

**KASDI MERBAH UNIVERSITY-OUARGLA**  
**Faculty of Letters and Languages**  
**Department of Letters and English Language**



**Dissertation**  
**Academic Master**  
**Domain:** Letters and Foreign Languages  
**Field:** English Language and Literature and  
Civilization  
**Specialty:** Linguistics  
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**The Effect of Using Educational Videos on EFL Learners’  
Speaking Skill**

*The case of First and Second year students at Abidli Ahmed Secondary  
School - Ouargla*

Dissertation Submitted to the Department of Letters and English Language as a  
Partial Fulfillment of the Requirements for the Degree of Master in Linguistics

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**Academic Year: 2019/2020**

## ***Dedication***

*We dedicate this work to:*

*Our beloved parents*

*Our brothers and sisters*

*Our relatives and our friends*

***Afifa & Samia***

## *Acknowledgments*

*First of all, we thank Allah who gave us power,  
patience, and courage to do*

*our best in our work.*

*Our Thanks go to our teacher and supervisor Dr.  
Benzoukh Halima.*

*Also we thank the members of the jury for their time  
to read and examine this work.*

## **Abstract**

This study aims at examining the effect of using Educational videos on EFL learners' speaking skill. The basic hypothesis adopted in this study sets out that the proper use of Educational videos in classroom helps improving learners' oral performance. We adopted a descriptive method to achieve the objectives of this study. The study aims at describing two variables: using Educational videos as the independent variable and speaking skill as the dependent one. To collect data for this research, a questionnaire was administered to 11 teachers of English who teach in Secondary School and another one to 29 first and second year secondary school students who were chosen randomly from Abidli Ahmed Secondary School. After analyzing the obtained data, the results confirmed that both learners and teachers have a positive attitude towards the use of videos as tools to improve and develop speaking skill. Finally, on the basis of the findings, we proposed some recommendations and suggestions to both teachers and students. For teachers, to integrate videos in order to create new entertaining ways for learning, they should be aware of the involvement of technology in the educational field and merge Information and Communication Technology (ICT) tools within the curriculum. For students, they should watch educational videos or any interesting type of videos to help them overcome their language problems and improve their speaking skills.

**Keywords:** *Educational Videos, EFL learners, Speaking skill, ICTs*

## **List of Abbreviations**

**EFL:** English as a Foreign Language.

**ICT :** Information and Communication Technology.

**TLP:** Teaching Learning Process.

**AVA:** Audio Visual Aids.

**V.A:** Visual Aids.

**TV:** television.

**CLT:** communicative language teaching.

**EFL:** English as a Foreign Language.

**ESL:** English as a Second Language.

**FL:** Foreign Language.

**Q:** Question.

**e.g. :** example.

**KMUO:** Kasdi Merbah University, Ouargla

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## **General Introduction**

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3. Purpose of the Study
4. Research Questions
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6. Methodology
7. Limitations of the Study
8. Structure of the Dissertation
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## **1- Background of the Study:**

The rapid development of technology has brought about many innovations in education, especially in language teaching. In order to present and create successful classrooms, language teachers, especially English language teachers, use various audio-visual tools to facilitate the teaching process, along with textbooks and other interesting activities, which ensure the student's centeredness, autonomy, interaction and connectivity to a certain theme. Videos such as: Movies, songs, and PowerPoint presentations are widely used in EFL classes. This paper first attempts to explore the goals of using video materials in EFL classes and the advantages of using video materials in teaching English as a foreign language, on the basis of which it proposes a framework of teaching principles, strategies, and specific advice that facilitate the teaching of English as a foreign language. Next, we will present theories and practices regarding the use of audiovisual tools in language learning among secondary school students and why videos are considered valuable educational tools, to facilitate the teaching process.

The purpose of this study is to investigate the benefits that language teachers and learners obtain from the use of audiovisual aids in teaching and learning English, as well as to show that by using appropriate video materials, teachers can improve and ensure student-centeredness, get their students interested and participate in activities, and be More active, motivated, and confident in their communicative language proficiency.

## **2. Statement of the problem**

Speaking is an important skill to master when learning English as a foreign language. Labdi (2017) has shown that Algerian EFL learners face many difficulties in pronunciation and lack of vocabulary. The main reason of this problem is the teachers' use of the classical methods in teaching. For that reason, teachers should try to integrate different modern tools in



teaching to improve learners' oral performance .In fact, the integration and application of Information and communication technologies (ICTs) such as media and particularly videos which is the main focus of this research, could give more opportunities for better communication for learners who are given the chance to express and exchange new ideas. As a consequence, this issue of the lack of ICT, especially the use of videos in the Algerian context, may negatively affect EFL learners' oral communication. Thus, the objective of this research is to show that the use of videos is an ideal way to improve the EFL learners' speaking skill.

### **3. Purpose of the study**

The main goal of this study is to investigate the role of video in the classroom and its effectiveness in improving EFL learners' speaking skill .This study aims also to identify to what extent teachers are aware of the importance of using videos to motivate learners and help them improve their speaking skill.

### **4. Research questions**

The present study aims at answering the following questions:

Are teachers aware of the positive role of using educational videos inside the classroom?

How can educational videos enhance EFL learners speaking skill?

### **5. Research hypothesis**

This study hypothesizes that if teachers use educational videos properly inside the classroom, learners will improve their speaking skill.

### **6. Research Methodology**

The method of this research is the qualitative method. However, interviews and observation are more useful in helping to better understand students' needs, but more time

consuming. Because of time constraints, the use of questionnaire is needed to achieve more reliable and comprehensive data. The present research opts for the descriptive method to deal with the variables in this study. Two questionnaires are administrated to both teachers and students as research tools that are useful in collecting data.

## **7. Limitation of the study**

As all academic researches, the present study contains some limitations. First, because of the corona virus pandemic and the quarantine period, we could not find enough number of participants for both students and teachers. Second, as the questionnaire was sent to only a representative sample (29 students of first and second year Secondary School) the results of this study cannot be generalized to the wider research community. Moreover, the investigation of such research topic needs more valid tools as classroom observation or even an experimentation to see the effectiveness of using videos in the class. However, the limited period of time and the special circumstances that the world had witnessed prevented us from using of such tools.

## **8. Structure of the dissertation**

The present research is divided into three main parts. The first part serves to present introduction to the study, statement of the problem, statement of hypothesis, research questions, aims and significance of the study, research methodology and finally the limitations of the study. The second part is theoretical and it consists of two main chapters. The first chapter represents the second variable which is speaking skill. This chapter deals with the definition of speaking skill, micro skills of speaking, and types of speech, in addition to speaking competence, and activities of speaking skill. The second chapter provides a background to ICTs, teaching aids, audio visual aids, definition and characteristics of video, types of videos, Educational videos, advantages of using videos in

the class and some techniques for using videos and some criteria for choosing videos. Finally, the third chapter represents the field work. It includes the analysis and the interpretation of the gathered data from both learners' and teachers' questionnaire.

## **9. Definition of key term:**

### **➤ Educational Videos:**

They are videos used for educational purposes. These videos are considered as important tools used in the classroom to facilitate the teaching learning process.

### **➤ ICTs:**

ICTs or Information and communication technologies (ICTs) are simply technologies derived from scientific and technological progress in computer sciences, electronics, and telecommunications. They enable us to process, store, retrieve and disseminate valuable information in text, sound and video form" (Mikre 2011,pp.3) That is to say ICT is technology that supports activities involving information, such activities include gathering, processing, storing and presenting data, these activities also involve collaboration and communication .

### **➤ Speaking skill:**

Flores (1999) defines it as follows: "Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information". Speaking is the second of the four language skills, which are: Listening Speaking Reading Writing. In our own language, speaking is usually the second language skill that we learn after listening.

### **➤ EFL learners:**

English as a Foreign Language is learning English in a non-English-speaking country. For example, students in Algeria who are learning English are considered EFL learners because English is not the official language of the country.

# **Chapter One: The speaking skill**

-Introduction

1.1 Definition

1.2 Micro Skills

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1.2.2 Grammar

1.2.3 Vocabulary

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1.4.4 Strategic Competence

1.5 Activities of Speaking Skill

1.5.1 Role-Play

1.5.2 Prepared Talk

1.5.3 Gap Activities

1.5.4 Group Discussion

-Conclusion

## **Introduction**

Speaking is identified as the productive skill in the oral mode. It is, like the other skills, more complicated than it seems at first and involves more than just pronouncing words. This chapter deals with this skill covering these points: definition of the speaking skill, its micro-skills, and insights on types of speech, effective speaking competences. Then, some speaking activities are presented. This chapter, also, tackles the importance of videos in enhancing EFL learners' speaking skill.

### **1.1 Definition**

Speaking is one of the central elements of communication. Flores (1999) defines it as follows: "Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information". (on line). Also, Shumin (2002) states that: "learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners must acquire the knowledge how native speakers use the language." (qtd in Richards and Renandya, 2002, p.204). In this connection, Rivers (1981) argues that an act of speech includes more than knowledge of the code. It includes the selection of integrated patterns of elements of the code for the expressions for an intention. Moreover, as it is introduced by Richards and Renandya (2002), speaking is a very complex task which involves several micro-skills.

### **1.2 Micro – Skills**

#### **1.2.1 Pronunciation**

Bygate (2001) defines pronunciation as: "The production and perception of the significant sounds of particular language in order to achieve meaning in contexts of language use." (P.56). Moreover, Harmer (2001) states that being conscious of pronunciation issues will be of great advantage not only to their production, but also to their understanding of

spoken English. So, pronunciation takes part in speaking. It helps learners to achieve the goal of improved production and perception.

### **1.2.2 Grammar**

The grammar of a language is defined by Harmer (ibid) as: "The description of the ways in which words can change their forms and can be combined into sentences in that language." (p. 12). The speaker has to use the correct forms of words and to put them in correct word order.

### **1.2.3 Vocabulary**

Rivers (1981) defines "vocabulary" as words by saying that: "It would be impossible to learn a language without vocabulary -without words." (p.462). In addition, Hatch and Brown (2000) refer to "vocabulary" as: "A list or set of words for a particular language or a list or set of words that individual speakers might use." (p. 01)

## **1.3 Types of Speech**

Speaking is used for many different purposes according to the context. The common purposes are informative, entertaining, and persuasive speech. According to Rivers, our attitude is conveyed to the basic message by the combination of elements in the utterance whether we are simply giving information, or being humorous, ironical, disapproving, cautions, and so on. An informative purpose statement will generally be worded to stress audience knowledge or ability. While entertaining speech simply tries to gain and keep the audience's attention. In the same sense, Richards and Renandya (2002) assert that speaking may be used to describe things or to entertain people with jokes and stories. Moreover, they argue that the purpose of making a discussion with some is may be to seek or express opinions, to persuade someone about something or to clarify information. Persuasive speech,

as a third type of speech, is intended to change the audience's attitudes or behaviors.

So, there are different purposes which contribute to make communication possible.

## **1.4 Effective Speaking Competences**

To be an effective speaker, learner should have communicative competence. According to Shumin (2002), building on Hymes's work, Canale and Swain (1980) propose that communicative competence includes discourse competence, sociolinguistic competence, and strategic competence (qtd in Richards and Renandya, 2000, p.206).

### **1.4.1 Grammatical Competence**

Scarcella and Oxford (1992) define the grammatical competence as:

An umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary, and mechanics. With regard to speaking, the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress. (qtd in Richards and Renandya, 2002, p.207).

That is to say, grammatical competence is the basic of speaking a foreign language and understanding it. Having the right knowledge of words and sentences enables conveying the correct and the exact meaning.

### **1.4.2 Discourse Competence**

Developing discourse competence is important for EFL learners, simply because they act in discourse where they hold meaningful communication with the application of the rules cohesion and coherence. In this connection, Shumin (2002) argues that Scarcella and Oxford state that effective speakers should acquire a large repertoire of structure and discourse markers to express ideas, show relationships of time and indicate cause, contrast and emphasis.



### **1.4.3 Sociolinguistic Competence.**

Knowledge of the rules cannot stand alone to enable the learner to speak appropriately; one should acquire the sociolinguistic competence which includes knowledge of social and cultural rules and norms. In this sense, Brown (1994) states that "adult second language learners must acquire stylistic adaptability in order to be able to encode and decode the discourse around them correctly." (qtd in Richards and Renandya, 2002, p.207).

### **1.4.4 Strategic Competence**

Besides to the previous competence, strategic competence also determines the communication frame. According to Shumin (ibid), Brown (ibid) defines strategic competence as: "the way learners manipulate language in order to meet communicative goals." (p.208). In this connection, Berns (1990) holds that it is the ability to compensate for imperfect knowledge of linguistic, sociolinguistic, and discourse rules. (qtd in Richards & Renandya, 2002, p.208).

These four competences lie behind speaking proficiency, but they should be coupled with practice.

## **1.5 Activities of Speaking Skill**

The improvement of EFL learner's speaking abilities, to a great extent, on practice. According to Riggenbach and Lazarton (1991), communicative activities are important to be applied in the classroom because they encourage and give learners opportunities to speak. Moreover, effective speaking activities are the ones that provide an authentic opportunity for the students to some personal meaning toward any area of knowledge. (qtd in Murcia and Olshtain, 2000, p.177).

Among the widely used classroom speaking activities are the following:

### **1.5.1 Role-Play**

Role-play encourages students to speak. Harmer (op cit) states that: "...roleplay can be used to encourage general oral fluency." (p.274). Moreover, Oxford et al (op cit) says that: "role-play is an excellent way in which to stimulate, in the classroom, real communication that is relevant to experiences outside the classroom. " (qtd in Murcia and Olshtain, 2000, p.177). In addition, Murcia and Olshtain (ibid) see roleplay as an opportunity to students to use their knowledge of vocabulary, of narration, of speech acts, and so on. Furthermore, Doff (1988) states that: "Role-play is a way of bringing situation from real life into the classroom." (p.232). According to Doff (ibid), when we do role-play, we ask students to imagine a role, a situation, or both a role and a situation.

### **1.5.2 Prepared Talk**

Prepared talk is a popular and encouraging speaking activity. Harmer states that the prepared talk is a popular kind of activity where students make presentations on a topic of their own choice. He also adds that: "Prepared talks represent a defined and useful speaking genre." (p.274). Moreover, under prepared talk, learners discuss about their lives, interests, experiences, attitudes and so on. In this respect, Doff (ibid) states that exchanging personal information is one of the easiest and most interesting forms of communicative activity in the classroom. (p.92)

### **1.5.3 Gap Activities**

Students are engaged in communication and discussions while being stimulated especially to solve problems, puzzles or to put things in the correct order. Harmer (ibid) states that: "Games which are designed to provoke communication between students frequently depend on an information gap." (p.272). In this respect, Doff (ibid) suggests a number of communicative activities such as guessing games, information gap exercises. These activities have got a great role in developing speaking competence.

### **1.5.4 Group Discussion**

Group discussion is another activity to improve oral proficiency. According to Ur (1981), "Group discussion is an effective speaking activity in large classrooms." (qtd in Murcia and Olshtain, 2000, p.177). Moreover, Murcia and Olshtain (ibid) assert:

students in the second or foreign language classroom should have ample opportunity to participate in group discussions doing brainstorming, and in many other speaking activities where they need to participate by producing a word, a term, an expression, or a clause ... (p.177).

#### **Conclusion**

In this chapter, the light was shed on the various definitions of speaking skill and its importance in foreign language learning and teaching. Its micro skills, which are pronunciation, grammar and vocabulary, were also discussed. Furthermore; types of the speaking and effective speaking competences were mentioned. Moreover, some speaking activities were mentioned as examples. As a final point, speaking is regarded as an essential skill that learners should improve.

## **Chapter two: Educational Videos**

### Introduction

#### 2.1 Background of ICT

## 2.2 Teaching aids

### 2.3 Types of Audio visual Aids

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#### 2.3.2 Visual aids

#### 2.3.3 Audio-visual aids

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#### 2.4.3.3 Language learning videos

### 2.4.4 Stages and activities used with videos

#### 2.4.4.1 Pre-viewing

#### 2.4.4.2 Viewing (While-viewing)

#### 4.4.3. Post-viewing

### 2.4.5 Criteria for selecting videos for class

## **Introduction**

Videos are considered as one of the authentic materials that have a great importance in the teaching process. Years ago, great efforts have been made by instructors to make the

learning process more learner-centered than less teacher-centered to increase interaction inside the classroom. For that reason, with the use of videos the teacher can engage more of the students' senses and involve them with the content of the lesson. These videos help teachers to make lessons more effective, more understandable and more memorable which make learners more motivated. This chapter gives a general background about Information Communication Technology (ICT) in order to have a full understanding of this term. Then, it mentions the different teaching aids and most importantly the use of educational videos as a teaching aid and its role in teaching and how useful it could be for the four skills. After that, it introduces some types of educational videos and some activities that teachers should use with videos. Finally, this chapter highlights the importance of videos by giving some tips on using videos.

## **2.1 Background of ICT**

Life has changed throughout the centuries to fit the developments that the world is witnessing. Before, human beings were communicating with drawing, sound signals, hand signals and other features, but now they communicate with modern tools such as the telephone and the internet. We live in a world where technology occupies every aspect of our lives. It inspires creativity and brings new opportunities to people, connecting them to new ideas and new achievements and making things easier to be done.

In the first decade of the twenty-first century, technology has brought profound changes to almost all aspects of the human life and become inseparable from their lifestyle. This advanced world has modified the way of communication and the way of searching for information, it also changed the way of shopping. The Internet is a vast electronic library of information that revolutionized communication and made the exchange of information electronically that is called digital communication. The term Information and Communication

Technology (ICT) became more popular in the late 70's. According to Campwala, Pandya and Mistry (2016) : Information and communication technologies (ICT) are simply technologies arising from scientific and technological progress in computer sciences, electronics and telecommunications. They enable us to process, store, retrieve and disseminate valuable information in text, sound and video form. (p.46) ICT is a technology required for information processing; it is the use of electronic communication devices to convert, store, process, transmit, protect and retrieve information from anywhere and anytime. It has already become an important deal to society since it helped with its progress. Moreover, ICT plays an important role in education, economic growth and other dimensions of social and political development in the developed countries.

Technology, later, has entered the world of education. For most countries, the use of ICT in education and training has become a priority during the last decade. Zhang, Yang, Chang and Chang (2016) believe that “Many countries [...] are making significant investment on developing their respective ICT in education plans and on bringing various ICT equipment and resources for school” (p. 2). In other words, ICT brought vast improvements in teaching and the availability of classroom equipment that empowers teachers and enhances students' learning. Additionally, Teachers have a wide range of equipment such as whiteboards, computer laboratories, tablet PCs, Internet resources, apps, and other tools that are used inside the classroom to enhance their students' skills.

## **2.2 Teaching aids**

It is known that today's age is the age of science and technology. Technology has an effect in the teaching and learning programs. The process of teaching-learning depends upon the different types of equipments available in the classroom. Teaching aids are means and mediums which help in facilitating the teaching process. Also, they help teachers to do their job easily as Harmer (2001) states "As language teachers, we use a variety of teaching aids to explain language meaning and construction, engage students in topic, or as the basis of whole activity." (p. 134). Thus, students can learn better when they are motivated properly through different aids. Teaching aids are classified as follows: audio aids, visual aids and audio-visual aids.

## **2.3 Types of Audio visual Aids**

### **2.3.1 Audio- aids**

Audio aids have a strong connection with visual aids because they are always mentioned together. However, audio aids could be used separately and could be used efficiently without the use of visual aids.

In 2009, Middleton assumes that: "Audio also demonstrated a capacity to facilitate authentic engagement, allowing students to connect in various ways to the outside world, both as listeners and publishers" (p. 124). Audio aids have been used in the field of education for decades; they provide students with the native speakers' language which makes them more interested and involved in the learning process. Audio aids come in many forms such as audio cassettes (Tomas 20011), tape recorders and radios (Arulchelvan 2006) which are valuable materials in the field of EFL learning.

### **2.3.2 Visual aids**

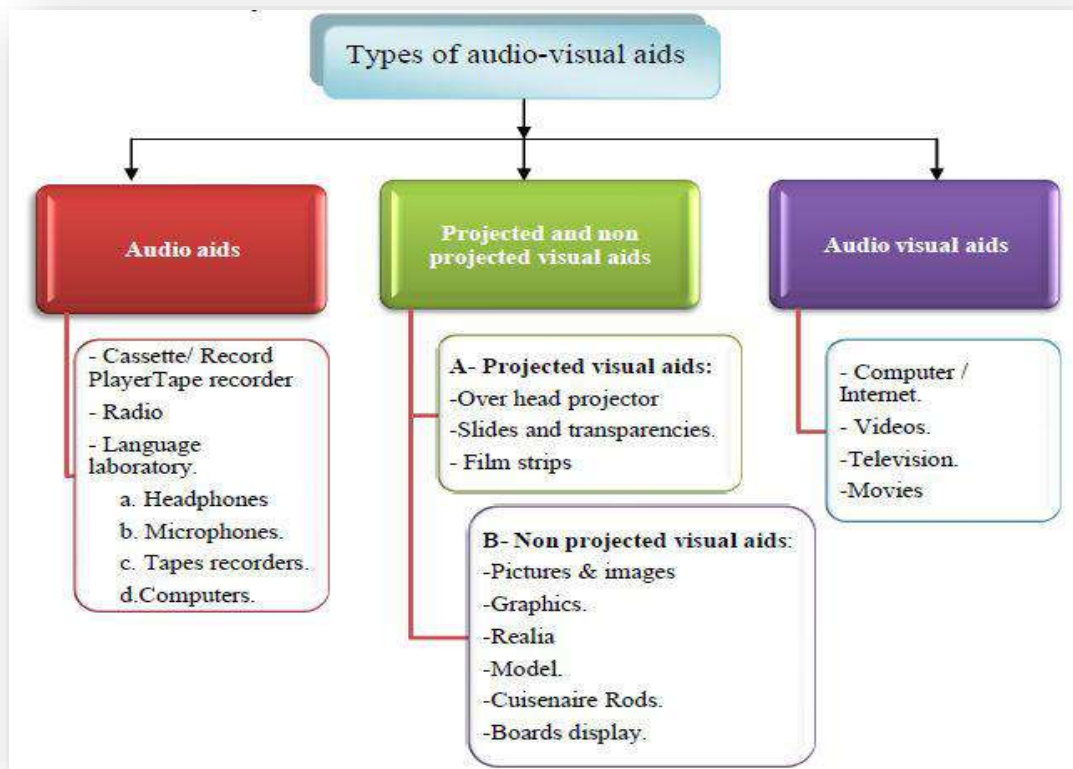
Visual aids are aids which use the sense of vision. According to Anderson, Maclean and Lynch (2004) "Visual aid is anything which your audience can see, and which helps them to follow your spoken presentation, and keeps their attention and interest". (p. 67). Visual aids may provide the opportunity to learn visually and help to make a lesson vivid. In the same line; Knomi (n.d) asserts that "The use of visual aids such as pictures, posters, postcards, word calendars, charts (...) can help Young Learners easily understand and realize the main points that they have learned in the classroom". Teachers prefer to use visual aids in the classroom to encourage their students' learn better and make learning easier and more interesting.

### **2.3.3 Audio-visual aids**

Audio-visual aids or videos are seen as a powerful tools that are used nowadays as a resource for teaching and learning (Beach & O'Brien 2015). Van Els et al (1984) declares that: "The combination of sound and image and the use of rather expensive equipment characterize audiovisual media in the narrow sense of the word, namely films, TV and video."(p. 289). It means that audio- visual aids are combination between image and sound. Besides, they are devices that help the teacher to clarify and establish precise conceptions. In 2014, Awashti confirmed that:

Using Audio Visual aids can be useful for making learning easy, effective and permanent. Role of teachers is very important in using technology because on one side if it is used appropriately, it can make the learning interesting (p. 62). In other words, the proper use of such tools will cause positive results because these devices support teachers to make learning more actual, active and motivating. Also, using such aids may save teachers' time and energy.





**Figure 1: Various types of AV aids**

## 2.4 Videos

Videos are now being used in education more than ever. Any video that is used for educational purposes is called ‘educational video’.

### 2.4.1 Definition and Characteristics of Educational Videos

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

Meyer (2002) in Muniandy and Veloo (2011: 173) defines video as a kind of multimedia material consisting of verbal and non-verbal presentations displaying

simultaneous images, narration and on screen text. Furthermore, McKinnon (2011) in Muniandy and Veloo (2011: 175) acknowledges that video clips can portray settings, action, emotions, and gestures which can provide the important visual stimulus for language practice and learning. It means that videos can be used in teaching English because videos can provide great visual stimuli through their combination of illustrations, sounds, graphics, and texts.

Richards and Renandya (2002: 364) add that a video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. The teacher is there to choose appropriate sequences, prepare the students for the viewing experience, focus to students' attention on the content, play and replay the video as needed, design or select viewing tasks, and follow up with suitable post viewing activities.

They also state that a video potential in language learning is only achieved when it is used as an integral part of course. When the teachers decide to use video as supplementary materials, they must believe that it is closely related with the goals of the course. One way to do this is to bring in the video to introduce or to expand a theme of the material that is already part of the curriculum.

Harmer (2001: 282) also says that a video is not only a great aid to see language-in-use such as comprehension since students are able to see general meanings and moods that are conveyed through expression, gestures, and other visual clues, but also uniquely bridge the cross cultural understanding. They will see how typical British 'body language' is when inviting someone out or how Americans speak to waiters. He also mentions that for all of the reasons mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it.

### **2.4.3 Types of Educational videos**

It is crucial for the teacher to know the types of video. This will help in choosing the suitable one for the students. Harmer (2001: 284) states that there are three main types of video which can be used in class.

#### **2.4.3.1 Off-air programs**

Programs recorded from a television channel should be engaging for students, and of a sensible length. Teachers have to consider their comprehensibility including prediction, cross-cultural awareness, teaching language, or as spurs for the students' own activity. It is also important to know what the law is and realize that breaking it can have serious consequences.

#### **2.4.3.2 Real-world videos**

This type is also known as 'authentic video' Teachers need to make their choice based on how engaging and comprehensible the extract is likely to be, and whether it has multi use potential. This kind of video might be taken from as feature films, exercise manuals, wild documentaries or comedy. The video also can have multi-use potential and engaging the students of course.

Because many excellent videos are produced as entertainment for native English speakers, they generally present real language that is not simplified and is spoken at a normal speed with genuine accents. These videos include movies, television programs, and news broadcasts; they can provide a realistic view of American culture, and their compelling story lines can motivate learners to stretch their comprehension. Additionally, using authentic videos in the classroom can provide opportunities for learners to evaluate a medium that they use in their daily life (Stempleski, 1992).

#### **2.4.3.3 Language learning videos**

It means videos to be used with course books. Those videos are likely to be comprehensible, designed to appeal to students' topic interests and multi use since they can not only be used for language study but also for a number of other activities as well. This type is also known as 'Instructional Video'.

With regard to the explanations above, teachers once again should be able to choose and show the appropriate video to the students. Teachers must remember that the main point of using video is to transfer the material interestingly and help the students understand the materials easily. Therefore, the video used must be more contextualize and engage the students to learn.

#### **2.4.2 Advantages of using Educational videos in classroom**

There are many benefits for using videos in the classroom. Below are some major benefits that both teachers and learners can get from using videos during the class.

Videos are easier to be accepted by learners. They are the best medium that teachers can use in order to speak with the new generation. A video is considered the best way for showcasing knowledge and make learners more engaged. Psychologically, students find them fun, stimulating, and motivating while video can also be used as a means for enhancing and developing positive attitudes, success in learning processes, and confidence in learning (Cakir, 2006; Joint Information Systems Committee, 2002)

There is no denying that videos are always full of information. Not only that, but they present the information in an easy-to-consume and fun way that you will appreciate and enjoy. This alone helps in the Learning experience. Besides, Videos facilitate thinking and problem solving. Mayer and Gallini (1990) made the connection between visual clues, the memory process, and the recall of new knowledge. Allam (2006) observes that the creative challenge of using moving images and sound to communicate a topic indeed engaging and

insightful, but adds that it also enables students to acquire a range of transferable skills in addition to filmmaking itself. These include research skills, collaborative working, problem solving, technology, and organisational skills.

Teachers can integrate the outside world into the classroom. This will help creating authentic, unique and fun lessons and will immerse students in learning. Culturally videos take students to a world beyond their classroom and can provide a different insight about the importance of cultural awareness (Canning-Wilson, 2000). In fact the use of video enables learners to learn in an authentic situation and gives them chance to use the video in long-term use since they are able to use the videos at any time Cakir (2006) and Berk (2009).

Videos can help and motivate learners improve speaking. Bravo et al. (2011) found that video increased the motivation of students since they could see how native English speakers talked with their paralinguistic features. Arthur (1999) claims that:

Video can give students realistic models to imitate for role-play;  
can increase awareness of other cultures by teaching appropriateness  
and suitability.

Video can be controlled (stopped, paused, repeated), and it can be presented to a group of students, to individuals, or for self study. It allows learners to see facial expressions and body language at the same time as they hear the stress, intonation, and rhythm of the language (Bello, 1999).



**Figure: Using video in the classroom.**

#### **2.4.4 Stages and activities used with videos**

Generally, there are three main steps of integrating videos into classroom instruction for learning speaking effectively. They are pre-viewing, viewing, and post-viewing (Stoller, 1988: 9). From each step above, teachers can choose the most appropriate activities for their students and classes.

##### **2.4.4.1 Pre-viewing**

Pre-viewing activities can be done before assigning students to view the video. Stoller in Koksal (2004: 65) states that any pre-viewing activity will be associated with developing learners' comprehension strategies and preparing students to see the video by

means of activating schema, that is, tapping students' background knowledge or trying newly introduced information to materials previously introduced.

The students can follow the activity as presented below:

- a. Tell students they are going to watch/listen to a story about....
- b. What do they expect to hear and see?
- c. Free writing on the question about the events.
- d. Predicting the events.
- e. Discussing the video from its title.
- f. Pre-teaching any unusual vocabulary and grammatical points in context.
- g. Practicing to pronounce words to develop their aural perception of the words.

#### **2.4.4.2 Viewing (While-viewing)**

The primary purpose of viewing activities is to facilitate viewing of the film/videotape (Stoller, 1988: 13). Koksai (2004: 65) adds that the teacher can have students watch the video more than once. The aim for watching the video the first time, and subsequently, will probably be different. Tasks completed while viewing a video for the first time are commonly associated with developing listening skills. Here students listen for global understanding. Activities for a second viewing are often associated with gathering specific information and presenting or reinforcing language (grammar, vocabulary, functions).

While watching the video, these activities can be selected and assigned for the students to do:

- a. Watching for relaxation without taking notes.

- b. Identifying general topics of videos.
- c. Making more detailed information on each item in the second viewing.
- d. Checking information with students' partner or group.
- e. Focusing on details e.g. signs, notices, buildings, vehicles, etc.
- f. Working in pairs. For example, students A close his eyes, while student B watches the video and describes what is happening.
- g. Interpreting meaning of what they hear with sounds only e.g. screams footsteps, music, etc.
- h. Framing or pressing the pause button during a video sequence with freeze, predicting what is she going to say next, what is going to happen next, or interpreting facial expressions and body language (how does he feel?), and possibly focusing on things such as cultural information (buildings, notices, etc), or specific details (what is he wearing?)
- i. Working in pairs, memorizing everything they see and hear. Eliciting class-level feedback, then playing back to confirm.
- j. Listening for general comprehension and specific information (names, dates, numbers, etc).

#### **2.4.4.3 Post-viewing**

Post viewing activities aim at encouraging and stimulating the use of newly acquired knowledge that came from the video, and the use of both written and spoken language. Stoller in Koksal (2004: 66) suggests such post viewing activities as class surveys, video summaries, alternate endings, comparisons, discussion, agree/disagree/unsure activity, ranking group consensus, organization in writing, speed writing, role-plays, simulation, and debates.

Students also can do activities for specific language skill practice as presented below :

- a. Reviewing and answering general comprehension questions.
- b. Using freeze-frame options to check comprehension and answer unanticipated questions.
- c. Describing scenes, people, objects, etc.



- d. Discussing events, particular topics, body languages, actions, etc, and predicting or guessing the end of the video.
- e. Playing the sound only and asking students to discuss what the scene might look like.
- f. Predicting the outcome of the events.
- g. Doing information-gap activity. The viewers are eyewitnesses and the others are journalists. They interview the first group about the event.
- h. Viewing and generating an appropriate dialogue for the scene. The actual dialogue can be used as a model from which to adapt the students' efforts.
- i. Practicing stresses and intonation

#### **2.4.5 Criteria for selecting videos for class**

Before using the video in the classroom, selecting the right video for a particular level of students is necessary to do. Thus, finding an appropriate feature video is one of the most useful things that a teacher can do. There are criteria to be followed in their selection (Arcario, 1992; Johnston, 1999; and Stempleski, 1992, cited in Burt, 1999). He concluded some criteria that need to be taken into consideration of selecting video and the teachers asks himself the following questions before choosing a video or video series:

- a. The video should appeal the students. It should be motivating, interesting and inspiring.
- b. The content should match the instructional goals and it should be culturally appropriate for the learners.
- c. The instructional message should be clear to the students.
- d. The pace and the rate of the language should not be too fast for the students.
- e. The length of sequence should not be long, no more than ten minutes.

## **Conclusion:**

To conclude, the importance of teaching aids such as educational videos in the teaching and learning English as a foreign language cannot be neglected. In this chapter, a background to ICTs was mentioned to introduce the main topic. Then, this chapter dealt with the use of different teaching aids and their role in the classroom. Also, this chapter tackled the definition, types and advantages of using educational videos in addition to some activities that may be used with videos and some criteria for choosing videos for the class. Teachers and learners, then, should not neglect using educational videos as tools to learn English and to master speaking.

## **Chapter Three: Methodology and Results**

Introduction

3.1 Methodology

3.2 Research Design

3.3 The sample

3.4 Data collection Procedure

3.5 Data gathering tools

3.6 Results

3.6.1 Description of Students' questionnaire

3.6.2 Description of Teachers' questionnaire

3.6.3 Analysis of students' questionnaire

3.6.4 Discussion of students' questionnaire

3.6.5 Analysis of teachers' questionnaire

3.6.6 Discussion of teachers' questionnaire

Conclusion

**General Conclusion**

## **Chapter Three: Methodology and Results**

### **Introduction:**

The aim of this study is to investigate the effect of using Educational videos on EFL learners' speaking skill taking the students of Abidli Ahmed secondary school as a case study. This chapter represents the practical part of the study. It deals with the analysis of students' and teachers' questionnaires that aim at investigating the relationship between using videos in the classroom and the speaking skill. This chapter presents the analysis and the interpretation of data collected from the questionnaire that has been administered to the sample of students at Abidli Ahmed secondary school to confirm or refute the aforementioned proposed hypotheses.

### **3.1 Methodology**

To serve the need of the research hypothesis and due to the limited amount of time, the descriptive method is used. The description of Students' and teachers attitudes towards using videos was the main focus of our study. It is decided that the questionnaire would be the most appropriate instrument that can be useful in collecting, analyzing the gathered data, saving time and efforts by gathering the needed information in a short time. This questionnaire can determine the facts about this investigation to explain whether the use of educational videos help in improving students speaking skill.

### **3.2 Research Design**

The method of this research is the qualitative method. However, interviews and observation are more useful in helping to better understand students' needs, but more time consuming. Because of time constraints, the use of the questionnaire is needed to achieve a more reliable and comprehensive information. The researchers chose the descriptive way to deal with the variables in this study. Two questionnaires are used for both teachers and students as research tools that are useful in collecting data. The analysis of both teacher's and student's questionnaire have shown the importance of using videos and their effects on learners' speaking skill.

### **3.3 The Sample**

The sample of the study consists of one group of twenty nine students of first and second year who study at Abidli Ahmed Secondary school, and eleven teachers who teach English language in different secondary schools in Ouargla. The participants of this study are selected randomly, because it is regarded as the most reliable method in collecting data.

### **3.4 Data Collection Procedure**

The students' questionnaire was distributed to the twenty nine secondary school students who are required to answer individually by giving their opinions about the subject. Then, the answers were collected and analysed. Like the students' questionnaire, the researchers administered a questionnaire to eleven secondary school teachers of English in order to know their opinions about the use of educational videos in the classroom.

### **3.5 Data gathering tools**

The aim of the data gathering tools depends on the objective of this research. It aims at achieving and discovering two main goals; first, identifying how educational videos improve students' oral competence. Second, it investigates teachers' and students' opinions about the use of videos during the teaching learning process. We used two questionnaires for both teachers and students to achieve this aim.

## **3.6 Results, analysis and interpretation**

### **3.6.1 Description of Students' Questionnaire**

The students' questionnaire was sent to a group of 29 students via instagram and messenger accounts because we were not able to communicate with students directly due to the Corona virus pandemic and the mandatory quarantine. We gave the students some instructions about how to answer and the purpose of designing this questionnaire. The

questionnaire was divided into three sections. The first section contains general information mainly about gender and their level in English. The second section covers information about speaking skill and the last section investigates student' attitudes about the use of videos in the classroom.

### 3.6.2 Description of Teachers' Questionnaire

The questionnaire was sent to 11 teachers via messenger accounts. It consists of nineteen questions divided into sections. The first section concerned with gender and the experience of the teacher in teaching English. The second section is devoted to speaking skill such as speaking difficulties and the last section dealt with the use of videos in teaching speaking.

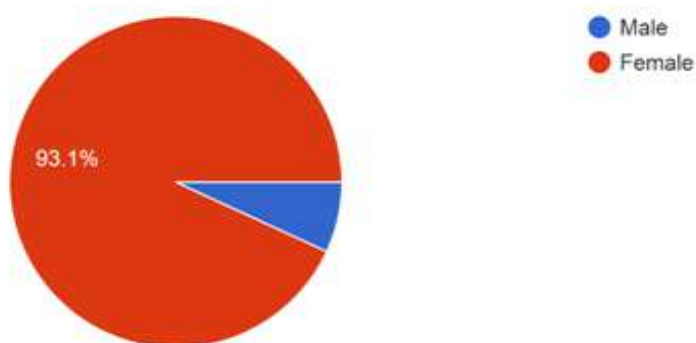
### 3.6.3 Analysis of students' questionnaire

#### Section one: Background information

#### Q1: Gender

Gender	Male	Female	Total
Number	02	27	29
%	06.9%	93.1%	100%

**Table 1: Gender**



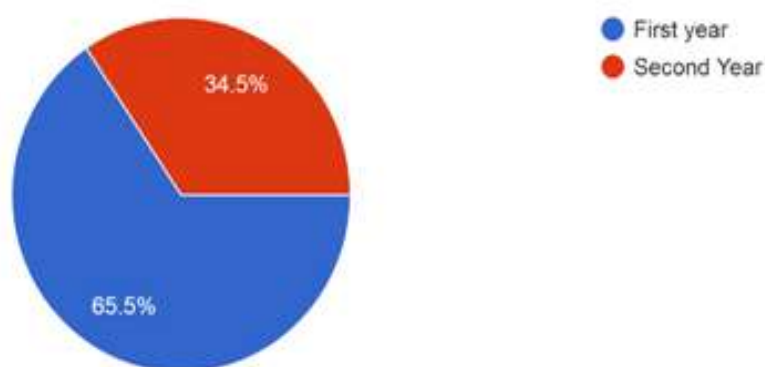
**Graph 1: Gender**

The pie chart above shows that the number of females is higher than the males. We found that 02 male students out of the total sample (29) making 06.9 % answered the questionnaire whereas the remaining is a female gender that is 27 female students. This may be a sign that girls are more interested in learning English language.

**Q2: Level of Education**

Level	First Year	Second Year	Total
Number	19	10	29
%	65.5%	34.5%	100%

**Table 2 : Level of Education**



**Graph 2 : Level of Education**

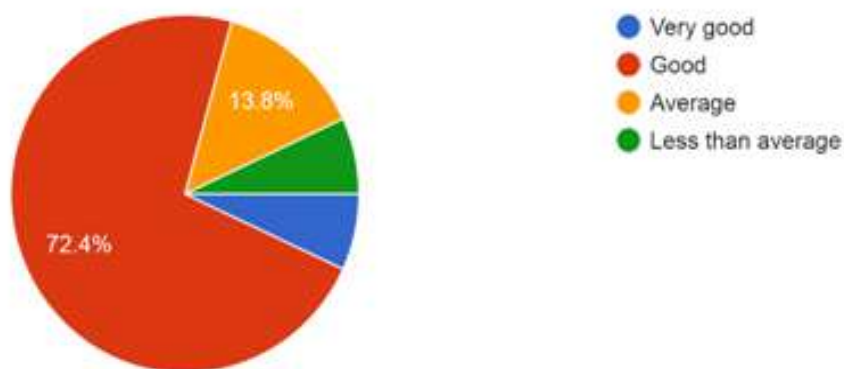
We decided to choose Students from one level but due to the corona virus pandemic we could not find enough number and we worked with the available number of students from different levels. The pie chart shows that the majority of students are from first year and this is may be because they are more interested than second year students.

**Section two: Speaking Skill**

**Q3 :** How would you consider your level in English ?

Speaking Level	Very Good	Good	Average	Less than average	total
Number	02	21	04	02	29
%	06.9%	72.4%	13.8%	06.9%	100

**Table 3 : Students' Evaluation of their level in Speaking English**



**Graph 3 : Students' Evaluation of their level in Speaking English**

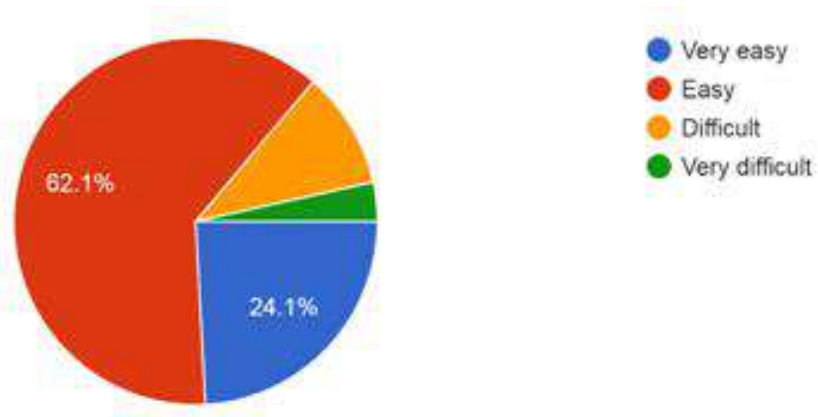
Two participants said their level in speaking English is very good whereas twenty one said they are good in speaking English with a percentage of 72.4%. Four students said their level is average and two said less than average.

**Q 4 : How do you find speaking in English?**

Options	Easy	Very easy	difficult	Very difficult	Total
Number	18	07	03	01	29
%	62.1%	24.1%	10.35%	03.45%	100%

**Table 4 : Students' view about speaking English**





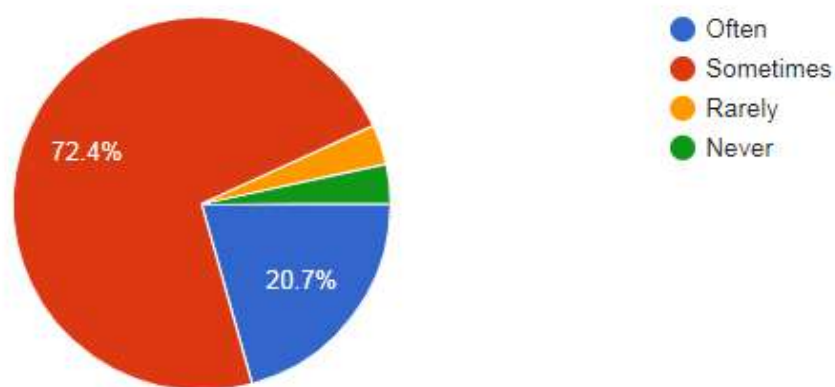
**Graph 4 : Students' view about speaking English**

As it is shown from the table above, seven participants (24.1%) find speaking very easy and the majority (62.1%) said it is easy for them to speak in English. However; 03 students (10.35%) believe that speaking in English is difficult and only one student (03.45) find English very difficult. This difference In students' level is due to several reasons including psychological reasons.

**Q5: How often do you speak English inside the classroom?**

Options	Often	Sometimes	Rarely	Never	Total
Number	06	21	01	01	29
%	20.7 %	72.4 %	3.45 %	03.45 %	100 %

**Table 5 : The frequency of speaking English inside the classroom**



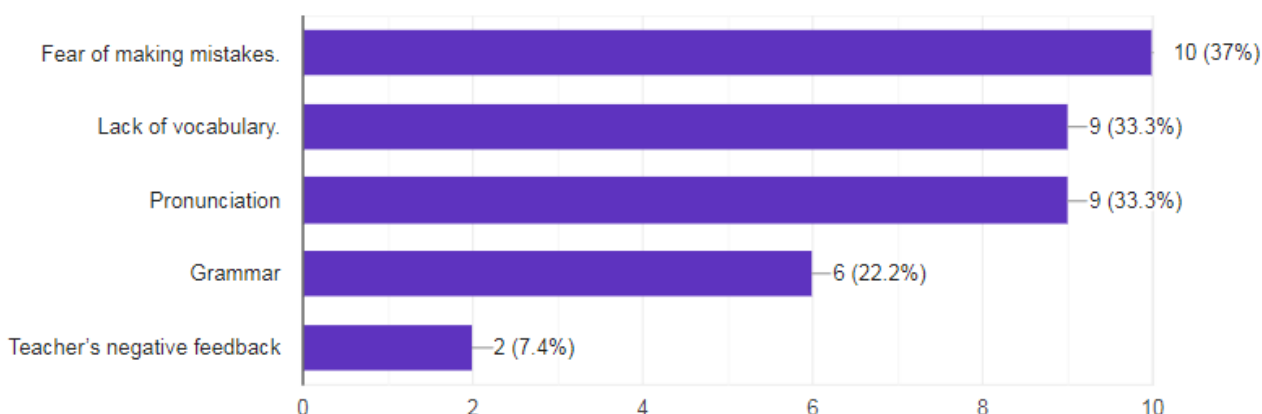
**Graph 5: The frequency of speaking English inside the classroom**

Twenty one students, which mean 72.4%, said that they sometimes use English to communicate inside the classroom. Six students said they often use English to express their ideas. Whereas only one student said that she rarely uses English and one said she never speaks it inside the classroom and this is may be because of the lack of motivation or other reasons that should be studied.

**Q 6 : Which of the following problems do you usually encounter when you speak in the class?**

Options	Fear of making mistakes	Lack of vocabulary	Pronunciation	Gramm ar	Teacher’s negative feedback	Total
Number	10	09	09	06	02	29
%	37%	33.3%	33.3%	22.2%	7.4%	100%

**Table 6: Students’ problems when speaking**



**Graph 6 : Students’ problems when speaking**

For this question, students are asked to choose the problem they face when they want to participate in the classroom. They are provided with a set of possible choices from which they have to choose those that describe their reasons of inability to speak. As it is shown in table and the graph, 10 students (37%) stated that they are afraid of making mistakes. Whereas 09 participants (41%) state that they do not participate in the classroom because they face some vocabulary difficulties when expressing their ideas and 09 students said their problem is in the pronunciation. Then, six (22.2%) of the participants said that they have problem in grammar. Lastly, only two students who represent (07.4%) mentioned that the

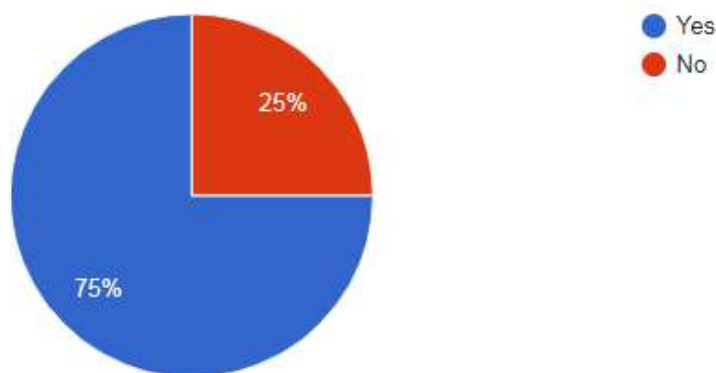
teachers' negative feedback is their problem. Therefore, it is the teacher's responsibility to help their students to overcome their fear of participation.

When asked about other problems they face in speaking, some students said because they feel shy and this kind need more motivation from the teacher.

**Q 7 : Does your teacher encourage you to speak in English?**

Option	Yes	No	Total
Number	21	07	29
%	75 %	25 %	100 %

**Table 7 : Students view about their teachers' encouragement**



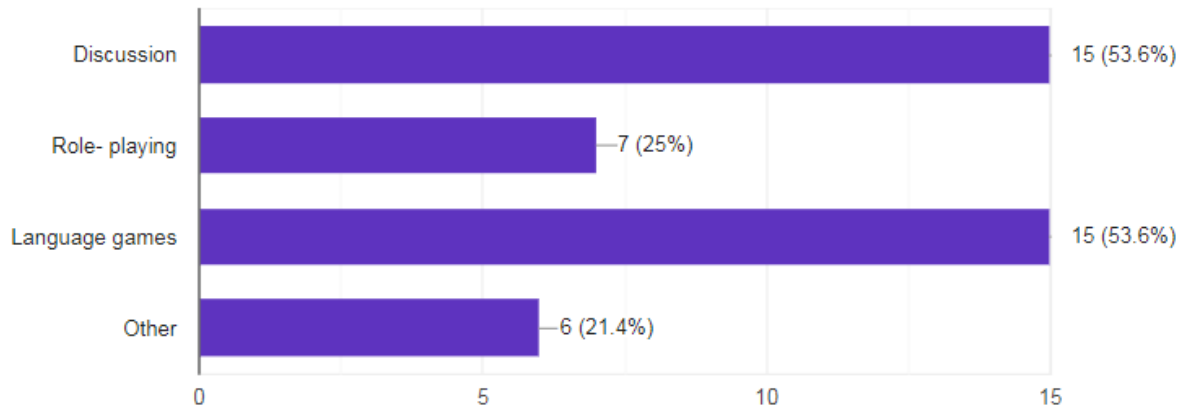
**Graph 7 : Students view about their teachers' encouragement**

Twenty one students (75%), which is the majority, opted "yes" and seven students said that their teachers don't encourage them and this affect their willingness to speak in English.

**Q 8 : Which speaking activities does your teacher use most?**

Options	Discussion	Role-play	Language games	Others
Number	15	7	15	6
%	53.6%	25%	53.6%	21%

**Table 8 : Speaking Activities used by teachers**



**Graph 8 : Speaking Activities used by teachers**

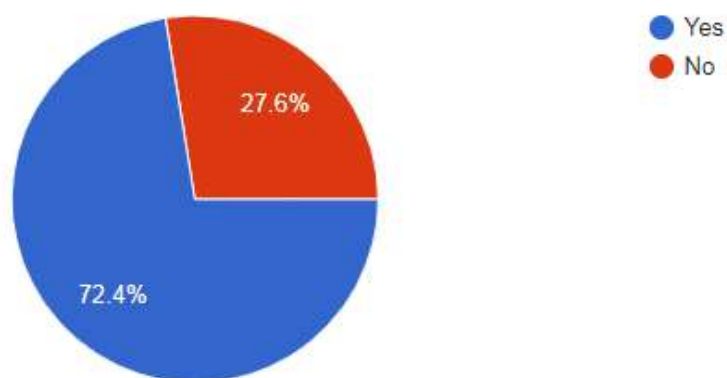
Fifteen students (53.6%) said that their teachers use discussions and languages games as speaking activities whereas seven students said that their teacher also use role play. Some students (06) added other activities.

### Section Three: Using Videos in the class

#### Q 9 : Does your teacher use any kind of audio-visual aids in the classroom?

Options	Yes	No	Total
Number	21	08	29
%	72.4%	27.6%	100%

**Table 9 : The use of AVA in the class**



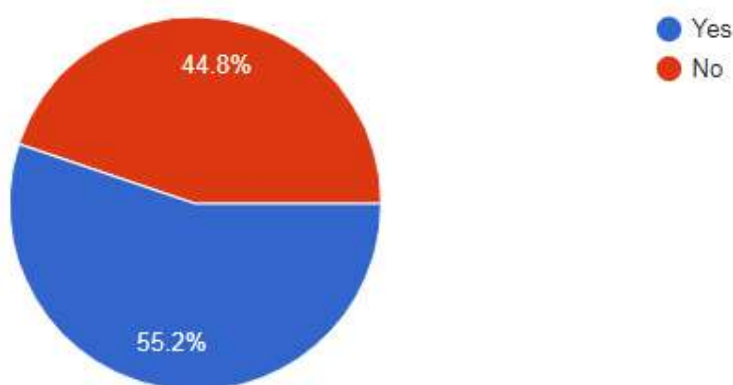
**Graph 9 : The use of AVA in the class**

72.4% (21) of the participants said that their teachers use AVA during the class, however eight students (27.6%) opted 'No' as they see that their teachers do not use any kind of AVA in the classroom.

**Q 10 : Does your teacher use videos in the classroom?**

Options	Yes	No	Total
Number	16	13	29
%	55.2%	44.8%	100%

**Table 10 : Students' view about Using Videos in the classroom**



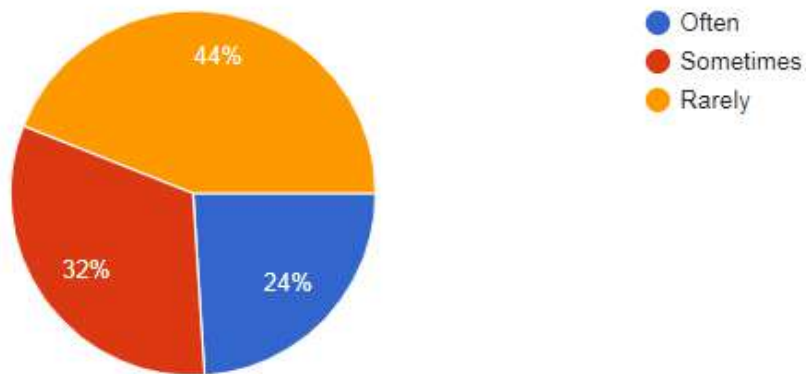
**Graph 10 : Students' view about Using Videos in the classroom**

Sixteen students (55.2%) said that their teachers use videos during class whereas thirteen (44.8%) answered with 'No'. This means that those teachers do not use any kind of videos during their classes. We find from the results of the questionnaire that most students who said that their teachers do not encourage them to speak opted for 'No' when answering this question. This proves the relation between using videos and motivation.

**Q 11 : How often does your teacher use videos in the class?**

Options	Often	Sometimes	Rarely	Total
Numbers	06	08	11	25
%	24%	32%	44%	100%

**Table 11 : Students' view of the frequency using videos by teachers**



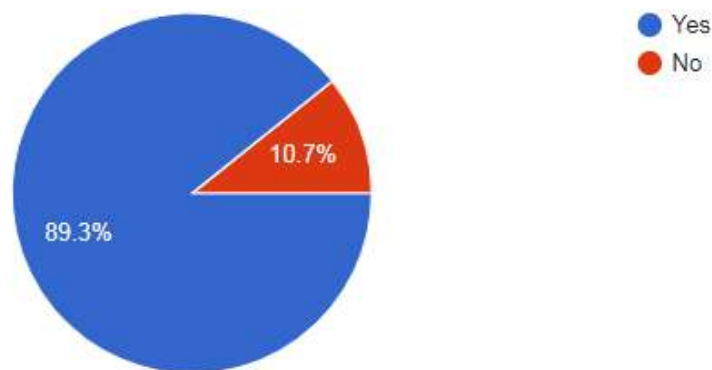
**Graph 11 : Students' view of the Frequency using videos by teachers**

We notice from the results above that 44% of the students (11) said that their teachers rarely use videos in the class. Eight students said their teachers sometimes use videos and six said they often do that.

**Q12 : Do you find videos helpful in improving your speaking skills?**

Options	Yes	No	Total
Number	25	03	28
%	89.3%	10.7%	100%

**Table 12 : Students' view about the effect of Video on Speaking Skill**



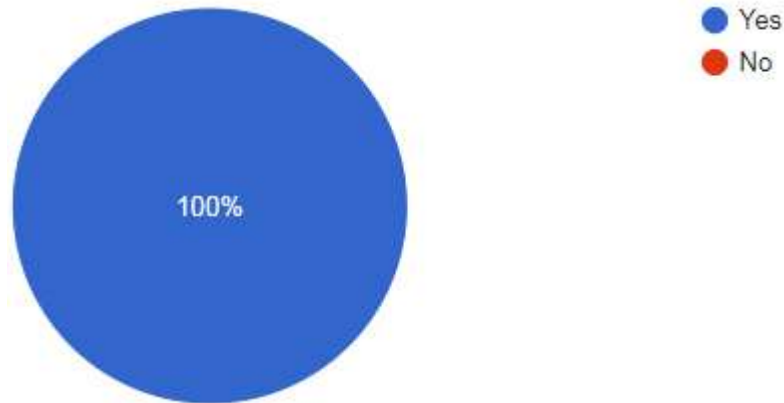
**Graph 12 : Students' view about the effect of Video on Speaking Skill**

The majority of students ( 89.3%) believe that using videos help improving their speaking skills whereas only three students (10.7%) said that videos do not help them.

**Q 13 Do you watch videos in English at home ?**

Options	Yes	No	Total
Number	29	00	29
%	100%	00%	100%

**Table 13 : Using Videos at home**



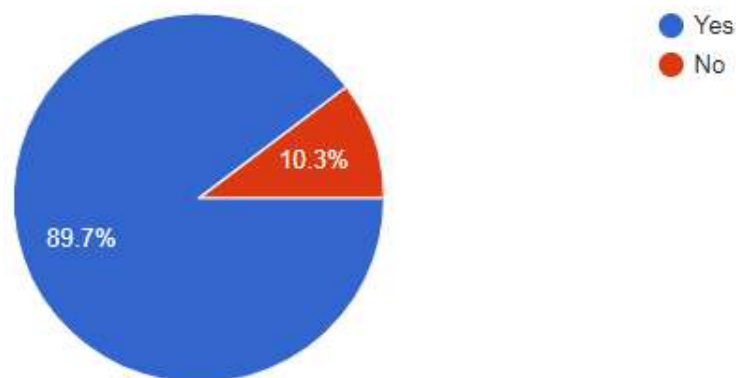
**Graph 13 : Using Videos at home**

All students stated that they watch videos in English at home. This is because of the widespread of English videos, songs and movies, and because of their students' awareness of the importance of English.

**Q14 : When you watch videos do you feel that your speaking skills improve?**

Options	Yes	No	Total
Number	26	03	29
%	89.7%	10.3%	100%

**Table 14 : Students' opinion about the role of videos in improving their speaking**



**Graph 14 : Students' opinion about the role of videos in improving their speaking**

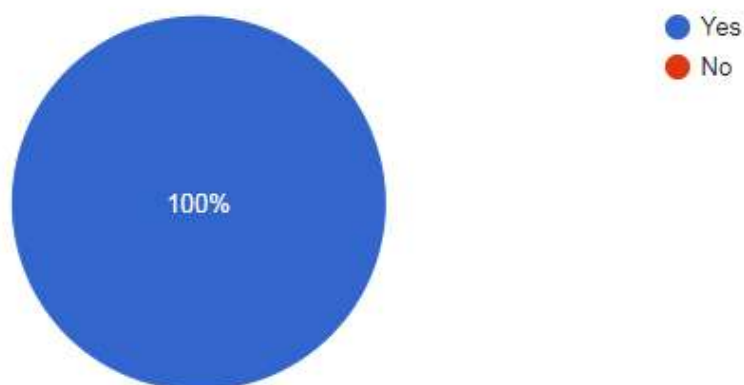
As the table shows, twenty six students (89.7%) said ‘yes’ when asked if watching videos improve their speaking skill. In opposition, three students disagreed on that. We conclude that students agree that watching videos help improving their speaking skills.

When we asked students how videos help them to improve their speaking skill , most of them said that videos help them learn new words and improve their pronunciation. These results prove that watching videos improves speaking skills through enriching vocabulary and improving pronunciation.

**Q 15 : Does the use of videos motivate you to speak?**

Options	Yes	No	Total
Number	29	00	29
%	100%	00%	100%

**Table 15 : Students’ opinion about the role of videos in motivating them to speak**



**Graph 15 : Students’ opinion about the role of videos in motivating them to speak**

All students said that the use of videos either in class or at home motivate them to speak in English. This confirms the importance of using videos in improving the speaking skills.

**3.6.4 Discussion of Students’ questionnaire**

All students questioned are Secondary school students and their ages are between 15 and 17. Most of them are female students and. Most of them state that they are good at speaking.



Secondly, it is noticed from the results that students considered speaking in English is easy and they use it sometimes in the class. Most of them confirmed that videos motivate them whereas some students said that they feel afraid of making mistakes and they lack of self-confidence or they don't have enough vocabulary. In addition to that, the majority of students said that their teachers encourage them to speak and use various speaking activities. Moreover; over half of the students confirmed that their teachers sometimes use AVA during class but some of them said their teachers rarely use videos

Thirdly, all students confirmed that they watch videos outside school and the vast majority said they help them improving their speaking skill.

Finally, these results give the current research a proof that educational videos are really an effective tool for developing the students' speaking skill.

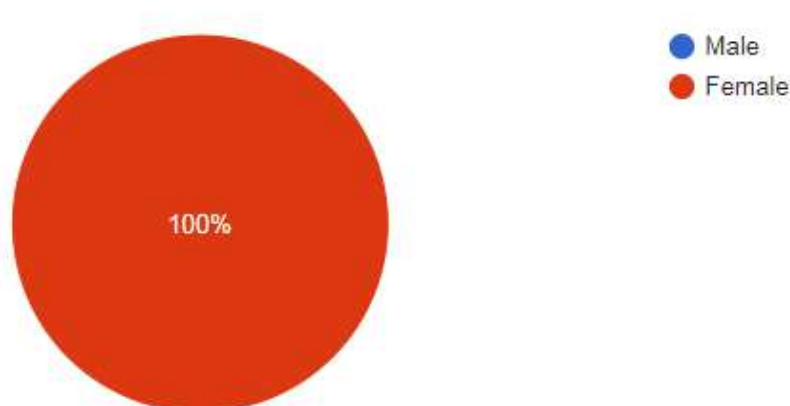
### 10.6.5 Analysis of teachers' questionnaires:

#### Section One : General Information

#### Q01 : Gender

Options	Female	Male	Total
Number	11	00	11
%	100%	00%	100%

**Table 16 : Gender**



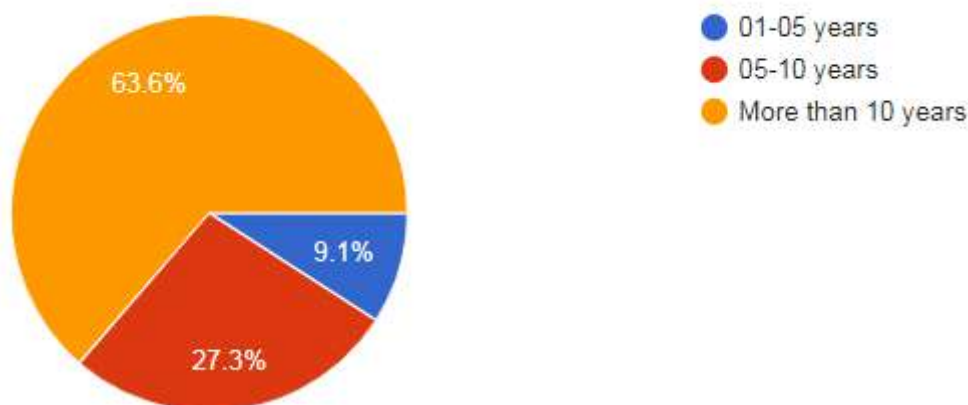
**Graph 16 : Gender**

Although we distributed the questionnaire to both female and male teachers but only 11 females teachers answered it. Generally female teachers show more interest in improving their work and participating in such studies.

**Q02 : How long have you been teaching English ?**

Options	01-05 years	05-10 years	More than 10 years	Total
Number	01	03	07	11
%	09.1%	27.3%	63.6%	100%

**Table 17 : Experience in teaching English**



**Graph 17 : Experience in teaching English**

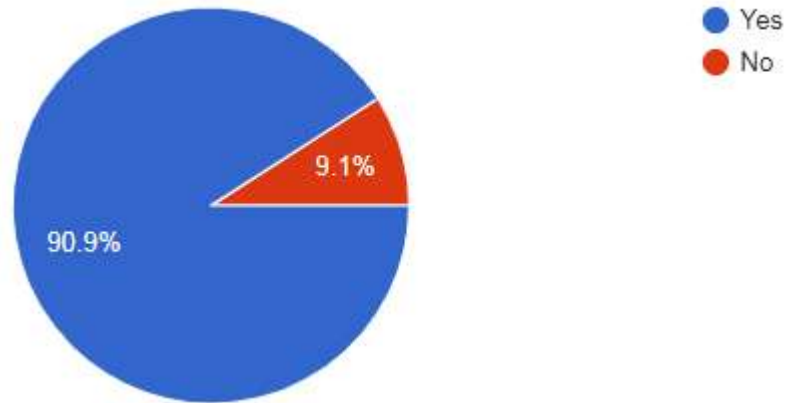
Among the teachers questioned, only one teacher has an experience less than 5 years. As the table and the graph show, 63.6% of the teachers questioned have an experience of more than 10 years and 27.3% have an experience between 5-10years. The teachers' experience makes them familiar with teaching materials and knows how to enhance their students' speaking skill.

Section Two:

**Q03 : - Do you use audio visual aids in your classroom?**

Options	Yes	No	Total
Number	10	01	11
%	90.9%	09.1%	100%

**Table 18 : Using AVA in the classroom**



**Graph 18 : Using AVA in the classroom**

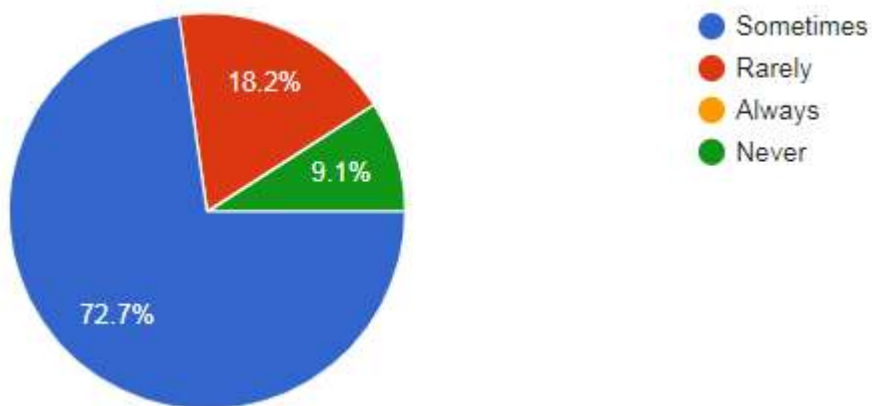
The majority of the sample 90.9% said that they use audio-visual aids in class; whereas the rest 09.1% noted that they do not use any type of audio-visual aids in class.

When asked why they don't use AVA in the classroom, 09.1% of the teachers said that no materials are available, even plugs don't work in some classes and that AVA are Useless, time wasting.

**Q04 : How Often do you use AVA in the classroom?**

Options	Sometimes	Rarely	Always	Never	Total
Number	08	02	00	01	11
%	72.7%	18.2%	00%	09.1%	100%

**Table 19 : Frequency of Using AVA in the classroom**



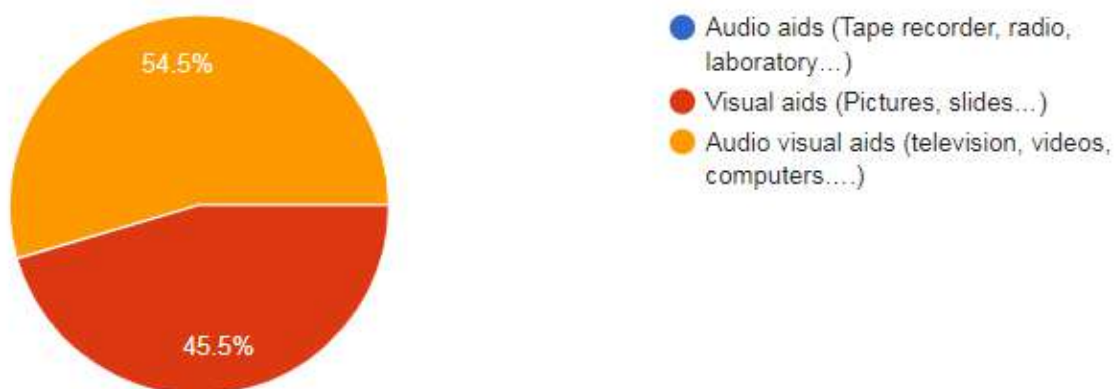
**Graph 19 : Frequency of Using AVA in the classroom**

72.7% of the participants stated that they sometimes use AVA in the class whereas only 02 teachers said they rarely use them. No one opted ‘always’ and one teacher opted ‘never’.

**Q05 : What type of teaching aids do you prefer to use?**

Options	Audio	Visual	Audio visual	Total
Number	00	05	06	11
%	00%	45.5%	54.5%	100%

**Table 20 : Type of teaching aid used by teachers**



**Graph 20 : Type of teaching aid used by teachers**

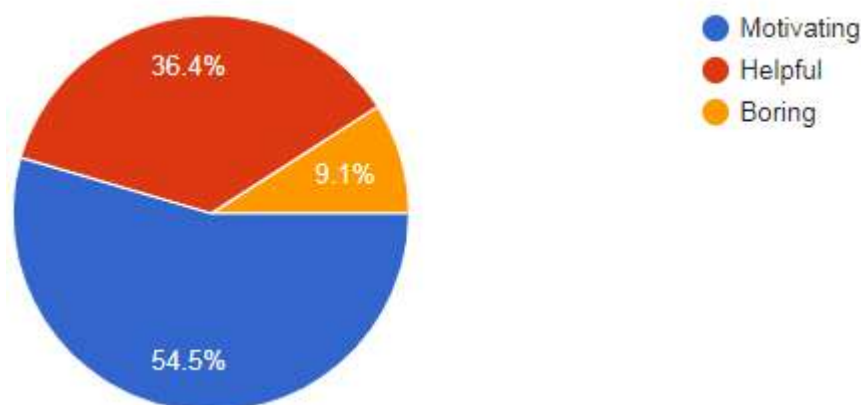
Among the teachers questioned, 54.5% said they use audio visual aids such as videos ,songs, computers... 45.5% of the participants stated that they used visual aids such as pictures, slides ...etc. AVA are more motivating and helpful to both the teacher and the student.

We asked the participant about the audio visual aids they think that they help students in their speaking skill. Most teachers mentioned ‘Videos’ as the best tool , whereas few teachers chose pictures, slides and audio scripts.

**Q06 : How do you find teaching with Videos?**

Options	Motivating	Helpful	Boring	Total
Number	06	04	1	11
%	54.5%	36.4%	09.1%	100%

**Table 21: Teachers' Opinion about Teaching with videos**



**Graph 21 : Teachers' Opinion about Teaching with videos**

Six teachers (54.5%) of the sample said they find teaching with videos motivating and four teachers (36.4%) find it helpful and one teacher finds it boring. This is a result of their teaching experience and to some difficulties that teachers encounter before, during and after using videos in their classes.

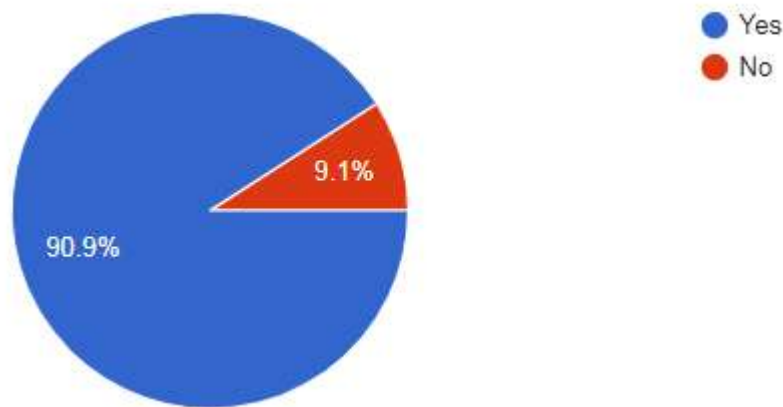
**Q07 : In your opinion, what are the difficulties that prevent students to speak in English?**

The sample of teachers mentioned a list of difficulties that prevent students to speak in English. Some of which are lack of motivation, lack of interest in the topic , shyness, fear of making mistakes, lack of confidence, lack of vocabulary, lack of practice, difficulties in pronunciation, lack of ideas...etc.

**Q08: Do you think that using videos in the classroom helps students improve their speaking skill?**

Options	Yes	No	Total
Number	10	01	11
%	90.9%	09.1%	100%

**Table 22 : Using Videos in improving students' speaking skill**



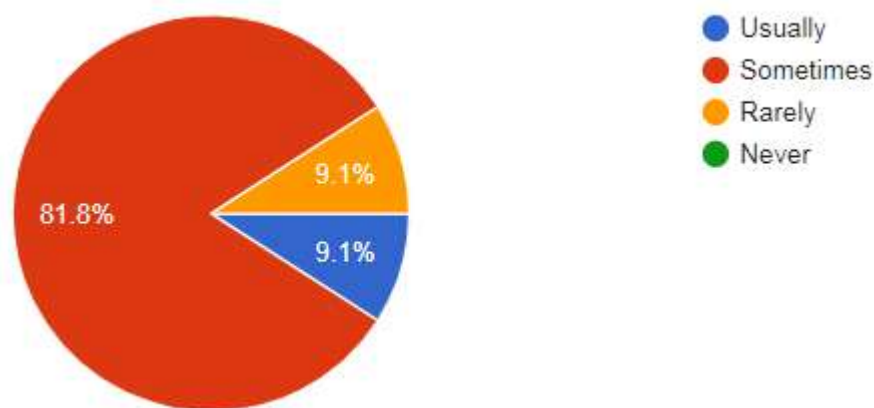
**Graph 22 : Using Videos in improving students' speaking skill**

As the table shows, the majority of teachers questioned (90.9%) see that using videos in the classroom helps students improving their speaking skill. This opinion results from their experience with using videos. Only (09.1%) of the teachers answered with 'No' and those are the same teachers who said that they don't use videos in the class.

**Q09 : How often do you use ICTs while teaching speaking?**

Options	Usually	Sometimes	Rarely	Never	Total
Number	01	09	01	00	11
%	09.1%	81.8%	09.1%	00%	100%

**Table 23: frequency of using of ICTs while teaching speaking**



**Graph 23: frequency of using of ICTs while teaching speaking**

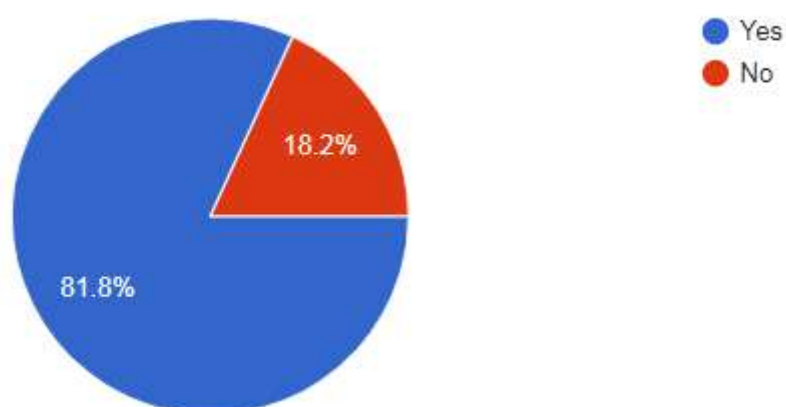
The percentages in the table above show that 09 teachers (81.8%) affirmed that they sometimes use ICTs while teaching speaking. Whereas 09.1% said they usually do and 09.1%

said they rarely use ICTs. This means that the majority of teachers know how to use ICTs and know about their benefits.

**Q10 : Do you use videos in class?**

Options	Yes	No	Total
Number	09	02	11
%	89.8%	18.2%	100%

**Table 24 : Teacher’s Use of Videos in class**



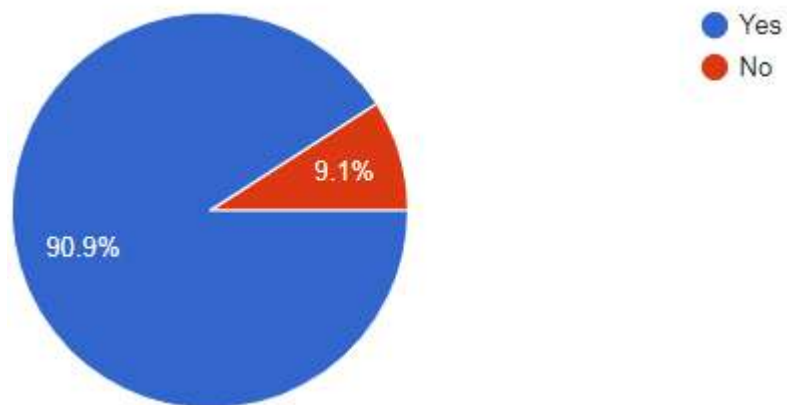
**Graph 24 : Teacher’s Use of Videos in class**

As shown in the table and the graph, 89.8% of teachers (09) said that they use videos in the class whereas 02 teachers said that they don’t. There are many reasons that prevent teachers from choosing videos as a tool to teach speaking and this issue should be studied by specialists.

**Q11 : Do you consider educational videos as a good source for teaching speaking?**

Options	Yes	No	Total
Number	10	01	11
%	90.9%	09.1%	100%

**Table 25 : Educational videos as good source for teaching speaking**



**Graph 25 : Educational Videos as good source for teaching speaking**

From the table above, we can see that 90.9% of teachers (10) agree that Educational videos are a good source for teaching speaking. Only one teacher answered with ‘No’ for considering EV as good source for teaching speaking.

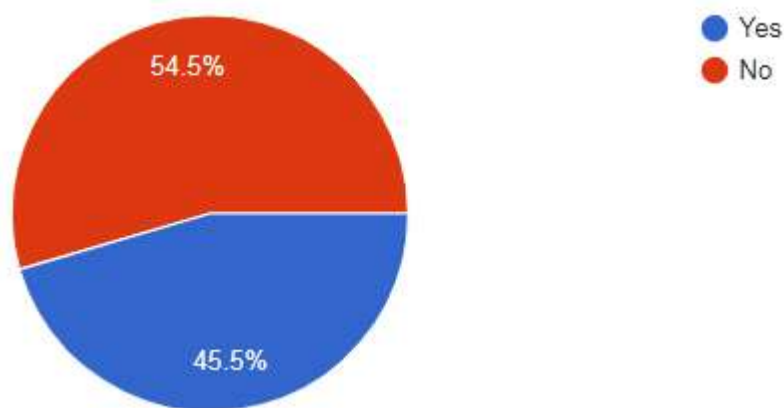
We asked the teachers in what way they see EV efficient in developing learners’ speaking skill and their answers were various. They said that EVs expose students to authentic language, real life communication, Interesting topics, different accents. They increase learners' motivation and interaction particularly when they have captions. They give students chance to Imitate and develop their self confidence. They also help in acquiring vocabulary and learning correct pronunciation. Next, EVs make students autonomous in learning (student-centered). They enhance the conversation and pronunciation skills and promote vocabulary development. Finally, the exposure to authentic English in different subjects helps improve pronunciation, vocabulary, grammar and fluency.

**Q12 : Do you find any difficulties when using educational videos in your class?**

Options	Yes	No	Total
Number	05	06	11
%	45.5%	54.5%	100%

**Table 26 :Teachers’ difficulties they face when using educational videos**





**Graph 26: Teachers' difficulties they face when using educational videos**

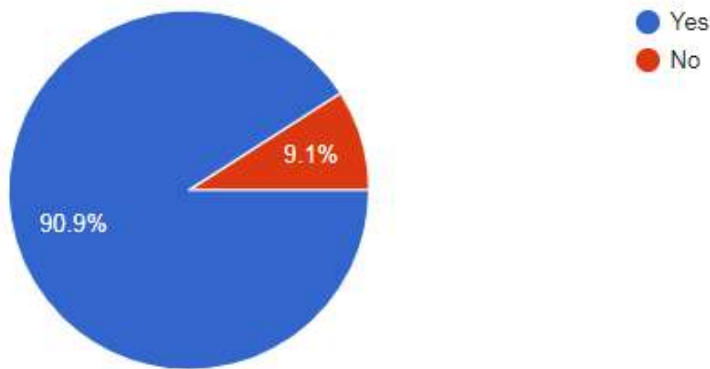
As shown in the table above, 54.5% of teachers said that they don't have difficulties when using educational videos whereas 45.5% said they have. We asked the teachers about those difficulties and the results were as follows:

The level of some students is weak and they cannot understand the language in the video specially when the speakers are native. Some teachers have a problem with the length and the suitability of the video in terms of the topics and their relation to the curriculum. Finally, Some teachers see the problem in classroom equipment.

**Q13 : Do you think that the exposure to native speakers' talk videos helps your students develop their ability to master some aspects of language like vocabulary and pronunciation?**

Options	Yes	No	Total
Number	10	01	11
%	90.9%	09.1%	100%

**Table 27 : Teachers' opinion about videos and students' mastery of some aspects of language**



**Graph 27 : Teachers’ opinion about videos and students’ mastery of some aspects of language**

As shown above, 90.9% of teachers think that the exposure to native speakers’ talk videos helps students develop their ability to master some aspects of language like vocabulary and pronunciation. On the other hand, one teacher from the sample sees that this kind of videos has no effect on students’ speaking skills.

When we asked the teachers on what basis they built their answers, they said that the exposure to real life situations and authentic English helps enhancing conversation and pronunciation. They expose them to formal/ informal language and vocabulary used in both, correct pronunciation and connected speech. On the other hand, those who answered with ‘No’ see that the exposure to these videos is a meaningless practice.

### **3.6.6 Discussion of Teachers’ Questionnaire**

The different answers that teachers gave in this questionnaire have revealed some facts concerning teachers’ attitudes towards implementing educational videos to improve the students’ speaking skill. Teachers’ questionnaire starts with the teachers’ profile. Most teachers have experience of more than 10years. This indicates that this sample has enough experience in teaching English as a foreign language and they have experienced different teaching aids.

The majority of teachers state that they use audio visual aids and especially videos in their classes because they are motivating and helpful for the students. Few teachers state that they rarely use ICT tools such as videos; this is due to the nature of the language in the used video, the accent and the quick rate of delivery, which is difficult to be understood by students. However the majority of teachers ensure that videos help their learners to learn the right pronunciation and vocabulary and to correct it as well. Also, it motivates them to use English more comfortable without fear of making mistakes. Moreover, this tool has an effective role to solve students' problems in speaking skill and improve their oral production. Videos are considered as a fresh and fun way of sharing knowledge, particularly for this generation of students who have an endless love for ICT tools. Finally, the findings give this research a confirmation that educational videos play an important role in developing students' speaking skill.

## **Conclusion**

Chapter Three tackled the main methodological points including the methods. To conclude this chapter, the findings from both teachers' and students' questionnaires confirm that educational videos are valuable tools to improve EFL learners' speaking skill. This means that there is an important relationship between using videos and speaking skill. Videos motivate students and help them strengthening their self-confidence, have a real exposure to the language in its context, be familiar with different accents and have a wide range of ideas. They also help them to enrich their vocabulary and promote their oral proficiency. Thus, these results confirmed our research hypothesis.

## **Recommendations and suggestions**

On the basis of these results, we propose some suggestions and recommendations for both teachers and students. For teachers, they should integrate videos in order to create new entertaining ways for learning. They should also be aware of the involvement of technology in the educational field and merge Information and Communication Technology (ICT) tools within the curriculum. For students, they should watch educational videos or any interesting type of videos to help them overcome their language problems and improve their speaking skills.

## **General Conclusion**

This study examined the effect of using Educational videos on EFL learners' speaking skill especially Secondary School students. The sample was 29 first and second year secondary school students from Abidli Ahmed High School in Ouargla. This research hypothesized that using videos in the class improves Students' speaking skill by giving them opportunities to listen to native speakers' talks and practice them in addition to gaining vocabularies. These videos also help students overcome their fears and weaknesses and gain self confidence.

The research is divided into three chapters. The first and second ones are theoretical and the third is practical. The first theoretical chapter shed the lights on speaking skill. It dealt with the definition of speaking skill, micro skills of speaking, and types of speech, in addition to speaking competence, and activities of speaking skill. The second chapter provided a deep understanding about educational videos and their positive role in the learning and teaching process. The third chapter was concerned about the data analysis of both teachers' and students' questionnaires with the findings' discussion.

Both teachers and students showed their interest in using educational videos as a tool to improve speaking. They enhanced the fact that this new technological medium serves as the best tool to practise English and enrich vocabulary. This tool should be used properly by choosing appropriate videos and using correct video teaching strategies. Although there are some challenges that face both teachers and students while using videos, but they can overcome them with the proper use of videos inside and outside classroom.

Finally, this study ,which investigates the role of educational videos in improving EFL learners speaking skill, has confirmed that implementing this tool is not only effective for the enhancement of students' oral performance , but also an essential issue that deserves the

attention of every teacher and everyone responsible for the encouragement of the teaching and learning process.

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## **Appendices**

**Appendix I** : Students' Questionnaire.

**Appendix II**: Teachers' Questionnaire.

**Kasdi Merbah University-Ouargla(KMUO)**

**Faculty of Letters and Languages**

**Department of Literature and English Language**

**Student's Questionnaire**

Dear student,

This questionnaire serves as a data collection tool to determine “The Effects of using Videos on EFL learners’ speaking skill” Case study of first and second year students at Ouargla Secondary Schools. This questionnaire is designed to identify your problems in speaking skill and how well videos can motivate and facilitate its teaching process. You are kindly requested to provide us with your answers to help us accomplish this research work. Thank you in advance for your contribution.

-Please, put a tick (√) in the corresponding box and make full statements whenever necessary.

1. Gender

*Mark only one oval.*

*Male*

*Female*

2. In which level do you study?

*Mark only one oval.*

*First year*

*Second Year*

3. How do you consider your level in speaking English?

*Mark only one oval.*

*Very good*

*Good*

*Average*

*Less than average*

4. How do you find speaking in English?

*Mark only one oval.*

*Very easy*

*Easy*

*Difficult*

*Very difficult*

5. How often do you speak English inside the classroom?

*Mark only one oval.*

*Often*

*Sometimes*

*Rarely*

*Never*

6. Which of the following problems do you usually encounter when you speak in the class?

*Check all that apply.*

Fear of making mistakes.

Lack of vocabulary.

Pronunciation

Grammar

Teacher's negative feedback

7. Other problems

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

8. Does your teacher encourage you to speak in English?

*Mark only one oval.*

Yes

No

9. Which speaking activities does your teacher use most?

*Check all that apply.*

Discussion

Role- playing

Language games

Other

10. Does your teacher use any kind of audio-visual aids in the classroom?

*Mark only one oval.*

Yes

No

11. Does your teacher use videos in the classroom?

*Mark only one oval.*

Yes

No

12. How often does your teacher use videos in the class?

*Mark only one oval.*

Often

Sometimes

Rarely

13. Do you find videos helpful in improving your speaking skills?

*Mark only one oval.*

Yes

No

14. Do you watch videos in English at home?

*Mark only one oval.*

Yes

No

15. When you watch videos do you feel that your speaking skills improve?

*Mark only one oval.*

Yes

No

16. If yes, how? If no, why?

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

17. Does the use of videos motivate you to speak?

*Mark only one oval.*

Yes

No

Thank you very much for your collaboration

**Kasdi Merbah University- Ouargla(KMUO)**

**Faculty of Letters and Languages**

**Department of Literature and English Language**

**Teacher's Questionnaire**

Dear teacher,

This questionnaire serves as a data collection tool to determine “ The Effects of using Videos on EFL learners’ speaking skill” Case study of first and second year students at Ouargla Secondary Schools. Your contribution will greatly help us to prepare our Master dissertation and achieve the research work objectives. You are kindly requested to answer the following questions either by ticking or providing your own information whenever necessary.

1. General Information

Sex

*Mark only one oval.*

Male

Female

2. Q1: How long have you been teaching English ?

*Mark only one oval.*

01-05 years

05-10 years

More than 10 years

3. 1- Do you use audio visual aids in your classroom?

*Mark only one oval.*

Yes

No

4. If no, say why ?

.....  
.....

5. If yes, how often do you use them?

*Mark only one oval.*

- Sometimes
- Rarely
- Always
- Never

6. What type of teaching aids do you prefer to use?

*Mark only one oval.*

- Audio aids (Tape recorder, radio, laboratory...)
- Visual aids (Pictures, slides...)
- Audio visual aids (television, videos, computers...)

7. Which one of the audio visual aids you think help students in their speaking skill?

.....

8. How do you find teaching with Videos?

*Mark only one oval.*

- Motivating
- Helpful
- Boring

9. In your opinion, what are the difficulties that prevent students to speak in English?

.....  
.....

10. Do you think that using videos in the classroom helps students improve their speaking skill?

*Mark only one oval.*

- Yes
- No

11. How often do you use ICTs while teaching speaking?

*Mark only one oval.*

- Usually
- Sometimes
- Rarely
- Never

12. Do you use videos in class?

*Mark only one oval.*

- Yes
- No

13. Do you consider educational videos as a good source for teaching speaking?

*Mark only one oval.*

- Yes
- No

14. If yes, in what way do you see them efficient in developing learners' speaking skill?

.....  
.....

15. Do you find any difficulties when using educational videos in your class?

*Mark only one oval.*

- Yes
- No

16. If yes, what are they?



.....  
.....

17. Do you think that the exposure to native speakers' talk videos helps your students develop their ability to master some aspects of language like vocabulary and pronunciation?

*Mark only one oval.*

*Yes*

*No*

18. In both cases, please justify your answer.

.....  
.....

19. Would you please add any other comments you consider important for the use of educational videos in teaching speaking?

.....  
.....

Thank you very much for your collaboration

## ملخص :

تهدف هذه الدراسة إلى التحقق من مدى تأثير استخدام مقاطع الفيديو التعليمية على مهارة التحدث لمتعلمي اللغة الإنجليزية كلغة أجنبية. توضح الفرضية الأساسية التي تم تبنيها في هذه الدراسة أن الاستخدام السليم لمقاطع الفيديو التعليمية في الفصل الدراسي يساعد في تحسين مهارة التحدث للمتعلمين. ولتحقيق أهداف هذه الدراسة تم تبني طريقة وصفية و التي تصف متغيرين: استخدام مقاطع الفيديو التعليمية كمتغير مستقل ومهارة التحدث باعتبارها المتغير التابع. لجمع البيانات لهذا البحث ، تم إجراء استبيان أول على عينة من طلاب المرحلة الثانوية حيث وزع الاستبيان على 29 طالب من السنة و الثانية ثانوي في ثانوية عبيدلي أحمد بورقلة و قد تم اختيارهم عشوائيا. كما وزع استبيان آخر على 11 أستاذا للغة الانجليزية يدرسون في المرحلة الثانوية في ولاية ورقلة. بعد تحليل البيانات التي تم الحصول عليها ، أكدت النتائج أن كلاً من المتعلمين والمعلمين لديهم موقف إيجابي تجاه استخدام مقاطع الفيديو كأدوات لتحسين وتطوير مهارة التحدث. وأخيراً ، بناءً على النتائج ، تم اقتراح بعض التوصيات والاقتراحات لكل من المعلمين والطلاب. بالنسبة للمعلمين ، لتوجيههم لدمج مقاطع الفيديو التعليمية من أجل إنشاء طرق مسلية جديدة للتعلم ، يجب أن يكونوا على دراية بمشاركة التكنولوجيا في المجال التعليمي ودمج أدوات تكنولوجيا المعلومات والاتصالات في المناهج الدراسية. بالنسبة للطلاب ، يجب عليهم مشاهدة مقاطع فيديو تعليمية أو أي نوع مثير من مقاطع الفيديو لمساعدتهم على التغلب على مشاكلهم اللغوية وتحسين مهاراتهم في التحدث.

## Résumé

Cette étude vise à examiner l'effet de l'utilisation de vidéos éducatives sur les compétences orales des apprenants (EFL). L'hypothèse de base adoptée dans cette étude établit que la bonne utilisation des vidéos éducatives en classe permet d'améliorer les performances orales des apprenants. Nous avons adopté une méthode descriptive pour atteindre les objectifs de cette étude qui vise à décrire deux variables: l'utilisation des vidéos éducatives comme variable indépendante et la compétence orale comme variable dépendante. Pour collecter des données pour cette recherche, un questionnaire a été administré à 11 professeurs d'anglais qui enseignent au secondaire et un autre à 29 élèves de première et deuxième années du secondaire qui ont été choisis au hasard dans l'école secondaire Abidli Ahmed. Après avoir analysé les données obtenues, les résultats ont confirmé que les apprenants et les enseignants ont une attitude positive à l'égard de l'utilisation des vidéos comme outils pour améliorer et développer les compétences orales. Enfin, sur la base des résultats, nous avons proposé quelques recommandations et suggestions aux enseignants et aux étudiants. Pour les enseignants, pour intégrer des vidéos afin de créer de nouvelles méthodes d'apprentissage divertissantes, ils doivent être conscients de l'implication de la technologie dans le domaine de l'éducation et fusionner les outils des technologies de l'information et de la communication (TIC) dans le programme. Pour les étudiants, ils devraient regarder des vidéos éducatives ou tout type de vidéo intéressant pour les aider à surmonter leurs problèmes de langue et à améliorer leurs compétences orales.

**Mots clés:** Vidéos éducatives, apprenants EFL, compétences orales, TIC.