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**Investigating the Role of Using Videos in Enhancing EFL
Students' Listening Skill**

**Case study: Third Year Students at the Department of Letters and
English Language at KMUO**

Publically defended

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Dedication

With great respect and admiration, I dedicate this work to my dear parents for supporting and encouraging me all the time. They left no stone unturned in order to help me to achieve my goals and make me happy.

Fatima Zohra BELAGHIT

Dedication

I dedicate this research to my dear parents for their endless love, encouragement and support

MeriemLAKAS

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Abstract

The present study aims at investigating the extent to which using videos in classrooms would enhance EFL students' listening skill. Besides, it aims at exploring the different attitudes of both teachers and students towards integrating videos in listening courses. The participants of the present study are 44 third year LMD students of English and five teachers of Oral Comprehension and Expression at KasdiMerbah University of Ouargla during the academic year 2016/2017. The study opted for a quantitative and qualitative design based on questionnaire administered to both teachers and students. The results show that using videos in classrooms enhances relatively EFL students' listening skill. Additionally, both teachers and students have positive attitudes towards using videos in classrooms.

Key words: videos, listening skill, EFL learners, teachers' attitudes, students' attitudes, listening courses

List of abbreviations

ICT:Information and Communication Technology

EFL: English as a Foreign Language

SIL: Summer Institute of Linguistics

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Abstract

The present study aims at investigating the extent to which using videos in the classroom would enhance EFL students' listening skill. Besides, it aims at exploring the different attitudes of both teachers and students towards integrating videos in listening courses. The participants of the present study are 44 third year LMD students of English and five teachers of Oral Comprehension and Expression at KasdiMerbah University of Ouargla during the academic year 2016/2017. The study opted for a quantitative and qualitative design based on questionnaire administered to both teachers and students. The results show that using videos in classrooms enhances relatively EFL students' listening skill. Additionally, both teachers and students have positive attitudes towards using videos in classroom.

Key words: videos, listening skill, EFL learners, teachers' attitudes, students' attitudes, listening courses

Résumé

Cette étude vise à déterminer dans quelle mesure peut utiliser la vidéo ; pour améliorer l'habileté d'écouter les étudiants de l'anglais comme langue étrangère en plus de la découverte de différentes positions pour chacun des professeurs et étudiants à propos d'intégrer la vidéo dans les situations d'écoute. Les participants de cette étude étaient les étudiants de troisième année de la langue Anglaise, et cinq professeurs de matière « Compréhension de l'orale » a KasdiMerbah Université de Ouargla au cours de l'année scolaire (2016-2017), cette étude a été choisie comme la conception d'une analyse quantitative et qualitative basée sur un questionnaire a été présenté pour les professeurs et les étudiants. Les résultats ont montré que l'utilisation de vidéo mettre en scène les capacités de l'écouter chez les étudiants, aussi qu'il y chez les professeurs et les étudiants des bonnes positions concernant l'utilisation au cours de l'étude.

Les mots clés : vidéo, les capacités de l'écoute, les étudiants de la langue anglaise comme langue étrangère, positions des professeurs, positions des étudiants, les sessions d'écoute.

ملخص الدراسة

تهدف الدراسة الحالية إلى التعرف إلى أي مدى يمكن استعمال الفيديو من تعزيز مهارة الاستماع لدى طلاب اللغة الانجليزية كلغة أجنبية. بالإضافة إلى اكتشاف المواقف المختلفة لكل من الأساتذة والطلاب على حد سواء نحو دمج الفيديو في دورات الاستماع. المشاركون في هذه الدراسة هم 44 طالبا من قسم اللغة الانجليزية سنة ثالثة نظام الام دي وخمسة أساتذة لمقياس الفهم الشفوي والتعبيري في جامعة قاصدي مزاب ورقلة خلال العام الدراسي 2016/2017. وقد اختيرت هذه الدراسة كتصميم كمي نوعي يستند إلى استبيان تم تقديمه لكل من الأساتذة والطلاب. وقد أظهرت النتائج أن استخدام الفيديو يعزز مهارات الاستماع لدى الطلاب، كما أنه كون لدى الأساتذة والطلاب مواقف إيجابية تجاه استخدام مقاطع الفيديو في الفصول الدراسية.

الكلمات المفتاحية: الفيديو، مهارات الاستماع، طلبة اللغة الانجليزية كلغة أجنبية، مواقف الأساتذة، مواقف الطلبة، دورات الاستماع

General Introduction

1. Background to the study

Listening comprehension is a vital skill in the language acquisition process and its development is of prime concern to language teachers (Dunkel.1991). Through listening, students can build their vocabulary, develop their language proficiency and improve their language usage (Baker.1971). Rott (1999) believes that the amount of exposure to the target language in its natural settings affect the level of proficiency achieved in a foreign language. Therefore, implementing authentic language in listening sessions allows students to have immediate and direct contact with input data which reflect genuine communication in the target language (Breen, 1985). According to Ogasawara (1994), watching films in English is amongst the richest ways of presenting authentic input because it combines three medium named; aural, visual and textual.

Despite the importance of technology in facilitating learning process, researchers such as Brett, (1995); Hoven, (1959) and Seo, (2002) have investigated the effectiveness of the new technology such as video on language learning process special on listening. Since the Algerian learners study English as a foreign language, the chance of being exposed to the target language beyond the classroom is limited. Additionally, the quality and the quantity of language input they gather from their language learning materials and teachers in a limited time in the classroom is not enough to compensate the lack of exposure to real spoken language in use. In respect to these problems, EFL teachers should provide more authentic materials input to their students in the classroom.

2. Statement of the Problem

In order to ameliorate students' performance in the class and facilitate the learning process, researchers start to develop methods of integrating technology successfully into the classroom. Recently, video becomes one of the most technological tools that are used in the classroom. Thus, the present research shades the light on using videos in listening courses, and raises the question about how this instructional tool can be profitably used to provide training that is contextual and specific to the individual needs of the students.

3. Purpose of the Study

The present research aims at investigating the extent to which using videos in classroom would enhance EFL students' listening skill. Besides, it aims at exploring the different attitudes of both teachers and students towards videos integration in listening courses.

The present study has two variables:

The independent variable: using videos in the classroom

The dependent variable: EFL students' listening skill

4. Research Questions

The present study aims at answering the following main question:

1. To what extent can the use of videos enhance EFL students' listening skill?

Under this main question two sub-questions are formulated:

- a.** What are teachers' attitudes towards the use of videos in teaching listening skill?
- b.** What are EFL students' attitudes towards teachers' use of videos in classroom?

5. Research Hypotheses

The present study hypothesized that

- a)** It is speculated that using videos in classroom enhances EFL students' listening skill.
- b)** It is hypothesized that teachers have both negative and positive attitudes towards using videos in classroom.
- c)** It is postulated that EFL students have both negative and positive attitudes towards teachers' use of videos in listening courses.

6. Structure of the Dissertation

The present study consists of four parts. The first part is a general introduction; it introduces the background to the study, statement of the problem, the purpose of the study, research questions and hypotheses. The second part is dedicated to teaching language skills in general and listening skill in specific. Next, it tackles problems in listening. Then, it will move forward to the use of videos in EFL classroom, its advantages and disadvantages and, finally, it concludes with teachers' attitudes towards using videos in listening sessions. The third part represents the methodology and results. It explains the research methods and the participants of the study, besides, data collection. The fourth part tackles the summary of the major findings, the limitations and the suggestions for further research; then the implications of the study.

Part One

Literature Review

Introduction

The present part is divided into four sections. The first section tackles teaching language skills. The second section confront with teaching listening skill: it defines listening skill, listening process, types of listening and problems in listening. The third section discusses the use of technology in EFL classroom and its role in enhancing listening skill. The final section presents teachers' attitudes towards using technology.

1. Teaching Language Skills

Much researchers such as Harmer (2001) and Clausen (2009) agreed that language skills demonstrate the way we use language communicatively. Also, they argued that language skills are divided into four skills: listening, reading, speaking and writing. These skills are classified into two types: Receptive skills which are listening and reading, productive skills which are speaking and writing.

According to Harmer (2001), it is quite clear that anyone needs to listen and to speak when he is engaged in a conversation so as to interact with other speakers. Thus, the use of the four skills is multi-layered and it is impossible to teach each skill in isolation. STL International (1999) and Donald (2010), in turn, hold the same point of view that the four basic skills are related to each other by two parameters:

The mode of communication: oral or written

The direction of communication: receiving or producing the message

1.1. Teaching Listening Skill

1.1.1. The importance of Listening

Researchers generally agreed that listening is a receptive skill in which people make sense of what they hear. Helgesen (2003) defines listening as an active, purposeful process of making sense of what we hear. Moreover, Aderson and Lynch (1988) argued that listening

has two aspects: speech perception in which we hear what is said and interpretation in which we understand what is meant. In addition, According to Vandergrift (1999), listening is making use of some skills which are: discriminating between sounds, understanding vocabulary and grammatical structure, interpreting intonation and stress. Besides, Rost (1990) held the same idea as vandergrift about listening; He professes the view that listening comprises some component skills which are:

- ✓ Discriminating between sounds
- ✓ Recognizing words
- ✓ Identifying grammatical grouping of words
- ✓ Identifying expressions and set of utterances that act to create meaning
- ✓ Connecting linguistic cues to non-linguistic and paralinguistic cues
- ✓ Using background knowledge to predict and later to confirm meaning and

recalling important words and ideas

1.1.2. Listening Process

When people listen they process the information in three different ways so as to make sense of the streams of sounds that they hear. These ways are: top-down process, bottom-up process and interactive process. In 2008, in his book *How to Teach Listening*, Harmer stated that "...the top down model is based, at least in part, on the listener; much of the comprehension relies on what happens in the mind before the listening has even begun, whereas the bottom-up approach depends more on the sounds heard". Likewise, Brown (2006) and Helgesen (2003) held the same point of view about ways of processing the information. They assert that in top-down process, the listener uses his schematic knowledge and experience of the world while in bottom-up process the listener start processing the information from the component parts. In other words, the listener uses his knowledge about sounds, word meaning and grammar so as to generate the overall meaning of what is said.

The interactive process is a process that integrates the two above mentioned processes, the bottom-up and top-down. What happens in this model is that students are supposed to know the topic, hear some familiar vocabulary, and make wild guesses about the content. (Harmer. 2008). According to Nunan (1993) and Buck (2001), exploiting linguistic and non-linguistic knowledge in language understanding would compensate the limitation at one level by any other level without looking at its place in the hierarchy. Also, Helgesen (2003), in turn,

said that “in the interactive process, people base their information on their knowledge of life (top-down information) as they generate vocabulary and sentences (bottom-up data)” (p.29).

1.1. 3. Types of Listening

The type of listening differs according to the purpose of listening. Helgesen (2003) pointed out that “It is not just what they are listening to. It is what they are listening for” (p.30). Both Harmer (2007) and Helgesen (2003) stated the different types of listening which are: listening for specific information and listening for gist or global and inference. They argue that listening for specific information and listening for gist do not exist in isolation and students need to move between the two. However, inference is type of listening which students tend to use it at the beginning when they lack vocabulary, grammar and functional routines.

1.1. 4. Difficulties Encountered while Listening

Goh (1999), Underwood (1989) and Field (2003) discussed the problems that the listener face while listening. According to Goh (1999), the most common problems are: the students do not recognize the words they know, do not understand the intended message, get left behind thinking about meaning. Also, Field (2003), in turn, assert that the major problem is related to phonetics. He argued that phonetic variation of a word mislead the students, besides, the inability to catch the word from a connected speech. While, Underwood (1989) organized the major problems of listening as follow:

- ✓ Lack of control over the speed at which speakers speak
- ✓ Not being able to get things repeated
- ✓ The listener’s limited vocabulary
- ✓ Failure to recognize the “signals”
- ✓ Problems of interpretation
- ✓ Inability to concentrate
- ✓ Established learning habits

1.2. Technology in EFL Classrooms

Recently, technology experts classified the users of technology into two types. The first type is “digital native” for users who have grown up with digital technology such as students and the second type is “digital immigrants” for users who grew up without digital technology such as teachers (Lewis, 2013). Due to the wide spread of technology, the latter becomes part of our daily life, and students use technology more and more. Thus, integrating technology into classroom is of primary importance so as to bring the outside world into the classroom (Dudeny, 2008). In this respect, Merino and Palmira (1998) said:

“Teaching is a transformational process in the sense that it modifies us continuously, and teacher educators at the university level must provide the leadership needed to revamp their own education programs. In this process, they need to adhere to the changes brought about by new, challenging technology; changes in which the mass media play a crucial role...The classroom should be an extension of the learners’ world. In an everyday situation, the learner is exposed to both written and oral information coming from the press and TV...”
(p.16)

The use of videos in the classroom is just one aspect of the developments in technology that are taking place. Videos have many advantages for language teaching in general and for listening skill in specific. Merino and Palmira (1998). Have suggested an activity in which they use songs so as to sharpen their students’ listening ability. They argued that through using songs, students will learn pronunciation of shortened verb forms such as “ I’m, I’ve, I’ll, It’s” and the like as well as the distinction between long and short vowels (/i/ and /i:/). Harmer (2001), in turn, mentioned some advantages of using videos in classroom:

- ✓ Students get to see “language in use”. This allows them to see a whole lot of paralinguistic behavior.
- ✓ Students can pick up a range of cross-cultural clues
- ✓ Allows the entry into a whole range of other communication worlds: such as sort of food people eat
- ✓ Unspoken rules of behavior in social and business situations are easier to see on film than to describe in books or hear on audio tracks

Rivers (1980) asserted that if language classroom is equipped with well-constructed pictures or films, then, it will be more interesting and enjoyable for students. Also, he added that by using films, students are able to hear the sounds of the language from the first lesson in meaningful sequences with the appropriate intonation patterns several times without having to apologize for lack of comprehension. This helps them to think in the foreign language from the first lesson and, as a result, they start to pronounce and speak the language unconsciously.

On the other hand, Rivers (1980) added that the use of films, videos and audio tapes in language classroom will facilitate the teachers' work in terms that it helps non-native teachers to provide materials they cannot provide themselves; they can bring a more vivid representation of the foreign culture.

Wilga (1980) declared that using such media will do nothing for the students if it is not well-prepared. Thus, he provides the following checklist for materials selection:

Production

- Clarity of recording
- Fidelity
- Accent in the foreign language (standard native, near-native, unacceptable to native speaker)
- Speed of speech (fast native, normal native, slow but acceptable native, unnaturally slow, distorted)
- Quality of speech (distinct, slurred, high-pitched)
- Intonation (normal, unnatural, exaggerated)
- Tone of voice (pleasant, uninteresting, bored, condescending, unintentionally humorous)
- Extraneous noise in the recording

Material recorded: Consecutive discourse and dialogue for imitation

- Clarity
- Naturalness of subject matter and speech
- Interest of material for level required
- Standard of difficulty for level required

- Authenticity of cultural setting
- Usefulness of vocabulary and structures used
- Length of segments for repetition
- Value of segments as conversational building blocks
- Background (music, “noises off”)

(Teaching Foreign Language Skills 1980:413)

1.3. Teachers’ Attitudes towards Using Technology

Since students are considered as “digital native” (Lewis, 2013), they are supposed to be more skilled in using technology than their teachers. These lead teachers to be afraid of this new technology and have negative attitudes. According to Dudeney (2008), the negative attitudes refer to the lack of confidence or training.

Conclusion

In this part, the related literature of the study was reviewed. The first section tackled teaching language skills. The second section discussed teaching listening skill in details. The third part introduced technology in classroom. The fourth part tackled teachers’ attitudes towards using technology during listening sessions.

Part Two

Methodology and Results

Introduction

The present part is about the methodology. The first point tackled is the methods followed so as to achieve the aims set for this research. Second, it describes the participants. After that, it presents the instrument used in this study. Then, it deals with data analysis procedures. The last point is introducing the results of the study.

2. Research Methods

In order to scrutinize whether using videos in classroom contributes in developing listening skill or not, quantitative and qualitative research methods were adopted to include both teachers' and learners' opinions and attitudes towards the use of videos in listening courses. This goes with Singh's (2006) pretending where he defined the descriptive research method as a research which is concerned with the present and attempts to determine the status of the phenomenon under investigation (p.104). Besides, the questionnaires were selected as tools to collect data.

2.1. Setting and Participants

All the participants in this research are from the Department of Letters and English Language at KasdiMerbah University of Ourgla during the academic year 2016 – 2017.

2.1.1. Students

The participants chosen for this research are third year students of English during the second semester. The sample consists of forty four (44) students out of one hundred forty-six (146). The average age of the sample members is between twenty one (21) and twenty-eight (28) years old. They are mixed: thirty one (31) female and thirteen (13) male. They were chosen randomly.

Table1. Students' Profile

Gender	Number	Percentage
Male	13	29.56 %
Female	31	70.44 %
Total	44	100 %

2.1.2. Teachers

The teachers chosen for this research are teachers of Oral comprehension and expression at aforementioned department. They participated voluntarily. The sample consists of five (05) teachers. The average age of the sample members is between 30 and 45 years old. They are mixed: four (04) males and one (01) female.

Table2. Teachers' Profile

Gender	Number	Percentage
Male	04	80 %
Female	01	20 %
Total	05	100 %

2.2. Research Instruments

The instruments used in this research are two questionnaires for both teachers and students

2.2.1. Students' Questionnaire

The first and second parts of the questionnaire were formulated after analyzing the literature review except question number eight, that was extracted from Nizigama(2014). While, part three was extracted from Martinez (2010). The questionnaire contains three main parts. The first part consists of nine (09) questions about students' background information: their age, their gender and their motivation in studying English

language. The second part consists of eleven (08) questions about students' listening skill and the problems they face frequently. The third part consists of eight (08) questions about students' attitudes towards learning listening skill through videos.

3.2.2. Teachers' Questionnaire

The questionnaire was formulated after analyzing the literature review. It consists of two parts. The first part contains five (05) questions about teachers' background information such as their age, their gender and teaching experience. While the second part, contains sixteen (16) questions about teachers' attitudes towards using videos in their classrooms during listening sessions.

3.2.3. Administration of the Questionnaires

In order to meet the aims set for this research, the questionnaires were administered to the participants (teachers and third year students) during the second semester March 2017. Students' questionnaires were distributed to students after they were given instructions in one of their regular sessions. They were finished in 20 minutes. While teachers' questionnaires, were distributed after the sessions. They were finished in 15 minutes.

2. 3. Students' Questionnaire Results

The total number of the participants is forty-four (44). Their age ranges between twenty-one (21) and twenty-eight (28) years old. They are mixed, thirteen (13) males and thirty-one (31) females. Most of them have been studying English language for ten (10) years and few of them study in private schools. Besides, thirty-eight (38) opted for studying English language as first option at university but it was not the case for the rest (6). Their reasons to study English language varied: they love it, they need it as a second diploma while others study it so as to be a teacher or translator. Moreover, twenty-three (23) students consider themselves competent in English while twenty-one (21) do not because of linguistic problems and lack of confidence.

2.3.1. Learners' Listening Skill

Question 1: Do you practice listening skill in your classroom?

Figure 1 demonstrates that 95% of the participants practice listening skill during the session of oral comprehension while only 5% do not practice listening skill at all.

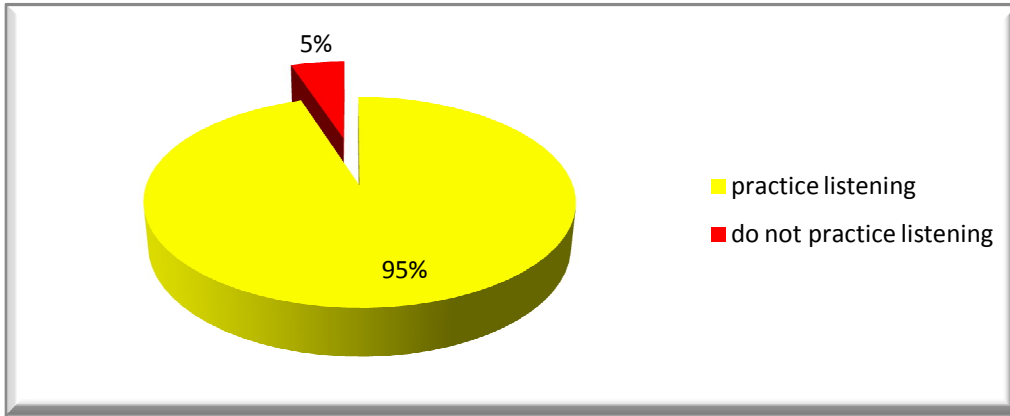


Figure1: Practicing listening in classroom

Question 2: What kind of listening tasks or activities are applied in your classroom?

The participants were asked about the kind of tasks that are applied in their classroom, 61.37% answered by conversation while 36.36% said that they read aloud but only 2.27% answered by interviews. The results are described statistically in Figure 2.

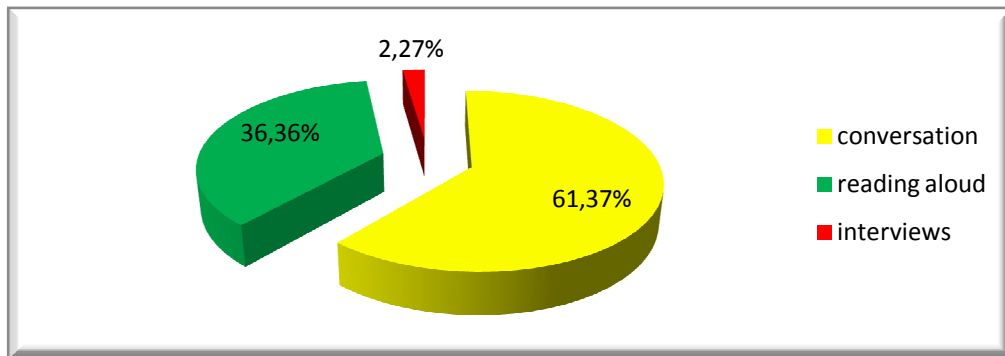


Figure 2: Tasks /activities applied in classroom

Question 3: Which kind of listening materials are used during listening sessions?

The response of the participants varied between the printed materials, audio materials and videos when they were asked about the kind of listening materials used in their classroom. The highest parentage was 40.90% for the audio materials then 36.36% for videos and only 18.18% for printed materials while two (02) participants did not answer and they represent only 04.56% of the sample. The results are clearly represented in Figure 3.

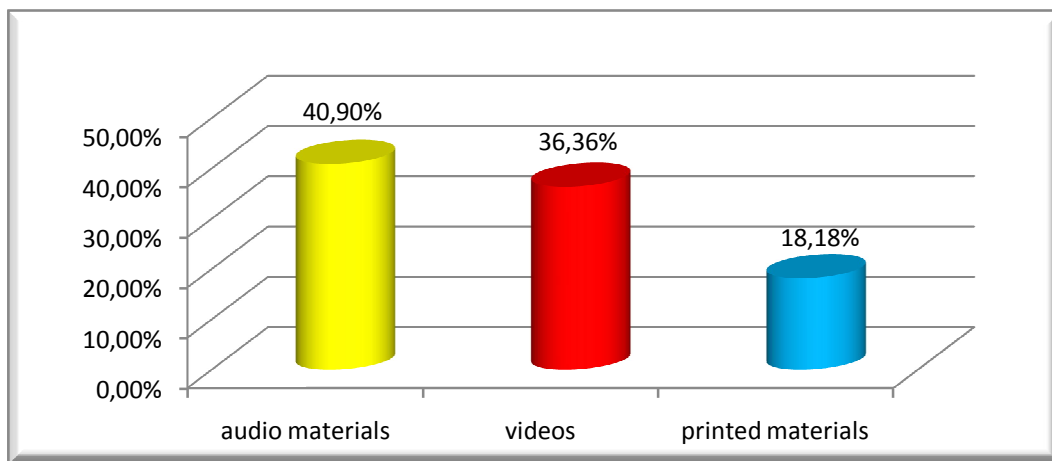


Figure 3: Materials used in classroom

Question 4: Which material do you prefer?

When the researcher asked the question that investigates which material do the participants prefer, 69% answered that they prefer to use videos whereas 13.63% of the participants said that they prefer to use audio materials while only 6.81% of them prefer the printed material. But 10.56% did not answer.

The following Figure demonstrates the results of question 4.

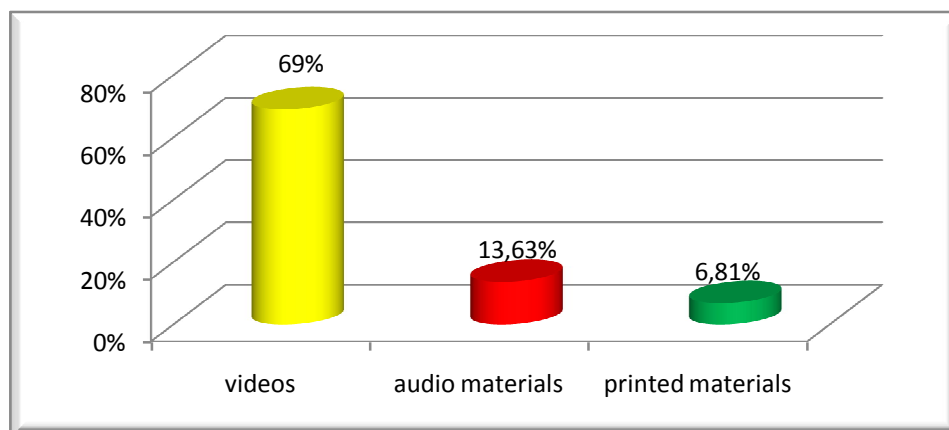


Figure 4: Materials preferred by students

Question 5: Do you face any difficulties in listening to English spoken tracks?

Question 7: Do listening passages which contain aspects of connected speech represent a challenge when decoding the different passages?

Question 5 and 7 are analyzed together since they tackle the same point. In order to investigate the source of the problems that the students encounter while listening, these questions were paused about the difficulties they face when listening to English spoken tracks and whether the aspects of connected speech represents a challenge when decoding the different passages. 75% of the sample faces difficulties while listening to English spoken tracks. On the other hand, more than the half 61.37% state that decoding the different passages becomes challenging because of the aspects of connected speech. Figure 5 represents the ratio in details. This supports the view of Field (2003) which shows that the difficulty in listening comprehension is apparently because of connected speech, besides the inability to catch the word from the connected speech.

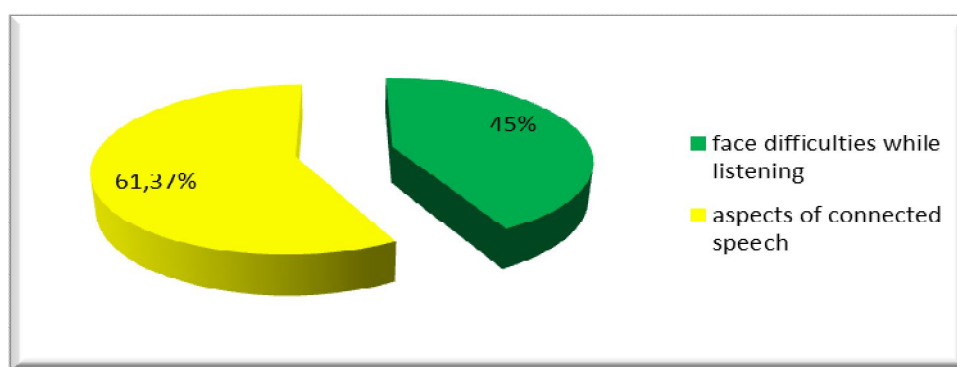


Figure 5 : Problems encountered while listening

Question 6: If your answer to the question 5 is (Yes). Then the problem is because.

After asking the participants about the difficulties they face while listening to English spoken tracks, the researchers provide a list of the most problems that EFL students generally face. The aim behind asking such question was to identify the nature of problems that they face. The different answers of the participants demonstrates that most of them have problems with the different accents, besides, trying to understand every single word and they cannot distinguish between the different voices.

Question 8: After that, the participants were asked to rate statements from always to never. These statements are about some difficulties that they may face when listening to a course in a form of video. The results are as follow:

✓ 47.72% said that sometimes long and complex sentences make understanding the course difficult.

✓ 27.27% declare that they generally fail to understand the course when they lack prior knowledge about the topic.

✓ 27.27% said that they rarely fail to understand the course that does not contain discourse signals indicating its structure.

✓ 31.81% affirm that it is always difficult for them to recognize sounds when the speaker speaks fast. Also, they always lose attention due to noises in the video.

This goes with the claim of Rivers (1980) which indicates that the speed of the speech, noise and longer segments of meaningless discourse make listening comprehension difficult. The following Figure represents the above mentioned results in details:

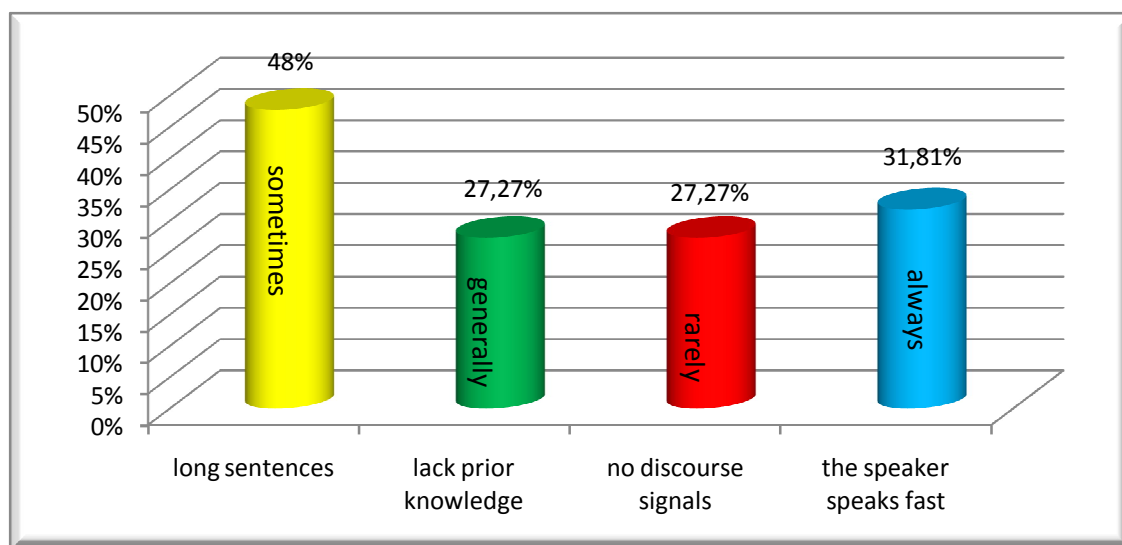


Figure 6: Text difficulties

2.3.2. Students' attitudes towards learning listening skill using videos

In this section the students were given statements in order to rate them from strongly agree to strongly disagree. The results show that:

- ✓ 45.45% of the participants disagree that learning listening skill through videos is waste of time and it does not satisfy their needs, however 50% of them agree that using video makes learning listening more fun.
- ✓ 65.90% of the participants agree that they feel more comfortable in class when they use videos.
- ✓ 54.54% agree that learning listening skill through videos makes them satisfied.

- ✓ 40.90% of the students agree that using videos enable them to learn more vocabulary, proverbs and idioms automatically.
- ✓ 45.45% of the participants affirm that they are strongly agreed that using videos will help them learn more about foreign culture.
- ✓ 52.27% of the participants agree that by using videos, they will understand English in everyday use.
- ✓ 47.72% agree that watching videos that they choose makes the listening task more effective.

2.4. Teachers' Questionnaire Results

The total number of the participants is five (05) teachers. Their age ranges between thirty (30) and forty five (45) years old. They are mixed four (04) males and one (01) female; they experienced teaching English from one (01) to nineteen (19) years. Most of them affirm that they have been teaching English in other schools such as private, middle and secondary school.

5.4.1. Teachers' Attitudes towards Using Videos in Listening Sessions

Question 1: On a scale of 1 to 10 (10 being the highest) how would you rate your skills of using videos in your classroom?

➤ 60% of teachers answered that they are skillful in using videos in classroom, while 40% affirm that they are not.

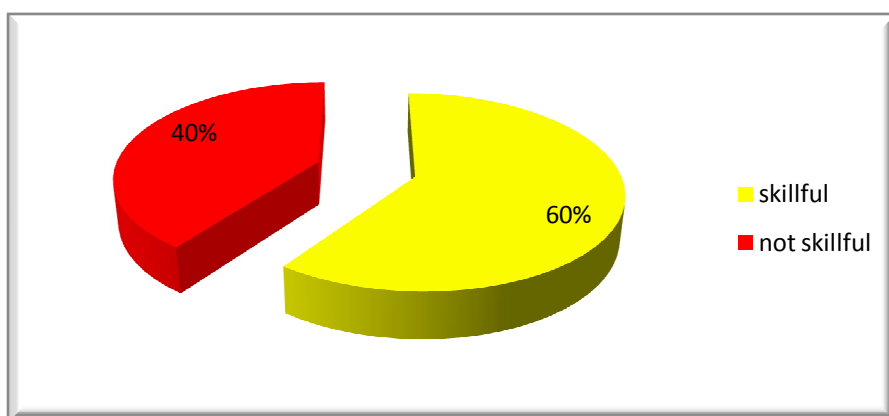


Figure 7: Teachers' skills in using videos

Question 2: Do you agree with the use of videos in classroom as an instructional tool in teaching listening skill?

➤ The teachers were asked if they agree with the use of videos in their classrooms as an instructional tool in teaching listening skill, unpredictably all of them (100%) answered yes. And they assert that videos addresses different learning styles, removes some confusions, increases motivation and it helps students as well as bringing their pronunciation close to the native speakers.

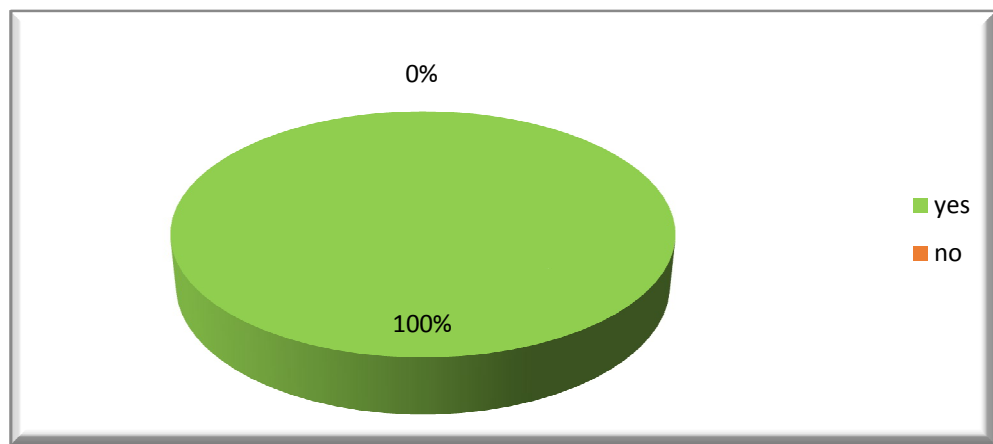


Figure 8: Using videos as an instructional tool

Question 3: Do you feel that being able to use videos during listening classroom would benefit your teaching?

➤ The researchers asked the participants whether using videos during listening class would benefit their teaching. Again, all of them (100%) assert that using videos is beneficial for them, because it facilitates the process of teaching and helps learners enhance their listening skill.

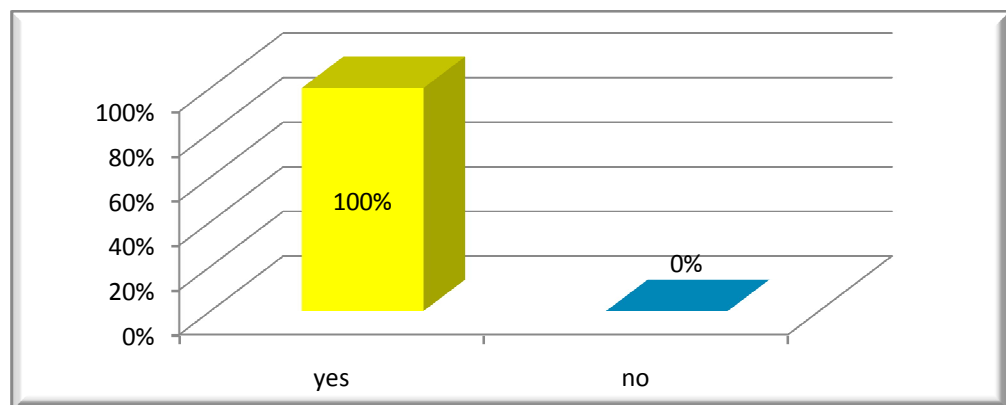


Figure 9: Videos' benefits for teaching

Question 4: Do you think that being able to use videos in teaching listening would increase your teaching skills?

➤ All of teachers (100%) declare that using videos promotes “professional competences” and enhances teachers’ abilities.

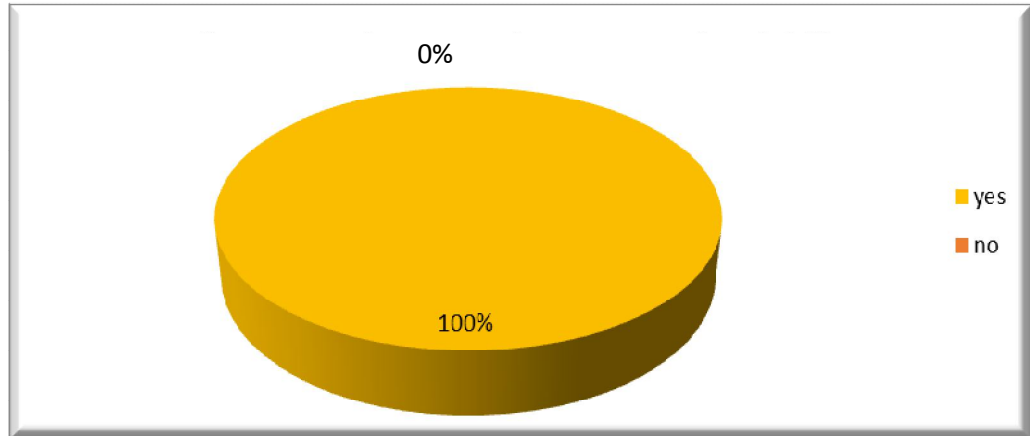


Figure 10: Using videos increase teachers’ skill

Question 5: Do you feel that there are any risks in using videos in the classroom?

➤ After asking teachers about the risks that may exist when using videos in class; 60% answered by no and the learner has to be selective and assisted by the teacher in selecting the appropriate videos. Whereas, only 40% said that they feel that there are risks which are, according to them, culture challenges: the content of the videos, and time-constraint.

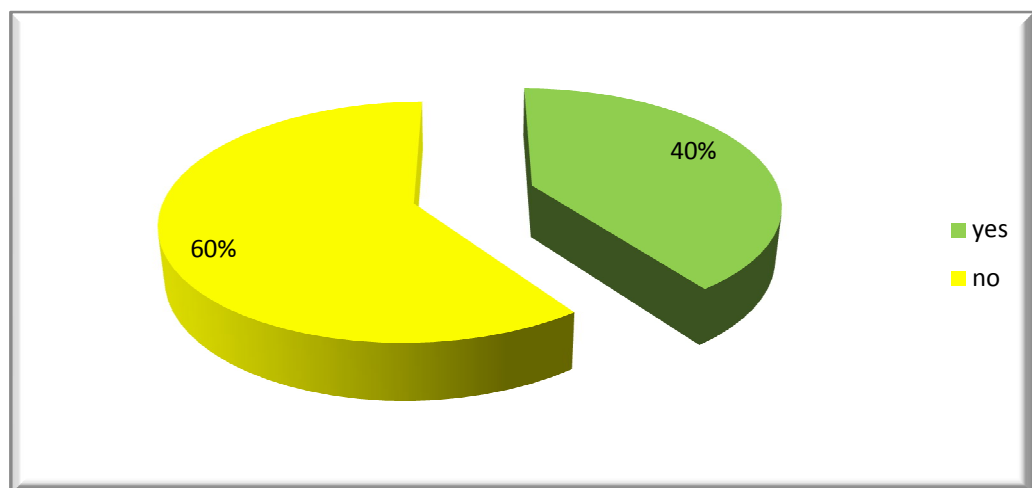
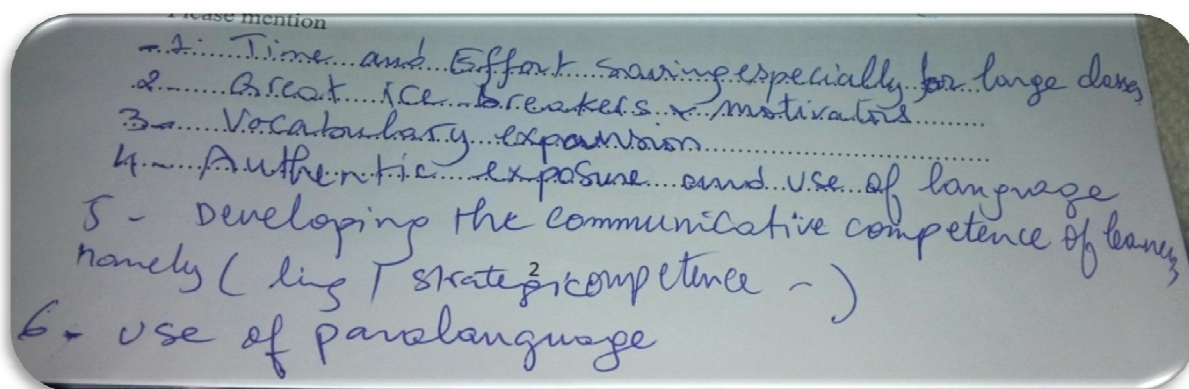


Figure 11: Risks of using videos in classroom

Question 6: What do you think are advantages of using videos in teaching oral comprehension and expression?

➤ Teachers have mentioned several advantages of using videos in teaching oral comprehension and expression such as saving time and effort, developing the communicative competence, authentic exposure and use of language, stimulating comprehension, attention attractors, and others. (See Extract 1)

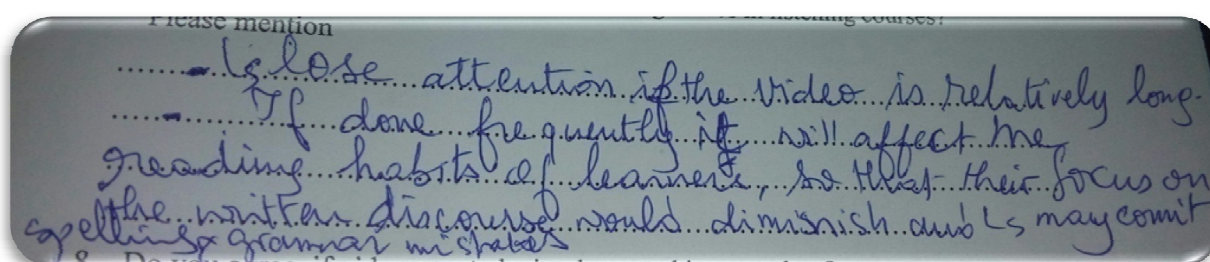
Extract 1.



Question 7: What do you think are disadvantages of using videos in listening courses?

➤ Teachers have mentioned some disadvantages of using videos in listening courses; they said that it would diminish the learners' focus on the written discourse, losing attention if the videos are relatively long besides ignoring the producing skills as writing and it may harm students' eyesight. (See Extract 2)

Extract 2.



Question 8: Do you agree, if videos are to be implemented in your classroom?

➤ 100% of the participants agree with implementing videos in their classrooms because, according to them, videos help a great deal both the teacher and the learner.

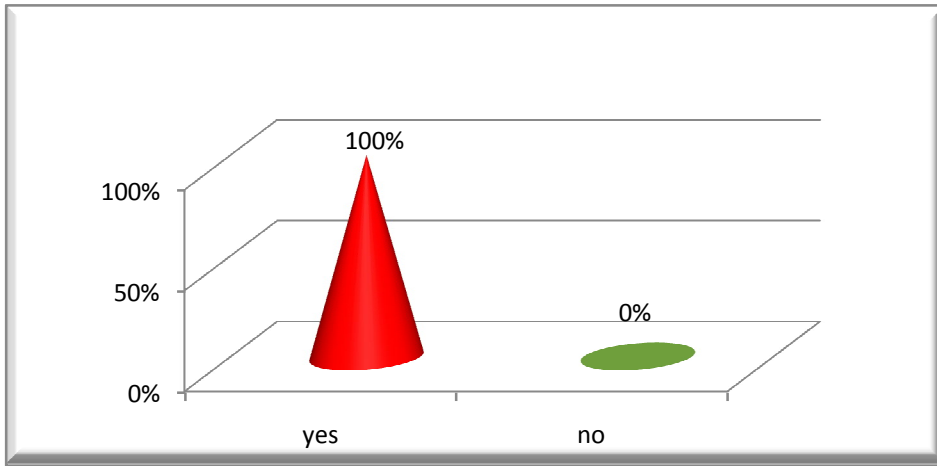


Figure 12: Implementing videos in classroom

Question9: Do you think that you would be an effective teacher if you know how to use videos effectively?

➤ The researchers asked teachers whether they would be an effective teacher if they know how to use videos effectively, four of them said yes and they argued that they will be able to better material selection skills and for them remain always a foreigner as far as the target language is concerned. Whereas, only one teacher said that effective teacher has a lot of characteristics of good teacher including manipulation of audio-visual means.

Question 10: If training courses about using videos are offered in your department; do you want to attend them?

➤ All of the teachers answered this question by yes, except one teacher answered no because he don't have time.

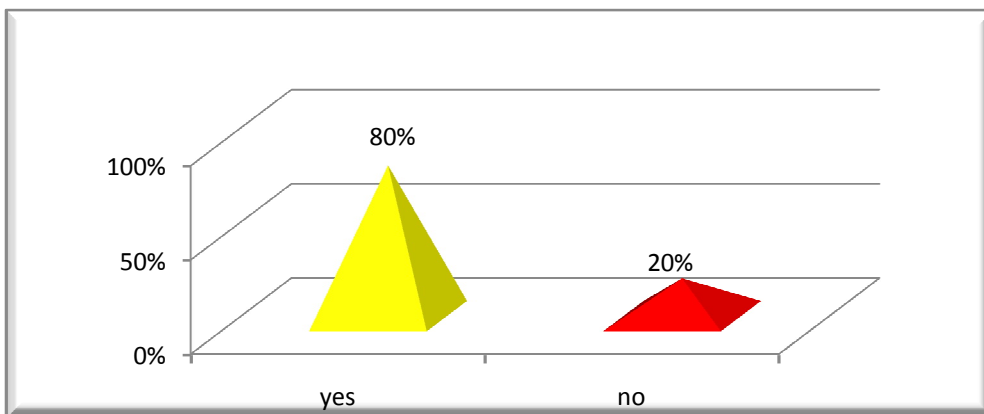


Figure 13: Attending courses about using videos in classroom

Question 11: Do you think that the size of the class affects the use of videos in classroom?

➤ All the participants (100%) agreed that the size of the class affect the use of videos in the class; thus, large class should be well-equipped to be useable.

Question 12: Do you think that there are some students who felt hindered by a lack of using videos?

➤ When teachers were asked if there are some students who felt hindered by a lack of using videos, 60% of them answered yes because there are different types of learning styles that students enjoy. Whereas, 40% of them said no, because students never show their miss contentment.

Question 13: Who provide materials for you in your department?

➤ When teachers were asked about who provide materials in their department, four (04) of them said that they get materials from the administration. While, one teacher answered that the teacher him-self provide materials.

Question 14: Depending on what criteria the materials are chosen?

➤ All teachers answeredthat the materials are chosen depending on the objectives of the course, content validity and the outcomes

Question 15:Do you think that using videos will affect classroom management?

➤ All the participants affirm that using videos affect classroom management, because it can grab the attention of all students, reduce noise, and most of the students will prefer to stay next to the show. But, after all it depends on the teachers' authority.

Question 16:Do you think that integrating listening curriculum by using videos is possible?

➤ Most of them said thatintegrating listening curriculum by using videos is possible, unless the authentic materials are available.

2.5. Students' Questionnaire Interpretation

The results obtained from students' questionnaire revealed that students practice listening in their classes and the activity that they practice most is conversation. They use the audio materials; however they prefer to use videos. Moreover, approximately 70% of the participants generally face difficulties in listening to English spoken tracks, these problems refers to distinguishing between the different accent voices and trying to understand every single word .This goes with the claim of Underwood (1989) as it was stated in the literature review.

Concerning understanding the courses in a form of videos, the students claimed that it becomes difficult when it does not contain discourse signals and long sentences. Also, they added that they lose attention when the videos is relatively long and when the speaker speaks fast.

Further, when the students were asked about their attitudes concerning using videos in classroom, more than the half declare that learning listening become more fun by using videos and they feel comfortable and satisfied in class as well as they agree that using videos is not waste of time and it meets their needs. Moreover, they said that listening task becomes more effective when they use videos of their own choice and that using videos enable them to learn more vocabulary, proverbs and idioms besides helping them learn more about foreign culture and understand English in everyday use.

2.6. Teachers' Questionnaire Interpretation

Dadeney (2008) affirmed that teachers have negative attitudes towards using technology. Unlikely, it is quite clear from the results of teachers' questionnaire, that teachers at KasdiMerbah University of Ouargla have positive attitudes towards using videos in classroom. They are skillful in using videos in classrooms and all of them agree with using videos in their classrooms for it addresses different learning styles, remove some confusions and increase motivation. Moreover, all teachers agree that using videos facilitate the process of teaching and enhance EFL students' listening skill, on one hand. On the other hand, using videos promote professional competencies and enhance teachers' abilities. In addition, all teachers said that there are no risks in using videos in classrooms. However, there are teachers affirm that some students feel hindered by a lack of using videos because they differ in learning style.

Concerning advantages and disadvantages of using videos in classroom, teachers list them as follow:

2.6.1. Advantages of Using Videos

- ✓ Saving time and effort
- ✓ Developing the communicative competence
- ✓ Authentic exposure and use of language
- ✓ Stimulating comprehension
- ✓ Attention attractors

2.6.2. Disadvantages of Using Videos

- ✓ It would diminish the learners' focus on the written discourse
- ✓ Loosing attention if the videos are relatively long
- ✓ Ignoring the producing skills as writing
- ✓ It may harm students' eyesight

Furthermore, the majority of teachers said that they will attend courses about using videos if they are offered in their department and they add that the size of the class affect the use of videos. Thus, large classes should be well-equipped to be useable. Also, they affirm that they get materials from the administration and these materials are chosen depending on the objectives of the course and content validity. Furthermore, they added that integrating listening curriculum by using videos is possible if the authentic materials are available

Conclusion

The present chapter tackled the methodology followed in conducting data, then describing the participants. After that, the instruments used in this research are presented. Next, it introduced the results of the study and summarized them. Finally, the interpretations of the results are presented.

General Conclusion

This part presents the summary of the major findings of both teachers' questionnaire and students' questionnaire, the limitation of the present study, suggestions for further research and the implication of the present study.

Summary of the major findings

The results of teachers' questionnaire revealed that teachers think that using videos can develop EFL learners' listening skill. Additionally, the results of the present study showed that both teachers and students have positive attitudes towards using videos in classroom to enhance EFL students' listening skill. The latter are presented in the following table:

Table 3: Teachers' and Students' Attitudes towards Using Videos

Teachers' Attitudes	Students' Attitudes
✓ Teachers agree with using videos as an instructional tool	✓ Students prefer using videos more than other kinds of materials
✓ Teachers are skillful in using videos	✓ Learning listening through videos satisfies their needs
✓ Using videos is beneficial for teaching process	✓ Learning listening through videos enables them to learn more vocabulary, proverbs and idioms automatically
✓ Using videos increase teachers' teaching skills	✓ Using videos help them learn more about foreign culture
✓ Using videos provide creative and original ideas for making effective use of the wealth of readily authentic, accessible and up-to-date English	✓ Using videos help them to understand English in everyday use

Limitations and Suggestions for Further Research

Several obstacles were encountered while conducting the present research. Among them: the time was not sufficient to collect data and the number of teachers whom participate in this study was only five (05) teachers. Consequently, the results of this research did not, to some extent, portray a whole lot of teachers' attitudes at KasdiMerbah University of Ouargla.

The present study suggests that further research have to investigate whether using videos can improve other EFL students' skills such as speaking and writing. Also, it is better to diagnose implementing videos not just at university but also in other Algerian schools: primary, middle, secondary school. Moriison (1989) argued that authentic listening materials can and should be used at all levels from beginners to advance, since authentic materials are the medium of everybody communication, so even beginners students need exposure to authentic language.

Implications of the study

With reference to the results of both teachers' questionnaire and students' questionnaire, the present research suggests some recommendations. To begin with, listening courses should be designed at university so as to provide more opportunities for students to practice listening rather than practice it only in Oral Comprehension courses. Next, the ministry should design courses for teachers about using videos. Finally, the department should keep providing teachers with authentic materials.

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Appendices

Appendix 1

Students' Questionnaire

Dear students,

You are kindly requested to answer these questions so as to benefit this research which investigates the role of using videos in enhancing listening skill. Please, read the instructions carefully and indicate your opinion as honestly as possible.

Thank you

Guidelines for answering the questions:

For each question, please tick the box or write in the space provided.

Part one: Background Information: please specify.

1. Gender: Female Male

2. Age:

3. How many years have you been studying English (including this year)?

.....

4. Did you study in private school before?

Yes

No

How many years?

5. Was studying English at the university your first choice?

Yes

No

6. Are there reasons that push you to study English?

Yes

No

If yes, mention them

.....
.....

7. If your answer to the previous question is (No), is it because:

- a. Other interests and expectations.....
- b. You have a negative attitude towards the English culture.....
- c. The huge difference between your culture and the English culture

8. Do you consider yourself competent in English?

Yes No

9. If no, is it because of:

- a. Linguistic problems, such as (lack of vocabulary, lack of grammar rules...)
- b. Previous schooling
- c. Inability to use appropriate linguistic forms
- d. Lack of self-confidence

Part two: EFL learners' listening skill

1. Do you practice listening skill in your classroom?

Yes No

How often?

2. What kind of listening tasks or activities are applied in your classroom?

Interviews Reading a loud Conversations

Others.....

3. Which kind of listening materials are used during listening sessions?

Printed materials Videos Audio materials

Others.....

4. Which material do you prefer?

5. Do you face any difficulties in listening to English spoken tracks?

Yes No

6. If your answer to the previous question is (yes). Then the problem is because

- I try to understand every single word, therefore, I get left behind trying to work out what a previous word mean
- I just do not know the most important words
- I do not recognize the words that I know
- I have problems with different accents
- I get tired

- have hearing problems
- I cannot distinguish between the different voices

7. Do listening passages which contain aspects of connected speech (assimilation, elision, linking...) represent a challenge when decoding the different passages?

Yes No

Explain

.....

.....

8. When listening to courses in a form of videos:

	Always	generally	often	rarely	Sometimes	Never
a) Comprehending the course becomes difficult for me when the sentences are too long and complex						
b) I fail to understand the course when I lack prior knowledge about the topic						
c) I fail to understand if the course does not contain discourse signals indicating its structure (e.g. the first point is.....moving on to the next point....)						
d) Recognizing sounds become difficult when the speaker speaks fast						
e) It is difficult for me to concentrate with noises in the videos (sounds of train, cares, planes.....)						

Part three: students’ opinions towards learning listening skill using videos

Instruction: please tick that best suits you.

	Strongly agree	Agree	No opinion	disagree	Strongly disagree
1. Learning listening skill through videos is a waste of time and it does not satisfy your needs					
2. Watching videos makes learning listening skill more fun					
3. By watching videos, you will feel more relaxed in the class					
4. You are satisfied with learning listening skill through videos					
5. By watching videos, you will learn more vocabulary, proverbs and idioms automatically					
6. By watching videos, you will learn more about the foreign culture					
7. By watching videos, you will understand English in everyday use					
8. Watching videos that you choose makes the listening task more effective					

Appendix 2

Teachers' Questionnaire

Dear teachers;

You are kindly requested to answer this questionnaire that will be used in our study which is about enhancing EFL students' listening skill through using videos in classroom for third year students of English language at KasdiMerbah University of Ouargla. Please put a cross (×) in the box that you choose, and write the answer if necessary.

Thank you in advance for your help

Part one: Background information

1. Gender: Female Male

2. Age.....

3. How many years have you been teaching English at university (including this year)?

.....

4. Have you been teaching in other schools (private school, primary school, middle school or secondary school)?

.....

.....

5. How many years?

Part two: teachers' attitudes towards using videos in listening sessions

1. On a scale of 1 to 10 (10 being the highest) how would you rate your skills of using videos in your classroom?

.....

.....

.....

2. Do you agree with the use of videos in classroom as an instructional tool in teaching listening skill?

Yes No

Please explain

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

3. Do you think that being able to use videos during listening class would benefit your teaching?

Yes No

Please explain

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.....
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4. Do you think that being able to use videos in teaching listening would increase your teaching skills?

Yes No

Please explain

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.....
.....

5. Do you think that there are any risks in using videos in classroom?

Yes No

Please explain

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.....

6. What do you think are advantages of using videos in teaching oral comprehension and expression?

Please mention

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

7. What do you think are disadvantages of using videos in listening courses?

Please mention

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.....

8. Do you agree, if videos are to be implemented in your classroom?

Agree Disagree

Please explain

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

9. Do you think that you would be an effective teacher if you know how to use videos effectively?

Yes No

Please explain

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

10. If training courses about using videos are offered in your department, do you want to attend them?

Yes No

Please explain

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

11. Do you think that the size of the class affect the use of videos in classroom?

Yes No

Please explain

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

12. Do you think that there are some students who felt hindered by a lack of using videos?

Yes No

Please explain

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

13. Who provide materials for you in your department?

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

16. Depending on what criteria the materials are chosen?

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

17. Do you think that using videos will affect classroom management?

Yes No

Please explain

.....
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18. Do you think that integrating listening curriculum by using videos is possible?

Yes No

Please explain

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

Thank you for your help

Abstract

The present study aims at investigating the extent to which using videos in the classroom would enhance EFL students' listening skill. Besides, it aims at exploring the different attitudes of both teachers and students towards integrating videos in listening courses. The participants of the present study are 44 third year LMD students of English and five teachers of Oral Comprehension and Expression at KasdiMerbah University of Ouargla during the academic year 2016/2017. The study opted for a quantitative and qualitative design based on questionnaire administered to both teachers and students. The results show that using videos in classrooms enhances relatively EFL students' listening skill. Additionally, both teachers and students have positive attitudes towards using videos in classroom.

Key words: videos, listening skill, EFL learners, teachers' attitudes, students' attitudes, listening courses

Résumé

Cette étude vise à déterminer dans quelle mesure peut utiliser la vidéo ; pour améliorer l'habileté d'écouter les étudiants de l'anglais comme langue étrangère en plus de la découverte de différentes positions pour chacun des professeurs et étudiants à propos d'intégrer la vidéo dans les situations d'écoute. Les participants de cette étude étaient les étudiants de troisième année de la langue Anglaise, et cinq professeurs de matière « Compréhension de l'orale » a KasdiMerbah Université de Ouargla au cours de l'année scolaire (2016-2017), cette étude a été choisie comme la conception d'une analyse quantitative et qualitative basée sur un questionnaire a été présenté pour les professeurs et les étudiants. Les résultats ont montré que l'utilisation de vidéo mettre en scène les capacités de l'écouter chez les étudiants, aussi qu'il y chez les professeurs et les étudiants des bonnes positions concernant l'utilisation au cours de l'étude.

Les mots clés : vidéo, les capacités de l'écoute, les étudiants de la langue anglaise comme langue étrangère, positions des professeurs, positions des étudiants, les sessions d'écoute.

ملخص الدراسة

تهدف الدراسة الحالية إلى التعرف إلى أي مدى يمكن استعمال الفيديو من تعزيز مهارة الاستماع لدى طلاب اللغة الإنجليزية كلغة أجنبية. بالإضافة إلى اكتشاف المواقف المختلفة لكل من الأساتذة والطلاب على حد سواء نحو دمج الفيديو في دورات الاستماع. المشاركون في هذه الدراسة هم 44 طالبا من قسم اللغة الإنجليزية سنة ثالثة نظام الام دي وخمسة أساتذة لمقياس الفهم الشفوي والتعبيري في جامعة قاصدي مرباح ورقلة خلال العام الدراسي 2016/2017. وقد اختيرت هذه الدراسة كتصميم كيو نوعي يستند إلى استبيان تم تقديمه لكل من الأساتذة والطلاب. وقد أظهرت النتائج أن استخدام الفيديو يعزز مهارات الاستماع لدى الطلاب، كما أنه كون لدى الأساتذة والطلاب مواقف إيجابية تجاه استخدام مقاطع الفيديو في الفصول الدراسية.

الكلمات المفتاحية: الفيديو، مهارات الاستماع، طلبة اللغة الإنجليزية كلغة أجنبية، مواقف الأساتذة، مواقف الطلبة، دورات الاستماع