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MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF IBN KHALDOUN -TIARET-

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Exploring the Effectiveness of Authentic Videos Use to Enhance the Speaking Skills within the Communicative Approach: Secondary School EFL Learners as a Sample

A Dissertation Submitted to the Department of Foreign Languages in Partial Fulfilment of the Requirements for the Master's Degree in Didactics

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Academic year: 2018/2019

Dedication

This work is dedicated to my sunshine, unlimited source of love ; my beloved mother

To my father; for his permanent encouragement and support.

To the soul of my grandfather and my aunt who passed away leaving a deep feeling of sadness.

To my brothers and my little flower: Fatima Zahra .

To my nephews: Walid and Mourad

To all my friends and ciblings

Finally, I would like to dedicate this work to my supervisor and second father : Dr. BENABED , as well as Mr. BREKSEY Kamel for his support , and all my teachers at Ibn Khaldoun University.

Dedication

*To the memory of **my mother**,*

Who always supported me,

Whataever path I took.

To my father, my sisters and brothers,

*To all my family and to you, my beloved husband **Ilyes Chemse Eddine** ,*

To all my friends.

Acknowledgements

Above all, we would thank Allah the Almighty for providing us with patience and the will to reach this level and finish our thesis, all great praise be to Allah.

We would also like to express our deepest gratitude to our supervisor Dr. BENABED for the great help, support and patience. We thank him for his precious advice, continual assistance, valuable remarks and suggestions throughout the preparation of this thesis.

We are greatly indebted to Mr. TOUBIDA and Mr. CHEBLI for accepting to be part of the panel of examination and judging the research work to be complete for the defense.

Our profound thanks go to all teachers of Master 2 at Ibn Khaldoun University for their kindness and help.

Special thanks are also extended to our friends Ms. BELHOUT Asma and Ms. BELARBI Imane who never stop helping us.

Abstract

Speaking is a very important and challenging skill to master especially for English as a foreign language. In order to teach speaking successfully, the teacher is required to vary his teaching techniques and use ICTs. This current study aims at describing and analyzing the effectiveness of using authentic videos in developing this skill in EFL Classes. To meet the ends of this research, the study was carried out with twenty third year learners at three Secondary Schools at Lardjem city, province of Tissemsilt. The data were generated thanks to two questionnaires, directed to both teachers and learners , as well as a semi-structured interview with two teachers at Mohamed Serrai School. A descriptive study is deduced from the results of learners' and their teachers' questionnaires using Google Form and the teachers' interview as well. The findings showed that the use of authentic videos in courses could help learners to improve their speaking skill. Moreover, according to the obtained results, the majority of EFL teachers use the authentic videos in delivering their speaking courses.

Key words : Speaking, ICTs, Authentic videos , EFL , Communicative Approach

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List of Abbreviations and Acronyms

CA : Communicative Approach

EFL : English Foreign Language

FL : Foreign Language

GTM : Grammar Translation Method

ICTs : Information Communication Technologies

Q : Question

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General Introduction

General Introduction

The rising number of English learners fosters the need of different teaching methods to be implemented to test the effectiveness of the teaching process. Since today's world is highly affected by the era of Information and Communication Technologies, the use of authentic materials in classrooms in the form of films, videos, radio and TV show are highly required and recommended to enhance the teaching and learning process. The new era assigns new challenges and duties on the 'modern' teacher who is expected to take the daunting responsibility to provide a motivational atmosphere to his learners through the use of the new methods, strategies, techniques and tools that supports his own teaching and learners' learning. Indeed, foreign language learners are more acquainted to technologies which they find useful and enjoyable in learning, therefore, teachers are recommended to use technologies in their teaching to meet the learners' demands, needs and learning preferences and styles. Infact, technology has become the knowledge-transfer means in all countries around the world. For the sake of efficiency, this technology-based teaching and learning provides teachers with multifarious tools and facilities. It is acknowledged that the integration of the new technologies has positively influenced many societies' ways of thinking, working and living. Thus, teachers are the key players in integrating these technological means in their daily practicum, providing dynamic and proactive teaching/learning environment. Differently couched, these means provide assistance and extra support to teachers and learners to accomplish their roles effectively and successfully. Among these means, our focus will be centered on the authentic videos and the role they can play in enhancing learners' speaking skill proficiency.

Since speaking is the core skill to learning English language, it is the essential pillar to build up the competence of the EFL learners, because it is mainly based on communication and interaction. Thus, the traditional teaching methods which were once praised and advocated had failed to develop the learners' ability to communicate competently in the target language. Learners' poor performance is due to the fact that learners are not firmly involved in the learning process. During that period, the importance; however, was mostly attributed to the linguistic knows on the language more than the spoken language itself whereby errors are not tolerated. Because of these limitations, a new theory is sought whereby the focus has shifted from the linguistic competence to the communicative one; i.e., a shift in paradigms from teacher-centeredness to learners-centeredness.

Therefore, the communicative approach is suggested in this work as the viable method where multimedia in teaching English language can effectively be used to help improving learners' speaking proficiency. The communicative approach is chosen, therefore, to nurture the learners' ability to communicate properly not only inside but also outside classrooms. This is mainly because of the advantages it provides for the use of the modern technological facilities in teaching speaking skills.

Problem Statement

Speaking is undeniably acknowledged as being one the fulcrum skills to be developed by (FL) foreign language learners. It is stated that speaking is the first mode in which children acquire language. Besides, it is part of the daily involvement of most people with language activities, and the prime motor of language change. However, being regarded as language learners who had learned English intensively, they should be able to interact orally with one another through English language use. But in fact, it is noticeable that most of the learners do not successfully communicate in English in their interpersonal interactions. It reflects the fact that the method used in teaching English in classroom is ineffective, lacking innovation and creativity. This state of affairs generates monotonous and boring atmosphere to prevail in EFL classes. An enhancement is required in the EFL Classes and new methodologies should be applied and authentic materials must be integrated for better development of the communicative skills.

This research is, therefore, conducted to study the effectiveness of using authentic videos within the communicative method in enhancing the learners' Speaking Skill. Thus, this study addresses the major research questions:

Research Questions

-Will the use of videos help to enhance the EFL learner's speaking skill?

To study the implications of this research Question, three subsidiary questions are suggested:

- 1- Is speaking skill important in EFL. Classes?
- 2- Has Communicative Language Teaching a major role to play in EFL teaching and learning?
- 3- Is using videos effective in enhancing the Speaking Skill of EFL learners?

Hypotheses

By definition hypotheses are suppositions of the causes and consequences of the issue under investigation. The researcher is required to identify the problem, explore it from its multifarious facets, highlight its worth and eventually suggest at best adequate solutions or recommendations. It worth mentioning to put forward that hypotheses are not true all the time. In order to direct our study to the desired results, some hypotheses are here below stated:

Hypothesis one

There is no doubt that the four skills are important and interconnected. Thus, being proficient in each skill is necessary to become a competent communicator. But the ability to speak successfully is more advantageous.

Hypothesis two

Communicative language teaching has a great role that develops learners' abilities to communicate. In addition, it shifts the focus from the paradigm of linguistic competence to the one of communicative competence, i.e., from the teaching contents to learners' learning pace, style, preference aiming at developing their speaking skills.

Hypothesis three

ICTs, in general, and videos, in particular may affect the learners' achievement positively, especially in speaking because they provide them with enough vocabulary related to the topic as well as the correct use of grammar and the right pronunciation, i.e., language components in authentic situations.

Methodology

Generally speaking, the choice of the research method is determined by the nature of the issue, the purpose of the study and the researcher's objectives.

Educational concerns directly involve learners' learning situations which are in perpetual change. The descriptive-interpretive method seems, in our case, to be more appropriate to discern all issues and sub-issues in connection with the problem under study.

Research Tools

In this study, the aim is to identify the effectiveness of using videos that encourages and enhances the speaking skill of learners EFL classes. Hence, a descriptive and interpretive research design is adopted, so as to find out how the use of videos in presenting lessons for EFL learners enhance their speaking level. Analyzing the data both qualitatively; that means a need to explore more about the issue discussed, and answering the questions of the research, and quantitatively by interpreting through graphical and statistical data. This is done through conducting two questionnaires given to both learners and teacher, and a semi-structured interview.

The participants of this study are both teachers and learners of secondary school in Lardjem City. As far as the teachers' questionnaire is concerned consists of 9 questions relate first to their background, second, their perception of the use of videos in their classes and how they evaluate their learners' outcome. Finally and most importantly, to what extent using videos is helpful for them to enhance their speaking skill. As concerning learners' questionnaire, 20 learners are supposed to answer 10 questions in order to investigate their opinions about the use of videos in EFL classes, and to what extent they find it helpful to develop their speaking skills. The third tool is a semi-structured interview with an experienced teacher in secondary school who identifies his point of view about using videos in class and to what extent learners are motivated and got involved when using new technologies.

To sum up, the collected data from both learners' and teachers' questionnaire and the interview show that the use of videos in EFL classes is very effective in enhancing the speaking skill of EFL learners. Such tools like the videos allow them to improve their communicative skills.

Delimitation of the Study

This study is supposed to investigate the effectiveness of using videos to enhance learners' speaking skills. So, the research is addressed to teachers from different secondary schools in Lardjem City, and learners from Mohamed Serrai secondary school (third year foreign languages stream) in Lardjem, as well as the interviewed teacher is from the same school.

Motivation

Our study is motivated by the fact that there are many learners who still have problems as regards the speaking skill. These deficiencies are mainly due to the lack of lexis, inappropriate phonology and misuse of syntactic rules and other psychological factors such as lack of self-confidence and fear of making mistakes. In many cases, learners' failure is incumbent to teachers' way of teaching. Differently couched, some teachers still use obsolete strategies which generally target learners' memorisation, rendering them bored and demotivated. Thus, we embarked on such an investigation to check the effectiveness of using the new technologies on learners' speaking skills enhancement.

Relevance of the Study

Under the umbrella of communicative language teaching and since speaking is an integral and important part of communication, speaking becomes a great challenge for teachers and learners as well. In this regard, many measures should be taken into consideration to improve learners' speaking achievement. Thus, our investigation on the effectiveness of using videos will help the educational system especially in Algerian schools so that the authorities and decision makers integrate the use of ICTs in the curriculum and expose teachers to training sessions on the effective use of ICTs.

Structure of the Dissertation

This research paper consists of two parts; theoretical (chapter one, two) and practical (chapter three)

Chapter One

The first chapter, entitled '*Literature Review*', encompasses the importance of EFL teaching and learning, and different definitions of speaking skill as well as the different methods and approaches in EFL teaching. Besides, it tackles the traditional methods that failed in teaching speaking and it ends up with some speaking difficulties.

Chapter two

The second chapter, entitled '*Context of the Study*', sheds the light on the Algerian educational system after the independence. Then, it also deals with teaching of English as a second language in Algeria and the adoption the communicative language approach in Algerian system. Finally, it tackles the teachers and learners roles under this methodology.

Chapter three

The third chapter entitled, '*Fieldwork, Data Collection and Analysis*', is the practical part of the study. It presents the methodology adopted as well as the instrument implemented for the purpose, i.e., two questionnaires addressed to a sample of EFL teachers and secondary school learners, and a semi structured interview conducted with EFL teachers. Finally, the study is ended up with a scrutinizing analysis and interpretation of the outcomes to confirm or disconfirm the effectiveness of the use of the authentic videos in classroom speaking sessions.

Theoretical Part

Chapter One
Literature Review
Speaking as a Paramount
Skill in EFL Classes

Chapter One

Speaking as a Paramount Skill in EFL Classes

Introduction

The aim of the current chapter is to review the literature relevant to the issue under study. It discusses the importance of EFL teaching and learning. In addition, it deals with the significance of speaking and its main features like fluency, accuracy, grammar, vocabulary and pronunciation. Besides, it focuses on the traditional methods and approaches that fail in teaching speaking such as Grammar Traditional Method (GTM) and the Audiolingual Method. Then, it moves to some speaking difficulties that may the learners face.

I.1.The Importance of EFL Teaching and Learning

Language is acknowledged to be a fundamental means of communication; principally it helps form their thoughts before expressing them to others. It is also used to transfer culture from one generation to another as well as from one nation to another. Many countries emphasize on teaching languages other than the native language to their citizens. Over the last three decades, English has become the most important foreign language in the world; it enables people to communicate easily with their fellow global citizens. At present, it is the language for international communication, science, commerce, advertising, diplomacy and transmitting advanced technology.

“Although English is not the language with the largest number of native or “first” language speakers, it has become a lingua franca. A lingua franca can be defined as a language widely adopted for communication between two speakers whose native languages are different from each other’s and where one or both speakers whose native as a “second” Language”(Jeremy Harmer. 1998;1)

It is assumed here that English displaced other languages as it becomes the leading means of communication worldwide it means a global language. Its hegemony continues to extend, mainly because the modern world of media, mass communication, and Internet, demanding a good knowledge of English, especially the oral skills. Every person, wishing to get the

benefits of modern education, research, science, trade, etc., is required to have good background knowledge of the English language and good communication skills.

“English is a language used to reach across the borders and bridge the gaps. It is used to communicate anything from microchip to oil. Due to increasing importance of communication in English, we as English teachers need to teach language skill with multifold onus. There is a requirement to learn language skills to fulfill the ever-growing demands of English. The method and approaches adopted or followed by teachers in the past to teach English language was constantly evolved.” (K. Jhansi Rani. International Journal on English Language and literature Volume 1, Issue 1)

It is advocated here that it is very important to develop soft skills. They are part of communication skills; solving problems, communicating well and adapting to challenges in life. They form an important feature of learning process, more so in learning and teaching a language. In the past, students were introduced to English in their sixth grade. They were not given enough exposure to the language skills. Previously, the emphasis was mainly put on hard sciences such as mathematics, physics and chemistry, yet languages received very few opportunities to be practiced within as well as outside the school. But nowadays, English has turned into a universal language, its presence and value in the world has expanded enormously compared to the past decades. Hence, it is recommended that teachers should take the communicative skills into consideration in language teaching and put much emphasis on the speaking skill as it is the most important one required for communication.

I.2.Importance of Speaking in EFL

The goal of any EFL learners is to be able to communicate with English language. Speaking is an essential tool for language teaching and learning which can facilitate language acquisition and development. This indicates that using the language is more important than just knowing it as it is said “If you do not use it, you will lose it” .

I.2.1.Definition of Speaking

Speaking is the productive oral skill. It consists of producing systematic verbal utterances to convey meaningful messages. While reading and listening are considered to be the two

receptive skills in language learning and use, writing and speaking are the other two productive (active) skills necessary to be integrated in the development of effective communication. Among all four macro English skills, speaking seems to be the most important one that is required for verbal communication. Brown, 1994; Burns & Joyce 1997 (cited in Zaremba, 2006, Kamonpanboonkita, 2010) define “Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information”. It is claimed above that learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel have improved in their spoken language proficiency. Therefore, speaking has been given much attention and concern from different researchers. Several definitions to speaking have been suggested by educationalists and linguists in the literature.

I.2.2. Speaking Significance

Human beings as social creatures always communicate to one another thanks to language. It can occur with the process of exchanging thoughts or ideas which involve interactions. For example, giving or asking for information or some news, asking others’ help for their needs, all of them are forms of interaction among people as speaking to others directly. It means that the activity of speaking itself has a very important role to play in human life. Ramelan (1992:3) claims that all human beings whenever and wherever they live, they always speak language even if they do not have any writing system to record their ideas, thoughts and opinions. From the statement above, it can be concluded that speaking capability can help to measure whether a foreign language learner is successful in learning of the target language or not. But, having a good mastery of speaking skill can be noticed not only from the performance of learners in spoken, but also we have to see it from their competence in using the language.

“Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people-like auctioneers or politicians – may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability-until, that is, we have to learn how to do it all over again in a foreign language.”(Scott Thornbury 2007:01)

Speaking is one way to communicate ideas and thoughts orally. It is undeniably, one major skill to be developed by foreign language learners. It’s the essential pillar to build up the

competence of the learner in foreign language since it's based on communication and interaction.

I.3.Features of Speaking

Several features of speaking have been presented by educationalists and linguists in the literature.

I.3.1.Fluency

Fluency is defined as the ability to speaking communicatively, fluently and accurately. It usually refers when expressing oral language freely without interruption. In teaching and learning process, if the teacher wants to check learners' fluency, he needs to allow his learners express themselves freely without interruption. The aim is to help learners speak fluently and with ease. Here the teacher is expected not to correct learners' mistakes immediately whereas the idea being that too much correction interferes with the flow of conversation (Pollard, 2008:16).

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 (2002:35) 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 model of some kind.

“Speaking includes two categories; Fluency and Accuracy. This means that developing speaking skill involves the correct use of vocabulary, grammar pronunciation and having the ability to speak spontaneously” Harmer (2001:15).

It's pointed out in the definition above that learners should communicate fluently without neglecting grammar as with the development of communicative approach in the late century. Even teachers are confused of how to develop both fluency and accuracy in learners' speaking because they are afraid of leading learners to even greater complexity especially when the language they have appeared to be adequate for their communicative purposes(James Hunter 2011:1) fluency then refers to the level proficiency of the learners in communication.

Therefore, both fluency and accuracy are closely related for successful speaking, and it is recommended that they should be taken into consideration in language learning so as to reach communication.

I.3.2.Accuracy

Language, as the chief means of communication, is not spoken in a vacuum. Knowing a language is not merely limited to the knowledge of the grammatical rules but also knowing when to say what and to whom. Knowledge of how the system is put to use in the performing of social actions of different kinds. Accuracy and fluency are; therefore, the two factors which determine the success of English language learners in the future. It is a general problem faced by language teachers today, whether to focus on accuracy or fluency. If accuracy refers to the ability of the learner is required not to only know correct grammatical rules of the language but also be able to speak and write it accurately. Fluency refers to a level of proficiency in communication, as it is the ability to produce written and spoken sentences with ease, efficiency, without pauses or a breakdown of communication. Skehan (1996: 23 cited in El 1 is and Barkhuizen 2005: 139) defines 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 number of things in their production of the spoken language, mainly, the grammatical structure, vocabulary and pronunciation.

I.3.3.Grammar

Grammar is needed for the learners to produce correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting and ideal speaker’s or hearer’s knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language (Purpura, 2004:6). Moreover, the other definition of grammar stated by Greenbaum and Nelson (2002:1) argued that grammar refers to the set of rules that allow learners to combine words in their language into larger units.

The grammar of a language is, therefore, the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001:12). Thus, from what has been analyzed earlier, it can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator. Moreover, Nelson (2001:1) states that

grammar is the study of how words combine to form sentences. Thus, following this perspective, grammar can be considered as a rule that is needed by the learners to use correct sentences in conversation both in written and oral forms. It refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of words (Batko, 2004:24).

I.3.4.Vocabulary

In addition to grammar, vocabulary is essential for successful second language use because without an extensive vocabulary, learners will be unable to use the structure and function they may have learnt for comprehensible communicative. It is, therefore, a key to achieve the success in communication. Vocabulary means the appropriate diction or the most important element in a language especially in speaking. Furthermore, knowing many vocabularies makes it easier for EFL learners to express their ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be even more familiar (Turk, 2003:87). It means that in spoken language or speaking, the vocabulary used must be very familiar as it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is consequently a basic building block of language learning. Learners need to know not only words, and their meanings but also the way these words are spelt and pronounced. Thus, when teaching vocabulary, the teachers need to make sure that they explain the meaning as well as the spelling and pronunciation. Efficiently Vocabulary is the knowledge of meanings of words. However, words come in at least two forms: Oral vocabulary is the set of words for which the meaning is known when speaking or reading orally. Written vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, written vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary (Hiebert and Kamil, 2005:3). Moreover, vocabulary is a set of lexemes including single words, compound words and idioms (Richards and Schmidt, 2002:580).

Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during speaking. Learners 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.

I.3.5. Pronunciation

Pronunciation is the way for the learners to produce clear language when they are speaking. It means that the learners can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. It is assumed here that pronunciation is the way for learners to produce the utterance words clearly when they are speaking (Kline, 2001:69)

English pronunciation does not amount to the mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making speaker's thoughts easy to follow (Gilbert, 2008:1). Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact (Fraser, 2001:6). Based on the statement above, it can be suggested here that Pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.

The social aspect of speaking is apparent when a person deals with another one who may have a different social or cultural background, This is why speaking is defined as the learners ability to express himself orally, coherently, fluently and appropriately in a given meaningful context using correct pronunciation, grammar and vocabulary by adopting the discourse rules of the spoken language. Therefore, all the features of speaking skill highlight the importance to teach them with an effective teaching method to achieve better achievement of the productive skill of speaking.

I.4. Methods and Approaches in EFL Teaching

Speaking is productive skill of language learning. It involves communicative performance, and other important elements, such as, Fluency, accuracy, pronunciation, grammar and vocabulary, etc. They should be taught in any language learning to make the learners able to use the target language skills to fulfill the ever growing demands of English. The methods and approaches adopted or followed by teachers in the past to teach English language was

constantly evolved. A good step to help EFL learners to acquire language and communicate in that language is to become familiar with the different approaches, methods, of foreign language acquisition.

“Methods appear to be based on very different views of what language is and how a language is learned. Some methods recommend apparently strange and unfamiliar classroom techniques and practices; others are described in books that are hard to locate, obscurely written, and difficult to understand” (Richard and Rodgers 1986:1).

Language teachers have adopted and followed different methodologies. Many of these methods never became widely adapted and had only a short shelf life. This is not to say that these methods did not contribute to the field of language teaching. On the contrary, some of these methods have helped shape and continue to have an influence on the field in many ways.

I.4.1. Traditional Methods that Fail in Teaching Speaking

The position of speaking in the hierarchy of language skills has evolved over centuries, rather ignored in Grammar Translation Method. It became a primary skill in the Direct Method, Audiolingualism brought even more focus on speaking, although the linguistic principle it was based on viewed oral discourse as imitative routine behavior in typical and predictable situations. The grammatical syllabus of the Cognitive Method incorporated activities in all language skills, attaching equal importance to each of them. Finally, Communicative Language Teaching added a more realistic dimension to teaching oral discourse by introducing numerous forms of interaction to the classroom and practicing the language in natural or probable situations which demanded defining of the discourse genre and the roles of participants. Although the contribution of communicative approach to developing forms of speaking practice in the language classroom can hardly to be overestimated. However, some methods have succeeded to some extent in producing competent speakers whereas others have failed to achieve such goal.

I.4.1.1. The Grammar Translation Method (GTM)

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

“Grammar translation was the off spring of German scholarship, the object of which, according to one of its less charitable critics, was to know everything about something rather than the thing itself.” Jack. Richards and Theodors. Rodgers (2001:05).

Diane Larsen-Freeman (2008: 17-19) sets the principles of the Grammar Translation Method which are The teacher’s goal from using GTM is to enable students to be competent in reading the foreign language literature by teaching them the grammatical rules and vocabulary. Thus, he/she is the boss leader of the classroom; his/her learners can learn only what he/she knows. They are taught how to translate from one language to another, in addition, they learn the grammatical rules, memorize them and apply them to other examples. The dominant interaction in the classroom is from the teacher to the learner, besides a little interaction between the learners. The Grammar Translation Method gives the importance to the literary more than the spoken language. Hence the most emphasized skills are reading and writing, and much more attention was given to the vocabulary and grammar language areas. Moreover, the learners’ native language is the most used in the classroom in order to understand the target language by translating it both the teacher and the learners concentrated more on L1 rather than L2. The written tests are the mostly used in which the learners are asked to translate from their native language to the target or vice versa. Thus, Errors are not tolerated, and the teacher corrects the learners’ errors directly and immediately *“To know everything about something rather than the thing itself.”* (W.H.D. Rouse, quoted in Kelly 1969:53) Cited in (Richard and Rodgers, 1986:03)

In fact, as Larsen-Freema, (2008:23) assumed that the Grammar-Translation Method was not very effective in preparing learners to use the target language communicatively. Indeed, it did not give the learners opportunity to practice the target language and use it orally, so they became incompetent language practitioners. Besides, this method neglected learners’ creativity and autonomy by making them; instead, passive learners who had just learn rules by heart. Although the Grammar translation method gained popularity, it began to lose its appeal because of the emergence of new methods and approaches.

I.4.1.2.The Audiolingual Method

The objective of the Audiolingual method is accurate pronunciation and grammar, the ability to respond quickly and accurately in speech situations and knowledge of sufficient vocabulary to use with grammar patterns. Particular emphasis was laid on mastering the building blocks

of language and learning the rules for combining them. It advocated oral training first then pronunciation training, followed by speaking, reading, and writing.

“The emergence of the audiolingual method resulted from the increased attention given to foreign language teaching in the United States toward the end of the 1950s.” Jack. Richards and Theodors. Rodgers (2001:53).

In the US the audiolingual method was developed after this country’s entry into the Second World War. The U.S Army needed people who could operate as interpreters, translators and code-room assistants. This approach views the oral skills of language as fundamental, and learners learn in the pseudo-situations they are likely to face outside of the classroom. This British structuralism approach supported the teaching of the English language by rule-governed principles, which were to help the learner to apply the learned language to situations in the real world. The structural view gave this method an understanding of language as a system of components which when related to each other creates communication. Behavioral psychology, or Behaviorism, contributed to audiolingualism by giving it a frame work for the classroom. Classes are structured around the idea that language is better learned by creating good habits in the use of language, therefore mistakes should be avoided, Sunny Garvan (2013:32). The Audiolingual Method emphasizes the role of Dialogue as the main feature. They are the chief means of presenting language items. They provide learners with an opportunity to practice, mimic and memorize bits of language. Nevertheless, there is a great effort to get students to produce error-free utterances and Patterns drills are used as an important technique and essential part if this method for language teaching and learning. Each skill like Listening, speaking, reading and writing is treated and taught separately. Moreover, the skills of writing reading are not neglected, but the focus throughout remains on listening and speaking and the mother tongue was not given so much importance.

According to Douglas Brown (2001:23), challenged by Wigla River’s (1994) eloquent criticism of the misconceptions of the Audiolingual Method and by its ultimate failure to teach long-term communicative proficiency, Audiolingual Method’s popularity waned. It is discovered that language was not really acquired through a process of habit formation and over learning, that errors were not necessarily to be avoided at all costs, and that structural linguistics did not tell everything about language that needed to be known.

Criticism of the audiolingual method was on two fronts, the structural component of the method and the behaviorist one. The criticism over structuralism was based on the difficulties

learners faced when they tried to use the language and skills taught in the classroom to external situations. All the structures of the target language could not be learned in the classroom, and the method did not deliver the effectiveness it was expected to deliver when the components of language were taught. Concerning the Behaviorism implied in this method, critics pointed out that habit formation did not convey knowledge of the target language, errors in use of language can be learning process and should not necessarily be avoided, and that language behavior is much more complex than it was first thought (H. D. Brown, 2001; Celce-Murcia, 1991; Richards & Rodgers, 1986).

I.5. Speaking Difficulties

According to Rivers, 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 elements to express his intended meaning.

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.

I.5.1. Lack of Interest in the Subject

Most of the learners 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 expressions second language learners use when they are imposed to participate in a given topic “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.

I.5.2.Poor Listening Practice

Listening plays a major role in the interactions that occurs between two or more people. Learners may have an experience in expressing themselves in the foreign language in a conversation. However, they do not comprehend sufficient elements in the message to be able to make further contribution to the discussion. There are many difficulties that the learners may encounter in the listening comprehension process such as: quality of recorded materials, cultural differences, accent, unfamiliar vocabulary, length and speed of listening.

I.5.3.Deficient Vocabulary

Most of the learners find difficulties in using the appropriate words when expressing their thoughts so they use the simple form of language. The teachers must be aware of this psychological factor and help his/her learners to feel at ease while using the foreign language. As well as, they should constantly remember that their learners have not yet developed their English language proficiency to a level where they can understand all the oral or written information.

I.5.4.Mother Tongue Use

Second language learners of the same mother tongue tend to use it outside an even inside the classroom because they feel more comfortable and less exposed to the target language. According to Baker and Westrup (2003:12) "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.

I.5.5.Lack of Self-Confidence and Fear of Making Mistakes

In many classes, some learners prefer to keep their ideas to themselves because they are afraid of being corrected by the teacher. However, learner' mistakes must be corrected, but when the learner 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: 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 classroom, 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.

Conclusion

In short, many learners try to improve their English speaking skill without practicing their English listening comprehension skills , and still most of them spend a lot of time on studying grammar and vocabulary, but they found it difficult to understand a conversation when having talking with foreigners. Based on the previous approaches argued above, it is clear to notice that all of them agree on the point that language is before all spoken not written. Indeed, as speaking is the most common way for communicating, the aim of learning English as a foreign language is to be able to speak and use it for communication. Therefore, the teaching approaches tried to find the best methods and practices to help learners best acquire this skill and try to get rid of all speaking difficulties that hinder communication. As a result, in addition to the teaching approaches and methods, another important approach was introduced (Communicative Language Teaching) for a better acquisition of speaking skill in the context of EFL learning.

Chapter Two

Context of the Study

Chapter Two

Context of the Study

Introduction

The upcoming chapter aims at elucidating the issue under investigation within the Algerian context. In other words, it is meant to deal with the educational system in Algeria before and after the independence. Besides, it attempts to identify the linguistic status assigned to English in Algeria, especially within the advent of the Communicative Approach which is expected to play a major role in developing EFL learners' speaking skill. It also endeavors to highlight the importance of the ICTs integration so as to enhance learners' speaking skills.

II.1.The Educational System in Algeria

The rich and the diversified linguistic background in Algeria has made it a distinctive Arab nation with a variety of languages and dialects as stated by Ephraim and Mala Tabory

" The Algerian situation is complex, as it is at the crossroad of tensions between French, the colonial language, and Arabic, the new national language ; Classical Arabic versus colloquial Algerian Arabic ; and the various Berber dialects versus Arabic. The lessons from the Algerian situation may be usefully applied to analogous situations by states planning their linguistic, educational and cultural policies.(Tabory and Tabory, 1987) "

However, according to Lakehal Ayat (2008) this diversity led to a language conflict between: Arabization, French-Arabic bilingualism and the English language status that everyone seeks for monopoly and hegemony, but they did not agree. As a result, the learners' level had been deteriorating and marking weaknesses in general and in foreign languages specifically. The Algerian educational system has witnessed three main eras; first, the French colonialism, the second lasted from the independence up to 1990's and the third started by the new reforms in 2003.

II.1.1.Before the Independence (the Colonialism Era)

During the French colonization French language was imposed on the Algerian people who were obliged to learn it. It was considered as the national language whereas Arabic was declared as a second language in 1938 as a symbol of identity and nationalism, but it was not allowed to be taught at schools. In fact, the majority of students were French, only 10 to 20 % were Algerian.

II.1.2.After the Independence

Though the French authorities left Algeria, their trace had marked the Algerian culture and French become the most spoken dialect among the Algerian even in the present days. Many reforms were undertaken to sweep the French language through different phases

II.1.2.1.The Arabisation Reform

This reform removed all the French presence after decades of colonization as stated by Ben Rabah (2004)

“Starting from 1962 the Algerian government that inherited the remnants of an education system focused on European content and conducted in a foreign language by foreign teachers, sought to gradually increase Arabic sessions in all levels and all subjects were taught in Arabic and there was a decrease in the amount of time for teaching French. This policy, of course favoured the national integrity and unity and religion”

There was only two facets to the Arabisation project, namely that of modernity and that of tradition. While Arabisation of the administration and school system occurred in the name of progress and modernization, Arabisation was given a sacred rational and purpose that was essential for the de-colonization process.

II.1.2.2.The Fundamental Schooling System

In that system, there was a fusion of the primary and middle school (9 years), in 1976. All subjects taught in Arabic except the foreign languages. However, with the coming of the minister Mostefa Lacheraf, French re-implemented to teach subjects like maths and biology. Whereas, English was taught in the middle school at the age of 13 which was not beneficial for learners as Ben Rabeh (1999) stated.

Thus, the Algerian educators were divided into two factions; those who insisted advocated the use French seen as the language of modernization, science and technology and those who supported Arabic language use seen as a pillar of the Algerian identity.

II. 1.2.3.English in the Primary School

In 1993, another change was attempted giving the opportunity to primary pupils to choose between French and English as a compulsory foreign language. The majority of the teachers were Algerians at all levels. Unfortunately, nothing came of this project because of conflicts between different decision-makers who privileged their own benefits.

II.2.English Language in the World

English is one of the most dominating language in the world which has an impact on every field of work. Undoubtedly, it is the most commonly spoken language and the language of international business. In this respect, Kotaok (1996: 1, in Boubakeur, 2012:32) stated that English is the language of news, business, communication and international air traffic control and it is used even in movies and music. Thus, it has a great position and influence that cannot be ignored. Besides, English language is considered as a *lingua franca* to enable communication among people who do not share the same language.

It may not be the language with the highest number of native speakers, but it is a language which has far reaching influence around the globe. In fact, English is nowadays mastered by more than 750 million non-native speakers (Graddol, 1997: 10). No other existing language can boast of such high volume of people learning it as a foreign language.

II.2.1.Teaching English Language in Algeria

After dealing with the position of English language in the world, it is quite important to refer to the case of Algeria. The emphasis on teaching English in Algeria is becoming a vital part of education. English is taught in the middle and secondary schools as well as in universities. As

a matter of fact, English is introduced at the level of first year middle school. It covers seven years; four years at the middle school and 3 years at the secondary school. Actually, the Ministry of Education announced the educational reform and numerous changes have occurred concerning the situation of teaching English with new approaches like the Communicative Approach (Henceforth CA) which made a big shift in teaching English.

II.3.Theory of Communicative Language Teaching

The CA in Language Teaching (henceforth LT) starts from a theory of language as a tool used for communication. The goal of language teaching is therefore, to develop communicative competence (Richard and Rodger, 1999:69).

Communicative Language Teaching (CLT) theory is considered as an approach to language teaching that is based on the theory that the primary function of language use is communication (Richards and Rodgers 2001:28). Its major goal is thus, to help learners develop communicative competence, or simply put, communicative ability through using real-life situations that necessitate communication (Hymes, 1971:15).

“English language teaching overseas is taking on a new character as a result of the need for many advanced students to use the language as a tool in the study of scientific and technical subjects. In this situation, the oral inductive methods of the conventional syllabus are no longer adequate. There is a need for a new approach to language teaching which will shift the focus of attention from the grammatical to the communicative properties of language” (C.J Brumfit and K. Johnson 1979:122)

It is also generally estimated that there is no one single best method that meets the goals and needs of all learners and programs. Thus, it is suggested that There is a need for a new approach to language teaching which will shift the focus of attention from the grammatical to the communicative properties of language

It is assumed that The emergence of Communicative Language Teaching approach occurred at the time when language teaching was looking for a change (Richards & Rodgers, 1986:153), Due to the unsatisfactory traditional syllabus that failed to facilitate learners' ability to achieve the communication goals of language teaching (Richards & Rodgers, 1986:154), To support the learners' communicative needs, Wilkins (1976), who had a

significant impact on the development of (CLT) Communicative language Teaching, included communication function in a notional syllabus refers to concepts such as time sequence, quantity, location, and frequency. Communicative functions refer, therefore, to language functions such as requests, denials, offers, and complaints. Based on the notional syllabus, a communication language syllabus consisting of situations, language activities, language functions, notions, and language syllabus focused on a learner-centered and communication-oriented language instruction

“English teaching has been called upon to provide students with the basic ability to use the language, to receive , and (to a lesser degree) to convey information associated with their specialist studies.” (C.J. Brumfit and K. Johns 1979:122)

As it stated here, Communicative Language Teaching (CLT) advocates go beyond teaching grammatical rules of the target language, and propose that, by using the target language in a meaningful way, learners will develop communicative competence, The communicative approach is concerned with the unique individual need of each learner. By making the language relevant to the world rather than the classroom, learners can acquire the desired skills rapidly and agreeably.

Another and even more encouraging development in EFL learning is the Communicative Language Teaching (CLT) language learning approach. Communicative Language Teaching emphasizes group work, student-student communication, and interaction between students and teachers. It makes technology use central to language teaching, and focuses on real-world language situations, rather than text translation or grammar. Thus, it has been suggested by scholars of language learning that (CLT) Communicative Language Learning, which focuses on person-to-person interaction, might be one of the best methods of learning a foreign language.

II.3.1. Defining Communicative Competence

Communicative Competence is defined as the ability to interpret and enact appropriate social behaviors, and requires the active involvement of the learner in the production of the target language (Canale and Swain 1980; Celce Murcia 1995 and Hymes 1972). Such a notion

encompasses a wide range of abilities: the knowledge of grammar and vocabulary (linguistic competence); the ability to say the appropriate thing in a certain social situation (sociolinguistic competence); the ability to start, enter, contribute to, and end a conversation, and the ability to do this in a consistent and coherent manner (discourse competence); the ability to communicate effectively and repair problems caused by communication breakdowns (strategic competence).

Chomsky's (1965) stronger claim is that competence refers to the linguistic system (or Grammar) that an ideal native speaker of a given language has internalized. Michal Canal and Merrill Swain (2002:03).

II.3.2. Theoretical background to CLT Communicative Language Teaching

Since the mid-sixties, the focus on linguistic theory has shifted from the study of language in isolation to the study of language in a social context based mainly on sociolinguistic perspective (Savignon 1991, 2007). Although this sociolinguistic approach is basically a language theory rather than a learning one, Communicative language teaching encompasses a theory of language learning. It is, therefore, considered as an approach than a method. Briefly, this approach is defined as set of theories about the nature of language and of language learning.

Although different versions and various ways in which (CLT) Communicative Language Learning is interpreted and applied have been provided, educators have suggested some major characteristics of (CLT) Communicative Language Teaching.

II.3.3. The Implementation of the Communicative Approach in Algeria

The drawbacks of the previous methods and approaches proved that there has been a shortage of communication in English classes which gave birth to the Communicative Language Teaching. According to Hymes (1971), a new approach spotted the lights upon real communication of the target language and recognized that language acquisition compels not only the general knowledge of a set of grammar rules and an acceptable quantity of

vocabulary, but also it necessitates certain rules which he describes as “the rules of use without which the rules of grammar would be useless”. They give the chance for the students to learn how to convey the desired meaning, interpret messages, exchange thoughts and negotiate meanings interpersonally in a frame of specific context. It was brought into use in the Algerian educational system for the first time through illustrative course-books in the 1990’s such as :

« My New Book of English » for the first-year at the secondary level.

«Next Midlines» for the second- year.

«Comet» for the final third- year.

According to Bougandoura (2012), these series were designed to make it easier for the learners to use their target language. As for speaking, it focused on fluency and accuracy which are complementary items situated under various communicative techniques so as to keep learners focus on both the pronunciation of utterances as well as grasp their meaning in language use.

The current English syllabus which has been designed to comply with the Algerian curriculum issued by the Ministry of Education in December 2005 in order to modernize the procedures used for the first-year syllabus, it consists of selected units and themes where students will develop their overall competencies as worded in the syllabus itself :

- Interacting orally in English.
- Interpreting oral and written texts.
- Producing oral and written text.

II.4.Characteristics and Principles of Communicative Language Teaching (CLT)

The Communicative Approach to language Teaching is, relatively, a newly adapted approach in the area of foreign/second language teaching. Communicative Language Teaching is

defined as a “hybrid approach to language teaching, essentially ‘progressive’ rather than ‘traditional’.” (Wright, 2000:7)

Communicative Language Teaching is derived from a multidisciplinary perspective that includes, at least, linguistics, psychology, philosophy, sociology and educational research (Savignon, 1991). For Brown, Communicative language teaching is: “a unified but broadly based theoretical position about the nature of language and teaching” (1994: 244-245).

It is maintained here that the Communicative Language Teaching CLT characteristics involve mainly well focused goals, not restricted to grammatical or linguistic competence that is the ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication. Thus , language teaching techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Moreover, language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes. Fluency and accuracy are seen as complementary principles underlying communicative techniques. Fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use. Finally in the learners meaningfully engaged in language use. Finally, in the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts (Brown, 1994:245).

It was argued that unlike a grammar-based approach, within communicative approach, Learners can learn a language through the process of meaningful communication that is likely to provide him with a better opportunity for learning. Doughty and Long (2003) defined the principles of Communication Language Teaching Methodology as it makes real communication the focus of language learning and provide opportunities for learners to experiment and try out what they know. Teachers are tolerant of learners’ errors as they indicate that the learner is building up his or her communicative competence so errors and mistakes are welcomed as a way to learning. Besides, it provides opportunities for learners to develop both accuracy and fluency through the use of language in real life context which help students to improve their speaking through the actual use of the language in concrete situations. Hence, it links the different skills such as speaking, reading, and listening together,

since they usually occur so in the real world. Moreover, it lets students induce or discover grammar rules.

In applying these principles in the classroom, new classroom techniques and activities were needed, and as it has been argued earlier in this chapter, new roles for teachers and learners in the classroom are required. Instead of making use of activities that demanded accurate repetition and memorization of learners to negotiate meaning and to interact meaningfully were introduced. Jack C. Richards (2006:12.13).

II.4.1. Classroom Activities in Communicative Language Teaching

Since the advent of (CLT) Communicative Language Teaching, teachers and materials writers have sought to find ways of developing classroom activities that reflect the principles of a communicative methodology. Based mainly on fluency, the activity types that were one of the outcomes of CLT are described by Jack C. Richards (2006:16) as follows:

II.4.1.1. Accuracy versus Fluency Activities

One of the goals of (CLT) Communicative Language learning is to develop fluency in language use. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns.

Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use. Differences between activities that focus on fluency and those that focus on accuracy can be assumed in that activities focusing on fluency reflect natural use of language while activities focusing on accuracy reflect classroom use of language and focus on the formation of correct examples of language.

Activities focusing on fluency focus on achieving communication and require meaningful use of language and communication strategies, yet activities focusing on accuracy practice language out of context, samples of language and require meaningful communication, on the

other hand, activities that focus on accuracy produce language that may not be predictable and seek to link language use to context whereas the earlier control choice of language.

II.4.1.2. Mechanical, Meaningful, and Communicative Practice

Another useful distinction that some advocates of CLT proposed was the distinction between three different kinds of practice-mechanical, meaningful, and communicative. First, Mechanical practice refers to a controlled practice activity which learners can successfully carry out without necessarily understanding the language they are using. Examples of this kind of activity would be repetition drills and substitution drills designed to practice use of particular grammatical or other items. While Meaningful practice refers to an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice. For example, in order to practice the use of prepositions to describe locations of places, learners might be given a street map with various buildings identified in different locations. They are also given a list of prepositions such as across from, on the corner of, near, on, next to. They then have to answer questions such as “Where is the bookshop? Where is the café? The practice is now *meaningful* because they have to respond according to the location of places on the map. Therefore, here we can introduce videos to show direction. Yet, Communicative practice refers to activities which have an important role in creating opportunities for learners to use language for communicative purposes. Generally, communicative activities are “fluency-based activities” (Tait, 2001,p,1), which encourage meaningful and purposeful interaction between students, where they bridge an information or opinion gaps, ask for or give real information, find out about the opinions of the other learners, etc.(Gower et al, 1995; & Harmer, 2003). However, for a successful implementation of communicative activities, the classroom must be learner-centered and the activities must be “interactive, authentic, purposive, and contextualized”(Richards & Rodgers, 1982,p.163). Basically, communicative activities are based on the following characteristics : (1) a desire to communicate, (2) a communicative purpose, (3) a focus on language content not language forms, (4) a variety of language used, (5) no teacher intervention, and (6) no control or simplification of the material. They are activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. For example, learners might have to draw a map of their neighborhood and answer questions about the location of different places, such

as the nearest bus stop, the nearest café, etc. Exercise sequences in many CLT course books take learner from mechanical, to meaningful, to communicative practice. Jack C.Richards (2016:16).

An important aspect of communication in CLT is the notion of information gap. This refers to the fact in real communication, people normally communicate in order to get information they do not possess. This is known as an information gap. More authentic communication is likely to occur in the classroom if learners go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information. In o doing, they will draw available vocabulary, grammar, and communication strategies to complete a task. The following exercises make use of the information-gap principle: learners are divided into A-B pairs. The teacher has copied two sets of pictures. One set (for A learners) contains a picture of a group of people. The other set (for B learners) contains a similar picture but it contains a number of slight differences from the A-picture.

Learners must sit back to back an ask questions to try to find out how many differences there are between the two pictures. Learners practice a role play in pairs. One learner is given the information she/he needs to play the part of a clerk in the railway station information booth and has information on departure, prices etc. They role-play the interaction without looking at each other's cue cards.

II.4.1.3.Jigsaw Activities

These are also based on the information-gap principle. Typically, the class is divided into groups and each group has part of the information needed to complete the whole. In so doing, they must use their language resources to communicate meaningful and so take part in meaningful communication practice. The following are examples of jigsaw activities: The teacher plays a recording in which here people with different points of view discuss their opinions on a topic of interest. The teacher prepares three different listening tasks, one focusing each of the three speaker's points of view .Learners are divided into three groups and each group listens and takes notes on one of the three speaker's opinions. Learners are then rearranged into groups containing a learner from groups A, B, and C. They now role-play the discussion using the information they obtained. The teacher takes a narrative and divides it into twenty sections (or as many sections as there are learners in the class). Each learner gets

one section of the story. Learners must then move around the class and by listening to each section read aloud, decide where in the story their section belongs. Eventually the learners have to put the entire story together in the correct sequence.

II.5.Purposes of Communicative Activities

Advocates of CLT also recognized that many learners needed English in order to use it in specific occupational or educational settings. For them, it would be more efficient to teach them the specific kinds of language and communicative skills needed for particular roles. For example, nurse, engineer, flight attendant, pilot and biologist, just to concentrate on more general English.

“The teacher may often make the learners perceive the interaction as more communicative if he responds to the content of what they say as well as to its linguistic form”. (William little wood 1998:16)

It is suggested here that the teacher must pay attention to the learner’s needs. Within the Communicative Language Teaching (CLT) the learner’s roles varies in the degree to which learners direct their own learning and interact using the target language rather than in roles assigned by a teacher. Thus, they are more autonomous.

Hence, it may be useful to consider what the teacher might hope to achieve, as making learners use the linguistic repertoire they have learnt, in order to communicate specific meaning for specific purposes, through communicative activity in the classroom, since this will determine his own attitude towards it and what place he gives it in his overall methodology. Some of the contributions that communicative activities can make to language learning is that they provide ‘whole-task practice’ for, in foreign language learning, our means for providing learners with whole-task practice in the classroom is through various kinds of communicative activity, structured in order to suit the learners ‘level of ability’.

Besides, they improve motivation since most learners ‘prior conception of language is as a means of communication rather than as a structural system. Their learning is more likely to make sense of them if it can build this conception rather than contradict it.

Moreover, communicative activities allow natural learning in that many of language learning can take place only through natural processes, which operate when a person is involved in using the language for communication. In addition They can create a context which supports learning, communicative activity provides opportunities for positive personal relationship to develop among learners and between learners and teacher. This relationship can help to 'humanize' the classroom and to create an environment that supports the individual in his efforts to learn. If this so, communicative activity (inside or outside the classroom) is an important part for the total learning process that helps the teacher to reach his objectives and involves the learner in the learning process.

II.6. Teachers' and Learners' Roles in the Classroom

The type of classroom activities proposed in CLT also implied new roles in the classroom for teachers and learners.

II.6.1. The Teachers' Roles

Several roles are assumed of language teachers in the communicative Classroom. These roles constantly change during different segments of a lesson phase. In introducing vocabulary and grammar presentation techniques, the teacher takes on the role of the presenter. Following or integrated into the presentation (input) phase of a lesson, the teacher also functions as a designer, organizer, and guide. In these roles, the teacher leads the learners along the sequence of different learning tasks in order to meet the different pedagogical goals of the lesson.

When shifting from teacher to learner-centered activities, the teacher's role changes to that of a facilitator. Ballman describes the facilitator's role in the following way:

"By facilitator, it is meant that the teacher sets up and models each learner-centered activity. If during a lesson on the topic of family students are asked to work in pairs, for example, with student A drawing student B's family tree, the teacher would briefly explain what each learner is to do".(Ballman, 1998:97).

During a learner-centered activity, the teacher also assumes the role of a source provider, group process manager, and needs analyst who assesses the learners' performance. She/he walks through the classroom, monitoring learner work and answering any questions. The teacher's role is a discussion leader, classroom manager or facilitator, and evaluator who draws conclusions about the learners' performance. Klause Brandl (2008:181,182)

Teacher now had to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making learners produce plenty of error-free sentences, the teacher had to develop a different view of learners' errors and of her/his own role in facilitating language learning. Jack C. Richards (2006:05)

Another important role that inspires the learners is the teacher as a motivator. Many teachers motivate their learners by appreciating their results and achievements through marks or even positive comments. Besides, creating strategies which encourage positive attitudes to learning make it more enjoyable.

II.6.2. The Learner's Role

Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Learners had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on a greater degree of responsibility for their own learning. Their role become more centered, they are totally involved and motivated to perform the acquired knowledge in communicative way.

Under the umbrella of CA, learners become knowledge processors because they have the opportunity to observe research and apply what they have learnt through different situations. Moreover, they become problem-solvers especially if they have curiosity, questioning, persistence and confidence to solve problems. These strategies enable them to draw a personal knowledge and intuitions.

II.7. Use of Technology in Communicative Language Teaching Approach

Another and even more encouraging development in EFL learning is the Communicative Language Teaching (CLT) language learning approach. Communicative Language Teaching emphasizes group work, learner-learner communication, and interaction between learners and teachers. It makes technology use central to language teaching, and focuses on real-world language situations, rather than text translation or grammar. Scholars of language learning suggest that CLT, which focuses on person-to-person interaction, might be one of the best methods of learning a foreign language.

II.7.1. The Importance of Technology in Teaching Speaking

The present status of English as a global language, demands everybody that they should be communicatively competent in order to achieve their goal.

“Language teacher has long been searching for effective and efficient ways to render the learning experience in class as true to life as possible and to assist students in developing the necessary independent study skills”. (Gunn 1997:19)

It is assumed here that developing communication and speaking skills can be through using computers in the language-teaching classroom. Because today’s learners have grown up with a different digital landscape that their teachers computer technology represents a landmark invention that has potential to assist human cognition in a way that was previously not possible.(MAYER 2001). They most likely are inspired and motivated by different technology. Emerging technology could increase learner’s motivation, self-confidence, mastery of basic skills, and interest in second language learning. MCALT software has captured in interesting attention among the language teachers and learners it offers an authentic opportunity for students to develop their communication skills.

II.7.2. Definition of the (ICTs) information and Communication Technologies

There are many different meanings or definitions for information and Communications Technologies (ICT) in education: some definitions are concerned with the computing and communications facilities and features that variously support teaching, learning and a range of

activities in the class and at levels of education. Other definitions are centered on the development from one task to a new task where it is characterized by deep or real employment of (ICT). Some authors as Bruce supported this model and as he wrote the following concerning the academic basics of ICT literacy:

“The idea of information literacy, emerging with the advent of information technologies in the early 1970s, has grown, taken shape and strengthened to become recognized as the critical literacy for the twenty-first century. Sometimes interpreted as one of a number of literacies, information literacy is also described as the over arching literacy essential for twenty first century living”. (Bruce, 1995, cited in Romero, 2008: 1993)

In fact, Technology has played an increasingly important role in the methods of instruction, and video is one of the technological tools which offers instructors a wide variety of resource material to be employed in EFL classrooms to improve learners’ speaking.

II.7.2.1. Definition of Authentic Videos

Video is important in educational applications. It is one of the best technologies which provide learners with an opportunity to view and learn in interesting, attracting, and motivating way. According to Sherman (2003:1) authentic video is any kind of programs that we can see directly on cinema, television or DVD, films, documentary, advertisement, and game show , videos can be used as resources to learn English with enjoyment and give us a lot of advantages. Some examples of authentic video are : TV commercials, public service announcements, short movies, full-length feature films, television dramas , sitcoms , documentaries, YouTube clips, music videos , news programming, even video games, and home movies. They become a very useful tool for; authentic videos provide an adaptation to the linguistic resource of accents, vocabulary, grammar and syntax, and all kinds of conversation, which shows the language in most of its uses and contexts.

II.7.2.2. Uses in Language Teaching

In Communicative Language Teaching Method teachers are encouraged to use different audio-visual aids in a CLT classroom. As the materials are mostly authentic, there are wide ranges of use of the pictures and videos in the classroom to make the class interesting and

authentic. Usually, the class activities are based on the activities that are related to real communication. As a result, the learners are shown different visual aids like map for giving directions, picture for describing any place or person and so on (Freeman, 2000:121). In order to develop speaking skill, effective material used in English as a foreign language (EFL) classes is a crucial aspect of the teaching method. Thus, the use of videos facilitates understanding toward oral language; since they provide variety of discourses or expressions in terms of speakers, kinds of expression, setting, and so. They help language learners understand the aspects of oral English language. In addition, as language model, authentic video provides plenty samples of accents, vocabulary, grammar, syntax and discourses. Authentic video can be learning model that enables learners to select and use target language accurately. Video can also be used to learn culture especially that of the English speaking country. Video shows how people converse, take attitude and think about something. Providing stimulus or input, video can be material for discussion, project and input of a project or study (Sherman, 2003).

Conclusion

Thus, the implementation of the CLT in the Algerian educational system changed the role of both teachers and learners and gave more importance to speaking skill. In addition, the use of ICTs facilitates teaching speaking especially the authentic videos that undoubtedly open a positive atmosphere towards better learning.

Practical Part

Chapter Three
Fieldwork & Data Analysis

Chapter Three

Fieldwork & Data Analysis

Introduction

The upcoming chapter is dedicated to the practical part of the study. It mainly undertakes to investigate teachers and learners' attitudes and perceptions on the effectiveness of the videos integration in EFL classes to support and improve learners' speaking skills. It also reports quantitatively and qualitative the generated results thanks to the research tools used for the purpose. In fact, the data collection relies on two questionnaires and an interview. The analyses of the obtained data are hopefully expected to shed light on the effective use of videos (ICTs) in improving the oral proficiency of EFL learners.

III.1. Methodology

It is accredited that every scientific research must follow certain processes to warrant reliable and valid data. Thus, the reliance on one single method is insufficient to confirm the accuracy of the data and provide a better understanding of the research issue. Hence, the methodology implemented to conduct the current inquiry is based on mixed methods, i.e., the combination of both qualitative and quantitative methods. In the light of this perspective, Creswell & Clark (2011), define mix-method as follows:

As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone. (2011: 12);

As aforementioned, the implemented approach is a dual-focused descriptive- interpretive one. The choice of this investigative method is dictated by the nature of the study, responding to the objectives of our research work, which are fundamentally meant to explore and explain the impact of the videos use on students' speaking skill improvement and conversational interaction.

The case of the current research which involves both EFL teachers and learners of secondary school which are expected to help the researcher collect enough reliable data in connection with the use of ICTs to improve students' oral performance, thus ensuring scientific validity and allowing, to some extent, outcomes generalizability. So, the generated data would

probably provide informed findings mirroring how the conversational interactions in oral classes can be improved by an appropriate use of these ICTs.

This part also deals with the explanation of the methodology and procedures of the study. It gives an idea about the research design and the participants, and also presents the sample size, sampling techniques and data gathering instruments.

III.2. Research Design

It is commonly recognized that a variety of academic methodologies are designed to serve the different goals and purposes of the research. Lynch (1997: 14) draws potential researchers' attention to be cognizant of both the nature of the existing phenomenon and the determination of the justifications thereof. Theoretically, these two essential optics, viz., ontological (nature of the existing phenomenon) and epistemological (determining the justifications), determine and orientate the choice of the methodology and undoubtedly affect its course to attain the expected objectives: discerning the issue of study and elucidating the associated constituents in an inclusive setting.

To collect reliable data, two different research tools, viz., a questionnaire directed to students and an interview conducted with teachers are used. The mixed method combining the quantitative and qualitative instruments is to improve the final evaluation by ensuring that the limitations of one type of data are balanced by the strengths of the other one. Thus, the descriptive-interpretive method is implemented to attain the predetermined objectives which are basically a) investigate and b) explain the impacts of the use of these technologies, i.e., videos, films, TV shows, etc. with the aim to improve learners' oral expression. The quantitative data will be analyzed numerically. In addition, all the calculated data will be presented through tables and graphs for better visualization. Thus, qualitative data were to be presented in the form of summary to illustrate the analysis of data. Both kinds of data will be collectively analyzed to identify patterns as well as details. Among the advantages of mixed method is the potential for gaining a fuller, richer and complete understanding of research instruments.

III.3. Sample

The present investigation takes place in secondary schools at Lardjem city in the province of Tissemsilt, in the academic year 2019/2020. The survey considers the in-service teachers in secondary schools of the same city.

III.4. Population Sampling

The choice of a manageable subset of the whole population of the secondary school students was imposed by the large number of students. In fact, this survey has followed probability sampling that is mainly set up on a random selection, where every subject in the population is given a chance to be selected. The objective behind following this process is to minimize partiality and to maximize objectivity and reliability. Whereof, for the present case study, 20 secondary school students have been randomly selected from the whole cohort; 14 females and 6 males who are aged between 17 and 20 years old. The sample represents final year pupils of foreign languages stream. We have selected this sample on the basis of the background, knowledge and experience the students share together; this would probably enable us to recognize the nature of the relationship between them.

III.5. The Research Tools

For the sake of scientific validity attainment, both research tools, i.e., quantitative and qualitative were utilized. The triangulation of the numerical data and the attitudes, opinions and perception of the informants allows the addition of rigor to the research. To achieve the expected goal, we have constructed two questionnaires and organized an unstructured interview.

For the sake of the methodological viewpoint, the research tools utilized in any survey are not subjected to the principle of randomness. Various elements are taken into account when intending to embark on a study. In this vein, Dornyei (2011) believed that the backbone of any research reckons upon the instruments that are used in gathering the data. Thus, it requires different resources of data collection. In this study, we followed twofold methodology that relies on two data sources, i.e., qualitative and quantitative. The aim of these two instruments is to assure the validity of information and to develop a comprehensive understanding of the research outcomes.

To conduct this study, three tools were used, viz., two questionnaires directed to teachers and learners, and an interview conducted with EFL teachers. The teachers' questionnaire, consisting of nine open and close-ended questions, was distributed to ten teachers. Yet, the learners' one, composed of 10 questions, was handed out to 20 secondary school learners. Besides, a semi-structured interview was conducted with 2 secondary school teachers.

III.5.1. Description of the Research Tools

A survey questionnaire was distributed randomly to the total number of 10 teachers and 20 learners in 3 public secondary schools at Lardjem, Tissemsilt. In addition to the two questionnaires, an interview was conducted with some two school teachers.

III.5.1.1. The Quantitative Tools

The choice of the questionnaires is justified by the fact that they provide us with a broad range of information in connection with the objective of our research entitled, “Investigating the Effectiveness of the Video Use in EFL Classes to Improve Learners’ Speaking Skills: Secondary School Learners of Lardjem as a Sample”.

Beforehand, it proves to be suitable to recall that the design of the questionnaire can appear as being an easy working tool but in fact it requires a certain competency for its development and exploitation of the data-gathering. In what concerns us, we chose the questionnaire as an investigative tool for its profitability because it allows the collection of a maximum of information, consumes less possible time, helps to describe, compare and/or explain. This does not prevent us from raising some of its disadvantages. Among the latter, let us recall the following: the researcher is not able to check the reliability of the subjects; he cannot be sure of the correctness of the interpretation and comprehension of the questions which will be made by the subjects targeted by the questionnaire. Lastly, a bad interpretation of the questions can lead only to vague answers which hardly respond to the starting objectives.

III.5.1.1.1. Description of the Teachers’ Questionnaire

To question the teachers about the issue under investigation, a questionnaire, consisting of open and close-ended questions, was administrated to ten teachers in different secondary schools at Lardjem city.

It consists of nine questions which are arranged in such a way to mirror the essence of the current research. They are either closed questions requiring teachers’ choice of yes or no answers, or to check the appropriate answer from a number of choices or open questions requiring full answers and justifications when necessary. Question 1 and 2 are devoted to teachers’ background information; questions are asked to specify their gender, and mention their degree. Question 3 is about the way they use videos in performing their courses, and justifying their responses if "yes". For question 4, the respondents are expected to state how often they use them in oral speaking sessions. In question 5, teachers are asked about how they assess and evaluate the learners’ speaking outcome/proficiency. As regards question 6,

meant to check if practitioners use these didactic tools, they interpellated on the way they use them in the classroom. To check respondents' satisfaction as regards their use, question 7 asked the teachers if authentic videos help them to reach their speaking activities and justify their responses in case of 'yes'. Question 8 seeks to know if using videos bring about advantages to their speaking class and they justify if yes. The last question 9 is asked to provide teachers with an opportunity to suggest any additional tricks or comments they consider important for the issue.

III.5.1.1.2. Description of the Learners' questionnaire

The second questionnaire, directed to secondary school learners, is constructed in a way to serve the enlightenment of the core issue. In fact, it is expected to help the researcher gauge learners' awareness of the effectiveness of the integration and use of videos in classroom oral sessions, and endeavors to highlight the EFL learners' perception of the importance of such teaching aids. It is broadly divided into three main sections.

The questionnaires were distributed to 20 students of different secondary schools in Lardjem city. It consists of both open- and close-ended questions. For the sake of practicability, the question-items are grouped into four sections namely section I. Learners' Personal Data. It endeavors to enquire about the respondents' general profile.

Section II, encompassing 2 question-items, enquires about students' perception on the use of the authentic videos and their benefits on the teaching/learning process of the target language.

Section III, including three (3) question-items, focuses on the effects of authentic videos in speaking skill. The latter encompass multiple-items questions. The questions are formulated in a simple way to cater for learners' level, viz., third year foreign languages stream.

Section IV, encloses only one open-ended question, gives the respondents an opportunity to provide their own perceptions, viewpoints and suggestions on the enhancement of the speaking skills thanks to the video effective use.

III.5.1.1.3. Design and Description of Teachers' interview

The qualitative data analysis is a complex task, taken over by the researcher right from the moment of the data collection. It is he who collects and reads traces with a view to assign their meaning. To do this, he will attempt to get them to talk in a delayed time compared with data taking, without necessarily a predefined framework (Paille & Mucchielli 2005). In fact, to analyse qualitatively, it is to observe, perceive, compare, judge, order/arrange, check, collect, report, etc.

In our study, the semi-structured interviews are a technique which seeks to report on the subjective world of others. This technique promotes the free expression of the subjects while allowing us to frame the discourse from the research perspective. The account remains marked out by a narrative frame, constructed around the topic of the research and negotiated in the contract of communication that guides the evocation.

To collect the appreciations of those teachers, a semi-structured interview was administered to teachers of English at the secondary school. We opted for the interview as a form of joint action Desgagné (2005) where narration supported by the researcher in the course of the interview represents a stage of cooperation. Besides, the use of the 'mixed approach', i.e., the combination of the interview (qualitative tool) and the questionnaire (quantitative tool) is carried out to collect enough insightful data and ensure a comprehensive assessment on the issue of classroom interactions.

To check, deepen and complement the results obtained through the questionnaire addressed to both learners and teachers at secondary school, we opted for a semi-structured interview. This required the development of an interview guide prepared according to the survey objectives. The target population for this interview consists of two interviewees. The purpose of our interview with the practitioners is to bring to light the converging and/or diverging points between what is expected to be done and its effective implementation in the field.

To better understand the conductor threads which are related to issue under investigation, i.e., the oral expression module, approaching the teachers who are in charge of its teaching was viewed as an overarching importance.

The collected comments were transcribed in full in order to elucidate, from the responses received, indicators or even guidelines that will clarify the issue of the impact of different variables on students' classroom interactions.

The teachers' semi-structured interview consists of eight (8) open-ended questions where the teachers are requested to give explanation or specifications. This interview was conducted with two teachers at the secondary school of Mohamed Serrai at Lardjem. Our interviewees were asked at the beginning how long they have been teaching at secondary school. The teachers were also asked whether all the skills are easy to deal with. Then, they were asked which skill is the most difficult and challenging whereas the fourth question was about the reasons behind pupils failure in speaking sessions. After that, the interviewed teachers were

asked about their main role in a speaking class. Next, they were asked whether they use ICTs in their instructional activities and what kinds of ICTs they use most. Finally, they were invited to give some pieces of advice to deal with speaking sessions successfully.

III.6. Quantitative Data Analysis

III.6.1. The Analysis and Discussion of the Results

III.6.1.1. Teachers' Questionnaire

In this section, the collected data are to be displayed into tabular form for the purpose to analyze, interpret and generate appropriate results.

Question-item 1: Specify your gender

	Male	Female
Number	3	7
Percentage	30%	70%

Table 3.1: Teachers' Gender

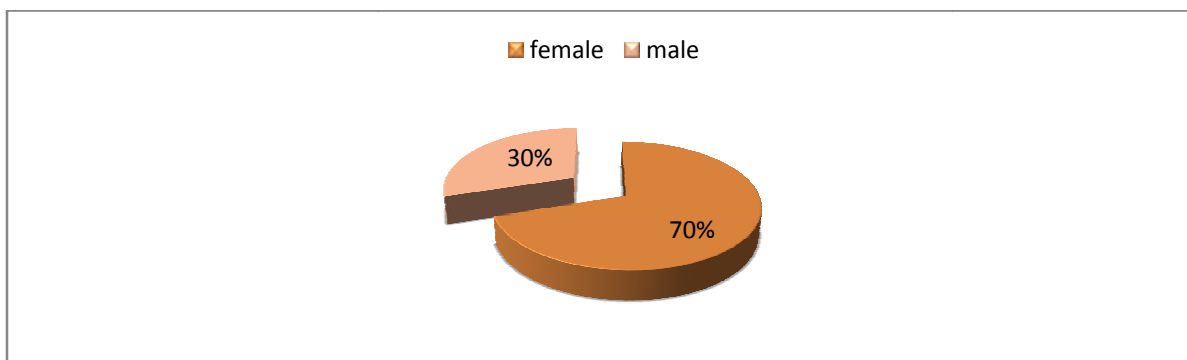


Figure 3.1: Teachers' Gender

The results in the table above reveal that among the targeted teachers 7 (70%) are females and 3 (30%) are males.

It is worth noting that the majority of the population of teachers is constituted of females. Two thirds (2/3) of the teachers are women. In fact, this distribution corresponds to the socio-demographic data published by the Ministry of National Education (cf. Appendices). A study was drawn up by the Ministry of National Education. It reveals that at the level of the secondary education, the literary streams are chosen by the girl-students. That explains the rise of women in the sector of education (cf. appendices). Indeed, according to Maruani, "most of the active women on the labour market belong to the tertiary sector activities" (2003:3). In addition, the phenomenon of the feminization of the teaching staff is nothing new. It seems to be one of the earliest professions compared to other recently feminized ones.

The traditional assumptions on the matter try to explain the phenomenon by proposing the conciliation of the family life with those professional and teaching ones, i.e., family-friendly profession. Other assumptions take into account discriminations against women in the labour market and stress the fact, as indicates it Charles, F.

“The sexual division of labour and the structure of female employment corresponding to the latter, the teaching professions are indeed the best placed inside this structure.” (1998:29)

Women also chose this professional activity for reasons which touch at human and psychological values, with the characteristics of the profession and the flexibility of the schedules. Whatever the assumptions put forward to explain the very strong feminization of the teaching staff, the school institution appears as a privileged access-road of women in the labour market.

Question-item 2: What is your degree?

Option	licence	MA(Master/Magister)	High School of Teachers(ENS)
N°	03	03	04
Percentage	30%	30%	40%

Table 3.2: Teachers' Degrees

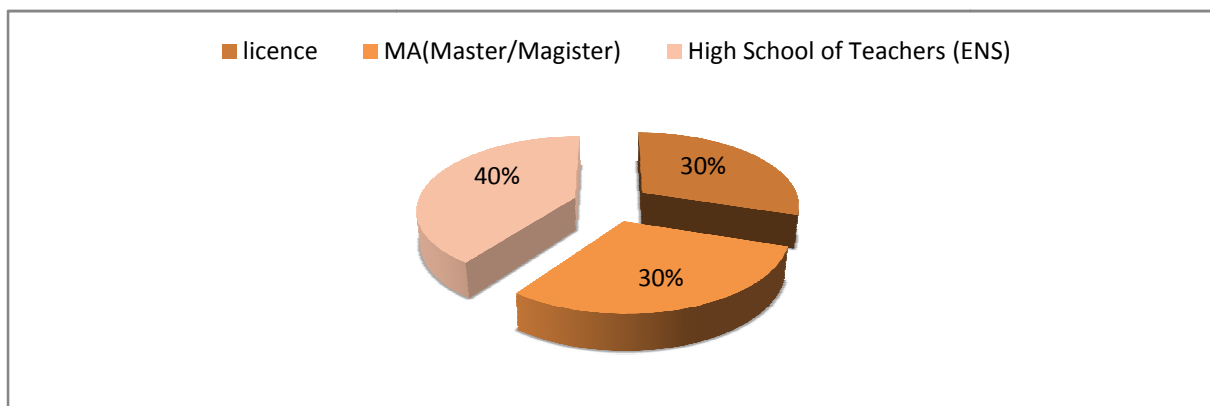


Figure 3.2: Teachers' Degrees

The numerical data in the table (2) above show that most of the teachers (40%) are graduate from the High School of teachers, only (30%) are BA graduate and also (30%) have MA (Master/ Magister)

It is noticeable that all of the respondents had undergone a university initial training. The university pre-service training course, in fact, is expected to prepare teachers much more on theoretical aspects at the detrimental of the practical ones. The analysis of the university curricula shows that these teachers have had the opportunity to become familiar with various methodologies relating to ELT only in the fourth year. In fact, this initial training which seems to miss practical training courses, responsibility for class, appropriate mentoring, talks with teaching council and drafting a report on the educational aspects of the profession of teaching hardly supports the interaction between the practical knows and the theoretical aspects targeting the construction of the professional competencies. In short, this initial training at the level of universities, which focuses purely on theoretical aspects, does not meet a legitimate need of adaptation to the current evolutions in the educational field.

Question-item 3: Do you use videos to deliver your courses?

Option	Yes	No
N°	08	02
Percentage	80%	20%

Table 3.3: The Use of Videos in Delivering Courses

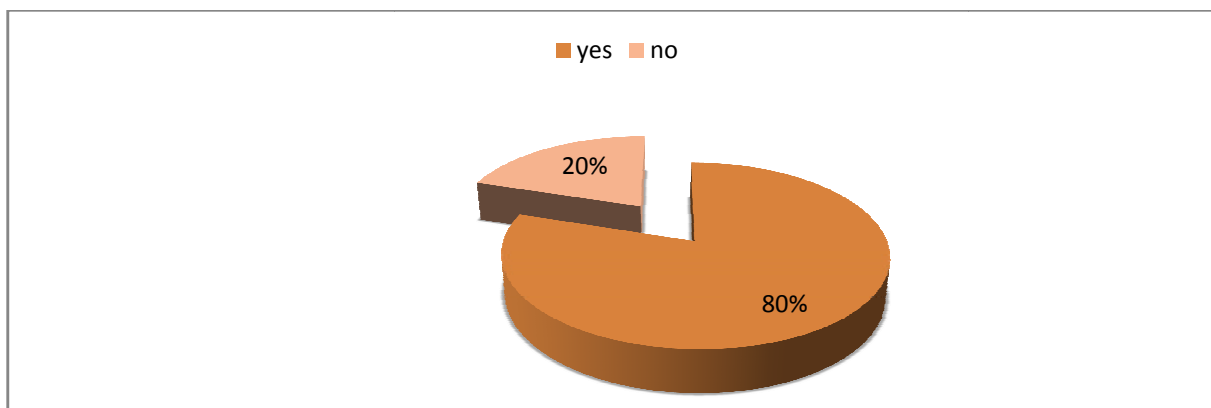


Figure 3.3: The Use of Videos in Delivering Courses

The obtained results denote that eighty per cent (80%) of the surveyed teachers state that they in fact use videos in delivering their courses in the classroom. However, two teachers (20%) state that they never use them.

Those teachers who avoid the use of videos in classroom might ignore the positive value that these teaching tools can afford to EFL learners. Their abstention from integration videos

cannot be due to the scarcity or unavailability of such tools, especially in this advanced technology era.

It is widely acknowledged that video as a listening tool can enhance the listening and speaking skills. They provide students with the setting, actions, emotions, gestures etc. in an authentic environment which represent an important visual and audible stimulus for language practice and production

Question-item 4: How often do you use videos?

Option	Always	Sometimes	Rarely	Never
N ^o	4	2	2	2
Percentage	40%	20%	20%	20%

Table 3.4: Frequency of the Use of Videos

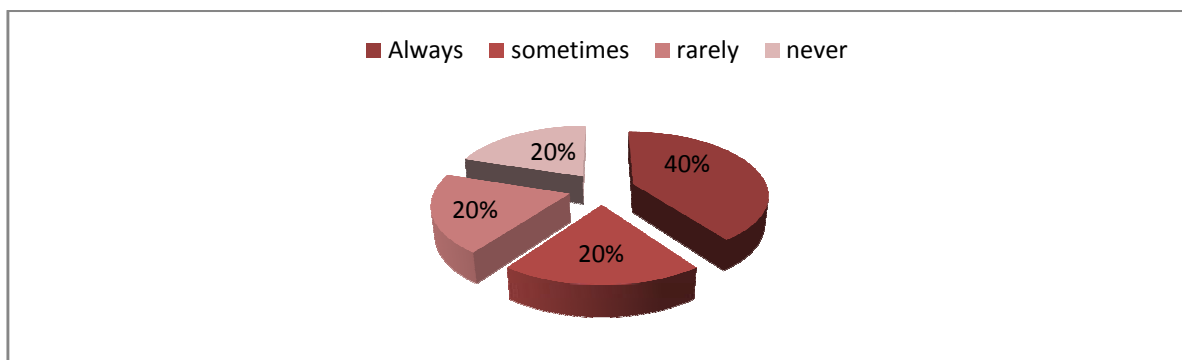


Figure 3.4: Frequency of the Use of Videos

With regard to video frequent use, 40% (n=4) of the surveyed sample confirms that they always do use videos in teaching listening/speaking sessions. Besides, 20% (n=2) attest that they sometimes do. Yet, the rest of the teachers (20%) are shared between rarely and never.

It is probable that those teachers who regularly use educational videos in oral speaking sessions have noticed that the power of audio-visual materials to capture the attention of learners, increase their motivation and enhance their learning experience. In fact, several surveys, measuring both patterns of use and teacher attitudes and expectations for outcomes, have highly valued the use of such educational means as being not only effective but as creative too. It is commonly acknowledged that videos have positive contributions to language learning as long as they are appropriately selected and used.

However, for those who never use these educational videos in their classrooms, the reason might be fans of the traditional ways of teaching. This reticence towards videos use can be due to teachers' considering them as rivals or overshadows mediums.

Question-item 5: What is the evaluation of the learners' speaking outcome?

Option	Very good	Good	Average	Weak
N°	0	5	3	0
percentage	0%	62%	38%	0%

Table 3.5: The Evaluation of the Learners' Speaking Outcome

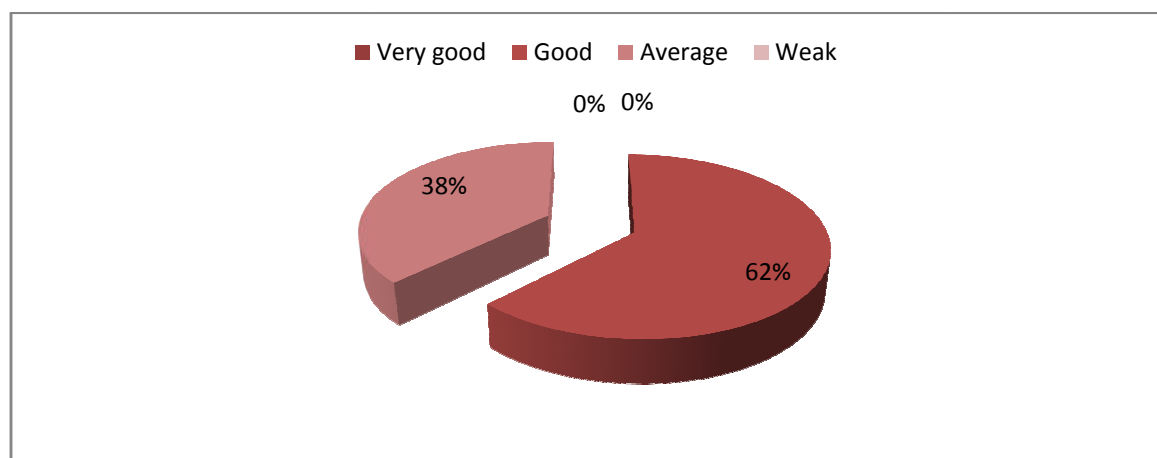


Figure 3.5: The Evaluation of the Learners' Speaking Outcome

With regard to the assessment of the learners' speaking outcome, the above data reveal that more than the half of the teachers (60%) attests that the speaking outcome is good. The rest (40%) assesses it as being average.

The main advantage behind video use is that it provides authentic language inputs. It is clearly true that such kind of materials present complete communicative situations by means of the dynamic, immediate and accessible combination of sound and vision. Thanks to these videos, learners can contextualize the language they have learnt. Differently couched, they can see and hear the speakers in dialogues; their ages, their sex, perhaps their relationship one to another, their way of dressing, social status, what they are doing and perhaps their feelings. Moreover, as previously slightly mentioned, paralinguistic features such as facial expressions or hand gestures provide aural clues of intonation. Yet, their impact on the learners' learning proficiency depends on the teachers' suitable use, frequent use, and manageability mastery.

Question-item 6: How do you use the videos: in the classroom together or prepare it at home?

Option	In the classroom	Outside classroom
Nº	8	0
Percentage	100%	0%

Table3.6: The Way Teachers Use Videos

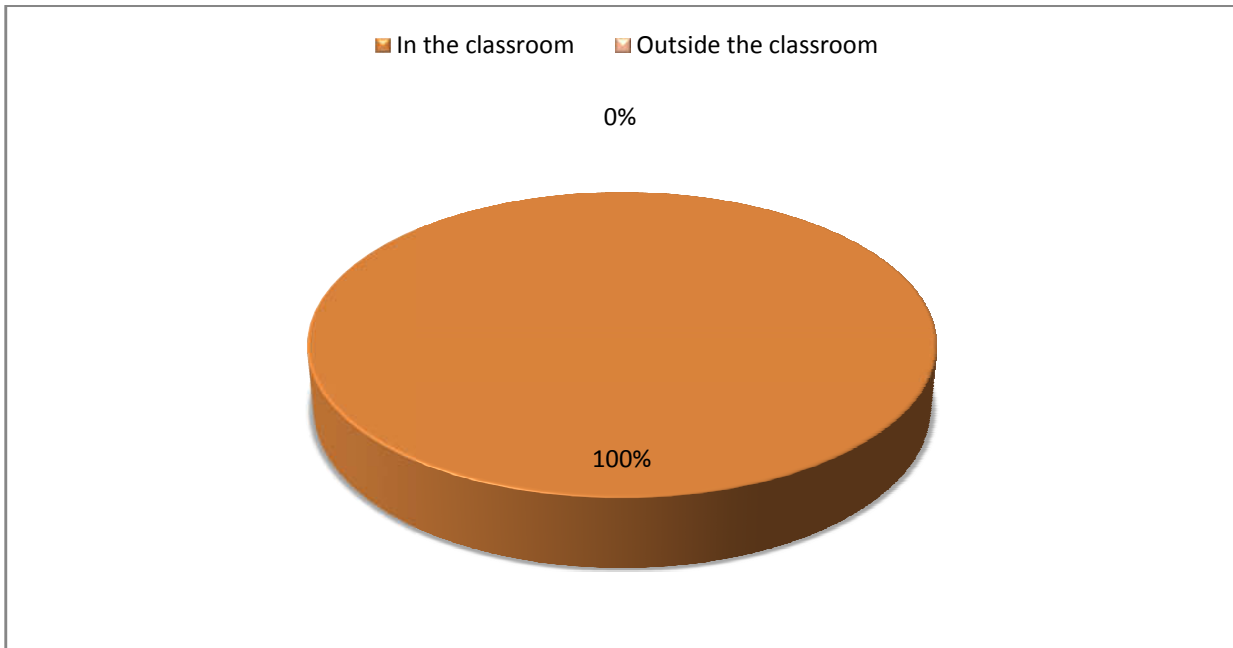


Figure 3.6: The Way Teachers Use Videos

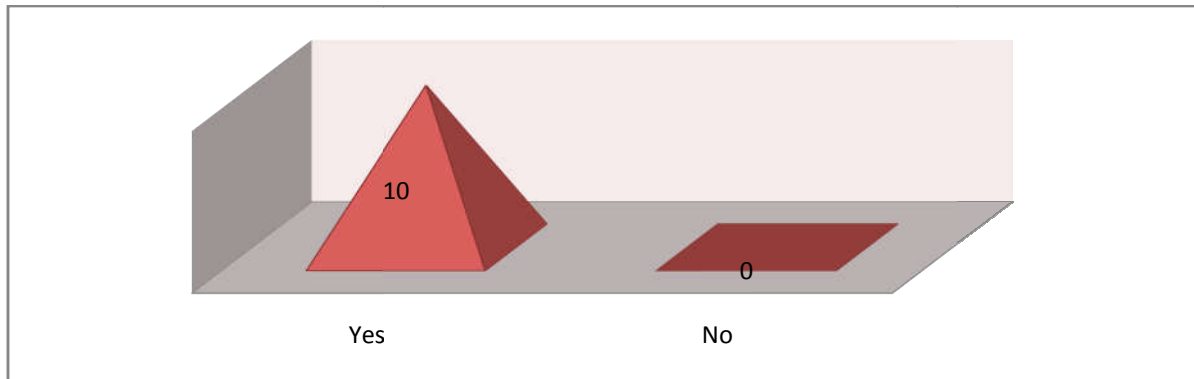
The table above illustrates that all teachers (100%) focus on using videos in the classroom and watching them together with students. Teachers avoid asking them to watch it independently or prepare it at home.

For those teachers who use videos in oral expression sessions a beforehand preparation is also considered as beneficial for learners. What is known nowadays as the flipped classroom can help both teachers and learners to gain much more time, develop higher-level cognitive skills, enhance cooperative and collaborative work, and boost learners' active learning. Doing so, teachers' role will be reduced to that of guide, facilitator and coach who empowers learners to take control of their learning.

The main problem that may face the implementation of such pedagogical approach is the unavailability of Internet for learners. It really opens doorways to knowledge and educational resources, increasing opportunities for learning in and beyond the classroom.

Question-item 7: Do authentic videos help you to reach your speaking activities?

Options	Yes	No
N ^o	8	0
Percentage	100%	0%

Table 3.7: The Role of Videos in Helping Teachers to Reach their Speaking Activities*Figure3.7: The Role of Videos in Helping Teachers to Reach their Speaking Activities.*

The answers above demonstrate the surveyed teachers unanimously approve of the attainment of the aims behind the speaking activities.

As it was expected all the teachers claim that videos help them reach their speaking activities that they motivate learners and enhance their readiness for learning the foreign language.

Videos are very useful tool for the warming up and it provides learners with platform of discussion or other speaking activities. It develops their ability to master the aspects of the language like: stress and intonation. It also helps learners gain listening and speaking proficiency, especially in the home countries of the EFL learners, as Algeria, with little or no face-to-face access to native speakers of the language. In fact, non-native speakers need to develop their speech flow to resemble the native speakers with correct pronunciation, sentence structure, stress, intonation...etc. In other words, if pupils pay attention, they may develop their ability by being aware of some language features. Yet, the use of these educational tools in EFL classes can only improve teaching and learning when they go hand in hand with the curricular and methodological innovation.

Question-item 8: The advantages of using videos in class

The surveyed teachers unanimously agree on the advantages provided by such educational tools. They share the same common perception on the value of videos in improving speaking skills in EFL classrooms. Some of the advantages stated by teachers are stated as follows: videos place learners in a context of the native English, provide authentic learning situations,

increase awareness about others' cultures, facilitate appropriate pronunciation acquisition, accent...etc. Authentic videos enable learners to proceed to self-correction of their mistakes with regard to pronunciation and intonation, and facilitate the assimilation of words/ structure. Moreover, the combination of pictures and songs is an effective tool to introduce language patterns/ pronunciation, and it motivates the learners and increases their involvement in the speaking task.

Question-item 9: The Teachers' Suggestions

The last question was an opportunity for teachers to provide their suggestion as regards this educational tool. In fact, they add some important suggestions to enhance and improve learners' speaking skill through videos. Most of them emphasize that EFL classrooms should be equipped with necessary technological means allowing presentation and practice. And more projection rooms should be available in English classes. Some teachers suggested that teachers should go through training sessions from time to time to help them be acquainted with these materials and their useful role in their classes. In other words, these tools should be put in the hands of the practitioners to generate new qualities of teaching and learning.

They also highlight the impact of crowdedness on the efficiency of the use of such educational tools. They are for the reduction of the number of learners in EFL classes. For them, the number of learners should be limited (small groups) so that it will be easier to use and benefit from authentic videos in the classroom. Thus, in order to reach the educational objectives, teachers must vary the use of authentic videos, and they should planned to be use frequently and not occasionally.

III.6.1.2.Learners' Questionnaire

Question-item 1: Students' gender

Gender	Male	Female
N°	6	14
Percentage	30%	70%

Table3.8: Students' Gender

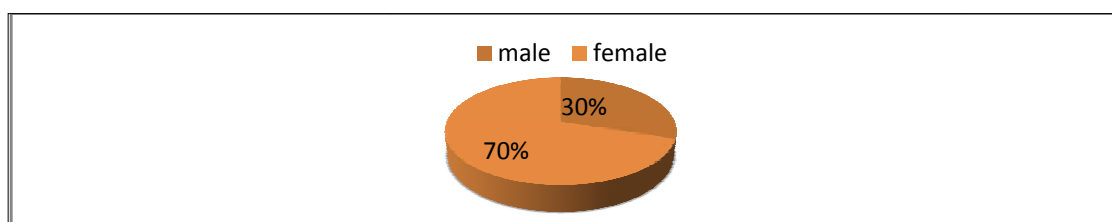


Figure3.8 Students' Gender

The statistics in table 01 show that the majority of targeted learners are females. In fact, 70% (n=14) of the total number are girl-students, and the rest are males which represent 30%.

The demographic of the surveyed learners is around two-thirds feminized. It is well-known that the statistics of the secondary school goers are heavily dominated by girls. In a context where females cannot enjoy their civic rights except if they hold a diploma, Algerian girls keep tightly to studies. Then, success in life for the fine sex should necessarily go through success in studies.

Question-item 2: What is your opinion about your experience of learning English?

Option	Positive	Negative	Hard
N°	18	0	0
Percentage	100%	0%	0%

Table 3.9: English Learning Experience

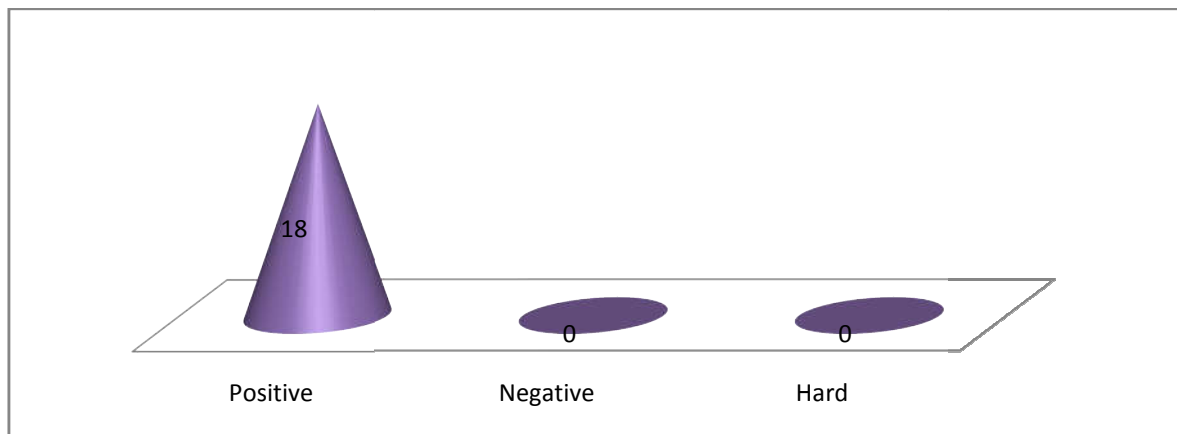


Figure3.9: English Learning Experience

The second question item is asked to disclose learners’ reflection on their own English learning experience. The data in the above table indicate that the heavy majority of the respondents (90%) seems to have had a positive experience while learning English. The rest of learners, i.e., 10% (n= 2) have provided no answer as regards this question.

For those who attest that they had an enjoyable English language experience, it can be deduced that through the course of the schooling these learners had motivator teachers who

knew how to gain their motivation, confidence, affects and commitment. However, for those who confirm the opposite, this can be due to frustrating situations which pushed them to be reticent towards English language learning. Teachers' behaviour can, in many cases, be the motive behind learners' rejection of the taught subject.

Question-item 3: What do you think about the use of videos in speaking lesson?

Option	It's of great help for you	It does not help much in class	It is not beneficial	I is difficult to apply them in class
N°	18	0	0	0
percentage	100%	0%	0%	0%

Table3.10: Students' Opinion on the Use of Videos

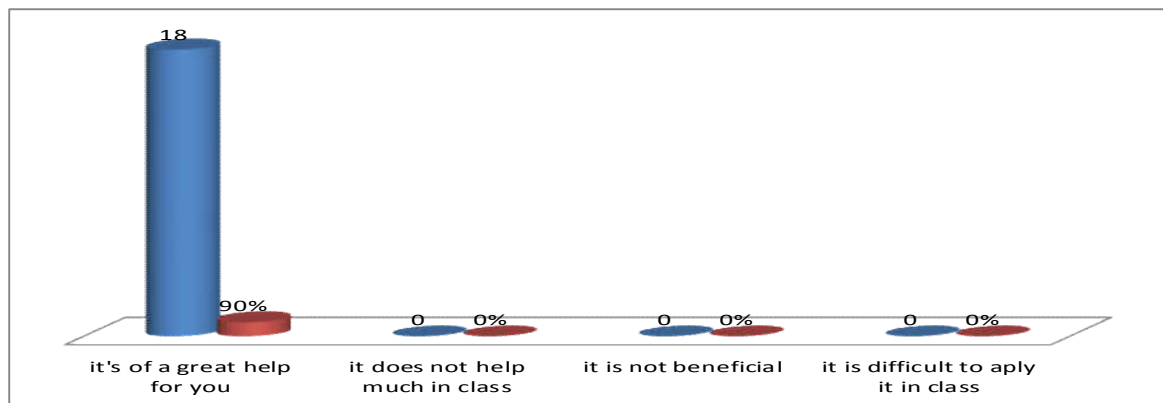


Figure3.10: Students' Opinion on the Use of Videos

The fourth question item is meant to gauge learners' reflection on the use of videos. The absolute majority (90%) of the learners state that the authentic videos are of a great help for enhancing their speaking skills. Again, it should be noted that 10% of the targeted learners provide no answer to this question item.

The above reflection on the use of the video in EFL classrooms can be regarded as an important criterion of learners' awareness of the issue.

Question-item 4: Do you think that using technology in speaking class is a good aid to improve your speaking level?

Option	Yes	No
N°	20	0
Percentage	100%	0%

Table 3.11: The Use of Technology in Speaking Sessions

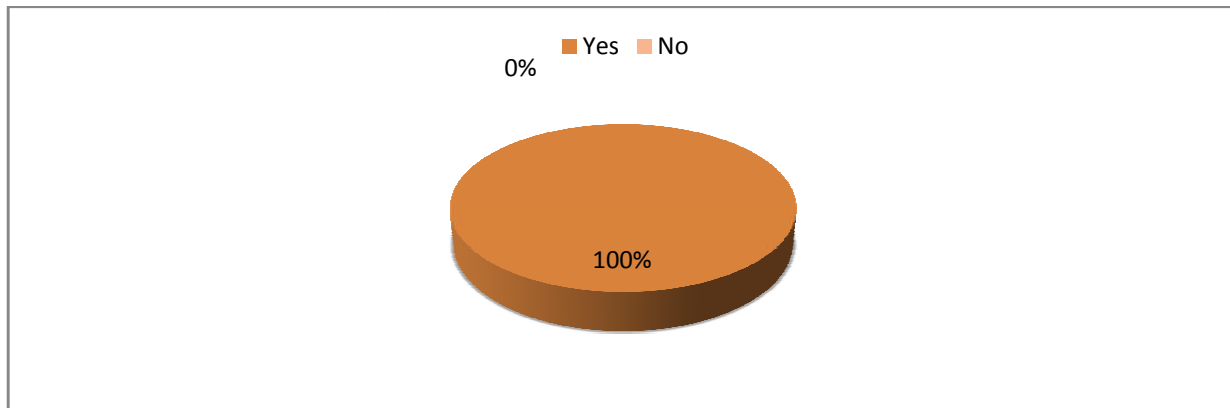


Figure 3.11: The Use of Technology in Speaking Sessions

The fourth question-item is mainly asked to check learners' viewpoints on the use of technology. In fact, the total number of the respondents considers the use of technology in English classes as the appropriate way for them to improve their level.

Undoubtedly, the use of video materials has plenty of advantages such as stimulating student's autonomy and proactivity. In fact, whenever teachers bring video materials into their English classrooms, learners can directly acquire a great amount of cultural background information and emotional attitudes about the learning materials. Thus, they can experiment their autonomy in language learning. When visualizing the videos, learners can put themselves in a vivid atmosphere thanks to the video materials and can decode the pragmatics used by the characters. In comparison to traditional English language teaching, such oral sessions actually place learners into an effective learner-centered teaching context.

Question-item 5: How do you assess your level in speaking?

Option	Good	average	Less than average	I don't know
N ^o	6	11	0	1
percentage	30%	55%	0%	05%

Table 3.12: Learners' Self-Assessment of the Speaking Skill

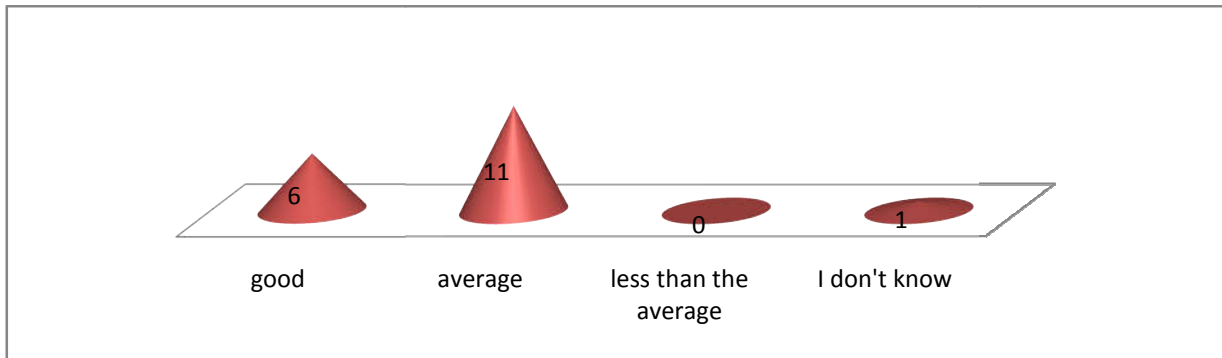


Figure 3.12: Learners' Self-Assessment of the Speaking Skill

The fifth question-item is intended to probe learners’ self-assessment as regards speaking skill proficiency. As a matter of fact, the data collected indicate that more than the half of the learners (55%) assesses their speaking skill as being average. 30% of them consider it as good. None of them thinks it is less than the average. Yet, around 10% of the learners could not assess their speaking skills.

Learners’ self-assessment can be regarded as one of key benefits to instill metacognitive strategies. In fact, it helps them develop important skills such as self-monitoring and regulating that contribute to a range of important graduate capabilities. In other words, self-evaluation can provide insight into students’ effective comprehension, and can help identify gaps in learners’ knowledge. This approach fosters a shift towards learner-centered learning in which learners define their own goals and the process required to meet them. Thus, all learners should be trained to evaluate their own performance and competences so this practice should be embedded in all learning contexts as early as possible.

Question-item 6: Do you like to study speaking by using videos?

Option	Yes	No
N°	20	0
Percentage	100%	0%

Table 3.13: Learners' Desire of using Videos to Study Speaking

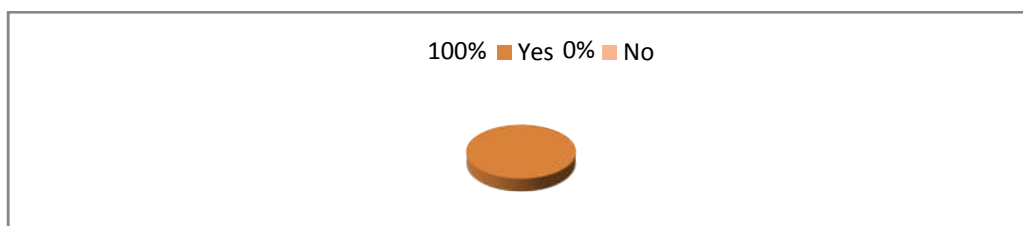


Figure 3.13: Learners' Desire of Using Videos to Study Speaking

As regards learning preference with or without video help, the data drawn from question-item 6 shows that the absolute majority is in favour of the use of the video materials during speaking sessions. This shows that learners are overwhelmingly positive about the use of video in the classroom.

Teaching the digital generation requires much more adaptation and updating on the part of the teachers. Besides, they are today expected to be more than just teachers, they are supposed to play different extra roles that of coaches, psychologists, therapists, etc. In fact, the school is no longer what it used to be two decades ago. Thus, the integration of technological materials for the sake of teaching/learning imposes itself intensively nowadays. Besides being important means of learning, these videos are entertaining and getting learners' attention, and then they help them to facilitate any process or subject matter that they want to study and motivate them to speak fluently.

Question-item 7: When you are asked to do a presentation, do you like to use videos?

Option	Yes	No
N ^o	17	1
Percentage	94%	6%

Table 3.14: Learners' Use of Videos for Presentations

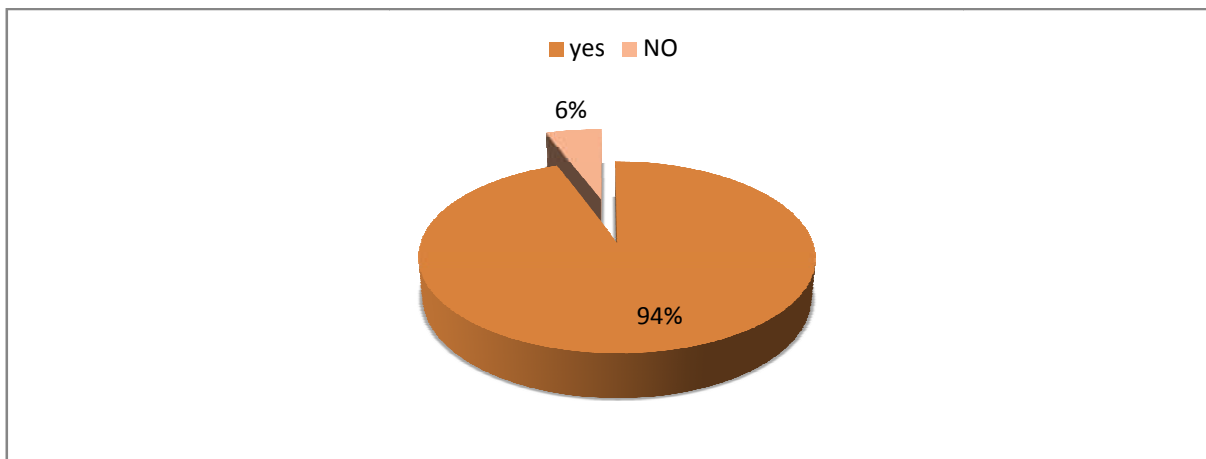


Figure 3.14: Learners' Use of Videos for Presentations

Among the questioned learners about the use of videos for presentation, 96% of them prefer the use of these tools. Yet, only 4% reject the use of these tools in their presentations.

The respondents' answers denote the persisting desire to use such means. It is quite clear that nowadays generation is well-versed and addicted to new communication and information

technologies (ICTs) for the amazing amount of up-to-date learning materials they provide. Teachers are no longer content/knowledge providers and their roles are fundamentally changing. In information-driven society, teachers and learners are compelled to use such new tools to gain time, access to knowledge, and empower knowledge acquisition.

Question-item 8: In your speaking class, which language components can be improved when your teacher use videos?

Option	vocabulary	pronunciation	Grammar	All of them
N ^o	3	6	3	8
percentage	15%	30%	15%	40%

Table 3.15: The Improved Language Components

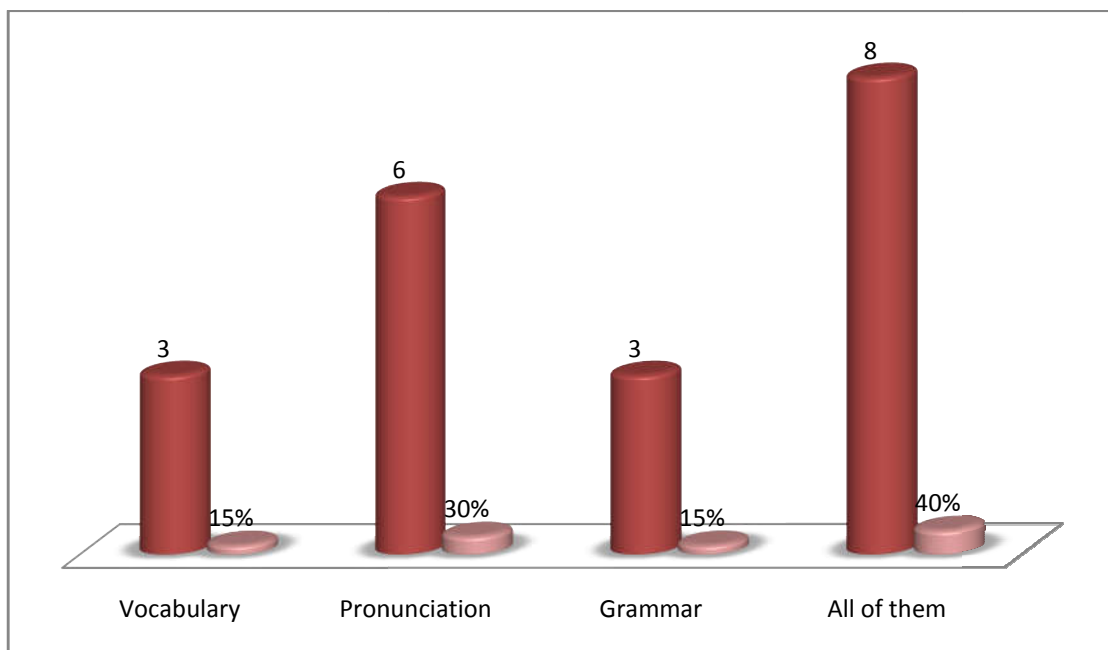


Figure 3.15: The Improved Language Components

The eighth question-item is asked to elucidate learners' awareness of the language components that are targeted and focused on much more by the use of the Video in classroom sessions. The collected data show that 40% of the respondents think that authentic videos develop all language components together. For 30% of the surveyed learners, video use is mainly meant to increase learners' phonological awareness. 15% of the sample considers the video use as a means to ensure lexical items acquisition. The same number (15%) of the respondents believes that these tools can improve syntactic patterns.

With regard to the above data, it can be concluded that respondents are aware of the use of the videos improve the target language components and their acquisition by learners.

Question-item 9: Videos give you enough exposure to language use and useful expressions to prepare you for the speaking practices.

Option	Strongly agree	Agree	Disagree	Doubt
N ^o	12	6	1	0
percentage	60%	30%	05%	0%

Table 3.16: Videos and their Benefits on Learners' Speaking Practices

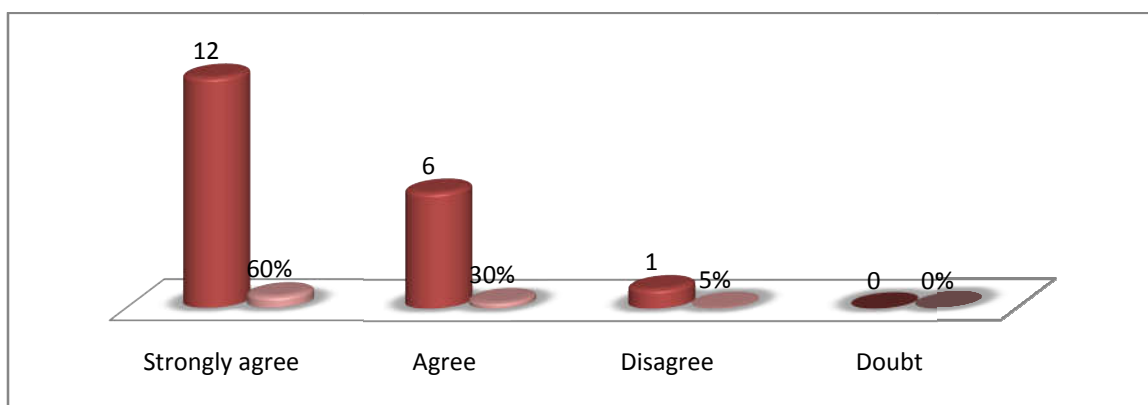


Figure 3.16: Videos and their Benefits on Learners' Speaking Practices

The graph above shows that more than the half of the surveyed learners (60%) strongly agree with the idea that videos give enough exposure to language use and useful expressions to prepare them for the speaking practices. 30% of them agree, 5% disagree whereas the rest of them didn't answer the question maybe they didn't understand it well.

Assuredly, regular exposure to authentic documents provides the learners with opportunities to reinforce, consolidates and refines their prerequisites, and, in the meantime, makes them gain new lexical items, expressions, idioms and others features regarding the English language such as stress, pitch, tone, etc. No need to compare those learners who are recurrently exposed to video to those who have never had such experience. The first ones are more active in the classroom, apply more varied and creative approaches to problem-solving, express themselves freely, appropriately and try to be convincing.

Question-item 10: What do you suggest for the use of videos?

Question-item 10 is asked to encourage a full, meaningful answer using the learners' own knowledge to voice out their opinions on the issue under investigation. Relying on the

suggestions and views advanced by the respondents, we can say that there is a persistent demand as regard the regular use and integration of the new technologies, especially videos for the vital role they can play. They elicited some of the examples in connection with the improvement these videos can have such as pronunciation refinement, vocabulary repertoire enrichment, etc. They even suggest that the use of such tools should be imposed as teaching techniques in secondary school education. Finally, they praise the role these videos can play in motivating and encouraging learners to eschew monotony, passivity, boredom and weariness.

III.6.1.3. Teachers' Interview

The qualitative data analysis is a complex task, taken over by the researcher right from the moment of the data collection. It is he who collects and reads traces with a view to assign them meaning. To do this, he will attempt to get them to talk in a delayed time compared with data taking, without necessarily a predefined framework (Paille & Mucchielli 2005). In fact, to analyse qualitatively, it is to observe, perceive, compare, judge, order/arrange, check, collect, report, etc.

In our study, the semi-structured interviews are a technique which seeks to report on the subjective world of others. This technique promotes the free expression of the subjects while allowing us to frame the discourse from the research perspective. The account remains marked out by a narrative frame, constructed around the topic of the research and negotiated in the contract of communication that guides the evocation.

To collect the appreciations of those teachers, a semi-structured interview was administered to teachers of English at the secondary schools. We opted for the interview as a form of joint action (Desgagné, 2005) where narration supported by the researcher in the course of the interview represents a stage of cooperation. Besides, the use of the 'mixed approach', i.e., the combination of the interview (qualitative tool) and the questionnaire (quantitative tool) is carried out to collect enough insightful data and ensure a comprehensive assessment on the issue of the use of the video to enhance speaking skills.

To check, deepen and complement the results obtained through the questionnaire addressed to secondary school students in the city of Lardjem, we opted for a semi-structured interview. This required the development of an interview guide prepared according to the survey objectives. The target population for this interview consists of two interviewees. The purpose

of our interview with the practitioners is to bring to light the converging and/or diverging points between what is expected to be done and its effective implementation in the field.

To better understand the conductor threads which are related to issue under investigation, i.e., the impact of the ITCs especially the Video on Speaking skills, approaching the secondary school teachers who are, necessarily the most knowledgeable of such topic was viewed as an overarching importance.

The collected comments were transcribed in full in order to elucidate, from the responses received, indicators or even guidelines that will clarify the issue of the impact of the use of Videos in oral expression sessions on learners' speaking skills.

For the sake of practicability, the analysis of the interviews was divided into six distinct but complementary parts, viz., The interviewee's professional profile,, The interviewees' perceptions of the skills' teaching easiness/difficulty and the challenges faced, The serious challenges to EFL learners, Integration of ICTs in EFL classrooms, Teacher's role in speaking sessions and Suggestions. In fact, the speaking skill remains one of the most traits that secondary school learners need to learn during their life.

III.6.2.Interview Analysis

A) The Interviewees' Professional Profile

Being in charge of teaching English as a foreign language in secondary schools, the interviewee has been teaching English for thirteen years. The elapsed period in teaching can be considered as enough to allow him have an insightful view on the business, its requirements and tenets. It is worthy to note that he arrived to this profession with the advent of the new education reforms which are still under turbulence and lack of control from teachers. Undoubtedly, teachers are not to be blamed because they have neither been consulted nor appropriately prepared for such swift changes.

B) The Interviewees' Perceptions of the Skills' Teaching Easiness/Difficulty and the Challenges Faced

Asked about the skills teaching easiness/difficulty, the interviewees responded that the four skills are not similar with regard to classroom implementation. Generally speaking, non-native EFL learners face serious problems when dealing with the productive ones; speaking

and writing. The latter require the mastery of a variety of language components. For oral expression, learners need to produce connected speech, possess interactive abilities, shift and speak in different contexts about multifarious topics, develop a right balance between accuracy and fluency, etc.

C) The Serious Challenges to EFL Learners

EFL learners are confronted to serious challenges with regard to the mastery of the target language. For the interviewees, the lack of exposure to the TL outside the walls of the classroom prevents EFL learners from reinvesting their acquisitions in authentic situations (*in vivo*). Besides and due some stereotypical assumptions, Algerian EFL learners avoid using English outside schools out of people's critics and prejudicial judgments. Such negative appreciations can to a high extent preclude learners' learning enhancement. Also, psychological emotions such fearing errors making, being corrected by classmates or teachers, are at the origin of such impediment. In some other cases, teachers' way of dealing with learners' deficiencies can be the main reason behind their reticence and avoidance. The time factor is a paramount aspect in learning in general and for oral expression skill in particular. According to the interviewees, the time duration devoted to such a skill is derisory as regards its importance for a successful attainment of the communicative competence.

D) Integration of ICTs in EFL Classrooms

The interviewees unanimously highlight the importance of integrating the ICTs in their classes. For them, these means should now be regarded as parts of the classroom furniture. To cope with a digital generation of learners, the use of ICTs is no longer a choice but a necessity to respond to the needs, interests and aspirations of this generation. Teachers' knowledge updating as regards this means is more than necessary.

It goes without saying, that the use of authentic videos has an effective influence on EFL learners' learning effectiveness as the interviewees added. In fact, these means give the learners the opportunity to acquire native speakers' speaking way and behaviour.

E) Teacher's Role in Speaking Sessions

As regards teacher's role when dealing with such skill, the interviewees acknowledge the reduction of their roles to guidance, facilitation, monitoring and time managing. Differently couched, the change in paradigms from teacher-centeredness to learner-centeredness should prevail during EFL classes. The outcomes of such approach lead to the development of trust

and communication, mutual respect, and quest for knowledge guiding behaviour. All in all, this approach intends to develop learners autonomy and independence, by placing the responsibility of learning in the hands of the students. Many proponents of student-centered learning would argue that it's one of the most effective ways to help students develop the skills required for independent problem-solving and lifelong learning.

F) Suggestions

The interviewees recommended that practitioners vary their teaching techniques so as to enable learners acquire enough lexical items, accurate pronunciation, and fluent speech delivery. The acquisition of such skills cannot be reached without the amazing amount of knowledge and facilities provided by the new ICTs. Inspired by such tools, teachers can make their learners construct their own knowledge and gain proficiency in a record time.

III.6.3.Limitations of the Study

Similar to any research work, the current one has faced a set of limitations. First, the sample involved in the survey in terms of motivation and other variables might have affected the expected outcomes.

Second, the results of this research cannot be generalized for it is limited to an exiguous size of teachers and learners at the secondary schools in Lardjem City. Besides, the size of the population under study does not always allow generalization. The sample must be both large and representative of the population to validate the results.

Third, the correlation between the quantitative and qualitative data, especially with regard to the issue in connection with psychological emotions should imperatively undergo observational sessions to unearth those variables. These observational sessions were impossible to attend because of the time limit, particularly in a disrupted academic year.

Fourth, it is worth of note to highlight that the lack of the primary sources and first hand data, especially those in connection with the Algerian context made it hard to collect enough empirical studies on the issue under investigation.

III.6.4.Implications and Suggestions

The current study aims at scrutinizing closely to what extent the the use of videos can improve the learners' speaking within the Communicative Language teaching. Based on the findings, several suggestions can be provided for the sake of the speaking skills development.

Teachers need to reconsider the way teaching the speaking skills is actually performed. To attain the ultimate competence, i.e., students' oral speaking proficiency, producing 'excellent' English communicators, the oral speaking sessions should be heavily devoted to practice. Besides, meaningful opportunities should be provided for learners to communicate in real-life situations so that they can develop their abilities for oral communication. Teachers in charge of English in secondary schools need to afford appropriate classroom healthy atmosphere enabling students to voice out their viewpoints and interact freely. Doing so, students' motivation and self-esteem can be increased on the one hand and anxiety and shyness can be mitigated, on the other one. The attainment of such psychological emotions reduction relies definitely on teachers' appropriate management of speaking skill sessions. Thus, the classroom activities should be diversified to cater for learners' learning needs, styles and preferences. Cooperative and collaborative work, involving all students regardless of the gender, age, social status, should be suitably selected, adroitly planned and scrupulously implemented so as to help students overcome flimsy boundaries. The enhancement of students' speaking skill proficiency can be reached if the appropriate strategies.

Besides focusing on the students' linguistic competence enhancement, much more heed should be devoted students' affective aspects and particularly motivation, self-esteem, fear and anxiety to increase their speaking skill proficiency.

Similarly, the instructors are supposed to vary their teaching techniques using new technology. The following recommendations may help EFL teachers and learners overcome the hindrances precluding the attainment of the speaking skill proficiency:

- 1 – Teachers are required to vary their teaching methods and techniques and use the new technology from time to time to get the pupils more involved during the lesson.
- 2 – Educational authorities may provide schools with authentic materials and if possible provide them with equipped laboratories to teach foreign languages.
- 3 – Making pupils aware of the importance of learning English since it is the first language in the world.
- 4 – Planning formation days for teachers to get them ready to use new technologies effectively.

Conclusion

The foregoing chapter dealt with the data description and analysis. It deals with research design, methodology which based on qualitative and quantitative methods. It attempts to analyze and interpret the collected data from an empirical viewpoint. The analysis and interpretation of the results demonstrate that using authentic videos in EFL classes can improve the learners' speaking skill. Moreover, teachers state that teaching speaking skills successfully requires using ICTs especially authentic videos that get learners more involved and motivated.

General Conclusion

General Conclusion

This current study is set to investigate the development of learners' speaking in EFL classes. Its main concern is to investigate whether the use of authentic videos help in the enhancement of the EFL learners' speaking skill and their communicative competence.

As it has been highlighted throughout this work, speaking is one of the most important language skills via which learners are able to competently communicate with others, achieving certain personal goals or to express opinions, intentions and viewpoints. Consequently, the enhancement of this skill is of an utmost importance in EFL since success in learning English language is measured in terms of the learners' ability to carry out a conversation in the target language. This makes of this skill a priority for most learners of English so as to help them converse spontaneously, freely and naturally with others among which native speakers. Furthermore, it has been suggested in this research that the appropriate speaking activities, techniques, and tools used in the classroom can motivate learners to acquire speaking skill through creating the appropriate learning climate. For years, various pedagogical approaches have been changed and adapted in order to help learners to master and utilize English effectively. Therefore, the present study recommends effective implementation of the (CLT) communicative Language Teaching which is one of the most advocated trends in the field of foreign language teaching (FLT). It emphasizes that the learners and their communicative purposes are at the very core of the teaching program. Thus, its main aim seeks to enable EFL learners to communicate in the target language fluently and freely within which many factors are involved to help the learners interact, understand and speak the target language effectively. Hence, the findings unveiled that there is a significant correlation between the (CLT) and the use of technology since (CLT) method promotes the use of authentic materials in the development of learners' communicative competencies. Technology has provided so many options such as making teaching interesting and more productive in terms of improvement and enabling the learner to communicate in a fluent and appropriate language. Therefore, the use of new technologies such as: videos in particular are recommended to help EFL learners develop their communicative skills.

General Conclusion

Based on the results of the study, it can be concluded that using videos in EFL classes is an effective way to enhance learners' speaking skill since it provides learners with suitable environment that fosters their interaction and performance. In addition, it stimulates the development of critical thinking skill which can develop learners' speaking skill too. It can be also said that video-assisted teaching reinforces the oral production of EFL learners and promote their speaking skill. Overall, the generated results stand as an evidence of the positive effects of the use of videos, therefore, videos need to be used and integrated in EFL classes in order to enhance learners' speaking skill and improving their oral performance.

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Appendices

Appendix A

Teachers' Questionnaire

Dear teachers

This questionnaire is designed to gather data for the accomplishment of a research paper entitled investigating the effectiveness of using authentic videos to enhance speaking skill within the communicative language teaching approach that aims at identifying the effectiveness of using videos in developing students speaking skill and show how the students EFL class case of secondary schools deal with this issue.

Please answer the following questions and answers are very helpful for this research

1- Specify your gender

Female

Male

2-What is your degree?

a- Licence

b- MA (Master/ Magister)

c- High School of Teachers (ENS)

3_ Do you use Videos the delivering your courses?

a- Yes

b- No

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

.....

.....

.....

.....

4-How often do you use videos?

a- Always

b- Sometimes

c- Rarely

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d- never

5-What is the evaluation of your learners speaking outcome?

a- Very good

b- Good

c- Average

d- weak

Others:

.....
.....

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

a- Watch the video together with the learners

b- Ask the learners to watch the video on their own (at home)

7- Does the video help you to reach your speaking activities?

a- Yes

b- no

If yes, justify

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

8-Do you think that the use of videos bring about advantages in your speaking class?

a- Yes

b- No

If yes, justify

.....
.....

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9-would you please add below any comment you consider important for this issue?

.....

.....

Appendix B

Learners' Questionnaire

Dear pupils

This questionnaire is designed to gather data for the accomplishment of a research paper entitled investigating the effectiveness of using authentic videos to enhance speaking skill within the communicative language teaching approach " that aims at identifying the effectiveness of using videos in developing students speaking skill and show how the students EFL class case of secondary schools deal with this issue

Please answer the following questions:

You are:

a- Female

b- Male

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

a- positive

b- negative

c- hard

3- What do you think about the use of videos in speaking session?

a- It is of great help for me

b- It does not help much in class

c- It is not beneficial

d- It is difficult to apply it in class

4- Do you think that using technology in speaking class is a good aid to improve your speaking level?

a- Yes

b- No

5- How do you assess your level in speaking?

a- Good

b- Average

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c- less than average

d- I don't know

6-Do you like to study speaking using authentic videos?

a- Yes

b- No

justify your answer

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

7-when you are asked to do a presentation, do you like to use videos?

a- Yes

b- No

8- In your speaking class which language element can be improved when your teacher use videos?

a- vocabulary

b- pronunciation

c- grammar

d- all of them

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

a- Strongly disagree

b- Agree

c- Disagree

d- Strongly agree

e- doubt

10-Please, be free and add any information or comment

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

Appendix C

Interview for Teachers

1 - How long have you been in teaching?

.....

2 - Are all skills easy to deal with in EFL classes?

.....

3- Which skill is the most difficult and challenging?

.....

Why?

.....

4 -What is (are) the biggest challenge (s) with teaching speaking?

.....

5 - What are the main reasons behind learners' failure in speaking skill?

.....

6 - Do you use ICTs in delivering your courses? Which kind?

.....

7- What is the teacher's role during teaching speaking?

.....

8- What advice would you give to teachers to tackle speaking skill successfully?

.....

.....

.....

...

Résumé

L'expression orale est une compétence très importante et difficile à maîtriser, en particulier pour l'anglais comme langue étrangère. Pour l'enseigner avec succès, il est nécessaire que l'enseignant modifie ses techniques d'enseignement et utilise les TICs. Cette étude vise à décrire et à analyser l'efficacité de l'utilisation de vidéos authentiques pour développer cette compétence dans les classes LE. Pour répondre aux objectifs de cette recherche, l'étude a été réalisée auprès de vingt apprenants de troisième année dans trois établissements secondaires de la ville de Lardjem, dans la province de Tissemsilt. Les données ont été générées grâce à deux questionnaires, destinés aux enseignants et aux apprenants. Ainsi qu'un entretien semi-structuré avec deux professeurs de l'école Mohamed Serrai. Une étude descriptive est analytique des résultats des questionnaires des apprenants et de leurs enseignants utilisant également Google Form et les entretiens avec les enseignants. Les résultats ont montré que l'utilisation de vidéos authentiques dans les cours pouvait aider les apprenants à améliorer leurs compétences orales. De plus, selon les résultats obtenus, la majorité des enseignants d'anglais langue étrangère utilisent les vidéos authentiques pour présenter leurs cours d'expression orale.

Mots clés: l'expression orale, TICs, vidéos authentiques, LE, approche communicative

ملخص

التواصل الشفهي مهارة مهمة وصعبة الإتقان خاصة بالنسبة للغة الإنجليزية كلغة أجنبية. من أجل انجاح تعلم هذه المهارة ، يتعين على المعلم تغيير أساليب التدريس الخاصة بتعليمها واستخدام تكنولوجيا المعلومات والاتصالات. تهدف هذه الدراسة إلى وصف وتحليل فعالية استخدام مقاطع الفيديو الأصلية في تطوير هذه المهارة في أقسام اللغة الإنجليزية كلغة أجنبية. ولتحقيق أهداف هذا البحث ، أجريت الدراسة مع عشرين متدرساً في السنة الثالثة بثلاث ثانويات في مدينة لرجام مقاطعة تيسمسيلت. لقد تم إنشاء البيانات بفضل استبيانين موجهين لكل من المعلمين والمتعلمين باستخدام جوجل فورم. وكذلك مقابلة شبه مدروسة مع اثنين من أساتذة المادة في مدرسة محمد سراي بنفس المدينة. تم استنباط دراسة وصفية تحليلية من نتائج استبيانات المتعلمين والمدرسين ومقابلة المعلمين أيضاً. وأظهرت النتائج أن استخدام مقاطع الفيديو الأصلية في الدروس يمكن أن يساعد المتعلمين على تحسين مهاراتهم في التواصل الشفهي. علاوة على ذلك ، وفقاً للنتائج التي تم الحصول عليها ، فإن غالبية معلمي اللغة الإنجليزية كلغة أجنبية يستخدمون مقاطع الفيديو الأصلية في تقديم دروس الخاصة بمهارات التواصل الشفهي.

الكلمات المفتاحية: التواصل الشفهي ، تكنولوجيا المعلومات والاتصالات ، مقاطع الفيديو الأصلية ، اللغة الإنجليزية كلغة أجنبية ، المنهج التواصلية