



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Larbi Tébessi University-Tebessa
Faculty of Letters and Languages
Department of Letters and English Language

**The Effect of English Videos on Developing EFL Students'
Vocabulary and Pronunciation in the Speaking Skill**

The Case of Second- Year Students of English at Tebessa University

A Dissertation Submitted to the Department of Letters and English Language
In Partial Fulfilment of the Requirements for the Degree of Master in Language Sciences

Candidates:

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Examiner: Miss. Asma DOUAIBIA M.A.A – Larbi Tébessi University

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Dedication

I would love to dedicate this work to:

My beloved parents for all their endless love, support and encouragement,

My dearest brothers and my sister,

All my relatives,

All my teachers for their endless help,

To Asma Souane,

All my friends with whom I shared the University life, with its lights and shadows.

BRAHMI Manel



Dedication

To epics of love, my father and my mother,

My dear teachers from Primary School to University,

Little brothers and sisters,

My precious friends,

....

I dedicate this work for you

ABID Garmia

Abstract

This dissertation seeks to improve the teaching of English vocabulary and pronunciation in the speaking skill through the use of videos. It aims at testing the effect of English videos on improving second year students of English at Larbi Tébessi University vocabulary and pronunciation in the speaking skill. Therefore, this research hypothesizes that if teachers of oral expression module in the department of English at Larbi Tébessi University use videos in oral expression, students' vocabulary and pronunciation in the speaking skill would improve. Moreover, this research assumes that teachers in the department of English at Larbi Tébessi University have a positive attitude towards using videos to teach speaking. Accordingly, to test the research hypothesis a quantitative approach was adopted and a quasi-experiment research method was conducted in the department of English at Larbi Tébessi University. Additionally, to test the research assumption, a questionnaire was administered to seven (07) teachers of oral expression in the same department. The quasi-experiment was held on two groups consisting of 27 participants in each. The results of the post-test have proved that the experimental group participants' vocabulary and pronunciation in the speaking skill have developed due to the use of English videos. Besides, the findings stemmed from the teachers' questionnaire demonstrated that oral expression teachers in the department of English at Larbi Tébessi University have positive attitudes towards using English videos to teach the speaking skill. Hence, the integration of English videos to develop vocabulary and pronunciation in the speaking skill is highly recommended.

Keywords: English videos, Speaking skill, Vocabulary, Pronunciation.

List of Abbreviations

ALM: Audio-Lingual Method

CBLT: Competency Based Language Teaching

CG: Control Group

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

EXG: Experimental Group

FL: Foreign Language

GTM: Grammar Translation Method

L2: Second Language

LMD: Licence Master Doctorat

SPSS: Statistical Package for the Social Sciences

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General Introduction

1. Background of the Study

Speaking is one of the most important language skills that English as a Foreign Language (EFL) students need to master in order to communicate effectively. It is regarded as the key of language proficiency. In this respect, Ur (1996) claimed that the individual who learns a language is referred to as the speaker of that language (cited in Leong and Ahmadi, 2017, p.34). According to Nunan (2005, p.47), speaking is a productive aural/oral skill which includes producing systematic verbal utterances to convey meaning in a comprehensible way. Hence, the most essential thing according to many scholars, like Harmer (2001) and Nunan (2005), that should be taken into consideration in teaching speaking is how to equip the learners with the needed vocabulary of English, highlighting for them the correct pronunciation of words so that they can communicate fluently and effectively.

In order to ensure a successful teaching of the speaking skill especially teaching vocabulary and pronunciation, teachers need to use effective authentic teaching tools and materials. The use of technology can be a helpful way in the teaching /learning process and it can be useful for learners to improve their vocabulary and pronunciation. The use of video may be one of the suitable audio-visual teaching aids that fill the gap of vocabulary and pronunciation for EFL learners as maintained by Stempleski and Barry (1990, p.14) and Smaldino (2007, p.12). In the same vein, Sommer (2001, p.485) stated that videos can be employed as the foundation for English skills practice: listening, speaking, vocabulary and pronunciation.

Therefore, the present study advocates the use of English videos during the oral expression sessions to provide the learners with the necessary vocabulary and the right pronunciation that will lead them to communicate effectively.

2. Statement of the Problem

The reason that has led the researchers to conduct this research is finding a suitable technique that can equip EFL learners with the needed vocabulary and the correct pronunciation to enable them improving their speaking skill. Based on the observation of the teachers of oral expression module of two groups of second year level (out of three groups) by the researchers during the first term of the academic year 2019-2020 in the department of English at Larbi Tébessi University , teachers tended to dominate the course and consequently obliged students to play the role of passive listeners. In addition to that, it is noticed by the researchers that students suffer from a vocabulary handicap and a weak level of pronunciation of words. Thus, those students during the oral expression course rarely spoke. They kept silent while the teacher did most of the talk. Moreover, researchers like Celce-Murcia and Olshtain (2000, p.175), and Al Sibai (2004, p.3) agreed that the speaking skill remains the most hard skill to be mastered for the majority of the learners of English as it requires command of sub-skills such as vocabulary, pronunciation, choice of grammatical patterns, and sociocultural competence and the Algerian learners of English at Larbi Tébessi University are no exception. Many pedagogues and researchers, like Crystal (2002), found the solution to difficulty in the use of technology. In this respect, Crystal (2002, p. 282) said that “ a new technology always has a major impact upon language”, which means that using different electronic technological teaching aids such as the use of audio-visual aids like videos have an effect on mastering the language skills. Hence, the current research investigates the stated problem and examines the possible solution which advocates that the use of videos of different topics and types would improve the learners’ speaking skills vocabulary and pronunciation.

3. Research Questions

The main question of this research is:

Q1: What is the effect of using videos on improving second year students' speaking skills, vocabulary and pronunciation, in the department of English at Larbi Tébessi University?

The secondary question of this study is:

Q2: Do teachers of oral expression module in the department of English at Larbi Tébessi University have positive attitudes towards using videos to develop vocabulary and pronunciation in the speaking skill?

4. Research Hypothesis and Assumption

In the light of the aforementioned research questions, the general hypothesis on which the present study is based runs as follows:

If teachers of oral expression module in the department of English at Larbi Tébessi University use videos in oral expression, students' speaking skills, vocabulary and pronunciation, would improve.

In the light of the secondary question stated above, it is assumed that teachers of oral expression in the department of English at Larbi Tébessi University have positive attitudes towards using videos to develop vocabulary and pronunciation in the speaking skill.

5. Aim of the Study

The present study aims at investigating the effect of using videos on improving second year students' speaking skills; vocabulary and pronunciation at Larbi Tébessi University. This research seeks to prove that students' speaking skills, vocabulary and pronunciation, would be improved if teachers use videos in teaching the speaking skill.

6. Methodology

To find answers for the previous questions, this study adopts a quasi-experiment as a research method and it is designed to be a quantitative research. Quantitative, since the pre-

test and the post- test are scored to measure the participants' level and progress in vocabulary and pronunciation before and after the treatment. Additionally, it is used to report and analyse the teachers' attitudes towards using videos in teaching speaking skills (vocabulary and pronunciation).

The population of this study is second year Licence students of English of Licence Master Doctorat System (LMD) and teachers of oral expression at the department of English, Larbi Tébessi University. More specifically, the sample is composed of two groups and it is non-randomly selected due to some restrictions at the University. Further details about the rationale behind choosing this methodology is provided in the first section of the second chapter.

7. Structure of the study

This study is divided into two chapters; the first chapter includes two sections. The first section provides an overview of the speaking skill focusing on vocabulary and pronunciation. The second section is devoted to explain the use of videos, and their effect on EFL students' vocabulary and pronunciation. The second chapter is also composed of two sections, the first one is devoted to present a detailed description of the methodology used in this research, and the second one contains analysis of the findings and discussion of the experiment and the teachers' questionnaire.

Chapter One

Introduction

Speaking is a crucial skill which “is accepted by everyone as an essential language-communication skill” (Burns & Goh, 2012, p. 15). One of the learners’ primary goals behind learning a second language is to be able to speak that learned language (Wallace, 1991, p. 201). However, the speaking skill is slightly a difficult skill to be mastered due to the fact that it necessitates mastering many other sub-skills like grammar, vocabulary, pronunciation.... Therefore, videos can be used to help students master this skill.

This chapter is divided into two sections. The first section displays a general overview of the speaking skills under investigation. It starts with defining the speaking skill, its characteristics and micro skills focusing on vocabulary and pronunciation as they are the focal points of this research. Then, the way speaking is dealt with under some language teaching methods and approaches is highlighted with a special focus on vocabulary and pronunciation. Also, this section sheds light on the connection between listening and speaking skills and the learners’ difficulties in speaking as well as some activities to promote speaking and the teachers’ roles in these activities.

The second section is devoted to the video technique and its effectiveness in developing vocabulary and pronunciation. This section begins with introducing the video technique, its types, stages of using video in classrooms and its advantages in the learning process. Then, it provides the theoretical support for the use of video in the second/foreign language classroom. Most importantly, it highlights the relationship between using videos and the improvement of the speaking skills, vocabulary and pronunciation.

Section One: A General Overview of the Speaking Skills: Vocabulary and Pronunciation

1.1.1. Definitions of the Speaking Skill

It is rare to hear someone asking a person how many languages do you write, or asking him how many languages can you understand, but it is very frequent to hear someone asking someone else this question: how many languages do you speak? This makes linguists view the speaking skill as the core skill of learning any second (L2) or foreign language (FL). In fact, the speaking skill has been defined from different perspectives.

At the most basic level, speaking denotes interacting and exchanging ideas with other people. According to Harmer (2007, p.265) the speaking skill is a productive skill where learners are in charge of producing and encoding language itself. It is, also, defined by Stott (2001, p.16) as the interactive process and the communicative ability of producing meaning which encompasses processing and giving information in order to attain particular communicative goals. Additionally, Nazara (2011) stated that “speaking is a multifaceted construct” (p.30). In this same respect, Johnson and Morrow (1981, p.70) declared that the speaking skill, which is usually associated with the term of “oral communication”, is an active process that involves two or more people wherein the listeners and the speakers have to react to what they hear and make their contributions at a speed of a high level.

More specifically, the ability to speak fluently is all time combined with certain characteristics such as grammar, an amount of vocabulary with care about pronunciation so that the produced utterances sound like the native speakers’ ones (Bygate, 1987, p. 03). That means, speaking includes using a number of vocabulary items with a correct grammatical structure as well as the right pronunciation in order to deliver the message in a comprehensible way.

1.1.2. The Importance of the Speaking Skill

Learners highly link success in learning L2 or FL with success in speaking that language. Ur (1981) claimed that: “of all the four skills [listening, speaking, reading and writing] speaking seems intuitively the most important: people who know a language are referred to as, speakers of the language, as if speaking included all other kinds of knowing” (p.12). This entails that a person gains the knowledge of a particular language only if he/she can speak that language effectively since speech is the basic means of human communication. Furthermore, the importance of speaking can be shown in the fulfilment of many functions of language. That is to say, with speaking learners and people can share their opinions or express their emotions, they can inform, request, tell stories, advise, show sympathy...etc.

In the same line of thought, the speaking skill is considered as the fundamental skill in L2/ FL learning. In this respect, Nunan (2005, p.48) highlighted that:

When we say someone knows Korean, Spanish or any other language for that matter, we assume that they can speak the language. It would be odd if they claimed proficiency in the language on the basis of being able to read it.

Additionally, Richards (2008, p.19) agreed with Nunan saying that the mastery of the speaking skill in English is regarded as a crucial priority for many L2 or FL learners. Hence, they evaluate learners' success in the language learning with the improvement of their speaking ability in the target language.

It is worthy to say that in the current time several companies in the world tend to search for people who speak English effectively for the aim of communicating with others. So, it is obvious that speakers of FL have more chances to gain jobs in such companies. This idea is supported by Baker and Westrup (2000) who maintained that: “a student who can speak

English well may have greater chance for further education, finding employment, and gaining promotion” (p.05).

1.1.3. Speaking skills

The act of speaking is not just communicating something verbally; however learners need to acquire and be aware of some speaking aspects in order to have a good speaking skill. In this context, Hughes (2011, p.23) mentioned that speaking involves how far are the grammar and the vocabulary of speech are used and whether the prosodic aspects that make the speech intelligible are respected during speaking or not. These aspects, as proposed by Brown (2001, p.268), are fluency, accuracy, grammar, vocabulary and pronunciation.

1.1.3.1. Fluency

Brown (2001, p.268) noted that fluency is reflected by an easy flow of speech. It is also defined by Harris (1995, p.14) as the capacity of speaking speedily and automatically. This connotes that fluency involves using the language freely to express one's ideas in a quick manner. Hedge Tricia (2000) added that "the term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or appropriate slowness, or undue hesitation" (p.54). That is to say, fluency is speaking in a continuous way and normal rate without hesitation. The latter breaks down the flow of communication due to the loss of the listener's interest (Hughes, 2011, p.112). This is what led Thornbury (2005, p.54) to propose some pause fillers like "uh" and "um" or "I mean" in order to fit the pauses while speaking.

1.1.3.1.1. Pronunciation

Pronunciation, which is the focus of this research together with vocabulary, is an important aspect of language proficiency. It is not worthy to say that pronunciation is merely the act of producing sounds of a language (Roach, 2002, p.61). Pronunciation has been

defined from different perspectives. Seidholfer (2001) defined it as "... the production and perception of the significant sounds of a particular language in order to achieve meaning in contexts of language use" (p.56). Harmer (2001, p.184) related the intelligibility of the sentence with the way it is pronounced. In other words, a correct pronunciation guarantees the flow of communication in a comprehensible way. Seidholfer (2001,p.65) added that pronunciation has a significant role in the humans' lives, in a way that it sheds light on the learner's identity, and it displays his/her membership in particular communities. That is why, it is highly important to teach pronunciation as an essential language aspect.

1.1.3.1.2. Features of Pronunciation

Pronunciation can be broken down into two major features (Kelly, 2000, p.1), segmental and suprasegmental features. Figure one (01) displays the division of the main components of pronunciation.

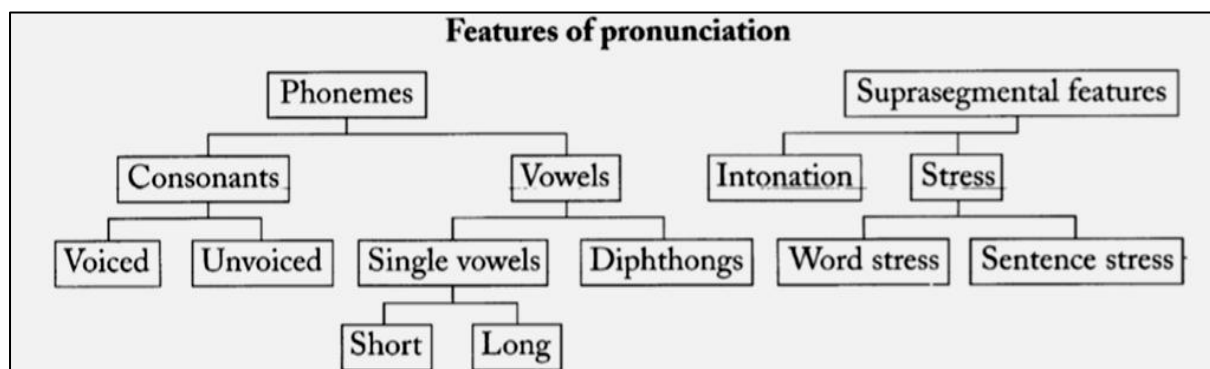


Figure 01: Features of Pronunciation (adopted from Kelly, 2000, p.01)

1.1.3.1.2.1. Segmental Features

Segmental features or phonemes entail consonants and vowels; each of them has specific characteristics. For Kelly (2000), phonemes are "... the different sounds within a language." (p. 01). They are the smallest units of sounds in a language that can make the difference between two words. Language learners may encounter difficulties in learning these features

due to the reason that the target language and the mother tongue are totally different. Seidlhofer (2001) emphasised that "at the segmental level, it is crucial to understand which sounds in language are the distinctive ones" (p.59). For instance, in English the word make and take differ just in the first sound.

1.1.3.1.2.2. Suprasegmental Features

They are stress, intonation, rhythm and connected speech in a word or sentence. Kelly (2000) defined the suprasegmental features as "the features of speech which generally apply to groups of segments, or phonemes" (p.3). Celce-Murcia, et al. (1996, p.131) shed light on their importance claiming that the suprasegmental features reflect the overall meaning of the speech. This assumption was supported by Avery & Ehrlich (1992) who maintained that "Suprasegmentals are extremely important in the communication of meaning in spoken language. It is the suprasegmentals that control the structure of information" (P.185). However, this does not weaken the importance of the segmental features.

1.1.3.1.3. Methods of Teaching Pronunciation

According to Armilli et al, (2016, p.110) teachers use some methods to teach pronunciation. Some of these methods include:

- **Naturalistic method:** in this method, the learners are just exposed to the language without the pressure of imitating it. They just listen to the language sounds. Then, they are asked to repeat them in the same way.
- **Phonetic transcription method:** this method is considered as an old one to teach pronunciation. The L2 learners are equipped by the description of the standard phonetic alphabet and the other rules of pronunciation. This method demands a lot of attention and hard work from the learners.

- **Minimal pair drills method:** minimal pairs are the pairs of words or phrases that vary in only one sound. So, the teacher makes learners aware of the basic patterns and every sound in the target language. The teacher chooses the words which are different in a single sound and they are drilled continuously in the class in order to make them understand the difference in sounds.

1.1.3.1.4. The Aim of Teaching Pronunciation

The main aim behind learning any language is to be able to communicate effectively, and having good pronunciation is a crucial factor for good communication. This is what is confirmed by Celce-Murcia (1996, p.136), and Bronghton et al., (1980, p.64) who maintained that even if pronunciation is taught in isolation, this does not mean it should be regarded as a separate aspect of language learning. In addition, the objective of teaching pronunciation is not to reach the level of a native-like speaker, but is to ensure intelligibility, which means pronunciation guarantees that the interlocutors understand each other during the whole interaction (Bronghton et al., 1980, p.58). This view has been supported by Bailey (2003, p.50) saying that we should make our speech understood by others through uttering the words correctly. In the same vein, Kelly (2000, p.11) mentioned that any inappropriate use of the segmental or the suprasegmental features or mispronunciation will cause a difficulty for a speaker of another language to understand. Hence, "a learner who is aware that their pronunciation is quite good may grow in confidence and then perform better in other aspects of speaking, such as maintaining fluency" (Watkins, 2005, p.50).

1.1.3.2. Accuracy

In most cases, L2 learners want to be fluent speakers forgetting about being accurate speakers. In fact, without transmitting accurate speech, listeners will not understand what have been transmitted. Therefore, accuracy, as explained in Longman Dictionary of Language

Teaching and Applied Linguistics (2002, p.6), refers to “the rules and the linguistic forms that are produced by language learners correctly”. Skehan (1997) defined accuracy as referring “to how well the target language is produced in relation to the rule system of the target language.” (Cited in Ellis and Barkhuizen, 2005, p. 139). Thus, to be able to speak accurately, learners should display a correct use of the language grammar rules and structures.

1.1.3.2.1. Grammar

They are the grammatical rules and structures that include the complexity of the utterances and clauses. Learners should pay attention to these rules when they are speaking. Thornbury (2005, p.55) explained that the grammar of speech differs from the grammar of writing in the following ways:

- The underlying unit of speech is the clause.
- Direct speech preferred.
- Many question tags.
- Performance effects (repetition, incompleteness, hesitation)

1.1.3.2.2. Vocabulary

According to Longman Dictionary of Language Teaching and Applied Linguistics, vocabulary is “a set of lexemes, including single words, compound words and idioms” (2002, p.580). Speaking fluently and accurately demands from the speakers mastering the use of a sufficient range of vocabulary that conveys their intended meaning(s). Usually students find difficulties when they want to express their ideas due to their lack of vocabulary and sometimes they misuse the appropriate words that convey the wanted message. This idea is advocated by Renandya and Richards (2002, p. 25) who stated:

vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak... without an extensive

vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language ...

This signals the importance of equipping learners with enough vocabulary that would permit them to practise the target language.

1.1.3.2.2.1. Types of Vocabulary

Nation (2001, pp.37-38) distinguished between two types of vocabulary; productive and receptive vocabulary. These are explained as follows:

a. Productive Vocabulary (Active Vocabulary)

This type refers to the stock of words that can be generated and can be produced easily and correctly by the speakers in their speaking or writing. Hence, students are able to produce words actively by retrieving them from the mental lexicon to satisfy their communicative needs. For that reason, it is termed as active vocabulary (Nation, pp.37-38). Besides, SZpotowicz and Kurpaska (2012) added: "the active knowledge of a word implies the ability to recall the sound which represents this word in the language and to pronounce it correctly" (p. 99). Therefore, productive vocabulary highlights the easy retrieval of the words that are actively used by the learners either in speaking or in writing.

b. Receptive Vocabulary (Passive Vocabulary)

For Nation (2001,p.38), this type carries the idea that the learners receive language input through listening or reading and they try to understand it, but it is quiet difficult for them to recall and use the word. That is why it is labelled as passive vocabulary because learners just receive words rather than produce them.

To put it simple, knowing a vocabulary item is not mere memorisation of the word. From a receptive (passive) point of view, it means comprehending its meaning when it occurs in a spoken or written context. It is important to say that the learners can move from the passive type to the active type when they can recognize the use of words appropriately and pronounce them correctly.

1.1.3.2.2.2. Word Difficulties

According to Nuttall (1982, pp.76-79), there are some factors that justify word difficulties. She grouped these kinds of difficulty into seven types:

- ❖ **Idioms:** they are figurative expressions whose meaning is deducted from the whole group of words rather than from individual words. Hence, students should be well trained to be able to infer the meaning of an idiomatic expression. For instance, the idiom “do not cry over the spilled milk” means you should not dwell on past but work hard for a good future.
- ❖ **Transfer of meaning:** meaning can be transmitted through using metaphors, metonymy, and others which create a serious problem among learners because the words entail hidden meaning.
- ❖ **Words with several meanings:** meaning can be expressed by using different words. It can be hard for an ordinary listener/reader to understand the different meanings of the words, for example, the word “engaged” in the examples below:

- They got engaged on May 5th.

- The students were highly engaged in the last presentation of the graduation.

- ❖ **Sub-technical words:** some words occupy specific technical meanings related to a particular field or science; these words are considered difficult for learners.

- ❖ **Super-ordinates:** they are words that are generally grouped together on the same level of detail. Nuttall (1982, pp.76-79) gave the example of the super-ordinate word "Building" and its hyponyms: house, school, hotel... etc.
- ❖ **Synonyms and antonyms:** due to the absence of an exact synonym or antonym to the word, students encounter difficulty in understanding the word, such as
 - Hard is the opposite of soft or easy.
 - Home means house, apartment and residence.
- ❖ **Irony:** this kind entails saying something and meaning something else. This means that the difficulty does not depend on the words themselves but on their use by different authors. As Nuttall (1982) said: "Irony is probably the most difficult of all uses of language for the student to interpret" (p.78).

1.1.3.2.2.3. The Purpose of Teaching Vocabulary

Teaching vocabulary is regarded as an important task to enable language learners to master the four skills especially speaking and writing, and consequently to gain success in their learning process (Walters, 2005, p.243). Pikulski and Templeton (2004, p.1) believed that teaching vocabulary for EFL learners enable them to practise in several fields like education, culture, economy... etc. Hence, teaching vocabulary is one of the most challenging tasks for teachers.

1.1.3.2.2.4. Techniques Used in Teaching Vocabulary

As Nunan (1999) claimed "vocabulary is more than lists of target language words, thus, preparing an appropriate plan for teaching vocabulary in a curriculum is a necessity both for learners and teachers" (p.82). Taking into consideration the value of vocabulary teaching, there are many techniques to present vocabulary and support words' retention. Gairns and

Redman (1986, pp 91-100) grouped them into two main types which are **visual techniques** and **verbal techniques**.

- **Visual Techniques**

Visual presentation encompasses several tools such as mime, objects, pictures, flashcards that increase the comprehension of words among learners because it is based on showing them the meaning of the word (explaining the word by showing). This is also confirmed by Meara (2005) saying that “Visual images work as a sort of temporary content, it fixes the physical form of the word, makes it more resistant to forgetting and provides a way of recalling the words via images when you need them” (p.78). Here are several sub-techniques that teachers can integrate when presenting vocabulary (Meara, 2005, p.75-80):

- **Audio-Visual Aids**

These aids are considered as useful tools that entail using videos, tape recorders, podcasts, documentaries ...etc. For Allen & Marquez (2011) “visual aids impact and add interest to a presentation. They can create excitement. Visual aids enable students to use more than one sense at the same time. One picture can elicit unlimited words” (p. 5). Watching a video of native speakers or listening to stories or songs would provide not only the meaning of the words with a correct pronunciation but also help to memorize and recall them easily whenever they are needed (Harmer, 2001, p.282).

- **Mime and Gestures**

Miming is an effective way to introduce and present many aspects of the language, Bois-Simon (1978) stated “mime is used mostly by the teacher who has a deliberate purpose in mind and wants the students to use a particular word or structure” (p.67).

- **Verbal Techniques**

These techniques require the use of language whether orally or in written form to explain the new word, this can happen through:

- Synonyms
- Antonyms
- Cognates
- Use of dictionary
- Collocations

1.1.4. Instructions of Oral Communication

Brown (2001, pp. 271-272) proposed some instructions of the oral communication which the learner should be aware of to be exposed to both language form and language function.

Here are some of the instructions that are involved in speaking (Brown, 2001, p.272):

- Using the appropriate vocabulary to convey the intended meaning.
- Arranging the words in a correct order.
- Pronouncing the language sounds clearly so that people can distinguish between them.
- The right use of the suprasegmental features such as intonation, stress and rhythm so that people can understand what is said.
- Making clear-cut between the main ideas and the supporting ideas for the information.
- Make obvious to the listener the main components of the sentence such as subject, verb, object, and other structures.
- Using the language variety that is appropriate to the situation and the degree of intimacy between the interlocutors.

1.1.5. Speaking and Listening Connection

There is a great emphasis on the correlation between the speaking skill and the listening skill because without listening to a specific topic, humans cannot speak and express their thoughts about that topic. It is stated by Redmond and Vrchota (2007) “speakers are at the mercy of listeners” (p.120). To ensure a meaningful communication, people are in charge of combining the four language skills (Hinkel, 2006, p.113). Also, Harmer (2007, p.265) confirmed that the interlocutors are bounded to listening and speaking because otherwise they could not interact with each other about any topic. This means that engaging in a conversation without being a good listener; the speaker cannot process the information of the communication correctly and thus, cannot react appropriately. Consequently, the strong dependence of speaking and listening on each other is obvious especially when it comes to communicating successfully.

1.1.6. Speaking Difficulties

Communicating ideas and information successfully is one of the goals of the language learners, however, L2/FL may face some difficulties which can be reflected and shown in making pauses, hesitation, or repeating words due to certain reasons. Rivers (1968, p.192) and Ur (1981, p.111) agreed that these reasons can be grouped in the points below:

- ✓ Lack of interest in the subject
- ✓ Poor listening practice
- ✓ Deficient vocabulary
- ✓ Mother tongue use
- ✓ Lack of self-confidence and fear of making mistakes

1.1.7. Language Teaching Methods and the Speaking Skill

Through examining the English language teaching methods and their treatment of the speaking skills, it can be deduced that it ranges from a total ignorance (Grammar Translation Method) to a central consideration of speaking skills (Communicative Language Teaching).

1.1.7.1. The Grammar Translation Method

The Grammar Translation Method (GTM) was the dominant teaching method during the nineteenth century. As its name implies, it combines the use of grammar and translation as complementary means for the teaching of foreign languages. Thus, after comprehending the grammatical rules of the language, the learners move to translating lists of vocabulary and literary texts, and the medium used to give instructions is the mother tongue (Richards and Rodgers, 2001, p.5). Richards and Rodgers (2001, pp.5-6) listed the principles of the GTM that are:

- (1) Concentrating on reading and writing, and neglecting listening and speaking.
- (2) Translation is the main technique to provide the learners with vocabulary.
- (3) Studying literary texts.
- (4) The deductive teaching of grammar.
- (5) Learners' mother tongue is used to give instructions.

It is clear that the objective of the GTM is to develop the learners' ability of recording and understanding literary texts and vocabulary items through translation. Therefore, this shows the complete ignorance of speaking and listening skills and their aspects including pronunciation. In this respect, Brown (1994, p.19) claimed that GTM does not really promote a learner's communicative competence in the language. Similarly, Bailey (2005) declared that

“the GTM does not really prepare students to speak English, so it is not entirely appropriate for students who want to improve their speaking skills” (p.16).

1.1.7.2. The Audio-Lingual Method

It is also known as the oral-aural method, it gives a little importance to the oral-aural skills in the teaching-learning process. The major approaches of this method are direct, oral, situational, and structural approaches as the behaviourist language theory dictates (Richards and Rogers, 2001, p.53). The main concern of the Audio-Lingual Method (ALM) is on the spoken form of the language basing on memorising dialogues from text books, drilling, and familiarising students with language sounds (Bailey, 2005, p.17). However, the ALM received criticism from Finocchiaro and Brumfit (1983, p.7) arguing that it focuses just on the surface structures, and the learners are just imitating incomprehensible input neglecting the mental capacities of the learner. They also argued that under this method the learners are prevented from expressing what they want restricting themselves just to what they repeat due to the neglecting of teaching vocabulary and pronunciation.

1.1.7.3. The Communicative Language Teaching

The Communicative Language Teaching (CLT) advocates the idea of language is a tool of communication. Hence, its main aim is to develop the learners' communicative competence (Larsen-Freeman, 2000, p.121). Brown (2001, p.43) summarised CLT under six features:

- 1) Focusing on what the communicative competence comprises (grammatical, functional, discourse, sociolinguistic and strategic).
- 2) Engaging learners in the authentic, pragmatic and the functional use of language meaningful purposes.

- 3) Fluency and accuracy are regarded as dependent principles underlying communicative techniques, but fluency should be encouraged more than accuracy to save the learners' engagement in the language use.
- 4) Classroom activities should provide the learners with needed skills for communicating in different contexts without the rehearsal of the language aspects.
- 5) Permitting students to focus on their own learning process through the understanding of their styles and through developing autonomous learning.
- 6) The teacher has to play the role of facilitator and guide.

It is worthy to notice that CLT gives more attention to the speaking skills like vocabulary and pronunciation along with other skills aiming at enhancing the learners' communicative competence through the use of the learned language in multiple situations.

1.1.7.4. Competency Based Language Teaching

The focal point of the Competency Based Language Teaching (CBLT) is to decide what are the characteristics of a successful learning by asking these two questions: does learning have to do with how much a learner knows about a language?, or what he can perform or do with it? (Richards and Rodgers, 2001, p. 142). Actually, CBLT addresses “what the learners are expected to do with the language” (Richards and Rodgers, 2001, p.141). Therefore, it takes into consideration the learner's needs and his/her capacity seeking to ameliorate his/her functional communication skills. Hence, they are trained on listening; speaking and vocabulary items along with their pronunciation features (Richards and Rodgers, 2001, p.141).

1.1.8. Classroom Activities to Teach and Promote Speaking

Harmer (2001, pp. 271-275) grouped some speaking activities that are widely used.

1.1.8.1. Acting From a Script

Teachers ask students to act different written pieces, dialogues, which they have written themselves with the caution of not asking the shyest learners at first. During the performance, the teacher draws the learners' attention to the need of respecting intonation, stress and speed. Thus, this activity can guarantee producing language and learning at the same time.

1.1.8.2. Communication Games

These kinds of games are known by the use of information gap, which stimulates and provokes the students to interact and speak as solving a puzzle, or describing a picture to the listener. Examples of these games include television and radio games, call my bluff, and just a minute.

1.1.8.3. Discussions

Discussions can get the students' full engagement in the conversation; however, this is not always the case. That is why teachers need to know how to use this technique to gain a full involvement of the students in the speaking activity. One way to avoid difficulties when using this technique is the use of buzz groups which means giving the chance to students to discuss the topic in small groups with each other before speaking in public, this helps in decreasing the stress level of students.

1.1.8.4. Prepared Talks

A very famous kind of activity is the prepared talk where the students prepare some notes about a particular topic in the form of presentation. It is advised that students speak from their notes rather than reading them, it helps students to organise their ideas about the chosen topic.

1.1.8.5. Questionnaires

It involves designing a questionnaire about a suitable topic which is going to be answered by the other students, the results can be used later in discussing the chosen topic, and the teacher's role in this situation is being a resource helping them in the design process.

1.1.8.6. Simulation and Role Play

It is a very useful way to expose learners to real life situations where they act different roles in various contents. It also stimulates imagination and the oral use of language.

1.1.8.7. The Use of Video

This technique adds a special flavour to language learning, and one of its major features according to Harmer (2001) is “students do not just hear language, they see it too” (p. 282). This is going to be the focal point of the second section where it is going to be discussed in details in relation to the speaking skills.

Section Two: The Use of Video to Develop Vocabulary and Pronunciation in the Speaking Skill

1.2.1. Definition of Video Technique

Canning-Wilson defined video as "... the selection and the sequence of messages in an audio-visual context" (2000, p.319). In the same line of thought, Renandya and Richards (2002) stated that "video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experience in addition to spoken language" (p. 364). This view is also supported by Demirezen (1992) claiming that video is a powerful aid that helps the learners learn the L2 or FL through both hearing and viewing (p.295).

1.2.2. Types of Video

Harmer (2001, p. 284) proposed three main types of video that can be integrated by teachers in their classes. These types are explained below:

1.2.2.1. Off-air Programmes

Videos which are recorded from particular television channels are called off-air programmes. The teacher should be selective and chooses the programmes that could be used for a number of activities and benefits like cross-cultural awareness, teaching language.

1.2.2.2. Real-world Video

Harmer (2001, p. 284) admitted that there is no reason that prevents teachers from using real-world videos such as feature films and wild life documentaries. Also, he added that the teacher should make his/her choice taking into account the comprehensibility of the extract and whether it has multi-use potential or not.

1.2.2.3. Language Learning Videos

This type of videos is “free standing video to accompany course books” (Harmer, 2001, p. 284). They are likely to be comprehensible and feed the learners' interests; however, the choice of the teachers has to be restricted to those sequences that are acceptable and useful for the learners.

1.2.3. Stages of Using Video in Classrooms

Stoller (1988, cited in Koksals, 2004, p.65) stated that there are three main stages which teachers have to follow when they use video in order to ensure a successful video-based lesson. These stages are:

a- Pre-viewing

This stage aims at preparing the learners to watch the video and making them understand its topic. It stimulates the learners' expectations towards the video (Stoller, 1988, cited in Koksals, 2004, p. 65).

b- Viewing

At this stage, the learners watch the video more than once. The first time of watching aims at developing students' global understanding of the topic. Activities for the second viewing are often designed for gathering certain information and presenting or reinforcing language (vocabulary, grammar, pronunciation) (Koksals, 2004, p.65).

c- Post-viewing

After the viewing stage, the teacher should clarify and explain some complex points or ambiguous words and any other language aspect. Then, he/she stimulates the students to use the newly acquired knowledge from the video during the discussion of the topic (Stoller in

Koksal, 2004, p. 66). Also, Stoller suggested some activities for the post viewing phase such as class survey, video summaries, alternate endings, debates and role-plays.

1.2.4. Criteria of Using Videos

Smaldino (2007, p. 289) listed some criteria which determine the use of videos:

- ✓ **Sightlines:** the teacher should check lighting, volume and other things related to video to be sure that everyone can see and hear what he/she watches.
- ✓ **Mental Set:** the teacher should briefly review what have been seen before and evoke questions about the current topic.
- ✓ **Advance Organizer:** the teacher can list on the board the points that are going to be tackled in the video.
- ✓ **Vocabulary:** preview any vocabulary to ensure its use by the learners in advanced activities.
- ✓ **Follow Up:** It is better to reinforce the video with meaningful follow up activities.

1.2.5. Common Video Teaching Techniques

According to Harmer (2001, p. 286), there exists a number of teaching techniques which could be used in video-based lessons.

1.2.5.1 Viewing Techniques

There are a number of viewing techniques which should be followed to feed the learners curiosity so that after finishing watching the video, they will have some expectations about it (Harmer, 2001, p. 286).

a) Fast Forward

In this technique, the teacher fast forwards the video, thus the sequences pass in a very quick manner taking only few seconds. When it is over, he/she can ask his/her learners to predict the topic of the video.

b) Silent Viewing (for Language)

The teacher plays the video without its sound and the learners have to guess what the characters are speaking about. After that, the teacher plays the video in its normal way. Then, he/she verifies whether the learners have guessed the context correctly or not.

c) Silent Viewing (for Music)

The same technique can be used with music. The teacher plays the video without its music, and then asks learners to predict which kind of music fits the sequence. After that, he/she replays the video and checks whether the learners opted for the correct mood as the director of the video or not.

d) Freeze Frame

This is a useful technique when the teacher asks the learners about what comes next. He/she can freeze the picture of the video at any time and let the learners predict.

e) Partial Viewing

The teacher can permit the learners to see only a half part of the screen to stimulate their curiosity in order to focus their attention on what the characters say so that they imagine what is happening.

1.2.5.2 Listening [and Mixed] Techniques

Harmer (2001, p.287) said that these techniques are also designed to provoke engagement and expectations.

a) Pictureless Listening (Language)

The learners listen to a conversation without viewing the pictures then they guess for instance, the location of the speakers, their age, etc.

b) Pictureless Listening (Music)

The learners listen to the music of the sequence, and based on its mood, they try to predict the setting and the scene it may be associated with.

c) Pictureless Listening (Sound Effects)

Using this technique, the learners can tell the story of the sequence after hearing some sounds such as hearing eggs being broken and fried, or the lighting of a gas stove.

d) Picture or Speech

The teacher makes half of the class watches the video and then they describe what they watched to the other half of the class who did not watch it. For Harmer (2001, p. 287) this technique “is an effective way of mixing reception and production in spoken English”.

1.2.6. The Advantages of Using Video in the Teaching-Learning Process

According to Harmer (2001, p. 282), the integration of video in class can “add a special extra dimension to the learning experience”, and he proposed some reasons which clarify his assumption. These reasons are explained below:

* **Seeing Language in Use:** one of the advantages of using video in class is that learners can see the language, observe how intonation can match facial expressions and understand many other things through visual clues. Hence, they achieve a deep interpretation of the text.

* **Cross-cultural Awareness:** video is of great benefit in projecting different cultures to learners making them know how does a certain society eat, speak, wear or use body language in accordance to its cultural norms.

* **The Power of Creation:** where the learners utilize video cameras themselves, they are given the opportunity to create an enjoyable experience. Moreover, they can evaluate their performance by seeing it in a recorded video so that they ameliorate their use of the language.

* **Motivation:** using video in classrooms makes the learners motivated enough to hear and see the target language in use.

Brewster et al (2002, p. 204) added the benefit of the linguistic aspect saying that video presents new vocabulary, expressions, their pronunciation and their use in different contexts of communication as well as the way of negotiating meanings.

1.2.7. Theoretical Support for the Use of Video in the Second/Foreign Language Classroom

The integration of video in L2 and FL classrooms is based on theory. There are theories that are obviously related to video and second or foreign language learning. These come from the fields of psycholinguistics and neurolinguistics respectively.

From the psycholinguistic perspective, different theories of learning advocated the dual coding of verbal communication which includes auditory, visual, or articulatory codes and the nonverbal communication. An example of these learning theories is the cognitive theory,

according to Mayer (2001, p. 54) the cognitive theory of learning is activated through five essential steps:

- (a) Selecting relevant words for processing in verbal working memory.
- (b) Selecting relevant images for processing in visual working memory.
- (c) Organizing selected words into a verbal mental model.
- (d) Organizing selected images into a visual mental model.
- (e) Integrating verbal and visual representations as well as prior knowledge.

The findings of Mayer's research signalled that the continuous presentation of verbal and visual material as in videos is effective for learners. That is to say, the integration of videos in classrooms enhances the success of the learning process.

Second, the psychologist Howard Gardner proposed his theory of multiple intelligences in (1983) in which he suggested that people have different kinds of intelligences. He theorized that there exist eight distinct intelligences; musical, visual, spatial, linguistic (verbal), logical mathematical, bodily kinaesthetic (movement), interpersonal (understanding others) and intrapersonal (understanding self), and naturalist (observing and understanding natural and human-made patterns and systems) (Gardner, 1993 cited in Berk, 2009, p.5). Based on this, videos can target the linguistic and visual/spatial, and even the musical intelligence of the learners (Veenema & Gardner, 1996 cited in Berk, 2009, p.5).

Neurolinguists believed that the two hemispheres of the brain are linked to two ways of thinking: verbal and nonverbal (Sperry, 1973; Gazzaniga, 1992 cited in Berk, 2009, p.3). The left hemisphere is responsible for the logical and analytical side which processes information related to maths, logic, and language. Also, it is the verbal side that is structured, organized,

and planned (Miller, 1997 cited in Berk, 2009, p.3). On the contrary, the right hemisphere is the emotional, nonverbal side which deals with art, colours, pictures and music (Polk & Kertez, 1993, p.98). Hébert & Peretz (1997) claimed that a video engages both hemispheres in that the left hemisphere processes the dialogue, plot, and lyrics, and the right hemisphere processes the sound effects and the visual images (cited in Berk, 2009, p.3).

1.2.8. Research Support for Using Videos to Teach the Speaking Skills (Vocabulary and Pronunciation)

There are a number of studies which stressed that the use of videos in English teaching can improve students' speaking skill. As it is confirmed by Stempleski (1995, cited in Koksal, 2004, p.63) that videos are an effective resource to make English alive for students by providing information about all its aspects. Koksal (2004, p. 64) stated that the integration of videos in an oral class enhances the oral comprehension and motivates students' interaction and communication with other classmates. Also, Canning (2001) said that watching a video in an oral class provokes the activation of students' background information in the schemata, hence using it in their discussion of the topic of the video (cited in Koksal, 2004, p. 63). Moreover, Zhafarghandi et al., (2014); Woottipong, (2014); Khalibi (2012) and Macwan (2015) concluded that visual aids such as clips, documentaries, and videos promote the learners' listening and speaking skills, and thus improve their communicative skills (cited in Abdul Rahman et al, 2017, p.101).

Canning (2001) claimed that videos permit the learners to cover pronunciation with all the words' aspects including stress, intonation, and speech rhythm (cited in Koksal, 2004, p. 63). Furthermore, Sommer conducted a study in 2001 about the use of videos in developing EFL learners' speaking and listening skills. He (2001, p. 485) concluded that videos, films, and documentaries can be used as the foundation for the English basic skills, listening, speaking,

vocabulary and pronunciation. It is worthy to mention that Washburn (2001, pp. 21- 22) asserted that audio-visual materials such as videos especially real life videos enrich the learners' pragmatic competence by showing them how to use the learned vocabulary in its appropriate context. He explained this by saying that dialogues in textbooks often reflect what the interlocutors think to say, rather than what they actually say which makes it hard for the teachers to teach their learners the pragmatic aspect of the language correctly. Similarly, Koksai (2004, p. 64) maintained that " videos are endless source of grammatical structures and words, they contain live speech (word stress and intonation)... ". The same view was held by Curtis (2007, p. 41) who claimed that by integrating audio-visual materials mainly videos with all their types in the English classroom, learners can increase vocabulary awareness and they can even make their pronunciation and intonation much better. Additionally, Qiang et al (2007, p. 41) through their study on elementary pupils found that videos and movies are of great benefit in improving the learners' pronunciation and intonation to the extent that even if pupils merely watch a film or a video silently, their articulatory organs work.

One more important thing that should be taken into consideration by teachers when using videos with all their types is providing the learners with learning activities (Stephens et al., 2012, p.15). Stephens et al. (2012, p.15) declared that the use of pre-, while-, post-viewing activities in their project, called the 'Film Circle', effectively performed the role of scaffolding and motivating pupils to speak which they were the primary goals of their experiment. Sydorenko (2010, p. 64), in his turn, stressed that teachers should give their learners helpful feedback and chances to practise the new vocabulary, otherwise they may not consider that they are learning new words from videos. That is to say, learners should use the newly learned words in their speech. He added that videos also stimulate easy recall of the already learned vocabulary. Moreover, Gee and Hayes (2011, p. 116) stated that "when a person has animate images, actions, and dialogues attached to words, they have an embodied understanding of

those words." Consequently, videos aid learners to see the language rather than just learning or writing it.

1.2.9. Video Problems

To guarantee the success of video integration in classes, teachers need to be conscious about some of the potential problems (Harmer, 2001, p. 283). According to him (2001, p. 283), these problems can be summarised in the following points:

1.2.9.1. The 'Nothing New' Syndrome

When using video, teachers should back it up with learning activities in order to be more beneficial for the learners rather than just switching on the monitor for watching.

1.2.9.2. Poor Quality Tapes and Disks

If teachers want to use a video tape or a disk, they have to make sure that the quality is good enough to grab the students' attention.

1.2.9.3. Poor Viewing Conditions

Teachers have to make sure that all the learners are able to see and hear the video that is why the monitor must be big enough and there should be a possibility to control the light to make the picture clearer.

1.2.9.4. Stop and Start

It could be irritating for the learners when teachers continuously stop and start the video especially when they ask them to imagine the end of the story, and if teachers do so, they should provide them with the chance to know the original end.

1.2.9.5. The Length of Extract

Harmer advised teachers to choose short extracts (sequences between one and four minutes) due to the fact that they are easy to manipulate, show a satisfying range of language aspects and preserve students' motivation. He added that if teachers want to use longer videos because of the topics' nature, they need to design activities in order to keep the students' engagement.

1.2.9.6. Fingers and Thumbs

Teachers should be familiar with the material they are using because learners or even teachers can be annoyed if they "cannot find what they want or get back to where they have just been on the tape or disk" (Harmer, 2001, p. 283).

Conclusion

In a nutshell, teaching and learning English as a foreign language is based on productive and receptive skills. Developing the learners' speaking skills is as important as developing the other language skills and aspects. As it has been deduced in this chapter, EFL learners need to be equipped with the appropriate vocabulary items and the correct pronunciation of the words so that they can practise the English language.

In addition, it is noted that educators and teachers used many techniques and activities to promote the speaking skill. Furthermore, the most important point tackled in this chapter is the integration of videos to teach the speaking skills. This technique is considered by many scholars like Harmer as a precious aid which combines the audio and the visual elements that will give the required input to the learners like vocabulary and pronunciation.

Chapter Two: The Fieldwork

Introduction

This chapter offers a thorough explanation of the research method and instruments used in this study which aims at testing the effect of using English videos on improving second year students' of English, at Larbi Tebessi University, speaking skills pronunciation and vocabulary. Moreover, it sheds light on the results of the research with an explanation and discussion.

This chapter is divided into two sections. The first section provides a description of the research methodology used in the current study. The second section is oriented to the quantitative presentation and analysis of the results.

Section One: Research Methodology

2.1.1. Research Setting, Population, and Sampling

2.1.1.1. Research Setting

The current research was conducted in the department of English at Larbi Tébessi University, Tebessa. More specifically, the experiment courses were held in classrooms 10 and 11 instead of the language Laboratories due to the fact that they are closed because of administrative reasons.

2.1.1.2. The Population

The population of this study consists of second year LMD students, which is composed of 105 students. The problem of the students' low-achievement in oral expression module and low involvement in the classroom discussion is observed by the researchers among two groups of second-year license students attending the oral expression course during the first semester in the academic year 2019-2020 in the department of English, Larbi Tébessi University. The whole population is distributed over three groups.

The population consists also of the teachers of oral expression in the same department.

2.1.1.3. The Sample

The sample of the current study consists of 54 students of English representing 52% of the whole population. This sample has been non-randomly-chosen due to some restrictions that prevented the researchers from selecting the groups randomly, like the lack of classrooms where the second half of the group is going to study, as well as the difficulty of managing time. Then, the 54 non-randomly selected students were equally distributed over two intact groups; one experimental (EXG) and the other one control (CG).

The researchers chose this sample because it is taught oral expression by the same teacher. Furthermore, after a short discussion with the sample, the researchers discovered that these students are really interested in learning most of the vocabulary of the topic of each oral expression session, in addition to their desire to be equipped with the correct pronunciation of the words in order to be able to communicate their ideas and discuss the topic of the course easily. This reflects the aim of the present study.

The sample consists also of seven (07) teachers of oral expression module in the department of English.

2.1.2. Research Approach

A quantitative approach is used in the current study. It is chosen because the quantitative data provides an overall view of the changes occurring in the participants' performance after the intervention of the independent variable. In addition, it provides an insight about the teachers' attitudes towards the effect of using English videos on vocabulary and pronunciation in the speaking skill.

2.1.3. Research Method and Research Design

2.1.3.1. Research Method

To answer the research question and to test whether the use of English videos affects the students' speaking skills (pronunciation + vocabulary); the researchers conducted a quasi-experiment at Larbi Tébessi University. The University constraints, which are previously mentioned in this section, prevented the researchers from conducting a true experiment which its central point is randomization.

This research method is suitable for this investigation because it provides the researchers with the opportunity to integrate the chosen English videos and to see their effect on the students' speaking skills (vocabulary + pronunciation).

2.1.3.2. Research Design

Concerning the research design, a non-equivalent control group pre-test post-test design has been chosen. This design encompasses two intact groups. The first one studies oral expression on Monday and Tuesday afternoon while the second studies it on Monday and Tuesday morning. The researchers decided to assign the second group to be EXG due to time suitability. Hence, the first one is CG.

This design is selected because it helps to test the homogeneity of two intact groups on the one hand, and it permits the researchers to compare the results of the EXG with the CG on the other hand.

The period of the quasi-experiment lasted for three (3) weeks including five sessions distributed as follows: one session for the pre-test, three sessions for the treatment, and one session for the post-test. A detailed description of these sessions is provided below.

2.1.4. Description of the Pre-test

The pre-test was administered to the CG and the EXG, each group in its session on 24 February 2020. The pre-test aims at evaluating the students' general level in speaking English taking into consideration their use of vocabulary and their pronunciation of words.

The students of both groups, in the pre-test, listened to an audio record that talks about cosmetic surgery then answered the activities. The pre-test is composed of six (6) activities related to the topic of the audio "cosmetic surgery". Besides, the session of the pre-test is divided into three main stages (see appendix I) as follows:

Before listening to the audio record, the researchers made a kind of warm-up for 20 minutes to break the ice and to engage the students in the topic. It should be mentioned that the researchers asked questions about the American singer Michael Jackson as an example of a famous figure who went through cosmetic surgeries.

The second stage is the while listening stage. It remained for 40 minutes. The students listened to the audio record twice after they skimmed the printed activities that were given to them. Then, after listening, they provided their answers taking into account the content and the context of the audio. The activities are described below.

In the first activity the students were asked to say whether the given statements are true or false. This activity aims to get the students involved. The second activity is about synonymy match, it aims at testing the students' knowledge of vocabulary related to the topic of cosmetic surgery. The third activity requires them to match phrases with their halves on the basis of the audio. It aims at testing the student's ability to formulate discourse. In the fourth activity, the students are asked to explain some words on the basis of their context in the record. This activity aims at testing the student's ability to link each vocabulary item with its context (cosmetic surgery). The fifth and sixth activities aim at testing the students' pronunciation of words related to the topic. Students are asked to match the word according to their sounds and to split the words as they appeared in the connected speech. After doing these activities, the researchers corrected the activities together with the students.

The third stage is the post-listening stage which remained for 30 minutes. During this stage, the students discussed the topic of the audio record. To stimulate the discussion, the researchers asked such questions: are you with or against undergoing cosmetic surgery? And why? If you have the chance of doing cosmetic surgery, what part of your body would you change? And why? This stage aims at testing the student's ability to use the newly learned vocabulary with its correct pronunciation in their discussion of the topic.

The time allocated for each group was 90 minutes. The researchers used, as tools, the whiteboard, and the speaker to ensure that everyone in the groups can hear the audio clearly.

2.1.5. Description of the Treatment Phase

It should be mentioned that the actual teacher of the chosen groups relies on presentations or audio records in her teaching of the speaking skill.

The researchers taught the CG for three sessions using the audio recorder. The students listened to different records of various topics chosen by the researchers.

However, the EXG members watched English videos about the same topics that are presented to the control group. They have been taught by the researchers for three sessions as well.

The topics selected are pre-judgment, spending more time with family, and internet addiction. The choice of these topics is based on their interest for students. Both groups received the same type of activities of vocabulary and pronunciation with a slight difference in the instructions. Each session followed a three stages procedure (pre-listening/watching, while listening/ watching, post-listening/watching). During the phase of discussion, one of the researchers checked the pronunciation of the participants' words using the dictionary. Below is a detailed description of each session. The researchers used the speaker for both groups and the overhead projector for the EXG.

- **The first session (February 25th, 2020/ 13:00-14:30 CG / 9:30-11:00 EXG)**

It is worthy to mention that in both groups, the researchers initiated the session by asking the participants about their needs in order to be able to speak English fluently. Most of them in both groups argued and agreed that they need a vocabulary repertoire and a correct pronunciation to be able to communicate effectively like native speakers. For the EXG, the researchers, also, introduced some information about English videos in order to raise the

participants' awareness about this technique and to motivate them to engage in the study. The researchers proceeded in the following way:

During the pre-watching (for the EXG) and the pre-listening (for the CG) stage, the researchers created a kind of a warm-up which meant to involve the students in the session. It consists of asking questions about the topic of the audio/video which is the pre-judgment of people. The aim is to make the participants predict the topic. This stage took 20 minutes (see appendix II and III).

In the while-watching (for the EXG) and while-listening (for the CG) stage, after both groups skimmed some printed activities mainly about vocabulary and pronunciation, the participants in the EXG watched a video about the topic of prejudice twice. Similarly, the CG participants listened to an audio record that tackles the same topic twice. Then, they did the provided activities that target some aspects of vocabulary and pronunciation that are introduced in the video (for the EXG) and the audio record (for the CG). After that, the researchers corrected the activities together with the students. The aim is to make the students learn some vocabulary items and their pronunciation in order to use them later on in the discussion of the topic. This stage lasted for 40 minutes (see appendix II and III).

Finally, in the post watching (for the EXG) and post-listening (for the CG) stage, the students of both groups and the researchers got involved in discussing the topic. The discussion aims at making the students express their thoughts and opinions using the newly learned vocabulary items with their pronunciation. This stage lasted for 30 minutes. The discussion was stimulated by the researchers by asking some questions (see appendix II and III).

- **The second session (March 2nd, 2020/13:00-14:30 CG /11:00-12:30 EXG)**

The second session was devoted to the topic of spending more time with family. As in the first session, the researchers followed the same procedure with both groups (the EXG and the CG).

During the pre-watching (for the EXG) and the pre-listening (for the CG) stage, the participants were asked some questions like when patients in their deathbeds were asked what the number one thing they regretted in life was, do you know what it was? The aim is to motivate them to get involved and raise their curiosity about the topic. This phase took 20 minutes from the session (see appendix IV and V).

In the while-watching (for the EXG) and the while listening (for the CG) stage, both groups skimmed some activities that were different from that of the first session but had the same emphasis on vocabulary and pronunciation of the words that are introduced in the video and the audio record. Then, the EXG watched an English video that tackles the topic mentioned above and the control group listened to an audio about the same topic. After that, they did the activities and discussed them with the researchers. The aim is to equip the students with the needed vocabulary and pronunciation that are related to the topic so that they use them in the discussion. This stage took 40 minutes (see appendix IV and V).

Finally, in the post-watching (for the EXG) and the post-listening (for the CG) stage, the students of both groups together with the researchers discussed the topic using the newly learned vocabulary with the correct pronunciation. This stage lasted for 30 minutes. The researchers stimulated the discussion by asking some questions (see appendix IV and V).

- **The third session (March 3rd, 2020/ 13:00–14:30 CG –9:30 – 11:00 EXG)**

The last session of the treatment was about the topic of internet addiction. The same procedure of the previous sessions was followed in teaching both groups (see appendix VI and VII). The researchers finished their treatment phase by trying to have the EXG participants' opinions and attitudes towards the used technique (English videos) to teach them the oral expression module and improve their speaking skills (vocabulary and pronunciation).

Most of them showed a positive attitude towards studying oral expression via watching English videos claiming that they had seen the English language and how it should be practised.

2.1.6. Description of the Post-test

The post-test involves six activities that are equivalent to the pre-test in terms of the activities that tackled vocabulary and pronunciation of words. The aim of the post-test is to measure the improvement (if any) of the participants' speaking skills (vocabulary and pronunciation) due to the use of videos. In other words, it aims at measuring the effectiveness of video technique.

The post-test was administered to both groups (on March, 9th, 2020 each group in its normal session), it tackles the topic of money cannot buy happiness. The control group listened to an audio (traditional method) that deals with the aforementioned topic and the EXG watches an English video about the same topic. Concerning the type of the activities, they were the same for both groups which were about true or false, synonymy and meaning matching, fill in the gaps, writing collocates that aim at testing their comprehension and learning of the words that were present in the video and audio, marking intonation and giving the correct transcription of some words mentioned in the audio record (for the CG), and in the

video (for the EXG). The time allocated for each group was 90 minutes and the questions were explained by the researchers in order to assure the participants' comprehension.

During the post-test session, the researchers proceeded in the following way:

During the pre-watching (for the EXG) and the pre-listening (for the CG), the researchers asked some questions such as; how can you define your happiness, what do you need to be happy (see appendix VIII and IX); attempting to create a kind of warm-up to get the students involved in the topic. The warm-up took 20 minutes from the session.

In the while-watching (for the EXG) and while-listening (for the CG) stage, the participants were permitted to watch an English video (for the EXG) and to listen to an audio record (for the CG) twice. After that, they skimmed the printed activities which aim at testing their ability to learn the needed vocabulary items related to the topic with their correct pronunciation from the video (for the EXG) and audio (for the CG). After finishing the activities, the researchers corrected the provided activities together with the participants. This stage lasted for 40 minutes (see appendix VIII and IX).

Finally, in the post-watching (for the EXG) and the post-listening (for the CG) stage, the students of both groups together with the researchers discussed the topic testing their use of the newly learned vocabulary items along with their pronunciation. This stage lasted for 30 minutes. The researchers stimulated the discussion by asking some questions (see appendix VIII and IX).

2.1.7. Data Gathering Tool

The questionnaire was sent via e-mail (mailed questionnaire) (Google forms) to seven (07) oral expression teachers in the department of English at Larbi Tébessi University, Tebessa- for the purpose of knowing their attitudes towards using English videos in teaching

the speaking skill and its effectiveness in developing EFL students' vocabulary and pronunciation.

The questionnaire can serve as a means of collecting clear and precise data, as stated by McDonough and McDonough (1997) saying that "the questionnaire affords a good deal of precision and clarity because the knowledge needed is controlled by questions" (p. 171). Also, it is considered as a tool that helps in gathering a huge amount of data with a minimum of time and effort, and it is less expensive. The teachers of oral expression module in the department of English -Tebessa- were asked about their ways and techniques of teaching the speaking skill in oral expression to permit the learners to practise the target language. They were asked also about their attitudes toward the use of English videos in oral expression sessions to improve the learners' speaking skills (vocabulary and pronunciation). Both open questions and closed ones were included in the questionnaire in order to get as valid information as possible.

▪ **Steps in Administering the Questionnaire**

The questionnaire was piloted by sending it via e-mail to five (05) teachers of oral expression in the department of English at Larbi Tébessi University for the purpose of identifying the items which were unclear, repetitive, and unnecessary. Some teachers suggested changing some questions; others suggested modifying the wording of some questions in the questionnaire as well as varying the options of the questions.

Thus, the questionnaire was modified and modelled by the researchers and the supervisor on previous teachers' feedback before it was sent to the sample (seven (07) teachers of oral expression).

The final version of the questionnaire (appendix X) comprises 21 items, grouped under three sections which are entitled as follows; background information, teaching the speaking

skill, video and the speaking skill (vocabulary and pronunciation). It includes five (05) open-ended questions; three (03) closed questions; three (03) Likert scale questions; and the remaining ten (10) are multiple choice questions. The researchers tried to avoid long questions, double-barrelled and leading questions.

2.1.8. Analysis Procedure

2.1.8.1. Analysis Procedure of the Pre-test and Post-test

After the collection of the pre-test and post-test, the data were scored according to its correctness. The scoring process was based on 20 points distributed over different activities; 10 marks for vocabulary and 10 marks for pronunciation. Furthermore, it was the researchers' supervisor who handled the scoring process in order to avoid researchers' subjectivity. Then, the scores of the pre-test and post-test for the EXG and CG were entered into SPSS (version 20) (see appendix XIII). The mean, t-test, and standard deviation were calculated. The independent t-test was used to compare the differences between the two groups' scores of the pre-test and the post-test.

Concerning the grammatical errors produced by the participants, the researchers did not use those deviations in the analysis process, just commented on them during the sessions, because the main concern is to analyze the effect of English video on vocabulary and pronunciation.

It is worthy to mention that the pre-test and post-test findings are oriented to answer the main question of the current study; Q1: what is the effect of using English videos on improving the second year students' vocabulary and pronunciation in the speaking skill in the department of English at Larbi Tébessi University .

2.1.8.2. Analysis Procedure of the Teachers' Questionnaire

Content analysis was followed by first listing the range of responses provided by the participants, and then grouping common features and recurrent themes. These themes were then subsumed as the main concluded points. Using this information, the sample's attitudes towards using English videos to develop vocabulary and pronunciation in speaking were identified. The teachers' questionnaire findings are aimed to answer the secondary question of this research; Q2: Do teachers of oral expression module in the department of English have positive attitudes towards using English videos to develop vocabulary and pronunciation in the speaking skill?

Section Two: Data Analysis and Interpretation

2.2.1. Analysis of the Pre-test and Post-test Data Using Independent Samples T-test

The use of the t-test involves revealing the effect of the independent variable (videos) on the dependent one (vocabulary and pronunciation in the speaking skill) and it includes the use of a null hypothesis (H_0) and alternative hypothesis (H_1) which runs as follow:

H_0 : there is no statistically significant difference between the control group and the experimental group at the level of vocabulary and pronunciation in the speaking skill.

Thus, $H_0: p \geq \alpha$. Where α is the significance value / $\alpha = 0.05$

H_1 : there is a statistically significant difference between the control group and the experimental group at the level of vocabulary and pronunciation in the speaking skill.

Thus, $H_1: p \leq \alpha$. Where α is the significance value / $\alpha = 0.05$

2.2.1.1. Independent Samples T-test of the Pre-test

Group	N	Mean	Std.Deviation
Control	27	8,8425	2,6522
Experimental	27	9,4814	2,2176

Table 01: Representation of Pre-test Group Statistics

Table 01 demonstrates the statistical description of both groups' pre-test results. It shows that the control group mean is (8.8425) with a standard deviation of (2.6522) indicating no considerable variance in the scores (the scores are consistent). The mean of the experimental group pre-test is (9.4814) with a standard deviation of (2.2176) reflecting no considerable variance in the scores (the scores are consistent). Therefore, both groups had almost the same scores, in spite of the tiny difference of 0.64 in favour of the experimental group. Thus, the sample can be said that it is homogenous.

Pair1: pre-test/ CG EXG	T	DF	Sig.(2-tailed)	Mean difference
	1,600	52	2,131	,6389

Table 02: Independent Samples T-Test Results of the Pre-test

Table 02 represents the statistical results of the independent samples T-test for the first pair. As it is shown, the difference between the two means of the control group and the experimental group pre-test is 0.6389.

The t value is 1.600 with a degree of freedom of 52. The two-tailed p of this pair is 2.131. Hence, in this case the p value is higher than 0.05 revealing no differences between the groups' performance in the pre-test. Accordingly, the control and the experimental groups had almost the same level of their vocabulary stock and pronunciation knowledge in their speaking skills.

2.2.1.2. Independent Samples T-test of the Post-test

Group	N	Mean	Std.Deviation
Control	27	10,0648	2,1310
Experimental	27	11,6388	1,9991

Table 03: Representation of Post-test Group Statistics

Table 03 displays the statistical description of both groups' post-test results. It reveals that the control group mean is (10.0648) with a standard deviation of (2.1310) showing no considerable variance in the scores. The mean of the experimental group post-test is (11,6388) with a standard deviation of (1.9991) revealing consistency in the scores. Therefore, the experimental group vocabulary stock and pronunciation have developed, it is obvious that the control group has made a slight progress but it was the experimental group which displayed better results.

Pair2 post-test/ CG EXG	T	DF	Sig.(2-tailed)	Mean difference
	2,799	52	,000	1,5740

Table 04: Independent Samples T-test Results of the Post-test

Table 04 represents the statistical results of the independent samples T-test for the second pair. As it is demonstrated, the difference between the two means of the control group and the experimental groups' post-test is 1.5740. The t value is 2.799 which exceeds the critical value $t = 0.02$ with a degree of freedom 52. The two-tailed p of this pair is 0.000. Thus, in this case the p value is lower than 0.05 revealing significant difference between the group's performances in the post-test, hence the null hypothesis is rejected and the alternative hypothesis is accepted. Accordingly, the progress achieved by the experimental group is not accidental or due to extraneous factors than the independent variable (English videos).

✓ **General Findings**

→ **Vocabulary**

The groups' marks and means of the pre-test activities of vocabulary (see appendix XI and appendix XII) demonstrated that they were weak. But the way the researchers proceeded (teaching the EXG with English videos and teaching the CG without English videos) yielded quantitatively better results with the EXG. It is apparent that backing up the oral expression courses with the English videos provided the participants with a rich source of vocabulary items that are important to speak fluent English.

→ **Pronunciation**

The same thing can be stated about pronunciation. Although both groups started with a feeble level in English pronunciation (based on groups' marks and means in the pre-test as far

as pronunciation is concerned) (see appendix XI and appendix XII), the EXG achieved better results. No doubt that this was gained due to the integrated English videos and the pronunciation activities associated with them.

2.2.2. The Analysis of the Teachers’ Questionnaire

1. Section One: the Teachers' Background Information

- **Item 1: Would you please specify your degree?**

	Magister degree	Master degree	Doctorate degree	total
Participants	5	1	1	7
Percentage %	71.4	14.3	14,3	100

Table 05: Teacher's Degrees

The results displayed in the table above demonstrate that the majority of the teachers 71.4% have magister degree, 14.3% have master degree, and only one teacher representing the percentage of 14.3% is a doctor.

- **Item 2: How many years have you been teaching English at the University ?**

	Less than year	7years	8years	10 years	13 years	Total
Participants	1	2	1	2	1	7
Percentage %	14.2	28.6	14.3	28.6	28.6	100

Table 06: Years of Teaching English at the University

The results shown in the table above indicate that 57.2% of the teachers have been teaching English at the University for 10 to 13 years. The remaining teachers, their years of teaching English at the University range from less than 1 year (14.2%) and 07 years (28.6%) to 8 years (14.3%). The objective of this question is to know whether the questionnaire participants have enough experience in teaching English at the University and therefore are familiar with the different teaching techniques.

- **Item 3: How many years have you taught oral expression?**

	Less than year	1 year	3 years	5 years	6years	total
Participants	1	1	3	1	1	7
Percentage %	14.3	14.3	42.8	14.3	14.3	100

Table 07: Years of Teaching Oral Expression Module

The objective from asking this question is to determine whether the oral expression teachers have enough experience in teaching the oral expression module or not, to know whether they are aware of the suitable methods and techniques which can be used in teaching the speaking skills. Based on the table above, 42.8% of the teachers have been teaching oral expression module for 3 years. The remaining teachers, who represent the percentage of 57.2%, stated that their years of teaching the oral expression module ranged from less than 1 year to 6 years.

2. Section Two: Teaching the Speaking Skill

- **Item 4: How do you consider teaching the speaking skill? Explain?**

	Easy	difficult	Very difficult	Total
Participants	1	5	6	7
Percentage %	14.3	71.4	14.3	100

Table 08: Teachers' Views about Teaching the Speaking Skill

The majority of teachers (71.4%) claimed that teaching the speaking skill in particular is difficult due to many reasons such as:

- It requires a careful choice of interesting topics and activities.
- It demands a lot of preparation in addition to the lack of means and tools like headphones in laboratories.

14.3% considered teaching the speaking skill very difficult because of the difficulty of making students talk due to the difference in their levels. Only one teacher said that it is easy to teach the speaking skill because it has its challenges.

- **Item 5: Which skill you give more importance in teaching oral expression?**

	Listening	speaking	Both	Total
Participants	0	0	7	7
Percentage %	0	0	100	100

Table 09: The Teachers' Skill Focus

According to the answers, all the teachers representing the percentage of 100% concentrate on both language skills during the session of oral expression.

- **Item 6: During speaking activities, how do the majority of students act?**

	Interact, speak and participate freely	Say few words	Keep silent and do not interact	Total
Participants	2	5	0	7
Percentage %	28,6	71.4	0	100

Table 10: Students' Reactions

The table above demonstrates that 71.4% of the teachers said that their students say few words and 28.6% of teachers said that their students interact, speak and participate freely during the oral expression session.

- **Item 7: What do the Learners need to practise the English language during an oral session?**

	Vocabulary related to the topic	The correct pronunciation of words related to the topic	Both	total
Participants	1	0	6	7
Percentage%	14.3	0	85,7	100

Table 11: Students' Needs

The objective of this question is mainly to know the students' needs in order to speak the English language easily and fluency during the oral expression session. The majority of the teachers 85.7% agreed that students need a vocabulary stock with its correct pronunciation in order to be able to speak the English language and communicate their ideas effectively. Only one teacher said that students need only vocabulary related to the topic to practise the English language.

- **Item 8: What are the main objectives of teaching speaking? If there are others mention them. (You can opt for more than one option)**

	A	B	C	d (all of them)	others	total
Participants	2	0	2	3		7
Percentage %	28.6	0	28.6	42.8		100

Table 12: Objectives of Teaching Speaking

The answers demonstrate that the majority of the teachers (42.8%) agreed that the objectives of teaching speaking are equipping the students by the needed vocabulary items with their correct pronunciation to be able to speak the English language easily, to make students able to communicate at least meaning ,and to improve the students' communicative skills. Other teachers (28.6%) claimed that the objective of teaching speaking is to improve the students' communicative skills. The remaining teachers (28.6%) stated that the objective of teaching speaking is to equip the students with the needed vocabulary with its pronunciation to speak the English language easily.

Item 9: How often do you use teaching aids in teaching the speaking skills?

	Always	Often	sometimes	Rarely	Total
Participants	0	6	2	0	7
Percentage %	0	85.7	14.3	0	100

Table 13: Teaching Aids Use

The findings obtained from the table demonstrate that 85.7% of the teachers use teaching aids in teaching the speaking skill which means that they are aware of their usefulness and benefits to the students. The remaining one claimed that she/ he sometimes used teaching aids.

- **Item 10: What kind of aids do you use? (You can opt for more than one option) why?**

	Visual aids	Audio aids	Audio-visual aids	all	Total
Participants	0	1	2	4	7
Percentage %	0	14.3	28.6	57.1	100

Table 14: Types of Teaching Aids

The findings in the table above demonstrate that 57.1% of the teachers use all the types of aids, visual aids and audio-visual aids for the following reasons:

- ✓ These aids help students to understand vocabulary items and their appropriate use in different contexts.
- ✓ They motivate the students to speak.
- ✓ They help students grasp the words' correct pronunciation.
- ✓ They enable them to know people's cultures.

28.6% of the teachers use the audio-visual aids like (video, documentaries and video clips) arguing that they permit the students to see language in use. Only one teacher 14.3% said that she/ he used audio aids like tape recorders because they are the most available ones. She/ he further claimed that no one can deny the usefulness of the visual and the audio-visual aids if they are easy to afford in the universities.

- **Item 11: As an oral expression teacher, which type of the audio visuals is considered suitable for an oral expression session at the University? (You can opt for more than one option) Justify.**

	Video clip	Real life documentary	movie	all	Total
Participants	3	2	1	1	7
Percentage %	42.8	28.6	14.3	14.3	100

Table 15: The Suitable Audio-visual Type

Based on the table, the video clip is considered as the most suitable teaching aid (42.8%) in the oral expression sessions by the respondents. 28.6% of the teachers chose the real life documentary as a suitable teaching aid. One teacher considered that all the types are suitable in the oral expression sessions. Only one teacher 14.3% chose movie as the most appropriate. Most of the questionnaire participants agreed in their justifications that video clip is short and suitable for an oral expression session; others claimed the same thing for real-life documentary.

3. Section three: video and the speaking skills (vocabulary and pronunciation)

- **Item 12: English videos are useful resources for oral English language teaching?**

	Strongly agree	Agree	neutral	disagree	strongly disagree	total
participants	4	3	0	0	0	7
Percentage %	57.1	42.9	0	0	0	100

Table 16: English Videos and Oral English Language Teaching

Based on the table above, most teachers (57.1%) strongly agreed with stating that English videos are useful resources for oral English language teaching, the remaining percentage 42.9% of teachers agreed with the same point, no teacher is against this idea.

- **Item 13: In your opinion to which extent teaching oral expression based on videos contribute to developing learners’ communicative skills (listening and speaking)?**

	Too much	Not too much	to some extent	total
Participants	4	1	2	7
Percentage %	57.1	14.3	28.6	100

Table 17: Videos’ Contribution to the Communication Skill

The majority of the teachers (57.1%) believed that using videos will contribute to developing the learners communicative skills, while some of them (28.6%) believed they will contribute to some extent and the remaining teacher (14.3%) believed that videos will not contribute too much to developing learners’ communicative skills (listening and speaking) .

- **Item 14: English videos are useful resources for teaching and mastering English vocabulary related to different topics.**

	Strongly agree	Agree	neutral	disagry	strongly disagree	total
participants	0	7	0	0	0	7
Percentage %	0	100	0	0	0	100

Table 18: English Videos and Vocabulary Mastery

All the teachers regarded that videos are useful resources for providing the learners with English vocabulary related to different topics.

- **Item 15: English videos can provide the learners with the correct pronunciation of different words.**

	Strongly agree	Agree	neutral	disagry	strongly disagree	total
participants	0	7	0	0	0	7
Percentage %	0	100	0	0	0	100

Table 19: English Videos and Words’ Pronunciation

As it is shown in the table, all the teachers 100% considered that videos can provide the learners with the correct pronunciation of different words.

- **Item 16: If you have used or if you have the chance of using videos during oral expression session, for which assignment are you going to use them? If there are others mention them.**

	General debate on video theme	Group discussion or debate	others	total
Participants	3	4		7
Percentage %	42.9	57.1		100

Table 20: Videos' Assignment

The objective of this question is to know for which task oral expression teachers can use videos. Most of them 57.1% said they used them for group discussion and debate. 42.9% of teachers used videos for general debate on the videos' theme.

2.2.3. Discussion

Developing the learners' speech using the target language which is in this context, the English language requires a mastery of vocabulary items with the awareness of their correct pronunciation in addition to other aspects of language (Celce- Murcia and Olshtain, 2000, p. 175). However, the second year LMD students of English in the department of English at Larbi Tébéssi University lack the needed vocabulary items and their pronunciation to be able to speak the English language effectively. Çakir.I (2006, p. 68) has drawn the attention to the fact that using audio visual-aids like videos act as a remedy and a bridge for the foreign language learners' lack of vocabulary and pronunciation, hence improving their speaking skills.

The analysis of the pre-test scores of both groups, the control group and the experimental group, showed that both of them possess the same level as far as vocabulary and

pronunciation are concerned in their speaking skill, which is relatively weak. Their level and the difficulty to speak the English language reflects Zhang's claim (2009, p. 91) which maintains that the learners' difficulty of speaking and practising the foreign language can be translated by a lack of vocabulary, lack of grammatical and socio-cultural knowledge, and lack of knowledge about the words' correct pronunciations.

In the treatment phase, the researchers tried to follow Çakir's (2006,p. 68) and Crystal's claim (2002, p. 282), which entails that the integration of technology in classes has a major effect on language with all its aspects through teaching the experimental group the oral expression module using English videos to improve their vocabulary and pronunciation in the speaking skill.

The analysis of the post-test indicates that there is a significant difference between the control group and the experimental group results after the treatment. This answers the main question of the current study (Q1: what is the effect of using videos on improving second year students vocabulary and pronunciation in the speaking skill in the department of Larbi Tébessi University ?). This supports the claim of Harji et al (2010) and Montero Perez, Peters Elke and Desmet Piet (2018) and Musrafidin .S (2018) who have conducted studies and proved that the use of videos has a positive effect on developing the learners' vocabulary and pronunciation in their speaking skills. Thus, the research hypothesis is confirmed.

Additionally, the teachers' questionnaire findings are oriented to answer the secondary question of this research. Although a small group of the sample used may have limited the data interpretation, but it does provide some initial information and perception about the teachers' attitudes towards using videos in teaching speaking in the department of English at Larbi Tébessi University.

The findings are summarised below:

Section 1: Teacher's Personal Information

The information obtained from this section demonstrated the following:

- The majority of the teachers have magister degree.
- The majority of oral expression teachers are experienced enough, hence it can be said that they are equipped with different methods and are aware of effective techniques to be used in teaching oral expression module.

Section 2: Teaching the Speaking Skill

The information obtained from the section demonstrated the following:

- Most of the teachers considered that teaching the speaking skill is a difficult task since it needs a careful selection of topics and activities.
- Oral expression teachers oriented their attention to both language skills; speaking and listening.
- All oral expression teachers agreed that the main learners' needs to speak English fluently are vocabulary stock with its correct pronunciation and its appropriate use.
- For most oral expression teachers, the main objectives of teaching speaking are to equip the learners with the needed vocabulary and the correct pronunciation and to improve their communicative skills.
- Most teachers claimed that they appreciate the role of audio-visual aids like videos in developing the speaking skill due to the fact that they permit the learners to see the language in use, facilitate the understanding of vocabulary as well as grasping the correct pronunciation of words and their appropriate use in different contexts.

Section 3: Video and the Speaking Skills (Vocabulary and Pronunciation)

The information obtained from this section highlighted the following:

- The majority of teachers have positive attitudes toward using videos by considering them as a useful resource for teaching and mastering English vocabulary and its pronunciation. Hence, they help improve the learner's speaking skills (vocabulary and pronunciation)
- Oral expression teachers' preferred to use videos for the assignment of discussing the videos' themes and debating during the oral expression session.

That is to say, the questionnaire findings answer the secondary question of this study (Q2: do teachers of oral expression module in the department of English at Larbi Tébessi University have positive attitudes towards using videos in teaching speaking?) and confirm the research assumption.

All in all, the general hypothesis of the present study; if videos were adopted in teaching oral expression, students' speaking skills (vocabulary and pronunciation) would improve, and the assumption of the current study; it is assumed that teachers of the department of English at Larbi Tébessi University have positive attitudes towards using videos to teach speaking, are confirmed.

Conclusion

In this chapter, the first section provided a descriptive framework about the procedures adopted to test the efficacy of using videos on improving learners' speaking skills as far as vocabulary and pronunciation are concerned. The second section has demonstrated the statistical results of the quasi-experiment and the analysis of the teachers' questionnaire. The result of the T-test confirms that the experimental group showed a noticeable development as far as vocabulary and pronunciation are concerned. Besides, the findings of the teachers' questionnaire demonstrated that the oral expression teachers appreciated the use of the videos in teaching the speaking skills (vocabulary and pronunciation).

Limitations of the Study

The limitations of the current study are:

- The researchers are aware of the threats of conducting a quasi-experiment; however, the lack of the classrooms and the lack of time prevented them from opting for a true-experiment.
- The time allotted for the treatment was not sufficient because of the absence of the sample's oral expression teacher. Therefore, the researchers minimized the number of treatment sessions.
- The number of oral expression teachers in the department of English at Larbi Tébessi University is relatively small which explains the small sample.
- The researchers wanted to calculate the paired samples t-test to compare the same group scores of the pre-test and the post-test, however the difficulty of recontacting the teacher of statistics due to the quarantine prevented the researchers to do so.

Recommendations

Results from this research led the researchers draw these recommendations and suggestions:

This study encourages EFL teachers to change their concentration on grammar only to paying attention to vocabulary and pronunciation as well.

Moreover, the researchers recommend EFL teachers to make use of videos as an educational aid to develop their learners' vocabulary and pronunciation. It is also recommended that videos should be associated with learning activities that target vocabulary and pronunciation among other aspects of language.

This research is an attempt to shed light on the effect of watching English videos on the learner's speaking skills mainly vocabulary and pronunciation. It led the researchers to recognize that such a technique is very valuable and useful. But further investigations about the same issue can be conducted from other angles and in different contexts.

General Conclusion

This research has investigated the effect of using videos on the improvement of students of English at Larbi Tébessi University speaking skills as far as vocabulary and pronunciation are concerned. The main aim of this research was to make use of videos in teaching oral expression in order to improve the EFL learners' speaking skills (vocabulary and pronunciation).

This dissertation includes two chapters. A theoretical chapter that focused on reviewing related literature to the focal points of this research. This chapter consists of two sections. The first section provides a general overview of the speaking skill taking into consideration the focal investigated points in this research; vocabulary and pronunciation. The second section has displayed an overview of the videos and the way they are adopted to improve the vocabulary and pronunciation.

The second chapter represents the fieldwork of this research. It offers an account of the quasi-experiment conducted by the researchers in the department of English, at Larbi Tébessi University, in addition to the questionnaire that was administered by the researchers to oral expression teachers at the same University. Two groups of second-year LMD students of English at Larbi Tébessi University have been non- randomly selected to be the experimental and the control group. The experimental group have been taught by the researchers using videos (the treatment) while is the control group have been taught by the researchers using the traditional method (audio recorders). This phase lasted for three sessions for both groups. The results of this study were based on a pre-test and a post-test. The quantitative analysis of the data highlighted a significant difference in the means of the experimental group. Moreover, the analysis of the T-test showed that there is a difference between the groups occurred. The difference was in favour of the experimental group which demonstrated a noticeable

development as far as vocabulary and pronunciation are concerned due to the use of the videos. Additionally, the questionnaire findings revealed that most of the oral expression teachers have positive attitudes towards using the videos to develop vocabulary and pronunciation in the speaking skill. Consequently, the obtained results confirmed the general research hypothesis and assumption. This entails that EFL learners learn more vocabulary with its pronunciation easily when integrating the technique of the videos in the oral expression module.

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<https://cutt.ly/hiibTfz>

<https://cutt.ly/hiincGK>

<https://cutt.ly/kiiWoYqy>

<https://cutt.ly/NiiEJ7f> (video converted into audio)

List of Appendices

Appendix I

The Pre-test: EG /CG

Lesson Plan

Course: Oral Expression	Class: Second year	Topic: Cosmetic Surgery	Date: 24th Feb
Materials: Recorder + Speaker + White board		Duration: 90 minutes	

Goal:

Evaluating the students' level in speaking English taking into consideration their use of vocabulary and their pronunciation of words

Procedure:

→ Pre-listening (20 minutes):

Warm up:

- After greeting and calling the students' names, the teacher asks a number of questions related to the topic in order to get the students involved.
- Examples of questions: what the American singer Michel Jackson is famous for?
Through which did he alter his broken nose?

→ While listening (40 minutes):

a- Listening:

- The teacher plays the recorder which talks about cosmetic surgery. After skimming the questions, the students are allowed to listen to it twice.

b- Practice:

- The students are required to answer some of the printed activities:
 - ✓ **Activity 01: true or false.**

Objective: getting the students engaged with the topic

Listen to the record, and then say whether these sentences are true or false.

- a) Police could not match passport photos with air passengers' faces.
- b) Immigration officials could not identify three women at an airport.

- c) Korean clinics specialized in making client look more eastern.
- d) The three women do not know when they can go back to china.
- e) China is the cosmetic surgery capital of the world.
- f) The record says half of South Korean women have had cosmetic surgery.
- g) The record says parents are telling kids not to have cosmetic surgery.
- h) Half a million Chinese have cosmetic surgery in S.Korea every year.

✓ **Activity 02: Synonymy match.**

Objective: testing the students' knowledge of vocabulary related to cosmetic surgery.

Match each word with its synonyms:

- | | |
|------------|-------------------------------------|
| ➤ Stranded | a- enlarged |
| ➤ Looks | b- up in the air |
| ➤ Swollen | c- metropolis |
| ➤ Unclear | d- helpless |
| ➤ Capital | e- appearance |
| ➤ Bandaged | f- gauze to protect wound or injury |

✓ **Activity 03: Matching the halves.**

Objective: testing the students' ability to formulate discourse.

Listen again to the record and match the phrases below.

- | | |
|--|-----------------------|
| 1) Three Chinese women were left | a- swollen |
| 2) Held for | b- with south Koreans |
| 3) Their faces were | c- stranded |
| 4) Encourage their children to undergo | d- their identity |
| 5) Hugely popular | e- surgery |
| 6) Passport officials cannot confirm | f- questioning |

✓ **Activity 04: explaining the words in relation to the context of the recorder.**

Objective: testing the students' ability to link vocabulary items with their context (cosmetic surgery).

Use your dictionaries to explain the words below, then select the meaning that suits the context of the recorder.

- Match
- Allow.....
- Look
- Surgery

✓ **Activity 05 and activity 06:**

Objective: testing the students' pronunciation of the words related to the topic:

Match the following words according to their sounds, write them down under the phonetic symbols.

Chinese - photos - their - in - china - website

/ð/	/f/	/i:/	/I/	/ai/

Put a slash (/) to separate words as they appear in connected speech.

Threechinesewomencannotleaveasouthkoreanairportbecausetheirpassportphotosdonotmatchtheirfacethewomenhadjustcosmeticsurgeryitchangedtheirfacessomuchthatpassportofficialscan notconfirmtheiridentity

c- Correction:

The teacher corrects the activities together with students.

→ Post-listening (30 minutes):

Objective: testing the students' ability to use the newly learned vocabulary with its pronunciation in their discussion of the topic.

- The students discuss the topic of the recorder.
- The teacher asks such questions to stimulate the discussion:
 - Are you with or against undergoing cosmetic surgery? Why?
 - If you have the chance of doing cosmetic surgery, what part of your body would you change? Why?

Appendix II

The treatment phase

Session one: CG

Lesson Plan

Course: Oral Expression	Class: Second year	Topic: Judgment	Date: 25th Feb
Materials: Recorder + Speaker	Duration: 90 minutes		

→ **Lesson Objectives :**

- Getting the students involved with the topic
- Equipping the students with the needed vocabulary items related to the topic to be used later on the discussion
- Providing the students with the correct pronunciation of the words related to the topic

→ **Procedure:**

Pre-listening (20 minutes):

Warm up :

- ♦ Greeting and calling the students' names
- ♦ Asking questions :
 - Do you rely on peoples' appearance when you make judgments about them?
 - Is it always the case when you judge a person based on his/her appearances?

While-listening (40minutes) :

a. Listening:

The students listen to an audio record about prejudging people from their appearances.

After skimming the activities, the students are allowed to listen to the audio recorder twice.

b. Practice :

The students are required to answer the printed activities which tackle the same topic of the recorder.

Activity 01: reordering the sentence.

Reorder the sentences.

- Grateful :
- Distance :

Activity 05: the transcription of the words:

Tick the correct transcription of the words:

- a. deal /di:l/ /dɪl/
- b. cookie /kʊki/ /kɒki/
- c. irritated /ɪrɪteɪtɪd/ /ɪri:teɪtɪd/

activity 06: marking intonation

Intonation :

- ❖ how ungrateful could that man be!
- ❖ He was totally shocked
- ❖ He took a sit next to a man.

c. Correction:

The teacher corrects the activities together with the students.

Post-listening: (30 minutes):

- ✓ Students discuss the topic of the recorder using what they have learned (vocabulary+ pronunciation)
- ✓ The teacher asks such questions to stimulate the discussion :
 - Have you ever experienced judging people based on their physical appearances?
 - If so, what have you learned from these experiences? Give pieces of advice to those who prejudge people before understanding what happens to them?

Appendix III

Session one: EG

Lesson Plan

Course: Oral Expression	Class: Second year	Topic: pre-judgment	Date: 25th Feb
Materials: video + Speaker +overhead projector		Duration: 90 minutes	

→ **Lesson Objectives:**

- Get the students engaged with the topic
- Equip the students with the needed vocabulary items related to the topic to be used later on in the discussion
- Demonstrate how discourse is formulated within the connected speech
- Provide the students with the correct pronunciation of the words related to the topic

→ **Procedure:**

Pre-watching (20 minutes):

Warm up:

- ♦ Greeting and calling the students' names
- ♦ Asking questions :
 - Do you rely on peoples' appearance when you make judgments about them?
 - It is always true when you judge a person from his/her appearances?

While-watching (40minutes):

a. Watching:

The students watch a video about a rich man who prejudged a homeless man without understanding his whole story.

After skimming the activities, the students are allowed to watch the video twice.

b.Practice:

The students are required to answer the printed activities which tackle the same topic of the video.

Activity 01 : true or false :

Watch the video, and then say whether these sentences are true or false.

- The man could not buy medicine for his son.
- The man needs money to buy alcohol.
- The man's medical insurance is expired.
- At the beginning, the chemist helps the homeless man.
- The rich man gives the homeless man money to buy medicine.
- The homeless man lost his job.

Activity 02: synonymy match:

Match the word with its synonyms :

- | | |
|----------------------|--|
| 1) Laid-off | a- made unemployed or redundant |
| 2) Pathetic | b- no longer valid |
| 3) Spare | c- small amounts of money especially coinage |
| 4) Drunk person | d- alcoholic man |
| 5) Expired | e- arousing pity, sympathy |
| 6) Medical insurance | f- insurance for the cost of medical treatment paid by companies for their employees |

Activity 03: fill in the gap:

Watch the video and fill in the gaps.

(Pathetic-my son-is expired-your dad-medicine-medical insurance)

- Leave everything tookay.
- I am sorry sir but this.....
- Any spare change for.....it's for my son.
- More like to get drunk, you 're.....
- Do not have.....he was trying to help his son .
- I need some.....my son is very sick.

Activity 04: vowel insertion:

Insert the vowels (a, i, u, e, o) :

..h..v.. you s....n a g..y with a d..rty wh..t.. and bl..ck p..nts?

Activity 05: the transcription of the words:

Tick the correct transcription of the word.

Need	/ni:d/	/nɪd/	/ nəd/
Pathetic	/ pəθɪtɪk/	/ pəθetɪk/	/ pəðetɪk/
Problem	/prɒbləm/	/prɒblɪm/	/ prɒbləm/

Activity 06: marking intonation:

Mark the Intonation ↗ or ↘

- ❖ For your son?
- ❖ Any spare change sir?
- ❖ Do you have any medical insurance?
- ❖ I lost my job.

c.Correction:

The teacher corrects the activities together with the students.

Post-listening : (30 minutes) :

- ✓ Students discuss the topic of the video using the learned vocabulary items with their correct pronunciation.
- ✓ The teacher asks such questions to stimulate the discussion :
 - Have you ever experienced judging people basing on their physical appearances?
 - If so, what have you learned from these experiences? Give pieces of advice to those who prejudge people before understanding what happens to them.

Appendix IV

Session two: CG

Lesson Plan

Course: Oral Expression	Class: Second year	Duration: 90 minutes	Date: 2nd March
Materials: Recorder + Speaker + White board		Topic: Spending more time with family	

→ **Lesson Objectives :**

- Define the words related to the topic
- Develop the student knowledge about the spelling system of words
- Equip the students with the correct pronunciation of the vocabulary items related to the topic.

→ **Procedure :**

pre-listening (20 minutes):

Warm up :

- ♦ Greeting and calling the students' names
- ♦ Asking such a questions :
 - When patients in their death bed were asked what their number one regret in their lives was? Do you know what it was the answer?

While-listening (40minutes) :

a.Listening :

The students listen to an audio record about the necessity of spending enough time with family.

After skimming the activities, the students are permitted to listen to the audio record twice

b.Practice :

The students are required to answer the printed activities which tackle the same topic of the audio

Activity 01: fill the gaps

Listen then fill in the gaps:

What does family? In a perfect world, all families should be happy and everyone should together. I know Families that have many problems. Brothers and sisters each other, parents who never talk to each other. I wonder why this is. How can you live Your family members and feel apart from them? There is a lot of talk..... About the family life.

Activity 02: correcting the spelling of the words

Correct the spelling of the words:

- Cdeivro is rising everywhere in the world.
- This means single estapnr have less time.
- It screea problems.
- The sssret of modern life puts too much pressure on seifalim.
- It seems as though family life was better a oegraneint or two age.

Activity 03:

From your listening to the audio, write the word that suits the provided definition. Take into consideration the context of the audio.

- Legal dissolution of a couple.....
- Ask certain questions to get information
- Falling apart or the collapse or the division of things.....
- All people of about the same age within a society or within a particular family.....
- A difficult situation that makes you feel worried or unhappy.....

Activity 04:

match the following words according to their sounds, write them down under the phonetic symbols.

Pressure - children - stress - ago - rising - about

/tʃ/	/ʃ/	/ə/	/S/	/aɪ/

c. Correction:

The teacher corrects the activities together with the students.

Post-listening : (30 minutes) :

- ✓ Students discuss the topic of the audio using the learned vocabulary items with their correct pronunciation.
- ✓ The teacher asks such questions to stimulate the discussion :
 - Is there any convincing reason behind not spending enough time with family?
 - What can you say to those who are neglecting their families saying that they are busy doing their busnisses?

Appendix V

Session two: EG

Lesson Plan

Course: Oral Expression	Class: Second year	Duration: 90 minutes	Date: 2nd March
Materials: video+ Speaker +Overhead projector		Topic: Spending more time with family	

→ **Lesson Objectives :**

- Define the words related to the topic
- Relate the vocabulary with its context
- Develop the student knowledge about the spelling system of words
- Equip the students with the correct pronunciation of the vocabulary items related to the topic.

→ **Procedure :**

pre-watching (20 minutes):

Warm up :

- ♦ Greeting and calling the students' names
- ♦ Asking such questions :
 - When patients in their death bed were asked what their number one regret in their lives was? Do you know what it was the answer?

While-watching (40minutes) :

a.watching :

The students watch a video about a busy man who does not spend enough time with his family.

After skimming the activities, the students are permitted to watch the video twice

b.Practice:

The students are required to answer the printed activities which tackle the same topic of the video.

Activity 01: defining words from the video:

Watch the video and define the words below:

- Starving:
- Mad:
- Selfish:

Activity 02: relating the expression with its context:

What do these expressions stand for according to the context of the video:

- Am I an ATM?
- Feel free to dig in.

Activity 03: correcting the spelling of the words:

Correct the spelling of the words:

- ✓ He said he was ginwkor late today.
- ✓ Well that's tpppieniaroar question to ask.
- ✓ Can I rowbro 20\$.
- ✓ Nothing is ever gnohue.
- ✓ When I was ginrowg up.
- ✓ I dustanerdn.

Activity 04:

'often' is pronounced in two ways, write the two transcription forms of this word.

- **Often:** / / / / /

Activity 05:

Match the following words according to their sounds, write them down under the phonetic symbols.

Selfish – much – sure – toy

/tʃ/	/ʃ/	/ɔɪ/	/aʊ/

c. Correction:

The teacher corrects the activities together with the students.

Post-watching : (30 minutes) :

- ✓ Students discuss the topic of the video using the learned vocabulary items with their correct pronunciation.
- ✓ The teacher asks such questions to stimulate the discussion :
 - Is there any convincing reason behind not spending enough time with family?
 - What can you say to those who are neglecting their families saying that they are busy to make their lives?

Appendix VI

Session three: CG

Lesson Plan

Course: Oral Expression	Class: Second year	Duration: 90 minutes	Date: 3rd March
Materials: Recorder + Speaker		Topic: internet addiction	

→ **Lesson Objectives :**

- Get the students engaged in the topic
- Demonstrate the words' synonyms according to their context
- Provide the students with the correct pronunciation of the words related to the topic.

→ **Procedure:**

Pre-listening (20 minutes):

Warm up :

- ♦ Greeting and calling the students' names
- ♦ Asking such a questions :
 - How many social media accounts do you have?
 - How often do you use them?

While-listening (40minutes):

a.Listening :

The students listen to an audio record about internet addicts and how it should be dealt with them.

After skimming the activities, the students are permitted to listen to the audio record twice

b.Practice :

The students are required to answer the printed activities which tackle the same topic of the audio

Activity 01: true or false:

Listen and say whether these sentences are true or false.

- a.** The survey showed internet addicts needed to get online regularly.

- b. The professor said addicts had no problem with day-to-day activities.
- c. Internet addicts suffer from depression more than non-addicts.
- d. Internet addicts find it more difficult to manage their time.
- e. We need to know if mental health problems create internal addiction.

Activity02: synonymy match:

Match each word with its synonym.

- | | |
|------------------|--------------|
| A. Survey | led to |
| B. Caused | signs |
| C. Regularly | study |
| D. Significantly | frequently |
| E. Symptoms | considerably |
| F. Find out | discover |

Activity03: words' collocates

Write collocates, other meanings, synonyms for the words bellow:

Internet

Addiction

Activity 04:

Tick the correct transcription of the word.

- **Symptom:**

/sɪmptəm/-/sɪmptəm/

- **Implusiveness:**

/ɪmpʌlsɪvnəs/-/əmpulsɪvenəs/

- **Health:**

/heɪθ/-/hæɪθ/

- **Mental:**

/mɜ:ntəl/-/mentəl/

c. Correction:

The teacher corrects the activities together with the students.

Post-listening: (30 minutes):

- ✓ Students discuss the topic of the audio using the learned vocabulary items with their correct pronunciation
- ✓ The teacher asks such questions to stimulate the discussion :
 - Imagine that you are in a place where you have everything except for the internet; can you live in this place?
 - Are you addicted to the internet?
 - What can you give as pieces of advice to those who are addicted to the internet?

Appendix VII

Session three: EG

Lesson Plan

Course: Oral Expression	Class: Second year	Duration: 90 minutes	Date: 3rd March
Materials: video+ Speaker + Overhead projector		Topic: internet addiction	

→ **Lesson Objectives :**

- Get the students engaged in the topic
- Explain the meaning of the vocabulary items related to the topic
- Link vocabulary with its context
- Provide the students with the correct pronunciation of the words related to the topic.

→ **Procedure :**

Pre-watching (20 minutes):

Warm up :

- ♦ Greeting and calling the students' names
- ♦ Asking such a questions :
 - How many social media accounts do you have?
 - How often do you use them?

While-watching (40minutes):

a.watching:

The students watch the video about people who are addicted to the internet taking an example Chinese people and how it should be deal with them.

After skimming the activities, the students are permitted to watch the video twice

b.Practice:

The students are required to answer the printed activities which tackle the same topic of the video.

Activity 01: true or false:

Watch the video and say whether these sentences are true or false.

/əbu:z/-/əbju:z/

➤ **Obsession:**

/ɒbseʃən/-/əbseʃən/

➤ **Technology:**

/teknɒlədʒi/-/teknɒləʒi/

c. Correction:

The teacher corrects the activities together with the students.

Post-watching : (30 minutes) :

- ✓ Students discuss the topic of the video using the learned vocabulary items with their correct pronunciation
- ✓ The teacher asks such questions to stimulate the discussion :
 - Imagine that you are in a place where you have everything except for the internet; can you live in this place?
 - Are you addicted to the internet?
 - What can you give as pieces of advice to those who are addicted to the internet?

Appendix VIII

Post-test: CG

Lesson Plan

Course: Oral Expression	Class: Second year	Duration: 90 minutes	Date: 9nd March
Materials: audio recorder+ Speaker		Topic: Money cannot buy happiness	

→ **Lesson Objectives :**

- Provide the students with the appropriate vocabulary items related to the topic, taking into consideration the context, to be used later in the discussion of the topic
- Demonstrate the correct pronunciation of the vocabulary items related to the topic.

→ **Procedure :**

pre-listening (20 minutes):

Warm up :

- ♦ Greeting and calling the students' names
- ♦ Asking such a questions :
 - How can you define happiness?
 - What do you need to be happy in your life?

While-listening (40minutes):

a.listening:

The students listen to an audio record about a study which confirms that money is not the only way to be happy.

After skimming the activities, the students are permitted to listen the audio twice

b.Practice:

The students are required to answer the printed activities which tackle the same topic of the audio

Activity 01: true or false:

Listen to the audio and say whether these sentences are true (t) or (f) false.

-A researcher said spending money was as important as finding a job.

-Buying the right things can make people happy.

-A study was done in Cambridge University about money and happiness.

-A researcher said the study would not change our ideas about money.

Activity 02: matching the words with its meaning:

Match each word with its meaning according to the audio.

- The root a.enhance
- Increase b.the state of feeling healthy and happy
- Express c.suggest
- Recommend d.suit
- Well-being e.display
- Fit f.the origin of something bad

Activity 03: fill in the gaps:

Listen to the audio and fill in the gaps.

A song from the English pop group the Beatles told us that money cannot buy is love. Many people also believe that money cannot In fact, this is an expression that says money is the root of all However, a new study from Cambridge University that money can buy you happiness.

Activity 04: words' collocates:

Write collocates, other meanings, synonyms for the words below:

Money:

Happiness:

Business:

Care:

Activity 05: marking intonation:

Mark the intonation.

→ Is buying the right things can make people happy?

→ Spending money could be more important in our lives.

→ How money important is!

Appendix IX

Post-test: EG

Lesson Plan

Course: Oral Expression	Class: Second year	Duration: 90 minutes	Date: 9nd March
Materials: video+ Speaker + Overhead projector		Topic: Money cannot buy happiness	

→ **Lesson Objectives :**

- Get the students engaged in the topic
- Provide the students with the appropriate vocabulary items related to the topic, taking into account the context, to be used later on in the discussion of the topic
- Demonstrate the correct pronunciation of the vocabulary items related to the topic.

→ **Procedure :**

pre-watching (20 minutes):

Warm up :

- ♦ Greeting and calling the students' names
- ♦ Asking such a questions :
 - How can you define happiness?
 - What do you need to be happy in your life?

While-watching (40minutes):

a.watching:

The students watch a video about a man who definitely links happiness with money and then realizes his fault.

After skimming the activities, the students are permitted to watch the video twice

b.Practice:

The students are required to answer the printed activities which tackle the same topic of the video.

Activity 01: true or false:

Watch the video then say whether these sentences are true or false.

- The family did not go to the beach because the father gains a lot of money from the power ball game.
- The father refused to go to the beach because it costs a lot of money.
- Mike's wife abandoned him because he is poor.
- The father changed his mind after he realized his fault.

Activity 02: matching the words with its meaning:

Match each word with its meaning.

- | | |
|----------------------|---|
| 1) Beat up | a.unpleasant |
| 2) Penthouse | b.underestimate the value of something |
| 3) Luxury | c.confortable apartment with set of rooms |
| 4) Crappy | d.equipment to do a certain activity |
| 5) Gear | e.damaged |
| 6) Taken for granted | f.very expensive |

Activity 03: fill in the gaps:

Watch the video and fill in the gaps.

- Jackeline is very about the beach.
- Going to the beach does not any money.
- This drawing drawn by my daughter.
- All of my on making money.

Activity 04: words' collocates:

Write collocates, other meanings, synonyms for the words below:

Money:

Happiness:

Business:

Care:

Activity 05: marking intonation:

Mark the intonation according to the video.

Appendix X

Teacher's Questionnaire

You are kindly invited to answer this questionnaire which investigates "The Effect of Using English Videos on Developing EFL Students' "Vocabulary and Pronunciation" in the Speaking Skill". The aim of this questionnaire is to know your attitudes towards using English videos to develop EFL students' vocabulary and pronunciation in the oral expression module. Your answers are very important for the contribution and the validity of this research.

Section One: Background Information

1. Would you please specify your degree?

magister degree master degree doctorate degree

2. How many years have you been teaching English at the University ?

3. How many years have you taught oral expression?

Section Two: Teaching the Speaking Skill

1. How do you consider teaching the speaking skill?

a) Easy

b) Difficult

c) Very difficult

Explain why.....

.....

2. Which skill you give more importance in teaching oral expression?

a) Listening b) Speaking c) Both

3. During speaking activities, do the majority of your students:

a) Interact, speak and participate freely

b) Say few words

c) Keep silent and do not interact

4. In your opinion, what do learners' need to practise the English language during an oral session?

- a) Vocabulary related to the topic
- b) The correct pronunciation of the words related to topic
- c) Both

5. What are the main objectives of teaching speaking?

- a) To allow students to practise the English language and discuss the topic by equipping them with the needed vocabulary and the right pronunciation
- b) To make students able to communicate at least meaning
- c) To improve their communicative skills
- d) All of them
- e) Others

6. How often do you use teaching aids in teaching the speaking skill?

Always often sometimes rarely

7. What kind of aids do you use? (You can opt for more than one option)

- a) Visual aids (pictures, board, flash cards)
- b) Audio aids (tape, record)
- c) Audio-visuals (videos, documentaries, clips)

- Why?
.....

8. As an oral expression teacher, which type of the audio-visuals is considered suitable for an oral expression session at University ? (You can opt for more than one option)

- a) Movie
- b) Real-life documentary
- c) Video clip

- justify:
.....

Section Three: Video and the Speaking Skill (vocabulary + pronunciation)

1. English videos are useful resources for oral English language teaching?

Strongly agree agree neutral disagree strongly disagree

2. In your opinion, to which extent teaching oral expression based on videos will contribute to developing learners' communicative skills (listening & speaking)?

a) Too much b) not too much c) to some extent

3. English videos are useful resources for teaching and mastering English vocabulary related to different topics.

Strongly agree agree neutral disagree strongly disagree

4. English videos can provide the learners with the correct pronunciation of different words.

Strongly agree agree neutral disagree strongly disagree

5. If you have used or if you have the chance of using videos during oral expression session, for which assignment are you going to use it?

a) General debate on the video's theme

b) Group discussion/ debate

c) Others.....

Thank you so much for your collaboration

Appendix XI**The marks of CG in pre-test and post-test**

CG	Pre-test		Post-test	
Students	vocabulary CG	Pronunciation CG	vocabulary CG	Pronunciation CG
1	8.75	5.25	5.5	6.5
2	4	3.5	3	4.75
3	3	2	8	2
4	3.75	2	5.5	3.5
5	6	4	6.75	4.5
6	5	4	9.25	5.75
7	9	5	8.25	5.25
8	5.5	4	8.25	3.25
9	5.25	4	6.25	4.25
10	4	4.5	5	2
11	5	3	5	3
12	3	2	6	3
13	5	2.5	4.25	1.25
14	3	2.5	5.5	4
15	6	5.5	8.5	4.25
16	3	3	4.75	4.5
17	6.5	5	4.75	4.5
18	7	6	6.5	4.75
19	4	2.5	6.25	3.25
20	5.25	5	7.25	4
21	5	5	6.5	3.755
22	4.5	4.5	5.75	2.75
23	2.5	3.5	7.75	5.5
24	6	4	6.25	4.25
25	4	2.75	5.25	3
26	7	5	6.25	4.25
27	6	2	3.5	5

Appendix XII**The marks of EXG in pre-test and post-test**

EXG	Pre-test		Post-test	
Students	Vocabulary EXG	Pronunciation EXG	Vocabulary EXG	Pronunciation EXG
1	4	2.25	4.75	4
2	5	3	5	5
3	5	2.5	4.5	4.5
4	5.25	4.75	7	6
5	7	6	6.5	4.25
6	3.75	3.25	6.5	6.5
7	5.75	4	6.25	6
8	8	5	8	7
9	5.5	3.5	8.75	6
10	5	3.75	8	6
11	3.25	3.75	7	5
12	5.75	3	6	5.5
13	4.25	3.75	6.25	5
14	6.5	4.75	5.5	5
15	5.25	5	5.25	8
16	9.75	4.25	8	7
17	6.5	6	8.5	6.25
18	5.75	4.25	5.5	4
19	5.25	3	5	5
20	5	4	6.25	5
21	4.25	4.75	8	6
22	5.25	2.5	6	5
23	8.25	4.75	6.25	6
24	6	2	5.25	6
25	6	4	6	5
26	6	5.5	5.75	5
27	8.25	4.25	6	5

Appendix XIII

Groups Statistics

	GROUP	N	Mean	Std. Deviation
DEGREE_TEST_01	EXPERIMENTAL GROUP	27	9,4815	2,21764
	CONTROL GROUP	27	8,8426	2,65224
DEGREE_TEST_02	EXPERIMENTAL GROUP	27	11,6389	1,99920
	CONTROL GROUP	27	10,0648	2,1310

Groups Statistics

	GROUP	Std. Error Mean
DEGREE_TEST_01	EXPERIMENTAL GROUP	,42678
	CONTROL GROUP	,51042
DEGREE_TEST_02	EXPERIMENTAL GROUP	,38475
	CONTROL GROUP	,41012

Independent Samples T-test

T-test for Equality of Means

		df	Sig. (2-tailed)	Mean Difference
DEGREE_TEST_01	Equal variance assumed	52	2,131	,63889
	Equal variance not assumed	50,419	,342	,63889
DEGREE_TEST_02	Equal variance assumed	52	,000	1,57407
	Equal variance not assumed	51,789	,000	1,57407

Independent Samples T-test

		F	t
DEGREE_TEST_01	Equal variance assumed	,865	1,600
	Equal variance not assumed		1,600
DEGREE_TEST_02	Equal variance assumed	,024	2,799
	Equal variance not assumed		2,799

Résumé

Cette thèse vise à améliorer l'enseignement de vocabulaire et la prononciation dans la compétence verbale dans l'anglais comme une langue étrangère. Elle vise à tester l'utilisation des vidéos d'anglais sur l'amélioration des apprenants de l'université de Larbi Tébessi concernant le vocabulaire et la prononciation dans la compétence verbale. Par conséquent, cette recherche émet l'hypothèse que si la technique de vidéo était utilisée par les enseignants de l'expression orale au département de l'anglais à l'université de Larbi Tébessi, le vocabulaire et la prononciation dans la compétence verbale des participants seraient améliorée. Aussi, cette recherche assume que les enseignants au département de l'anglais à l'université de Larbi Tébessi ont une positive attitude vers l'utilisation de vidéos pour enseigner la compétence verbal. Par conséquent, pour vérifier l'hypothèse, une méthode de recherche quantitative a été adoptée et une quasi-expérience a été menée dans le département de l'anglais à l'université de Larbi Tébessi. Encore, pour vérifier la supposition, un questionnaire a été distribué au sept (07) enseignants de l'expression orale dans la même université. La quasi-expérience s'est déroulée en deux (02) groupes de 27 participants chacun. Les résultats du post-test ont prouvé que l'utilisation d'un correct vocabulaire avec une correcte prononciation par les participants du group expérimental ont amélioré grâce à l'utilisation de vidéos. En plus, les réponses des enseignants au questionnaire indiquaient qu'ils ont une positive attitude vers l'utilisation de vidéos pour enseigner la compétence verbale. Par conséquent, il est nécessaire d'inclure la technique de vidéo pour développer le vocabulaire et la prononciation des apprenants.

Mots clés : Compétence verbal, Vidéo d'anglais, Vocabulaire, Prononciation.

الملخص

تهدف هذه المذكرة إلى اختبار تأثير استعمال الفيديوهات الإنجليزية من أجل تطوير مستوى طلاب السنة الثانية للغة الإنجليزية بجامعة العربي التبسي في تعلم المفردات وتحسين عملية النطق في مادة التعبير الشفهي. افترض الباحثون في هذه المذكرة أنه إذا تم استخدام مقاطع الفيديو في مادة التعبير الشفهي بقسم اللغة الإنجليزية في جامعة العربي التبسي فإن مستوى الطلاب المعجمي والكلامي في مادة التعبير الشفهي سوف يتحسن. علاوة على ذلك يفترض الباحثون أن الأساتذة في قسم اللغة الإنجليزية في جامعة العربي التبسي يتبنون موقفا إيجابيا تجاه استخدام مقاطع الفيديو الإنجليزية كوسيلة لتعليم التعبير الشفهي. بناء على ذلك واختبار فرضية البحث تم اعتماد المنهج الكمي مع أسلوب بحث تجريبي في السنة الثانية من قسم اللغة الإنجليزية بجامعة العربي التبسي. أيضا تم توزيع استبيان لسبع (07) أساتذة لمادة التعبير الشفهي. أجريت التجربة على فوجين حيث يحتوي الفوج الواحد سبعا وعشرين (27) مشاركا. أثبتت نتائج الاختبار النهائي أن عمليتي تعلم المفردات وتحسين النطق لدى المشاركين في الفوج التطبيقي في مادة التعبير الشفهي قد تطورت بسبب استخدام مقاطع الفيديو الإنجليزية. أظهرت النتائج المستمدة من استبيان الأساتذة أن أساتذة التعبير الشفهي في قسم اللغة الإنجليزية بجامعة العربي التبسي لديهم موقف إيجابي تجاه استخدام مقاطع الفيديوهات الإنجليزية لتعليم التعبير الشفهي وبالتالي يوصى بدمج مقاطع الفيديو الإنجليزية كوسيلة تدريسية في مادة التعبير الشفهي لتطوير المفردات والنطق.

الكلمات المفتاحية: الفيديوهات الإنجليزية ، التعبير الشفهي ، المفردات ، النطق.