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**Improving EFL Learner's Speaking Skill through Using Video
Technique: A Case Study of First Year Student of English at
Ghardaia University**

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Dedication

With a great pleasure I deduce this humble research to my parents mother and father, simply because this has been always your dream to see me graduating.

I also deduce this work to my dearest sisters and brothers.

Finally to my supervisor Dr. Abd El Hakem for his guidance, patience and providing me with a good atmosphere during this work.

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Abstract

In this dissertation, we introduce one of the best techniques and helpful tools which is used in the teaching method and learning foreign languages which are video techniques. A lot of teachers have considered it as a beneficial aid teaching ESL/ EFL. This study aims to explore the effects of video-based techniques on the learner's speaking skill and communicating abilities. This work is focused on the best use of the video techniques to improve the learner's oral skills. Throughout this study, we put attention to show the effectiveness and importance of using this technique with learner's oral skill.

The main hypothesis adopted in this research work is that the use of the effective video technique can be helpful for both teachers and students to improve the oral/speaking skill. This work is focused on first year LMD student's questionnaire to get information about the impact of developing learners speaking skill through the use of video-based techniques. Also, the analysis of results of questionnaire showed that the learners consider the videotapes as an important technique in enhancing the speaking skill and it motivates them to learn.

General introduction:

Technology took a huge part in our daily lives in different domains such as: education. It gave a new term and look for the last. In addition, it helps in transmitting the message and creates new challenges between the teacher and EFL learners, in other words, the teaching methods has completely changed especially in the recent years.

The majority of students have faced a lot of difficulties in oral expression which make the teachers trying some activities and strategies in order to develop the level of EFL learners. Speaking skill is among of the most essential educative tips that are used by the teachers during the classes.

The study aims to figure how the use of this method with EFL students is useful for speaking skill development and attempt to advantage the use of helpful videos techniques that can reinforce the students speaking skills and improve the learning process. Also, this study attended to know the point of view of the two sides (teachers, students), about the use of the video technique if it has Impact on the sense of purpose on the EFL learners speaking skill and the main difficulties that stop them for not speaking. Consequently, the research study presents the coming questions:

- A. What are the scholars` stations towards the perpetration of different communicative conditioning?
- B. To what extent can video technique make it easier for EFL learners to speak?

First of all, this study hypothesize that the use of this technique is very helpful and important for students to improve their speaking performance by the teachers. Secondly, may the use of video technique could motivate the learning and teaching process in and out the classroom and develop the oral skill for EFL learners.

This study examine the relation between the use of video technique and the increase of the students' speaking skill, this work divided into two chapters, the first represents the theoretical background which means the overall of speaking skill, importance and the main elements, also the connection between the listening skill and other skills in the part one, for the second part deals with the use of multimedia in ESL/EFL. The second chapter describes the technique used to collect the data for this study work in addition to that the questionnaire analysis of the students and teachers' written interview and the classroom observation.

Chapter one:
Part one:
**The overall of
speaking skill**

1.1 Introduction:

This part is divided on two parts the first part is focus on the general idea of the speaking skill, which plays a great role in nowadays. Also, it shows the development of the last through using technology and information in teaching and learning EFL. The majority of students wants to develop their speaking skills in order to communicate confidently because it is the most skill need to be developed. So, we are going sheds light on the definition of speaking, the elements, importance of speaking and about some types and characteristics of the speaking skill.

For the second part we are going to deal with the use of the video technique .A lot of EFL learners consider the use of video technique during the classroom as an effective method that can make the learner express his thoughts and ideas in a confident way and not only for the students but through using the video technique can help the teachers to send the message behind in an easy way to their students in order to improve their speaking skill the purpose behind this part is to sheds light on the use of the video technique in teaching skill of defining it and presenting the types and talking about the video making activities as a source of information inside and outside the classroom.

1.2 Definition of teaching:

Teaching is the process of attending people's needs and experiences .Teaching is the most supportive way to change someone's personality to share his knowledge and ideas .It has been described in different styles according to (H .C Morrison 1934).

1.3 Teaching English as a foreign language:

English is considered as the most useful international language. It represents as the language of the technology teaching English as foreign language presented as the system of learning other languages which is the most original one for the student (Broughton & Brunfit).

The three main focus of the English language are vocabularies, grammar and pronunciation for example: the Algerian students who see the English as a foreign language that gives sense to foreign language as a whole.” It considered as a challenge for the majority of teachers that have experiences or beginners “(Broughton and Brunfit 2003).

1.4 Teaching speaking skill:

Speaking is an important thing in nowadays it is considered as amongst the other skills (reading, listening, and writing) as an effective way which helps the learners to express his needs of information confidently .Cheney stated that speaking is the process of sharing meaning it was noted also from Susanti , he has said that the teaching of speaking skill has been developed through the use of repetition of drills and memories in order to use different methods as video technique that make the learners to present their thoughts and, language they are teaching freely without communicating issues abilities or shyness to make mistakes .

Speaking is an act according to Clark and Clark (1977). The students practice speaking to get some impacts on their listeners too.

To sum up, teaching speaking skill is the most helpful technique for students' lives and in school as a consequence the teachers should pay attention more to teach this technique and supply a rich knowledge (Fizoni 2015).

1.4.1 Elements of speaking skill:

Harmer states that learners should be informed by the elements of language learned which necessity for them to have knowledge about is:

1.4.2 Language features:

There are some necessary elements which are both for teachers and students in order to speak comfortably .In addition , from the language feature the students could connected other speech by recognizing phonemes to understand the nature of native speak then their phonological rules . The features are important for effective speaking (kouicem .k 2010_29.28)

1.4.3 Connected speech:

In connected speech, the English speaker need to come up with connected sounds and not only with separated phonemes have these devices improved them to integrate intended meaning.

1.4.4 Expressive devices:

The phonological rules are used by English native speakers which refer to the stress, speed with the use of nonverbal means to be an effective communicator, students' needs to use some.

1.4.5 Lexis and grammar:

It is very beneficial way for learners to produce some language function. Thus, teachers need to provide them with useful expressions which carry different meanings so that they can use them in several stages of communication with others.

1.4.6 Negotiation language:

It is an important step for learners to use the negotiation language because they often seek for clarification especially in listening to other's talk. So, teachers need to provide them with different phrases. Also, for learners need to well perform their speech if they seek to be understood and clear, especially when they can use other speakers did not grasp them.

1.2. Mental /social processing

There are many processing skills which are necessary like:

1.2.1 Language processing:

It refers to the capacity of the speakers or learners to act the language in their minds with a coherence order so that the talker can understand the message behind they also should have capacity to recover sentences and words from necessities for using them after.

1.2.2 Interacting with others:

The majority of interlocutor's cases imply interaction between two or more speakers, in other words the successful speaker need to interact with others through listening and understand their talk then he reacts.

1.2.3 Information processing:

It had a connection with the capacity of catching the information in the mind in a quick way, i.e. the speaker should be ready to react to others when he receives information.

1.3 The importance of speaking skills:

The speaking skills were ignored in teaching during the classroom where the main focus was especially on writing and reading only. For example we have the grammar translation technique. Richard and Rodgers (2001) stated that the lasts (reading and writing) are the main skills to be relied on. In the communication perspective, speaking skills was given a main importance therefore the old process requires speech where the speakers are supposed to involve verbally with others. So , the teachers speech will be practiced during the classroom between learners (Ur , 2000, p 12) stated also that all the listening , reading , speaking , and writing skills , the speaking seems to be the most interested skill , the people who practiced the language are belonged to as , learners of the language , like the speaking mentioned all other levels of knowledge . In nowadays, the majority of second language learners are given a priority for the speaking skills. The majority of second language learners are given a priority for the speaking skills in their studies. Moreover, the main questions that are given to EFL learners are “do you know how to speak English «or» French»? And not do you know how to write English? There we understand that the majority of people consider knowing and speaking a language as synonyms the importance of speaking is more discovered with the unification of other language skills. For example, the speaking practice can be helpful for student to develop their grammar and vocabulary after that they will be able to enhance their writing skills. In other words, the speakers can express their own ideas, thoughts, feelings, Inform, discuss.... Through speaking, and it is necessary outside the classroom. The EFL learners are more likers than the others simply because many companies are looking for people who are professional in English speaking. Baker and Westrup (2003) mentioned that: The English language speaker is the chancer a further educations or getting a job gaining encouragement. (p05).

1.4 Types of speaking skills:

During our discussion we are trying to share our thoughts and opinions. The purpose of majority of teachers is to teach them how to practice the oral skill or communication between each other. Brown (2000) stated that five types of speaking that can be useful for learners which are: imitative, intensive, responsive, interactive, and extensive speaking.

1.4.1 Imitative speaking:

It focuses on repeating or imitating the sounds, words, sentences for lexis and grammar learners.

1.4.2 Intensive speaking:

It is like a presentation of short extends of speaking (stress, intonation and rhythm) which means the speakers are have to read with a loud voice sentences and discussions. Brown (2000).

1.4.3 Interactive speaking:

It is somehow different from the first one simple because it has two others aspects of language. The first one (transitional) tried to bring and interchange certain information, but for the second one (interpersonal) language, its focused on partying and holding social relationship, this type of speaking required interviews dialogue and other activities. (Brown 2007).

1.4.4 Responsive speaking:

It has short dialogues. It contains short talk and comments to spread creativity.

1.4.5 Extensive speaking:

This kind of type covers discourse, storytelling and oral presentation with the sight to shape formal and comprehensive language.

1.5 Characteristics of speaking skill performance:

It is constructed on five principles characteristics: fluency, Accuracy, Grammar, vocabulary and pronunciation.

1.5.1 Fluency:

According to Hedge (2000) "the term fluency means speaking in an easy way without any stops" teachers' aims to attain in teaching speaking is oral fluency: the essential characteristics of the speaking addition. According to Hughes (2002) fluency is the capacity of expressing himself (learner) in comprehensible and correct way, in order to attain the teacher's goal without imitation or copying any kind of model. A lot of EFL learners think of fluency as the capacity of speaking fastly so this is the reason behind speaking with non-stop

.Thornburg (2005) argues that rapidity is an essential factor in fluency and pausing too, otherwise learners should take a breath. Nevertheless, a frequent pausing is a sign for speaker's issue in speaking. In such cases Thornburg (2005, p54) states that the frequency of taking break while is very important than the durity of breaks. There are presentation strategies which called” tricks”, i.e. the capacity of filling the stops (pauses) for example "Uh, Un" short expressions. Repetition is another device of filling when there is a pause.

1.5.2 Accuracy:

Accuracy in other words is the offering of grammatical phrases in a correct way. Speakers usually seek to be fluent and not accurate. If the speakers do not increase accurate speech they will not be understood for listeners after and they will lose the interest of listening to them (losing focus). So, they need to pay attention to form a proper language especially for vocabulary, pronunciation and grammar.

1.5.3 Grammar:

According to Harmer grammar speech differs from writing speech. It represents to the students how to use grammatical construction property. Harmer stated some conversational markers in English speaking such as frequent non-clausal units (Mm, huh, Yeah) and hesitators (em, en, um)

1.5.4 Vocabulary:

"It is the definition of the words use by a specific person, or it is referred to particular subject or language "Cambridge Dictionary 4 th edition, 2013) learners often face some difficulties during the express of what they want to say, the loss of vocabulary and also do not put words in a correct context when they use synonyms that have different meanings. The choice of students should be selected in a suitable way at the moment of speaking to achieve the accuracy.

1.5.5 Pronunciation:

English language has defined as a difficult language for the native speakers and the non-speaker too because of its pronunciation, teachers should shed light on intonation, pronunciation and stress and only on grammar and vocabulary because they are very important according to Harmer: learners who are interested in developing their speaking level, should pay attention to the different sound and features. (Harmer, 2001).

1.6 Speaking difficulties:

River mentioned that , the essential purpose behind teaching speaking is to involve the communicative organization sometimes there is hesitation while expressing their thoughts for learners , making pauses , falling in repetition when expressing his feelings (As cited in Boussiada , 2010, p15, 16).

1.6.1 Lack of interest in the subject:

The majority of EFL learners at the classroom don't know what to say which means staying silent simply because " they have nothing to say or to add", maybe the teacher is the reason behind choosing a topic that students have a few background about by saying such expressions "i don't know " " I have nothing to talk about" these comments are caused by the lack of motivation or the subject chosen. According to Rivers (1968, p.192) stated that" the teachers choice of the topic may discourteous to the learner or he has no information to add as a result the learner has nothing to present whether the native or the foreign language"

1.6.2 Poor listening practice:

Listening take a major part in the interconnection that appears between a group of people. Learners may have an experience in espousing and expressing themselves in the foreign language while discussing the students don't understand or have sufficient information's to transmit the message to be able to make further connection to the discussion .

1.6.3 Deficient vocabulary:

The common difficulties that faced the student while practicing the language are the lack of using the appropriate words in order to express the ideas so that caused using simple form of language in participation most of EFL learners don't interest to enter in such conversation or communicative activities so they rarely like to listen only to others the reason behind the low of participation is the teacher do not care or encourage them to express their thoughts.

1.6.4 Mother tongue use:

During speaking second language as English, learners tend to use the mother tongue in group work outside and inside the classroom because they feel more free and less to expose to their own language. (Natalia, (2015). The influence of using the mother language will not let student learn them to use the foreign language in a correct way , also the lack of words (vocabulary) of the second language often let students to take words from their mother language .

1.6.5 Psychological problems:

There are a lot of psychological issues that the majority of learners met while speaking practice as Johanna stated (2012:101).

1.6.6 Fear of mistake:

In many classes the learner feel himself afraid to let his classmates laugh at him or being criticized by the teacher so they refuse to participate which leads them to keep their opinions to themselves (keep silent). However , the learners mistakes should be rectified by the teacher and try to convey them that making mistake is not a bad idea but as a result it lead them to be skillful while practicing.

"Mistake can learn them many things. " . To conclude there are other factors like stress and anxiety which make the students stop from expressing feeling in front of his classmates.

1.6.7 Shyness:

Baldwin (2011) mentioned that the speaking to the fore of public caused what we called "phobia " . Shyness according to many psychologists is a reference of obstacles in communicating which lead them to lose their words and stop them from speaking and thinking in a proper way. Thus, teacher's role begin from this point , he most create a comfortable atmosphere in the class , through practicing shyness according to learners will be a point of success .

1.6.8 Lack of motivation:

Motivation is an important factor that leads the students think and express properly while communicating and enhancing student's speaking skill. Motivation is a source of energy that lead learner to be interested in activities.

1.7 Speaking errors:

There are a lot of kinds of errors that many students do while speaking.

1.7.1 Types of errors:

There are two types of errors like what Hedge mentioned (as cited on Hadeef , 2010, p31).

1.7.2 Systematic Errors versus mistakes:

We mean by systematic errors, the errors that pop up in the first step of studying the EFL. The fall in these cases because of the lack of background and knowledge. In other words, mistakes are the issues of production that are created by learners of estuation, carelessness.

1.7.3 Global Errors versus Local Errors:

These kinds of errors expressive. Moreover, the overall ones result in misinterpretation to the listener, local errors is concerned with what a listener is able to understand from a statement.

1.8 The teacher's role:

The students are in need of someone who should guide and motivate them as a teacher ,he has a main role in learning process from one activity to another .Harmer (2001, p275/276) proposed three roles for teachers that may be helpful and needful to learners to get them speak fluently .

1.8.1 Prompter:

In some cases, students feel like are unable to produce words to present and share their opinions whether with the teacher or classmates .His main job is to help them from getting lost or cannot know of what to say next, also to be productive during the classroom to feel himself more independent from the prompter (teacher) (Ibid) (Kouicem , 2010, p19) .

1.8.2 Participant:

The teacher can be evolved as a participant during the discussion between the learners to help out them present new ideas that caused engagement and provide a productive atmosphere.

1.8.3 Feedback provider:

Here the role of the teacher is to choose the right time to correct their mistakes (pronunciation grammar) which means. He should be aware of when he should interrupt the learner to give him a feedback, simply because may the learner take the communication out of the activity. In the other hand, giving a feedback get the learners out of obstacles of the misunderstanding which is depends on the teacher's feedback and providers.

Conclusion:

This part has focused on speaking process that lead to evaluate proficiency in the second language. It entails them to engage in communicative cases, in order to product their speaking for EFL learners as a skill. As an addition, this part of this chapter seek on the different activities that maybe useful for students to improve their speaking skill, to prevail over the anxiety and obstacles in presenting their ideas confidently in and out classroom.

Part two: The use of video technique

Introduction:

Video technique has a main role in the teaching using this latter may be useful for the teacher to explain their ideas to students and give them a push to improve their speaking skill. The purpose behind using video technique is to make the learner feel comfortable in expressing the thoughts. The goal of this part from the first chapter is to give a theoretical frame work of the different techniques which could be helpful for both teacher and student in order to know what are the advantages of the video and the video problems and we shed light on its type. For the last step it would be about the different cognitive learning styles (visual, auditory and kinesthetic).

2.1 Definition of video technique:

According to Canning Wilson (2000) " video has defined as a apart of message in an audiovisual factors ". (P319). (Cited in Sacisihem , 2013, p:33) the purpose behind using the vide material in EFL classes is to participate more during the class .W. Rivers , mentioned that the use of visual media is more helpful for the language learner , in other words video materials have an effective influence on the latter , the teacher's presence and guides are not enough , but the use of the video techniques could be as an additional tool to them to learn easily the target language through listening to the native language speech.

2.2 Video and video text:

Collective language learning through video materials and computer let the EFL learners the chance to participate in lessons with a big desire. Batavia (1994) stated that he doesn't like the videos with sound only and the students who listened to them , in the sense that easiness and difficulties shaped a design according to Austin and Haley (2004) videotext is the most practical way to teach in the classroom the teacher should examine videos in the lead of time to dictate their language proficiency.

2.3 The Advantages of Using Videos/films:

The use of educative films and videos become a great idea in our days for both teachers and student, simply because it enhance their learning skills and motivate them to use them during the lesson (application of cultural information background).

According to Rice (1993) : the technique of videos provides learners with a context that is already made which represent also a moving image who can be controlled by the teachers and can grow the oral communication and comprehension with the classmates , encourage the cross cultural awareness that are adjusted for the use of student level " (cited in Lumturie Bajrami and Merita Ismaili , 2016 p:505) as harmer has cited (2001) that there are many causes that films and videos can add a wonderful extradimenssion to the learning process which are :

2.3.1 Seeing language _in_ use:

The videos had a lot of benefits, one of the last is the learner do not only listen to the language but he can see it also. So for the student it will be an easy way to get the language and learn how to pronounce it correctly.

2.3.2 Cross _ culture awareness:

The use of video during the classroom could give an over look to the situation to the learners. As an example: the technique of using videos can give a chance to learners to have more knowledge about the cultures of other countries and traditions either. Beyond the classroom, the learner can travel and move to countries during the use of film or video (247), According to Dr_Y_K (cited in SaciSihen, 2013:37).

2.3.3 The power of creation:

If the learner is recording a video with a camera by himself, it means that he is giving chance to create a memories and impressive things. So they are able to be more productive and enhance the language easily.

2.4 Video types:

There are several types of video that can be utilized in class as Harmer mentioned (2001): "off Air programs, real world videos and language learning videos»

2.4.1 Real _world video:

Harmer (2001) cited that there are no real reasons behind the nonuse of published video tape material for students and teachers for example: exercise manuals wildlife documentaries ...etc.

2.4.2 Language learning videos:

The majority of educative videos are made to learners at a specific level. However, the use of language learning video can fail the test quality simply because the poor's production may be or the case and the language are fake. So here the teacher's role is to choose the right sequence which are accepted to the student's.

2.5 Video techniques:

A video is an important tool during the language classroom. It increases the learner's skills and helps the teacher to motivate them. There are many teaching techniques that are mentioned to be used in a video lesson.

2.5.1 Viewing techniques:

These methods are supposed to give a quick awake to the learner's curiosity by proposing a prediction activities, so when the learner finish watching the sequence of a video, he will have some expectation of ideas about it.

2.5.2Fast forward:

Firstly the teacher is going to press on the button of "play" then fast forward the video but the sequence loses pass silently and fastly , which take a few seconds only. Finally when the video ends the teacher give some questions to students what was the general idea and try to guess what the characters are saying.

2.5.3 Silent viewing :(for language):

The teacher start playing the video , as the same time with no sounds , the learner's role here is try to guess what the differences and what are the characteristics saying . When the video ends, the teacher replays the tape normally with the sound in order to let the students check in if they guessed properly.

2.5.4 Silent viewing (for music):

The same technique step but used with music. Here the teacher is going to play a sequence without music and let the learners choose the right or suitable music for this sequence and why. He replay the last with the music chosen and the students are going to judge if they chose the same word as the compose.

2.5.5 Freeze frame:

As any video sequence that the teacher will "freeze" it, stopping the video and let the participants guess about it whether what is going to happen after what the idea is about.

2.5.6 Listening and mixed techniques:

Listening to routines that are focused on the same principles for take a quick view if they are similarly designed to provoke predictions.

2.5.7 Picture less listening (sound effect):

In an action without speech, learners are able to listen the sounds to guess scene for instance, they can here the eggs being broken and fried, they will be able to create story through what they have heard.

2.5.8 Picture less listening (language):

The teacher is going to cover the scene or turn the brightness down; here the student's role is to focus carefully on the hearing of the video in order to think where the scene is taking place and who the speaker, his age and character is.

2.5.9 Picture or speech:

The teachers can separate their classes into two team, the first group face the screen and the second one face away. So the first group is going to describe what is happening to second group who cannot see. This method let them to immediate easily between the non-watching are going to face difficulties to understand the main idea , which is an effective technique of missing production in English speaking and they learn how to exchange the round .

2.6 Video problems:

The unsuccessful use of video technique can cause potential problems, so the teacher should be careful during the use .

2.6.1 The “nothing new” syndrome:

The monitor switching in the classroom is not exited for a TV or Internet. Teachers must provide video activities that are especial learning experiences and do not repeating home TV video.

2.6.2 Poor quality tapes and disks:

The poor video quality and material will not be interested for students which means they should decide (teachers) whether videotape or a disk if the quality is extremely good to attract the learner's interest clearly.

2.6.3 Poor viewing conditions:

The monitor must be big and large in order to let the people who are back of the class to see clearly and check if the light is clear also.

2.6.4 Stop and start:

The learners sometimes feel frustrated when the teacher stop and start the video permanently it can also be extremely annoyed if the teacher fail to present to his student how the story finished .

2.6.5 Fingers and thumbs:

Learners loose interest if their teachers are not able to find what they want or get back to the previous videos. Also for the teachers they feel less confident when the material does not work as they want.

2.7 Cognitive learning styles:

A cognitive learning style is an individual method to process a new feedback, information and skills (Reid, 1995, p73). It is defined as conceptual area which mixed

between intelligence, personality, values and social interaction. A numerous cognitive learning styles have been presented and learned through years which are:

2.7.1 Visual learning style:

As what is mentioned, visual means comprise the learning process through the sense of sight. In other words, a visual student needs to see the information (images, maps, diagrams) to organize the material used. The learner should automatically use his imagination to bring ideas and thoughts in other words they are skilled with imagery. They should focused and memorize their background (have a good memory) to use them again in different things.

2.7.2 Auditory learning style:

One of the cognitive learning styles is the auditory through the word we can understand that we use the listening skill to understand the meaning of the information given. The learners are able to give an oral presentation, following verbal directions and explaining topics loudly they are able also to exchange ideas between them and make a talkative show fluently during the classroom. They are analytique to changes in tone which is based on the meaning speech.

2.7.3 Kinesthetic learning styles:

Kinesthetic learning style is based on physical activities more than reading, writing or listening test or presentation. In other words, this style is based on touch sense for instance practicing sports and developing the coordination.

Conclusion:

Video technique differs from one to another. Each method may be learned in various ways for teachers or learners. The right choose of videos can enhance the students interests and increase their speaking listening skills through creating a suitable learning atmosphere for learners.

In the second part of this chapter, i have tried to give my main focus on the video technique, definition and other types that are used by teachers to their students during the classroom to facilitate to them to see new cultures and learn language pronunciation. In addition, i have dealt with different video problems which may face both teachers and students.

As i have shown in this part , the main cognitive learning style that are acquired in learning things in a most comfortable way teachers can utilize several strategies then add teaching task to supply different learner's learning style .

In nowadays, it is important to improve the learner's achievement and develop their speaking skill.

Chapter two:

Theoretical part

Introduction:

The present chapter aims to explore the role of this techniques and strategies that would help the EFL learners who had focused some struggles during the classroom while speaking English. So, i have on the student's opinions which were gathered shed light inform of questionnaires that have been discussed later on.

The questions given below are discussing the point of student about fairness, shyness, advantages, difficulties that have been through their studies (dialogue, speech ...)

In the first chapter that is divided into two parts i have showed that researches are really discussing our topic. The first part of this chapter i am going to start with the methodology that is used in this study, the research tool utilized to facilitate collecting data. Either am going to talk about research samples. Than analyzing the student questionnaires that is available from Ghardaia University.

A _ 1 the description and analysis:

3.1 Research methodology:

In this dissertation, i have follow two kinds of methods. The first method is qualitative which introduced in the oral part (the techniques used between teacher and student) and for the second technique is quantitative. In other words , the method which represented in survey that was addressed directly to the first year student and classroom notes in order to notice the atmosphere of the class and their interaction (teacher and student) .

A _ 2 Research instrument:

In this dissertation, the information gathering tools are: the student's survey and the analysis .The questionnaire presents 11 questions, these last were proposed, asked to know what are the main struggles, issues that majority of first year learners face during speaking skills and also to shed light on the point that if the use of video technique give them a press to improve their skills. I have choose the questionnaire for a purpose , simply because it gives me an over view about student's opinion concerning the topic of my study , it was sent to students via link group which is especially specific to the students of our university (Ghardaïa) only 40 students wanted to participate and showed their interests for helping me in my research , most of them are between 18 and 23 .Though, another purpose for using the survey is to collect data , to notice the quality of their answers that can help me and facilitate my research . The fact that i have sent the questionnaire via group in social media instead of doing face to face because i have moving on to Algiers .Sharing the ideas and communication are an important part in our life. So, this is the reason why i have made a deep research about the interview of the teacher and student during the classroom, and to observe the real environment of the classroom.

3.2 Sample:

Student: the sample chosen for their research of Ghardaïa. The purpose behind choosing the first year level is that they are the base and to make a deep research about the problems, difficulties that they have faced more than the others, especially in oral. To add, the second reason is to search the suitable method or way in purpose of doing an overcome of their speaking difficulties from (about) 200 of students, only 40 of them answered to the survey.

3.3 The analysis of student's questionnaire:

Section one:

1. Age :

Presences	Between 18 & 23	Between 23& 30	Above 30	total
Participants	20	13	7	40
percentages	50%	32.5%	17.5%	100%

.Comment:

The table shows, 40 respondents 20 of them aged between 18-23 years, 13 of them aged between 23-30and only 7 of them aged between 30 and above.

2. Gender:

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

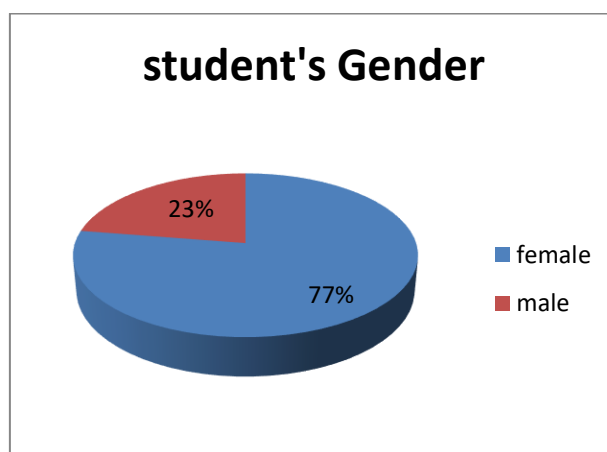


Diagram representing student's gender.

.Comment:

From the table above the number of males is less than the number of females which means that the females prefer to get a profession as language teachers or interpreters more than males who generally end to prefer scientific branches.

3. Student's thoughts about using video techniques:

Student's thoughts	Read story	Watch film	Listen to a song	Watching and listening
Participants	6	9	5	20
Percentages	15%	22.5%	12.5%	50%

.Comment:

Out of 40 participants, 20 (50%) have agreed that watching and listening is better than any other things and it comes before watching film and listen to the song 5 participants like to listen a song .whereas 6 said they like to read story. From 40 participants, only 9 participants like to watch film.

4. How can video effectively be used in the classroom?

Students explain their answers with the following answers:

1. Keep videos short to keep students engaged.
2. Choose videos that focus on the learning aim.
3. Allowing students to watch on individual screens can aid learning.
4. Use YouTube search functions to find the best content.

Comment:

The studies have shown that use of videos can improve learning by:

- The length of the video.
- The role of choosing the right video.
- Giving advices to the students from the teachers.
- Using the application of YouTube as a refer point to improve their language.

5. Does video enhance learning?

	yes	no
Student's opinion	36	4
Percentages	90%	10%

.Comment:

The majority of participant (90%) agrees that video enhance learning. whereas the other (10%) disagrees. Also, some of them said that it facilitates learning and helps them and others don't.

6. Do you think that using video techniques motivates you?

	Yes	no
Student's opinion	29	11
Percentages	72.5%	27.5%

.comment:

The table above shows that 29 of the participants agree that the use of video techniques helps to motivate them inside classroom. Most of them agree that the video techniques aids help them to enrich their vocabulary and master the language as well. Whereas, 11 of them disagrees.

7. Do you believe that using video techniques can save time?

	Yes	no
Student's opinion	27	13
Percentages	67.5%	32.5%

.Comment:

The majority of the participants (67.5%) agree that the use of video techniques save time. While, 13 participants (32.5%) said that it doesn't save time because there are some teacher don't know the way how to use different video as digital video or they didn't give an objective videos.

8. To learn the speaking skills is it necessary to use video techniques

	yes	no
Student's opinion	30	10
Percentages	75%	25%

.Comment:

The majority of the participants (75%) agree that the use of video techniques in classroom is very necessary to them and they see the video techniques are very effective way to learn speaking skill. However; only a few of the participants said it's not necessary to use it may be because they don't see it as a teaching material.

9. Does the teacher give you the opportunity to speak?

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

.Comment:

Out of 40 participants, (42.5%) have claimed that their teacher sometimes gives them the Opportunity to speak in class room, and only (30%) and (17.5%) between always and never.

Some students don't speak in the classroom may be because their shyness or fear to make a

Mistakes that's way said that his/her teacher didn't gives them the opportunity to speak in Classroom.

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

.Comment:

According to the answers provided by the students, teachers do not use this technique in the learning process.

11. What do you think of the role of video techniques in learning speaking skills?

.Comment:

Most of the students argued that the video techniques have a great role in teaching Speaking skill and it is very important tools that the teacher has to use it in their classroom Because as they said it is can helps them to learn the right pronunciation and to correct it as well as. In addition to the students said that learning with video techniques makes then learn and use the English language more comfortable without fear since its motivate them. Also, video techniques make the students able to determine a level of proficiency and give to them the opportunity to develop and improve it.

3.4 Interpretation and discussion:

All the results, findings of this research showed that the majority of students were of the opinion that they are able of speaking the language easily is really necessary in oral production, due to that the majority of learners like to practice their speaking skill more than other things, they saw that this skill play an important role in giving them a push to enhance their self-confidence publically while speaking and practicing the language perfectly.

It is clear in figure 08; the student's believe that communication is the most appropriate activity for them which let them share their thoughts. However, the work in group according to students is the most helpful way to exchange their opinions to learn new vocabulary and speaking fluently, which working in group is the appropriate activity to EFL students which motivate them to participate.

In figure 06, i can notice that EFL learners see the use of videos motivate them to speak. Almost of them were in opinion of the video based technique is able to give them a help to develop their skills. Though, some of students think that the most skills which could improve their oral production listening and speaking they picked the information from videos and they follow carefully to pronunciation of native speakers. In other words, the use of video technique makes the learners getting new vocabulary. After watching the last, learners can share their thoughts and understand, simply because they give them the chance for the learners to participate and give interests to share ideas. The majority of the teachers prefer to produce video during the class to change the way time to time and to make the information clear.

Conclusion:

Through this, research, i proposed that if i am going to improve the student's speaking skills, i should guide them with more chance to practice their need of language and make the right atmosphere by drawing the real case since using the video technique. To conclude, from the data gathered of student's questionnaire, i revealed that almost of LMD first year learners are in need to be more motivated and attention to practice, their fear in public speaking in oral activity.

General conclusion:

This research was doing to investigate the efficiency of video-based techniques while improving the first year students. The study was carried out at English department in Ghardaia University. It intends to accept or reject the hypothesis which shapes that video technique improve the learner's vocabulary and let to be good speakers. The study was conducted with first year students at English department for academic year 2021/ 2022 .The present study is a total of two chapters the first is the descriptive part which is review a related literature .As for the second chapter , i have prepared a self-completion survey of first year students . The first one is divided into two parts, the first part is an introduction of my topic, and it outlines some of the theoretical problems that are related to the speaking skill. The second one is mainly concerned with analysis of the obtained data collection from the student's survey.

Finally, my dissertation has led me to conclude that the video-based techniques are essential while teaching English, simply because it is give them a push to students for improving their speaking skill. Either it has led me to realize that oral production is very important in language classroom because the only opportunity for the student to express his idea freely.

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Appendices

Section one:

Dear mates, it would be a pleasure if you could take a little bit of your time to answer these following questions:

Pick the appropriate answer:

1. Gender

Male	Female
------	--------

2. Bacculaureate stream

Scientific	mathmatiques	literature
------------	--------------	------------

3. Did you choose studying English or it was imposed on you?

Imposed on me	a personal choice
---------------	-------------------

Justify your answer

.....

.....

.....

.....

4. Do you think that you have improved your English Level?

Yes	No
-----	----

5. What's your favorite module?

Speaking expression	reading expression	written expression
---------------------	--------------------	--------------------

- If its Speaking expression justify your answer

Why.....

.....

.....
.....

6. Would you classify the following preposition according to their importance

Reading	listening	writing	speaking
---------	-----------	---------	----------

7. What's your main struggles that you have faced during speaking skill ?

▶ Lack of language practice
▶ Lack of background, vocabulary
▶ Pronunciation restrictions

8. What are the teaching types used by your teachers?

Video aids	audio aids	audio visual aids
------------	------------	-------------------

9. Do you think that it is necessary to use video technique to learn oral expression?

Yes	No
-----	----

If its yes what's your point of view about video technique effectiveness?

▶ Make students improve their vocabulary and raise their interests
▶ Make them learning easily
▶ Giving them a chance to produce their language level

10. What's your reaction if your teacher asks you to record a video for a research?

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

11. Would you suggest towards the use of video technique in classroom?

.....
.....

ملخص

و في الاخير اتمنى هذه الدراسة أن تساهم في تغيير او تنص هاته المذكرة على واحدة من أفضل التقنيات المفيدة المستخدمة في تعليم و اكتساب اللغات الأجنبية وهي تقنية الفيديو. اعتبر الكثير من الاساتذة أنها وسيلة مساعدة و معالجة لتحسين مستوى الطلبة في اللغة الانجليزية..

تهدف هاته الدراسة إلى استكشاف تأثير التقنية القائمة على الفيديو في تطوير مهارات التحدث و الاستماع للنطق الصحيح لدى التلاميذ وقدراتهم على التواصل, حيث يركز هذا العمل على إظهار فعالية وأهمية استخدام هذه التقنية مع المهارة الشفوية للتلميذ. الفرضية الرئيسية التي تم تبنيها في هذا العمل البحثي هي تقنية الفيديو الفعال يمكن أن يكون مفيداً لكلا من الاساتذة و التلاميذ لتحسين مهارة التحدث.

تنقسم هاته المذكرة إلى قسمين جزء نظري و آخر تطبيقي بالنسبة إلى الجانب النظري ينقسم إلى جزئين ، الجزء الأول يتحدث عن مفاهيم المستوى الشفهي لدى التلاميذ و الصعوبات التي واجهوها و التي تختلف من شخص إلى آخر و الجزء الثاني تناول بعض مفاهيم الخاصة بتقنية الفيديو و مجموعة من الطرق الي استعملت من طرف الاساتذة داخل القسم. أما بالنسبة إلى الجانب التطبيقي فهو عبارة عن تحليل و تفسير للأسئلة التي وجهت إليهم(تلاميذ سنة اولى جامعي 2021/2022) عن طريق الإجابات التي قدمت من طرفهم و التي تم من خلالها التوصل إلى نتائج عديدة التي تطرقنا إليها من خلال هاته المذكرة.

و في الاخير أتمنى ان هذه المذكرة قد استطعت من خلالها تعديل و لو جزء بسيط فيما يخص تعليم خاصية التعبير الشفهي في أقسام اللغة الانجليزية بجامعة غرداية