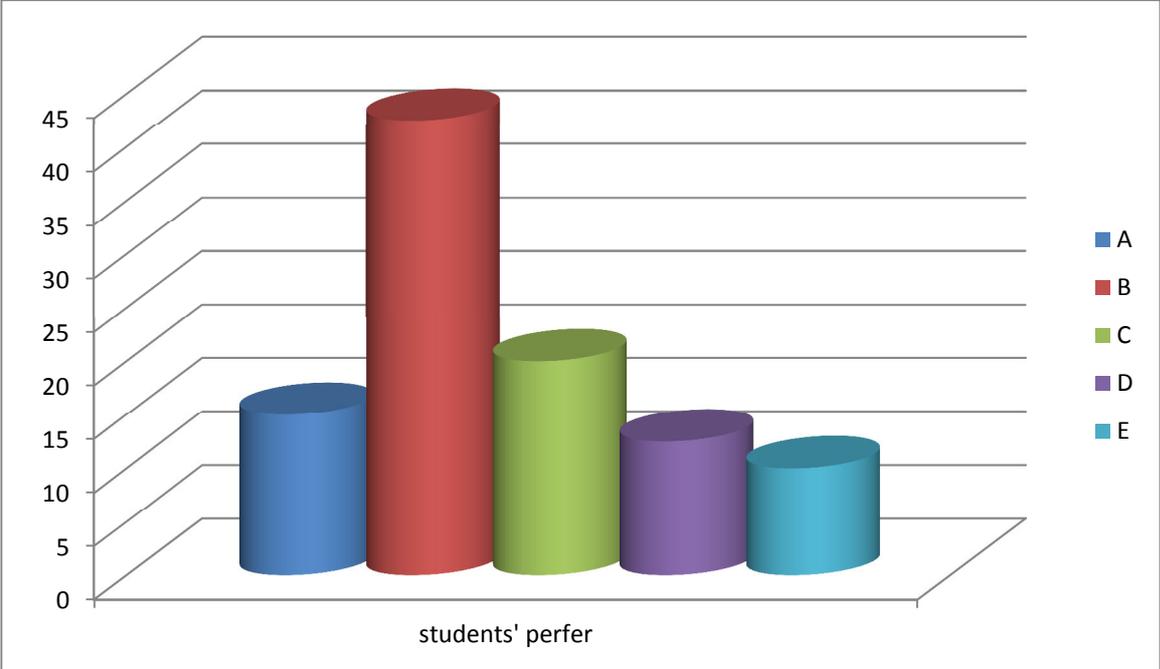


Figure 19: Diagram representing what the students prefers more.

Comment:

Out of 40 participants, 17 (42.5%) have agreed that watching film is better than any other things and its comes after watching film listen to the song 8 participants like to listen a song whereas 5 said they like to both watching film and listen to song. From 40 participants, only 6 participants like to read a story and four participants like all of them.

We notice from that question most of the students like the audio-visual aids and the video or film get the biggest part of those aids. Students like video or songs because it's give then the opportunity to learn the right pronunciation in addition to it is motivation tools.

18. What do you think of the role of video techniques in learning speaking skill?

Most of the students argued that the video techniques have a great role in teaching speaking skill, and it is very important tools that the teacher have to use it in their classroom because as they said it is can helps them to learn the right pronunciation and to correct it as well as. In addition to the students said that learning with video techniques make then learn and use the English language more comfortable without fear since its motivate them. Also, video techniques make the students able to determine a level of proficiency and give to them the opportunity to develop and improve it. Moreover, many students argued that videotapes are very quick and important techniques to get English language. Tow students answer that they don't know any things about video techniques.

19. What is your attitude if your teacher ask you to record a film/video for a project?

Most of student answered this question by it will be great experience because they never do this kind of practice activity and there are different students' reaction about recording video, 12 participants said that they dislike this idea because they will fell confusing and afraid sine they have not any experience about recording. Whereas, 28 participants like the idea and they said it will be a great and fanny way to learn more and they add to their speech that if they do something like it as recoding other roles-places they will be discover their mistakes and correct it. So in order to get a good record the teacher have to learn their student how do this kind of activities before they do it but unfortunately in the English department at Mohamed Kheider at Biskra have not the material which the teacher and students need to do that kind of video techniques.

20. Any suggestion about the use of video techniques in classroom?

To be honest most of student don't answer to this question but there are a few from the whole sample who suggest to us to use the video techniques in any time in order to help them in phonetics course, oral expiration and general culture course. Also, they suggest seeing British shows and some interviews which to be helpful to get a right pronunciation and see native speaker who react with words it will be more motivating to the student and the teacher too.

C

Results and Recommendations

The analysis of the students' questionnaire allowed us to draw up many conclusions. The positive results revealed in this study concerning the use of video techniques inside classroom on improving students' oral production have confirmed our hypothesis. This means that there is a positive relationship between the use of video techniques and oral proficiency.

Video techniques are one way of teaching which according to many years of research and practical application by hundreds of thousands of teachers, now exist for virtually every imaginable instructional purpose. Furthermore, we now know a great deal about the effects of video techniques on students and the condition necessary for effective classroom with helping material, especially for teaching speaking.

In this chapter and since we were analyzed students questionnaire we have realized how important and helpful video techniques are in improving the listening and speaking skill, and how the use of video techniques facilitates the task of the teachers to explain and how much it helps the learners to understand the lessons well. In addition, we have realized that the use of modern technology "videotapes" can be of great help if used in educational matters.

The questionnaire has showed that the major problem in the English classes at Mohammed kheider University of Biskra is the lack of effective teaching aids. Besides, the overcrowded groups make another problem for teachers and students as well because it stops the teachers' creativity and makes the understanding of lessons very difficult. According to the students, the time allowed for teaching oral expiration is not enough because they need more practice in speaking, so they suggested more than two sessions per week.

Results:

1. Foreign language teaching is not merely a process of transforming knowledge, but one which creates situations where students interact and express their thought using the target language. That is to say, learning a foreign language is to speak and to

communicate in that language. So the learner get the language when become speak it well.

2. The majority of the students express their needs in terms of speaking skills. Concerning the other skills (i.e. reading, writing, and listening) students do not seem to understand that they are interrelated. Thus, learning the speaking skill will reinforce the learning of the other skills.
3. Although some students may be motivated to learn English, they feel afraid to speak it and don't interact with others; it may be due to the lack of self-confidence, fear of operating foolish when mistakes are made (grammatical or pronunciation mistakes) and fear of teachers' negative feedback. Because of the many psychological problems (listed above) students have, teachers need to encourage students' talk inside the classroom to be exclusively in English by use videotape and took them to the real station in order to make them more comfortable.
4. As for teaching speaking, students seem to have different attitudes toward different teaching techniques. The majority of the students are interested in technology aids as videotape and other audio visual aids. The teachers' role is to adapt the technique with encourages more students' participation.
5. Teachers need to include the type of teaching that provides learners with a variety of opportunities for communicative interaction and language use. And video techniques lead the chance to the students to discuss and analyze with the teacher or together and practice the English language inside classroom with teacher's control.
6. Students' evaluation of video techniques as a technique for teaching speaking implies student's readiness for such a technique. And they hope from their teacher to use this perfect technique as students saying.

Conclusion:

We are going to the close of this study which highlights some important aspects of the process of foreign language teaching / learning. Through this research, we hypothesized that if we are going to improve the students' oral production, we should provide them with more opportunities to get the practice they need to use the language and prepared the right atmosphere by giving them the real situation since we use video technique. We believe that the present application of video techniques to the field of language learning is essential for developing oral communication because it creates a situation where learners are expected to help each other, to discuss and argue with each other, to assess and current their knowledge and pronunciation while they listening to the native speakers also the view natives reaction and cultures.

This study was conducted to investigate the efficiency of video techniques in improving the second year students speaking skill. The investigation was carried out at the English department in Biskra University. It aims to confirm or reject the hypothesis which states that video techniques enrich the learners' vocabulary and this makes them good speakers. The research was conducted with second year students at English department for the academic year 2012/2013.

The present study is a total of four chapters. The first, the second and the third chapters are the descriptive part which is review a related literature. As for the fourth chapters, we have administered a self-completion questionnaire for second year students. The first chapter is introduction to our topic. The second chapter mainly outlines some of the theoretical issues related to the nature of speaking. The third chapter provides a better understanding of video techniques and different types, also its underlying principles. The fourth chapter is concerned with analysis of the obtained data gathered from the student's questionnaire.

All in all, our research has led us to conclude that video techniques are very important in teaching English because it's help to improve the students 'speaking skill. Also, it has led us to know that oral practice is very important activity in the language classroom because it is the unique opportunity for the learner to express himself freely.

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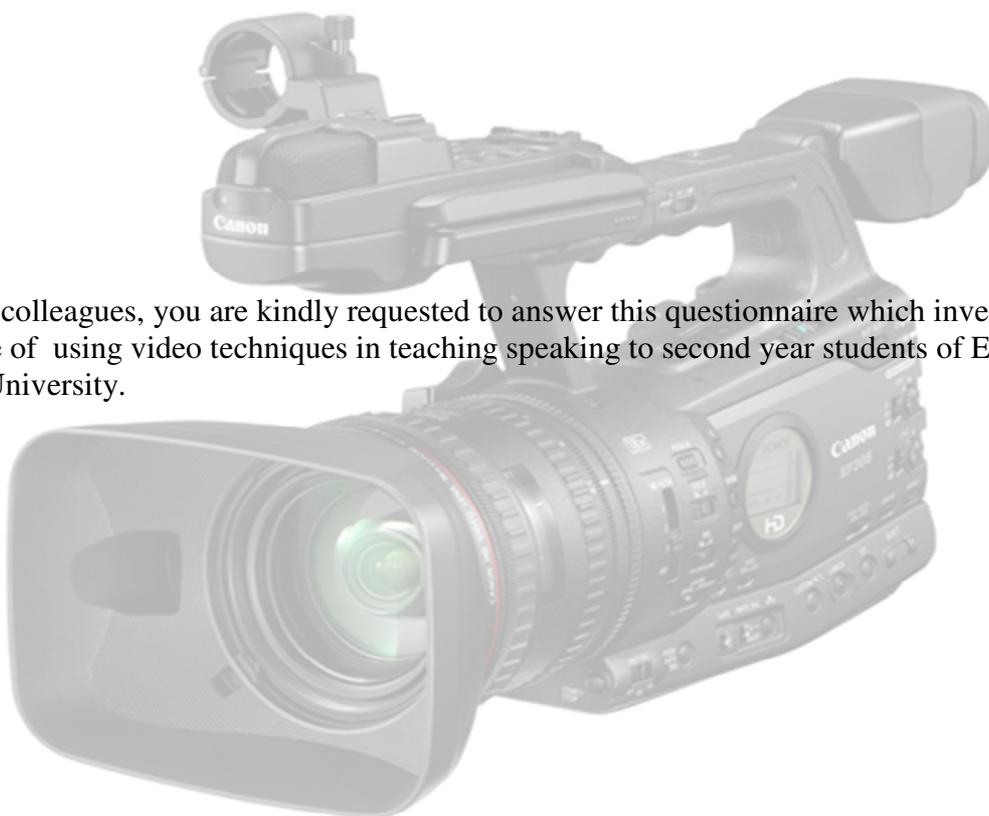
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Appendix

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MOHAMED KHIDER UNIVERSITY OF BISKRA
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES
ENGLISH DIVISION

Dear colleagues, you are kindly requested to answer this questionnaire which investigates the issue of using video techniques in teaching speaking to second year students of English at Biskra University.



Thank you very much for your contribution.

S. Saci

Section One:

I. General Information:

N.B: Tick in the appropriate box:

1. **Gender:**

Male

Female

2. Bacaloriat (BAC) stream:

Literature

scientific

Methmatiques

3. Is studying English your chaise or imposed on you?

Personal

Imposed on you

Justify your answer:

.....
.....

4. Do you think that your level is improving?

Yes

No

5. What is your favorite module?

Oral expression

Witten expression

- If oral expression please says why.....
.....

Section Tow:

Students' attitudes toward the speaking skill

6. Classify the following according to their importance:

Writing

Reading

Listening

Speaking

7. What are your main speaking difficulties?

❖ Pronunciation difficulties

❖ Lack of vocabulary and structures

❖ Lack of practice

❖ First language interference (the use of mother tongue)

❖ All of these

8. How often the teacher does give you the opportunity to speak?

Always Somatises rarely Never

9. Do you think the time allotted for Oral Expression module is sufficient?

Yes No

If no, what do you suggest?

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

Students' Attitudes towards Video Techniques:

10. What types of teaching aids are used by your teachers?

Audio Aids Visuals aids Audio- Visual aids

11. Do your teachers use video in the lectures?

Yes No Sometimes

12. How often are you taught with the use of video technique in classroom?

Always Sometimes Never

13. Is it necessary to use video techniques to learn the speaking skill?

Yes No

14. If yes, what is your point of view towards video techniques effectiveness?

❖ Raise students' motivation and interest

❖ Help students to improve and enrich their vocabulary

❖ Bring the foreign language culture context into the classroom

❖ Facilitate learning

❖ Give an opportunity for students for practice and test their language level

15. Do you think the use of video techniques helps to motivate you?

Yes

No

Why?

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

16. Do you think that the use of video techniques save time?

Yes

No

Students' knowledge about the use of video:

17. What do you like?

To read a story to watch a film to listen to a song

Why ?.....

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

18. Do you think video techniques are necessary in teaching speaking skill?

Yes

No

19. What is your attitude if your teacher asks you to record a film/video for a project?

.....
.....

20. Any suggestion about the use of video technique in classroom:

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



Thank you for your contribution.