



People's Democratic Republic of Algeria



Ministry of Higher Education and Scientific Research

University of Abbess Laghrou –Khenchela-

Faculty of Letters and Foreign Languages

Department of English

***Improving Listening Skills Using Videos in
EFL Classroom***

***Case Study: Second Year Students of English at AbbessLaghrou
University, Khenchela***

***A dissertation Submitted in Partial Fulfillment of the Requirement for the
Master Degree in Didactics of Languages and foreign Cultures.***

Candidate:

- DEKKIRLoubna
- GOUASM Aziza

Board of Examiners:

- | | | |
|----------------|----------------------|------------|
| • Dr. OUNIS.S | Khenchela University | Supervisor |
| • Ms.KAHOUL.I | Khenchela University | Chairman |
| • Mr.KEFFALI.W | Khenchela University | Examiner |

2018-2019

Dedication

We dedicate this work to :

Our parents who taught us to never give up .

Our dear brothers and lovely sisters who pushed us forward.

To all friends.



Acknowledgments

First and foremost, we would like to thank GOD for giving us strength and will to complete this dissertation .

we would like to express our sincere appreciation and gratitude to our supervisor, Mr. OunisSalim, for his precious guidance, help, advice and support without whom this work could not be achieved.

Our greatest debt goes to all teachers of our university; without forgetting our members of the jury who accepted to enlighten this dissertation.

Appreciations go also to all who helped us in one way or another to realize this work,

ABSTRACT

Recently, listening as one of the most essential skills has been given more attention due to the significant role in teaching language learning. Consequently students need to enhance their listening skills by using authentic materials videos. The purpose of this study was to investigate the effect of the use of videos on improving listening skill of EFL learners and its impact on second year LMD students at university of khenchela in the department of English.

The descriptive research design uses a quantitative instrument to accomplish the objective of the study, employing a questionnaire to students. The results reveal that most students have positive attitudes toward the use of videos as a tool to develop listening skill.

List of figures

Figure01: A diagram representing listening skills advance students in mastering English language learning	34
Figure 02: A diagram representing students' impression towards using authentic videos in enhancing listening skills.....	35
Figure03: Diagram representing students' assessments their listening skills.....	36
Figure04: Diagram representing the relationship between listening and speaking skill.....	37
Figure05: Diagram representing students' opinions about the effect of listening skill in EFL classroom	38
Figure06: Diagram representing the importance of technology in learning listening	39
Figure07: Diagram representing acquiring best listening through native speaker talk.....	40
Figure 08: Diagram representing students' opinion towards practicing listening ability in the laboratories better than in the classroom.....	41
Figure 09: Diagram representing students' attitudes towards using videos inside classroom..	42
Figure 10: Diagram representing students' opinion about the role of videos in improving pronunciation and intonation.....	43
Figure 11: Diagram representing the comparison between the use of videos and printed texts.....	44
Figure 12: Diagram representing students' attitudes towards practicing English listening with computers.....	45
Figure 13: Diagram representing materials used for practicing listening ability.....	46
Figure 14: Diagram representing the use of videos when learning English.....	47
Figure 15: Diagram representing videos as an aid to learn listening.....	48
Figure 16: Diagram representing students' opinions toward applying videos in the future...	49

List of tables

Table 01 listening skills advance students in mastering English language learning.....	34
Table 02: students' impression towards using authentic videos in enhancing listening skills.....	35
Table 03: students' assessments their listening skills.....	36
Table 04: relationship between listening and speaking skill.....	37
Table 05: students' opinions about the effect of listening skill in EFL classroom.....	38
Table 06: the importance of technology in learning listening.....	39
Table 07: acquiring best listening through native speaker talk.....	40
Table 08: students' opinions towards practicing listening ability in the laboratories better than in the classroom.....	41
Table 09: students' attitudes towards using videos inside classroom.....	42
Table 10: students' opinion about the role of videos in improving pronunciation and intonation	43
Table 11: the comparison between the use of videos and printed texts.....	44
Table 12 students' attitudes towards practicing English listening with computers.....	45
Table 13: materials used for practicing listening ability.....	46
Table 14: using videos when learning English.....	47
Table 15 videos as an aid to learn listening.....	48
Table 16: students' opinions toward applying videos in the future.....	49

Listof Diagrams

Diagram 01 the basic listening stages and their functions.....	7
Diagram 02 stages of listening comprehension activities	14
Diagram 03 processes and functions of listening skills.....	18
Diagram 04 Using videos as a technique inside classroom	24

List of abbreviations:

1. EFL... English Foreign Language.
2. L1... First Language.
3. L2... Second Language.
4. **TV**:Television
5. %.... Percentage
6. **TL** : Target Language

Table of content

Dedication.....	I
Acknowledgement.....	II
Abstract	III
List of table.....	V
List of figures.....	VI
Table of content.....	VII
List of abbreviation	VII

General introduction

1. Statement of the problem.....	1
2. Objectives of the study.....	1
3. Research Question.....	2
4. Background and significance of the study.....	2
5. Research Methodology and design.....	3
5.1 Choice ofthe method.....	3
5.2 Population.....	3
5.3Data gathering tools.....	3
6. Definition of the terms.....	4
7. Structure of the work.....	4

Chapter one: Listening Skill

Introduction.....	5
1. Definition of listening.....	5
2. Definition of listening skills.....	6
3. Hearing.....	6
4. Approaches to teach listening skills.....	7
4.1 Grammar translation method.....	7
4.2 Direct method approach.....	8

4.3 Audio-lingual approach.....	8
4.4 The task based approach.....	8
5. Problems with traditional method.....	9
6. Relationship between listening and speaking.....	9
7. Importance of listening.....	10
8. Types of listening.....	11
8.1 Extensive listening.....	12
8.2 Intensive listening.....	12
9. Listening activities.....	13
9.1 Pre-listening activities.....	13
9.2 While-listening activities.....	13
9.3 Post-listening activities.....	13
10. Listening strategies.....	14
10.1 Listening for gist.....	14
10.2 Listening for specific information.....	15
10.3 Listening for main idea.....	16
11. The active nature of listening comprehension.....	16
11.1 Top-down processing.....	17
11.2 Bottom-up processing.....	17
12. Laboratory based approach.....	18
12.1 Definition of language laboratory.....	19
12.2 Characteristic of laboratory.....	19
12.3 Advantages of the language based teaching.....	20
13. Listening problems.....	20
Conclusion.....	22

Chapter two: video technique

Introduction.....	23
1. Definition of video technique.....	23
2. Video and videotexts.....	24
3. Types of video.....	25
4. The advantages of using videos in teaching English.....	26
5. Videos in English language teaching.....	26
6. Relevant research study.....	28
7. The role of authentic materials in EFL classes.....	29
8. Video techniques.....	29
8.1 Viewing technique.....	29
8.2 Listening and mixed technique.....	30
9. Video problems.....	30
10. Conclusion.....	31

Chapter three: discussion and analysis of the results

Introduction.....	32
Students' questionnaire.....	32
Description of the questionnaire.....	33
Analysis of the students' questionnaire.....	34
Conclusion.....	50
Discussion.....	51
Recommendation.....	53
Suggestions.....	53
General conclusion.....	54
References.	
Appendices.	
Appendix one.	

ملخص.

Statement of the problem:

Listening is an important language skill and its development is a key factor for language learners. Thus, the complex nature of listening skills and the difficulties that foreign language learners meet when listening to the language merits serious thought and investigation. As such, teaching listening skills has attracted the attention of many teachers and researchers. Since they proposed videos as a tool to improve listening skills in EFL classroom. Using videos has been closely associated with developing listening skills, acquiring a better understands of non-verbal expressions, enhance learner's achievements and motivation. Videos are more useful than traditional lecture-based instruction and exposure to authentic video resources facilitate the internalization and reproduction of new languages. Despite its importance it still remains the most neglected and least understood. Since English has been adopted as FL by the students of 2nd year in the English Department Khanchela University. For this purpose we have decided to conduct this research to investigate the role of using videos in improving listening skills and evaluate student's perceptions toward using video resources in learning English Listening. It is remarked that most of learners do not use authentic videos inappropriate consideration in EFL learning and teaching exactly in Department of English, especially when they face many disrupts and the lack of interests in educational videos. Thus, it leads us to focus more on the problems encountered by students to enhance their listening skills through the use of videos. Moreover, the use of authentic videos to improve and develop EFL student's listening skills remains a big challenges to overcome teachers as well as students.

Objectives of the study:

The main objectives of this study are:

a- to find out whether the use of videos can improve students listening skill.

b- to investigate students responses toward video usage in listening learning practice

Research question:

The problems of this study are composed into three questions as follow:

a- does videos improve the students' listening skill?

b- What are the students' responses toward the use of video in listening practice?

Background and significance:

In English language learning there are integrated skills to be acquired, namely listening, speaking, reading and writing. Listening has been considered as the most used language skill in EFL classroom. Brown (2001) noted that listening is the most frequently skill in language learning and it cannot be underestimated especially in academic context because the students' abilities in language learning may arise with lots of listening practice. Peterson in celce-murcia(2001) started "successful academic study in English requires a mastery of the listening skills ". by practicing the listening skill, learners are able to make language accurately. In addition to Portovsky (1974) claimed that Lange amount of listening practice before speaking or reading may prepare the students to acquire a second or foreign language with a greater efficiency that if he or she is thought all the skills simultaneously. Hear will be more able to communicate with others if they have a good listening skills.

The use of technology in teaching listening is important for EFL classes, interest and motivation in learning listening, Hrubuy (2010) said that "audio visual media such as video may increase the students' motivation and will make the students happy and fun when doing listening practice that may affect the students to be more participated in TL process when listening.

Listening skills considered as essential in the English language teaching, the researcher used videos to enhance the students' listening skills. In this study, the researcher conducted a research on improving listening skills by suing videos.

The result of the study is expectantly hoped to give a valuable contribution to the field of the education especially in English learning, the study is invented to:

1. Provide information about the effectiveness of using video to improve students' listening ability
2. Motivate learners to study English especially in listening
3. Represent several difficulties in applying video for listening

Represent several difficulties in applying video for listening.

Research methodology and design:

Choice of the method:

This study is carried out the use of the quantitative method in order to get satisfying answers. It has been determined to pick out the descriptive way to deal with the variable in this study

Population:

To investigate this study, second year students of English department language at Abbes Laghrour University Khenchlaare chosen. The aim behind chose 2nd year LMD learners as a sample because they are given more attention to listening skill, and because they are studying oral expression in laboratory with technology tools.

(30) Students are chosen randomly with a variety of age, gender in order to get valuable knowledge about the use of videos in promoting EFL learning.

Data gathering tool:

Questionnaire is the main data gathering tool is the study. It is given to second year students in Abbes Laghror University, in order to obtain students perspectives and opinion toward the use of videos and how can enhance and develop students listening skill, and their perception about the importance of videos in the development of their listening skill and their realization about videos as a tool in listening English.

Definition of the terms

Authentic material: audio/visual recordings of a discourse or a conversation that is spontaneously generated by native speakers of the language.

Skill: a learned power of doing something competently, a developed aptitude or ability.

English as a foreign language (EFL): is the teaching of English to people whose first language is not English, and where English is taught as a subject in schools.

Target language: the language into which a text, document, or speech is translated.

Structure of the work

In this dissertation, our work divides into two parts: theoretical and practical and fieldwork. In theoretical one, we deal with three chapters each chapter we will discuss certain issue which belong to our topic.

Chapter one:

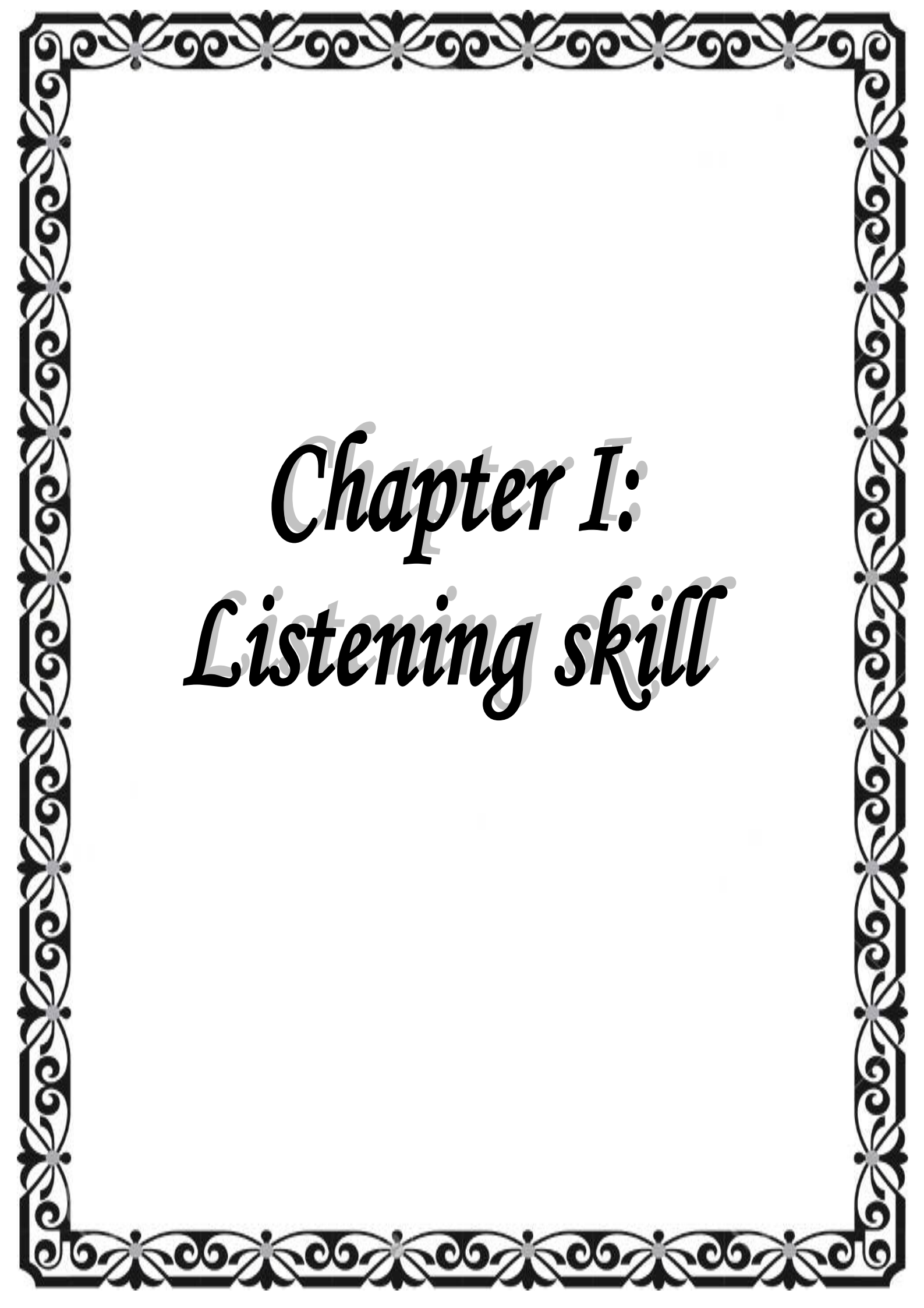
Deals with listening skill, following it by types and strategies of listening, definition, characteristic of laboratory based teaching and finishing by the difficulties that EFL learners may face during listening.

Chapter two:

This chapter mentions videos effectiveness in teaching listening skill, definition of video technique; moreover, differentiate between videos and video texts and types of videos, concluding with advantages of using videos and video problems.

Chapter three:

This chapter will be devoted to data analysis and interpretation



Chapter I:
Listening skill

Introduction

The need of different approaches for teaching and enhancing listening skills required the creative implementation of authentic materials in EFL classrooms, to deal with learner's need.

This chapter revolves the concept of listening skill. First, it sheds light on the listening skill process, approaches to teach listening, and problems with traditional model, relationship between listening and speaking and importance of listening. Then, the main part of this chapter is about introducing the different strategies of listening in addition the types of listening are presented as means to show what it takes to be a good listener. Followed by different sources of listening and approaches to listening, also investigating listening problems. Finally, this chapter highlights a better understanding of listening skills and its different constituents.

Definition of Listening

Listening is considered as an active process of receiving and reacting to spoken messages.

Alice Duer state that "Listening means taking a vigorous, human interest on what is being told us."

"Listening like all acts of perception, is dynamic, active process involving the communication and the recipient." (Stenberg 2007). Listening is not pays attention but with hold judgment during the speaker's term and reflects on what's being said. Since Listening skills is an active listener by making a linkage between the words and their meanings. Trainer's Manuel (2004) says that: "Active listening requires the listener to hear the words and identify the feelings associated with the words. "Listening is the source from where we get knowledge and joy; it is a best way to make others feel interesting to be with.

Definition of listening skill

It is the ability to comprehend what others are saying, understanding of accent, pronunciation, grammar, vocabulary, and getting the meaning. Adler (2001) claimed that:” people spend most of time listening than speaking, reading or writing, for the reason, listening is the most important communication skill that we can acquire”. In other words listening is the primary way that we understand others, and it is a skill must be developed. Wolvin and coakley (1996) asserted that:” listening is one of the most important communication skills in personal, academic, and professional settings”. In addition to that they pointed in (1979) that:” listening includes receiving, attending and assigning the meaning”. This means that listening skill it is not about receiving sounds, it is about understanding the meaning, as Underwood (1989) stated that:” the activity of paying attention to and trying to get meaning from the message”.

Hearing

It is a perception of receiving sounds that doesn't necessitate concentration, attention or recommend any understanding to the speech that involves analyzing and grasping what was said, in addition remembering, recall information. Hearing is defined by Webster's dictionary as “the process, function, or power receiving sound”.

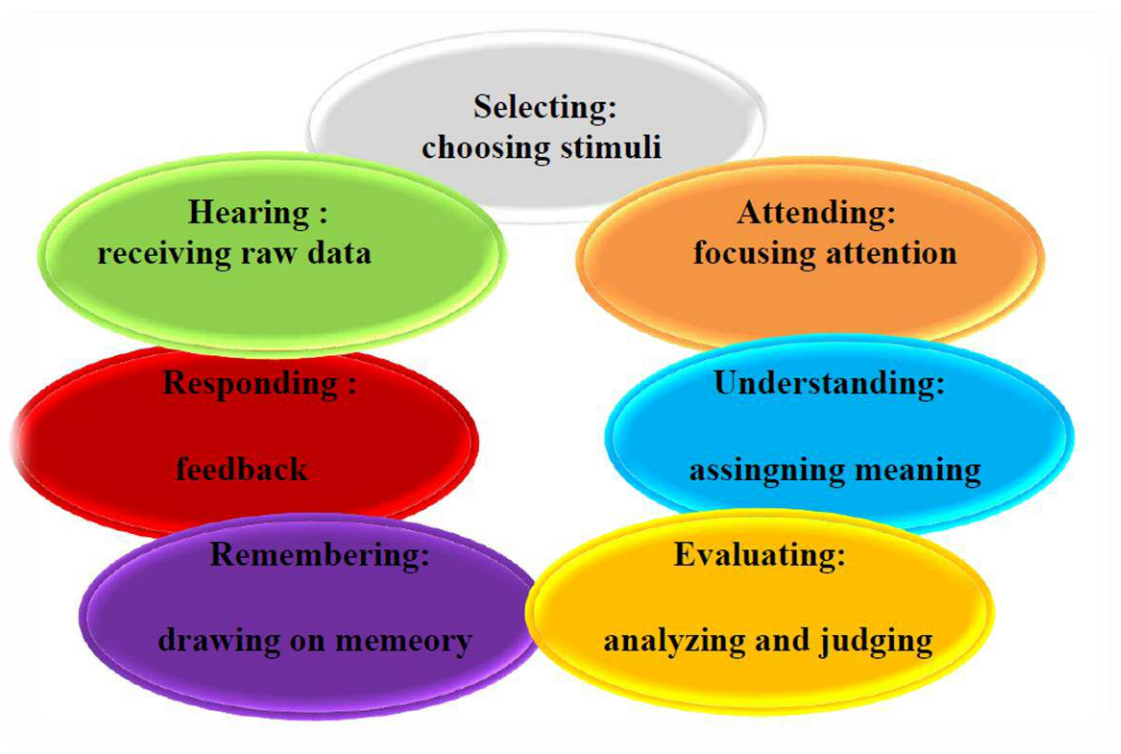


Diagram1:The Basic Listening Stages & their Functions, (2001)

Approaches to teach listening skills

Newton (2009) stated that:” traditionally listening was viewed as a passive skill through which the listener received information sent by message senders. More recently listening is viewed as an active and interpretive process by which the message is not fixed but is made or created by participants”.

1. Grammar traditional method

Originally used in teaching Greek and Latin, then it has been taught in modern classroom. The aim of studying these languages was firstly to learn their grammars. The grammar traditional method viewed language as a descriptive set of finite rules. According to John, and Lindsay (2005) “listening is not mentioned at all in the preceding description of the grammar traditional method. The only listening that students would have to do would listen to description of the rules of the SL in the FL as a result if the L2 was used to focus of any listening would have been on translation of lexical items or grammar structure. One reason on the lack of any real listening...”

2. The Direct method approach

The Direct approach came as a reaction to the Grammar traditional method, while Grammar traditional method was consisted around step by step approach of studying the rules of language. Whereas direct traditional approach was focused on the concept that learners can best learn what is “natural” to them and that an aural system of teaching them was appropriate for this purpose. It seems that direct method approach focused on teaching listening skills first rather than the other language skills later, in addition the teacher assumed that the learners could hear what was being said and that comprehension would follow later.

3. Audio lingual approach

The Audio lingual approach consists on repetition, reinforcement and memorization of standard phrases ignored the role of context and language learning, there is no explicit grammar instruction, everything is simply memorized in form characteristics

- Drills are used to teach structural patterns
- Set phrases are memorized with a focus on intonation
- Grammatical explanation are kept to a minimum
- Audio-visual aids are used
- Focus on pronunciation
- Reinforcement

4. The Task based approach

Brown asserted that “the main idea behind a task-based approach to developing listening is that students became active listeners”. In this method learners are asked to listen to what are describe as authentic situation and do something with information, for example while listening to short lectures, dialogues, learners may be required to make notes, draw diagram, fill in table, each students will have different interpretation on the information. Thus, the

process students employ in finding a successful outcome to the task is more important than being able to understand all the spoken text presented to them.

Problems with traditional method

There are many problems with traditional model of teaching listening skills. In previous approaches of teaching the responsibility of learning where on the shoulders of teachers, set the goals, select materials and control the tools. Goodith (2006) stated that” the fact that the teacher still tends to choose the material becomes even harder to justify now that a wide range of spoken language is available to students outside the language classroom through a satellite TV and the internet”. Learners are regarded as passive over hearers rather than active participants in the listening process.

Relationship between Listening and speaking

Concerning listening, this is nowadays highly used in foreign language acquisition. Kang (2002) confirmed that:”listening is acknowledged to play an extremely important position in the development of speaking ability”. It is quiet impossible to make a conversation if one does not listen, so an effective communication requires oral and comprehension skills. Listening skill manipulate human learning, by large and develop other skills specially speaking skills. Rost (1994) suggested three reasons representing the essential role, listening plays to improve speaking skill. First, spoken language provides a mean of interaction for the learners, because learners must interact to achieve understanding, they have not access toward the language impetus. Second, authentic spoken language presents a challenge for the learner to attempt and to get the language as native speakers. Third, listening exercises provide teachers with the mean for drawing learners’ attention (vocabulary, grammar). Nunan (2002) claimed that “as something that is assumed greater and greater importance in foreign language classroom”.

Importance of listening

Listening is the most skill that is picked up since childhood ,to allow the process of interaction with wider society ,specially nowadays it has equal part comparing to the three other skills to develop or being able to access the rich variety of aural and visual language 2 (L2) , since it is considered as the heart of L2 learning .

Rost (1994) declared the important of listening in foreign language, because listening is a process by we get input, without listening learning can't occur.

Referring to Nunan (1997) quoted in Khaled (2010) "Listening comprehension is not an easy skill, but it is very complicated and very necessary process, either in first or second language acquisition. "

In addition, listening is the first language skill developed ;it comes before speaking, writing and reading (Coakly, 1988).Also, Scareella and Oxford (1992) suggest that :''Listening is knowing as the most frequently skill .''

According to Devin (1982)''Listening is the primary means by which incoming idea and information are taken in.''

The importance of listening skills refers to the concept of considering it the 1st thing students learn and through it the learners will learn other things. Gilak and Ahmadi (2011) note that: ''Listening is even more important for the lives of students since listening is used as a medium of learning at all stages of education.''

Sharma (2011) states that: ''When people will see that you have become more attentive to what they say, they will treat you better and you will then realize the importance of listening.''

Types of Listening

Different situation require different types of listening. Harmer (2007) suggests that: “in the classroom situation, students can improve their listening abilities and gain available input by being engaged in the listening process through a combination of extensive and intensive listening.”

The two types of listening are represented by Harmer to depict their importance. They give learners with the best opportunity to listen to other speakers. “Harmer (2007) “they help them to develop their pronunciation and acquire a good speaking habits they absorb.”

Extensive Listening

Harmer (2007) claimed thatit happens in a situation where the teachers inspire learners to choose for themselves what they listen to, using their own materials for the purpose of pleasure and language improvement.

Extensive Listening takes place outside the classroom, in the student’s home, car, or on personal Mp3, for pleasure or for the purpose of improving their English language.

The motive behind such an activity rise dramatically when learners make their own choices about they are going to listen to. Extensive listening materials, can be expand in several resources such as movie, television, radio, dialogues, interviews, CDs, etc.....

From the previous facts, authentic materials can be considered as an ideal tools for students when they dealing with extensive listening.

According to Harmer (1998) “Foreign language teacher can encourage and improve their classes effectively with the use of extensive listening through the appropriate tape, topics, and materials.” Also, he noted that:” To give students more and more reasons to

listen, if they can share their information with colleagues, they will feel they have contributed to the progress of the whole group.’’

As it is noted extensive listening is the appropriate way to help students to improve their ability in learning without the real of teachers.

Intensive listening

Intensive listening is practiced in daily situation, consequently students listen to the English language in order to improve their listening proficiency.

Rost (2002), ’’ The process of listening for precise sounds, words, phrases, grammatical units and pragmatic units.’’ According to Harmer (2007) in general, it takes place in classroom or language laboratories, and it occurs in the presence of the teacher to guide students through any listening difficulties.

Harmer (1998), EFL teacher prefer to use audio tapes as favorite materials in classroom, since it gives learners the chance to listen to different voices with variety of accents. Consequently, intensive and extensive listening are two essential elements to improve the power of listening skills.

Listening activities

It is activities in which listeners can benefit from tasks to develop their aural abilities. Karakas (2002) asserted that “listening activities are said to prevent the listeners’ failure and help them to succeed in interpreting and understanding the listening text”. Three tasks should be taken in consideration: pre-listening, while-listening and post-listening. Richards and Renandya (2002) stated that “recently, the ideal format of a listening lesson is meant to be as follow

1. Pre-listening activities

The first stage is described to help students to prepare for what they are going to hear, involves activating schema, since it helps students to predict the content, providing information about place, time. Otte (2006) state that “ it is to help students construct meaning about the record tape”. In addition Richards and Renandya (2002) claimed that “to provide sufficient context to match what would be available in real-life and to create motivation”.

Some tasks are suggested from “Underwood”

- Pre-viewing language
- Looking at pictures and talking about them
- Course discussion
- Making a list of possibilities/suggestions

2. While-listening activities

Learners are motivated to take notes and check their predictions. Some of the goals of while-listening activities:

- To concentrate students’ comprehension of the speaker’s language and ideas;
- To focus students’ attention on such things
- To help students’ critical reaction and personal responses to the speaker’s ideas and use of language

3. Post-listening activities

The final stage is considered as an extension of the two previous stages, it gives teachers the opportunity to assess their learner’s aural comprehension, also give learners to practice and raise the other skills. Karakas (2002) confirmed that “well-planned post-listening activities offer students opportunities to connect what they have heard to their own ideas and experience and encourages interpretive and critical listening and reflective thinking”

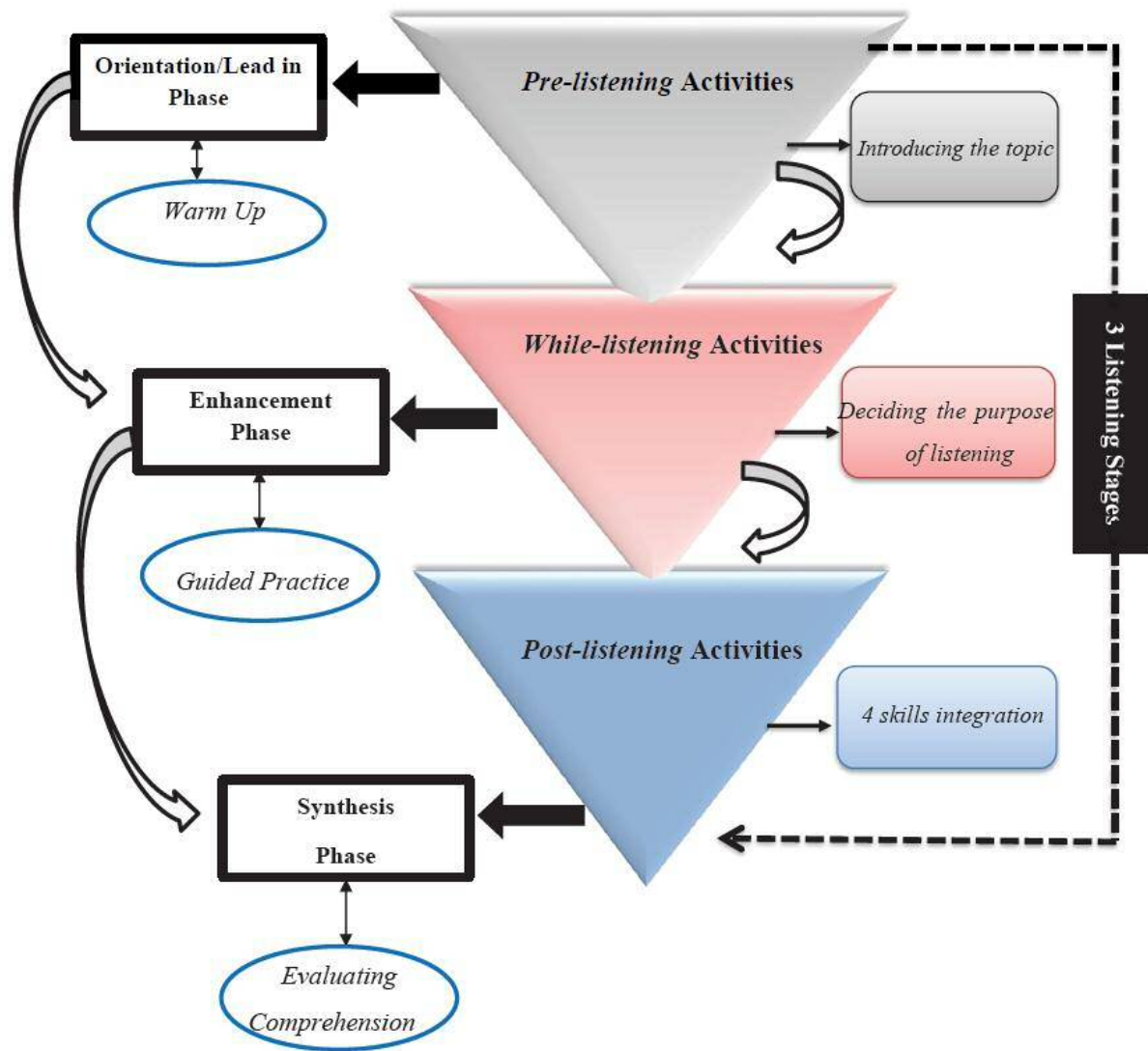


Diagram 2: Stages of Listening Comprehension Activities

Listening Strategies

In order for learners to become good listeners, they require to use different strategies that can assist them decide the aim of their listening to the text.

According to Oxford (1990) "Learning strategies are steps taken by students to enhance their own learning and they are especially important for language learning because they are tools for active, self-directed involvement."

Listening for gist

Is used by learners in order to get better understanding. Richard (2003) defined it as “Listening in order to understand the general meaning of text without paying attention in specific detail.” It allows students to have a general idea of the text, or listening to music without having attention.”

Listening for specific information

This refers to the occasions when we are interested to specific information, requires the listeners to pay attention to every detail in listening text. Richards and Schmidt (2010) stated that: ”listening in order to understand the specific information contained in a text. ‘

Listening Strategies

Inorder for learners to become good listeners, they require to use different strategies that can assist them decide the aim of their listening to the text.

According to Oxford (1990) ”Learning strategies are steps taken by students to enhance their own learning and they are especially important for language learning because they are tools for active, self-directed involvement.”

Listening for gist

Is used by learners in order to get better understanding. Richard (2003) defined it as “Listening in order to understand the general meaning of text without paying attention in specific detail.” It allows students to have a general idea of the text, or listening to music without having attention.”

Listening for specific information

This refers to the occasions when we are interested to specific information, requires the listeners to pay attention to every detail in listening text. Richards and Schmidt (2010) stated that: "listening in order to understand the specific information contained in a text. "

Listening for main idea

It deals with the purpose of getting and understanding the main idea of the text, it is listened to learners need to rise their attention and make it clear. Mewald (2007) claimed that: "It requires more careful listening but the solution is still to be found in clearly stated information in the input text and there is no need for making inferences or deductions in order to identify correct answers." This means that the idea need to be clear and there is no need for the listeners to read between the lines."

The active nature of Listening Comprehension

Wang and Gafurov defined that: "Comprehension is identified as an ability to understand something, which indicates an intelligent power of abstract thought and reasoning of humans or in intelligent systems." The comprehension of an idea or information means understanding it, and that it is an intelligent procedure. The listener has to search the general meaning to requite his misunderstanding by being involved in the communication (Little Wood, 2000).

Rebecca L (1993) states that: "More positive listening self concepts can be created by helping students realize that word-for-word comprehension is not necessary and that guessing and hypothesis testing are valuable". The listener need to find out that comprehending the message word for word is not important, since not every idea is equally essential to the message.

Top – down Processing

Defined by Batova (2013) as “emphasizing the listener use of their existing knowledge of a topic and relevant context in forming hypothesis as to the speaker’s meaning and, when appropriate, in modifying them to match new incoming information”. Meaning that the listeners need to use his background information to predict content and if the situation is familiar and if the listeners can guess what they are going to hear next.

Bottom – up Processing

According to Batova (2013) “bottom – up processing would involve decoding based on the segmenting of the individual words out of the stream of speech”. This mean that the listener tends to divide the speaker speech into small unites to have a better look behind what is said.

Richards and Renandya (2002) stated that: “ The bottom – up processing model assumes that listening is a process of decoding the sounds that one hears in a linear fashion from the smallest meaningful units (phonemes) to complete texts “. In other words, phonemes are decoded and linked together to form words, words linked to form phrases and phrases are linked to shape complete meaningful utterances.

The graphic representation of the operation for this assessment as proposed

By Wagner (2005) is shown as below:

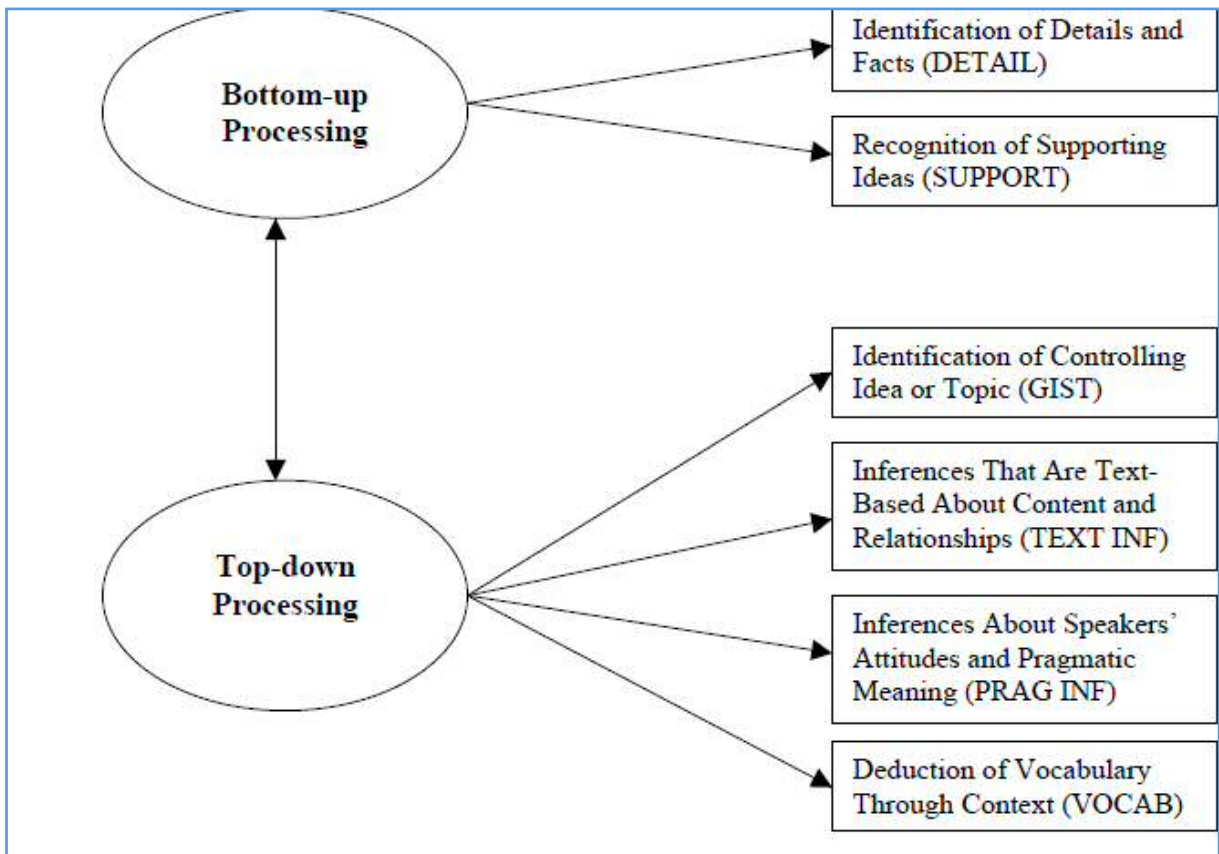


Figure 1:processes/functions of listening skills

Laboratory based teaching

In order to develop the listening skill, teachers tend to use “the language Laboratory”. It is categorized among the materials which represent the use of educational technology in language learning. Stone and Lee (1991) stated that:” Technically, a language laboratory is an instructional technology tool consisting of source unit that can disseminate audio materials to any number of students at individual’s seats or carrels”. This means that laboratory based teaching considered as a big opportunity for students either separately or in groups to improve their owns by using the different audio tools. Harmer (2001) declared that:” It consists of about ten to twenty booths, each one is equipped with: a tape deck, head phones, micro phones, and now computer”.

Definition of Language Laboratory

American heritage dictionary 4 defined language laboratory as ‘ ‘ A room designed for learning foreign languages and equipped with tape recorders, video cassette recodes or computers connected to monitoring devices enabling the instructors to listen and speak to the students individually or as groups’ ’.

Characteristics of Laboratory based teaching

Language laboratory has special characteristics, which it makes it differ from other learning sources.

1. Double tract: learners in language laboratory are given an opportunity to listen to one track on their tapes and record on the other. Later on the permitted to listen back to the original recording, and as well as to what they recorded themselves in the microphone.(Harmer, 2001).
2. Teacher access: the teacher in language laboratory is given students plenty of chances to be used in the laboratory. According to Harmer (2001), in the laboratory the controller has computer terminal which he can listen to individual learners, also can contact and talk with them in microphone.
3. The same situation as in the classroom, in language laboratory, the teacher has the same chance to create pairs and group; this will be through joining booths in pairs or groups by selecting them on the screen, irrespective of their places in the laboratory (Harmer, 2001). Booths and computers are related, the controller access to teach booth to read what the student is writing, and correct his mistakes.
4. Different modes: in this case the teacher decides whether the students working together in the same time (Harmer, 2001).

Advantages of the language laboratory:

According to Hammerly (1996). EFL beginners, in particular can take advantages from language laboratory by doing extra mechanical and significant practice of language which can take place in the laboratory where there is an ideal and accurate model and immediate comparison of the student's production with the model.

Wilga (2001) stated the positive features about the use of the language laboratory in teaching English: "1) from the first time in the history of foreign language teaching, each student have the opportunity to hear native speech clearly and distinctly.2) the students may hear this authentic native speech as frequently as he and his teacher desire.3) the taped lesson provides an unchanging and unwearingly model of native speech for the student to imitate.4) in the language laboratory the student may listen to a great variety of foreign voices, both male and female.5) each student may hear and use the foreign language throughout the laboratory session, instead of wasting time waiting for his turn in a large group.6) the laboratory frees the teacher from certain problems of classroom directions and classroom management, enabling him to concentrate on the problems of individual students".

Listening problems

Listening play a special role in people's daily life. If they cannot listen well, this will lead to misunderstanding and to the hard communication.

1. **The lack of concentration and attention:**most of EFL learners suffering from the lack of concentration and attention this may be because of the length of listening exercises it takes more times, from the other hand lack of interest this may lead to lack of concentration and misunderstanding of the lesson. Hammond (2013) stated that: " failure to concentrate will result in the students missing some of the lecture content, which will eventually affect their understanding of the whole lecture." In this case learners need to follow certain strategies, to

keep them concentrating during the listening session. Yahya (2007) asserted that:” the absence of strategy will undoubtedly lead to distraction and lack concentration which might in turn lead to distress and worry.” As Yahya (2007) had mentioned that the result of this destruction learner will fail to get the essential ideas and points of what they listened to or watch and that will motivate them a failure in analyzing the text.

2. **Problems caused by the speaker’s speech:**among the difficulties that EFL learners faced, is the speed of the speaker’s speech, and the hardness in understanding native speakers talk, when people or a teacher speak in fast way learners find troubles to follow what is saying. Hayati (2010) noted that:” slow rate of speech is generally believed to be usually easier to comprehend than natural speech rate; this gives the students enough time to process the stream of information at a slower rate of delivery.” In other words students will not react in positive way to the fast spoken speech unless it is in slower manner; students need to analyze and to understand each word. According to Brown:” live speech is characteristically rapid and difficult to catch.” This is why, the listening skill is extremely important in learning foreign language, other side learners find trouble to comprehend what native speakers are saying, especially when they talk quickly.

3. **Problems related to the message (content):**the content structure in oral passage plays a significant role in student’s understanding comprehension. Learners do not find difficulties in familiar topic. So it is important to be relationship between the text and the students. The good familiarity with the topic reduces the level of difficulty. Yagan (1993) maintain that:” the listening material may deal with almost any area of life. It might include street gossip, proverbs and situations unfamiliar to the students, also in a spontaneous conversation speakers change topics.”

Conclusion:

Through this chapter, we covered that listening is an active process and a very important skill to master in language learning classroom. Yet, it still difficult for learners to deal with. We tend to define the concept of listening, the relationship between listening and other terms, the different techniques which are top – down and bottom – up. In addition, we favor to use language laboratory to improve the listening skills, since the laboratory based teaching is considered to be very useful. To sum up, this chapter will give a general idea about the concept and the importance of listening and how learners can acquire the foreign language.



*Chapter Two:
Video techniques*

Introduction:

Videos or authentic materials have a great impact in the teaching process. Currently, all learners know the importance and the need for using video techniques as informative aid. Yet many students and teacher do not appreciate the use of that technique in classroom. Dudeney and Hockly (2008) stated that:” teachers are often far less skilled and knowledgeable than their own students when it comes to using current technology”. This chapter shows the concept of videos, the role of videos in teaching English language, relevant research study, and the main purpose and how videos are important in an educational context. In addition, the difference between videos and video texts, types of videos, from other hand shed light on videos advantages and about the main problem of using videos.

Definition of video technique:

Canning-Wilson (2000) considered that:” video is at best defined as the selection and sequence of messages in an audio – visual content”. Video techniques encourage the learners to get information by putting in real life context. Most of teachers use CD-ROM inside classroom allows EFL learners the opportunity to observe and participate in lessons at their place. Austin and Haley (2004)



Figure 2 using videos as a technique inside classroom

Video and videotexts:

Jim Scrivener (2005) stated that: "video is simply classroom tool." According to Harmer (2001) video is the best material that allows students not only to listen the language but to see it. Richard and Renandy (2002) claimed that: "a video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language". It means that videos are media that comprise of visual and audio effects.

Intajuck (2013) considered that videos in language learning may mean the use of popular films on videos to provide content, and the use of smaller pieces of broadcast tools such as short television advertisements. It can be designed for classroom instruction, the use of news broadcasts to supply content, and to teach specific features of authentic language.

Austin and Haley (2004), videotext is very effective teaching materials in the classroom. The teacher should examine videos ahead of time to determine their appropriateness. In addition to Canning Wilson (2000) asserted that the students prefer learning a language through the use of videos inside classroom and they liked action films to language or documentaries in the classroom.

Types of videos

There are several kinds of videos that can be used in the language classroom. They can be films, recording from TV or radio, cartons, documentaries, CDs, Mp3..... Harmer (2001) had mentioned that there are three basic types of videos which can be used in classroom.

1. Off-air programmes

Programmes which are recorded from a television channel are known as off-air programme. Some of them are deeply hard for students to understand, especially where specific accents are used.

2. Real-world videos

According to Harmer (2001) there is no reason why teachers and learners should not separately posted videotape tool such as characteristic films, comedy and wildlife documentaries. Also, the teacher want to make their preference primarily based on how engaging and comprehensible the extract is probable to be.

3. Language learning videos

The benefit of the videos is that they have been designed with learners at a specific degree in mind. However, the conditions and the language are inauthentic. For example: videos to company course books.

The advantages of using videos in teaching listening

Harmer (2001) states different advantages of using videos in the teaching listening

- **Seeing language in use:** video has many benefits one of them is that learners do not simply hear language, they also see it too. So it will be easy to any learner to recognize the language and study spelling and pronunciation of that language.
- **Cross cultural awareness:** using video in the language classroom gives students to at the situations a long way beyond their classroom. For example, video can be used to give learners opportunity to see to such things. Furthermore, Dr-YK sign (2007) says that:” in a film, the child can travel the long distance and move through centuries of time”.
- **The power of creation:** videos allow students to put together their own video-clips with the usage of their personal video canners.
- **Motivation:** it is clear that the videos are best used in motivating learners and raising their attention to see and study the language in use. When they hear and see the target language, they can easily know the several meanings and moods through native speaker’s mime, gestures, and facial expressions.

Videos in English language teaching

Students are familiarized to learning with the media of television and others. There are several attractive applications of videos in the classroom. Stempleski and Arcario in Chu (2003) stated that:” the second way to teaching listening with videos is to play only the beginning part of the videos”. To play videos there are different ways, such as only playing sounds, images, and parts of scenes separately. Those techniques can have better influence in language teaching. In the teaching language, showing only the beginning of the videos can get students to predict what they will see later in the videos. Playing videos in parts is not so hard

if teachers know where to play or stop the picture in class. Teachers need to see the videos in advance, so they are aware of the videos properly.

Intajuck (2004) noted that ‘‘by using a variety of activities using videos, the learners’ language skills; listening, speaking and writing, can be practiced and enhanced’’. The main activities for practicing the videos in language learning are branched into three steps: *pre-viewing*, *while-viewing* and *post-viewing*. From each step, EFL teachers can choose the most proper activities for their students and classes. The first step of viewing the videos activity is *pre-viewing*; it is organized before allowing learners to watch videos. First is to write on the questions about the events, then to predict the events, and then to discuss the videos from the title. The students then should focus on the image and then discuss them. Before teach any weird vocabularies and grammatical points should be done in the context. Then, the last one is practicing to pronounce words to enhance the student’s aural perception of the words.

The second activity is *while-viewing*. These activities can be selected the students to do. The learners must view for relaxation without taking notes, and then they have the general idea about the topic of each item. In the second viewing, make extra certain notes on each item. Ask the students to test the records they mentioned down with their partner or team and to listen for general comprehension, specific information (names, dates, number). The third activity is *post-viewing*. After watching the videos, these activities can be done for specific language skill to practice. It is to evaluate and answer general comprehension questions. Then, use *freeze-frame* option to check comprehension and to answer unexpected questions. The students should make a list of questions they still have about the videos broadcasted and then debating about the events and characters. After that, the students are told to predict the result of the actions.

Relevant research study

The research study in this work is how the use of videos improving the listening skill of EFL learners. There have been many recent studies and researches about using videos for teaching English skills, such as listening.

Recently, Potosi (2009) made studies related to how the use of videos as a strategic material of teaching to improve the comprehension of the listening skill. The research was conducted under the title of *“Using Video Materials as a Teaching Strategy for Listening Comprehension”*. The research had the purpose to determine the impact that videos had on listening skill, the knowledge that the students had about videos and the essential to design a class based on videos. The project is shed light on analyzing the influence that videos have on listening skill for a group of 5 students of first semester in a TEFL program of a public university in Colombia. The study was implemented on first semester students with Basic English Level. Since Colombia is not a bilingual country, Colombia students are not exposed to a real English context. The idea through this project was to design videos activities, where the students became aware of English language features and cultural aspects. This language learning research is still occupying the same area to this thesis because even though it was conducted in an America Latin country; Columbia, this was applied in TEFL class and in Indonesia; English is also considered as foreign language. Another relevant research study was done by Setyawati (2011) on the implementation of numbered heads together technique to improve classroom interaction in listening class for the eighth grade students. The result of the research showed that numbered heads together technique could enhance classroom interaction that conduct to dynamic atmosphere for the class. The students got self confidence, good cooperation and autonomy in the English learning. The use of videos itself attracted the students' attention. As the result, the students' concentration and improvement in learning listening was achieved.

The role of authentic materials in EFL classes

Using authentic materials in EFL courses has become essential, especially in today's globalized world. Many research see that authentic materials as valuable tools in enhancing learners' level. In educational settings, authentic materials provide diversity of benefits concerned to the listening skill, speaking, reading, writing, and other skills, such as grammar, vocabulary, pronunciation and intonation. In addition, it raises learner motivation; allocate him with authentic cultural backgrounds and genuine language. Richards (2001) declared that "it also support a more creative approach to teaching". In general, applying authentic materials prepare learners for classroom and real life listening. Many scholars and researchers like Miler (2005), Thanajaro (2000) argue that learners who listen regularly to videos revealed greater listening ability than those who do not been exposed to any ones. Otte (2006) claimed that "exposure to authentic materials would lead to the development of listening skills and even motivation". Adopting authentic materials in a language class, learners are students who adopt and implement authentic material in a language are more motivated and familiar with the different features of natural speech, process various speech style (accent), and achieve vocabulary, intonation

Video techniques (other techniques):

Video is an essential material in the language classroom. It helps the teacher to assess his/her students and to enhance their listening. Harmer (2001) state a number of

A. Viewing techniques: one of the important objectives of viewing technique is to be aware the students' curiosity about what they are going to learn by means of doing prediction. These strategies can be implemented in various ways:

1. Fast Forward: the EFL teachers can show the video to the learners by playing it for a few seconds and then fast it forward. Those activities should be replicated until the end of the

video. Then, the teacher asks the learners to show what information that they get from the video. In this case the students can think what the people talked about.

2. **Freez Framing:** the teacher wants to stop the video for various times, so learners are encouraged to realize their idea when the video stopped. It will be more useful to guide the learners in understanding the text.

B. Listening and Mixed technique:

1. **Picturless Listening:** the learning activity is started by taking the students to listen to the information in the video, while, the students are not to see the pictures in the video until they are able to think and realize what information they got.

2. Çakir (2006) mentioned some other ways for using video in a classroom; activeviewing, freeze framing and prediction, silent viewing, sound on and vision off activity, repetition and role play, reproduction activity, dubbing activity, and follow up activity.

Video problems

Teachers need to be conscious about many potential problems, in order to use video successfully in class. Harmer (2001) has mentioned some of those problems.

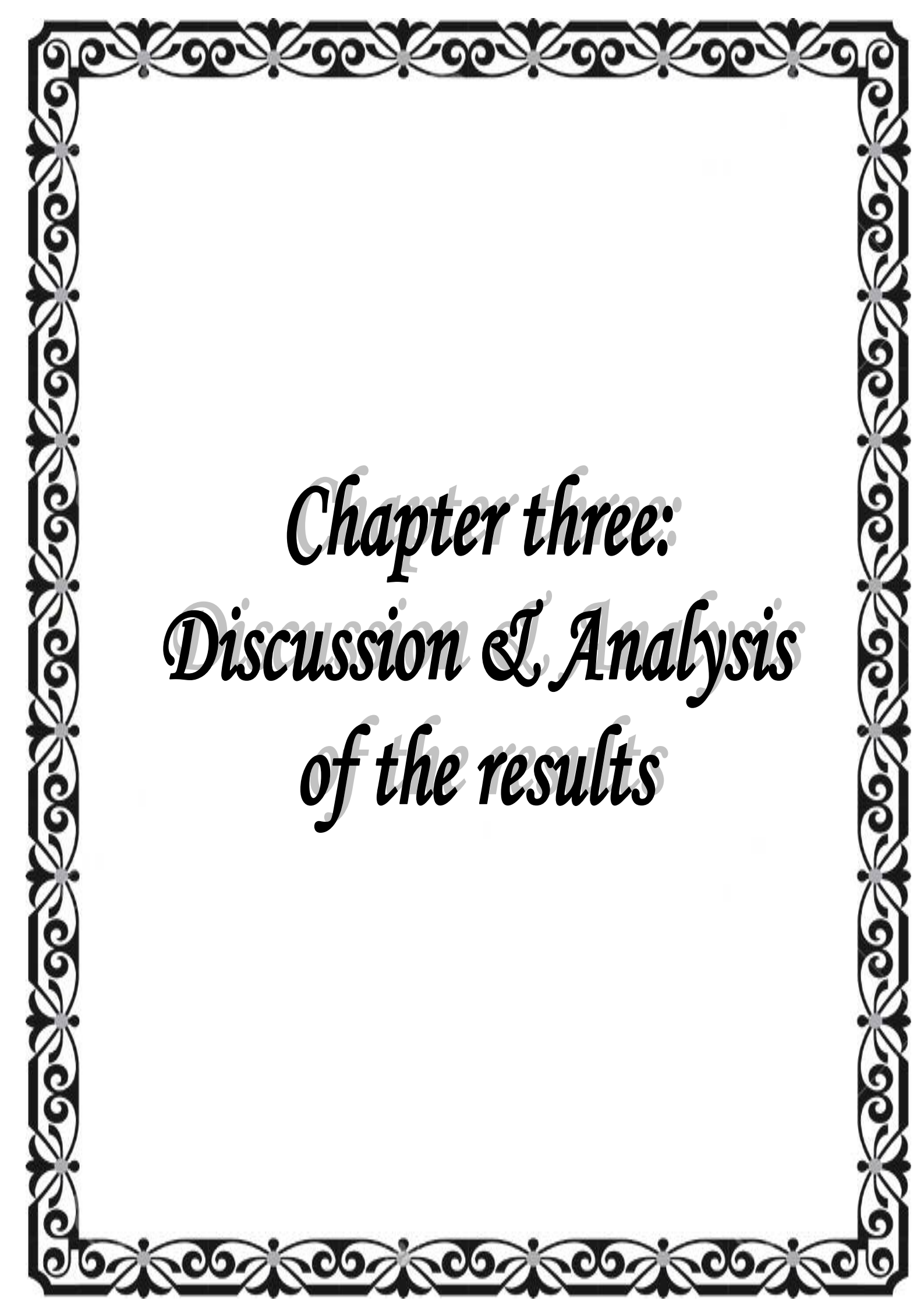
- **Poor quality tapes and disks:** poorly filmed and woodenly acted tool will not intended students who are used to something better. When choosing to use a video tape or a disk, and teaches have to judge whether the quality is right and good to attract the students' interest.
- **The length of extract:** some people assume that more than two or three minutes of video sends learners to sleep. Others, however, like to represent the students' whole programmes. Short video sequence of between one and four minutes can yield a number of activities and show a pleasant range of language. They are simpler to manipulate, and can be highly motivating. Such short extract are normally the good option. Whereas, when we need to use longer ones because of the topic, or because it is impossible to extract best short extract, we will want to design activities to hold our learners involved.

- **The “nothing new” syndrome:** just switching on the monitor in a classroom is no longer specifically for a television (and the internet) viewing population. Both the teachers’ desire of video tool and the way they exploit it, they have to provide video activities that are unique getting to know experiences and do not just replicate how television viewing.

Conclusion

The appropriate use of videos ameliorates learners to improve their listening skills by putting them in real situation, and engaging them in learning environment. More importantly this chapter tackled its use as a teaching tool that can help EFL teachers in their career and how can EFL students use it to develop their English proficiency.

This chapter introduced and explained how videos contributes in the new style of education, and discussed the difficulties of using videos, and hope to integrating videos in education system, because it is related to adapt the EFL learners’ need in arising and developing learning process.



*Chapter three:
Discussion & Analysis
of the results*

Introduction:

This research cannot be conducted from a theoretical part in order to extend some result. The research investigates two variables which are listening skills and videos. The aim of students' questionnaire is to find out whether they are conscious about the significance role of using videos in improving listening skills.

The method used in our research is the descriptive method.

- The questionnaire is distributed to the 2nd year student of English language, it is divided into two sections, and the first section was to provide us with knowledge about students' attitudes towards their listening skill. The second section was designed to explore students' attitudes towards the use of videos inside the classroom.

Description of the students' questionnaire :

This students' questionnaire is made for the second year students of English language at Abbes Laghror University of Khenchela the questionnaire consists of(16) questions and contains different choices from " agree ", "disagree", not sure" , strongly agree*,and*strongly disagree-questions. It was distributed for (30) students in order to collect data. The whole population was constituted of (100) participants, the students' selection is at a random with no consideration to their age, gender, or knowledge.

1.1. Analysis of the results:

Question one :

1-listening skills helps me experience success in English language learning.

	N	%
Stronglyagree	20	66.66%
Disagree	02	6.6
Not sure	00	00%
agree	04	13.33%
Stronglydisagree	04	13.33

Table 01: Listening skills advance students in mastering English language learning.

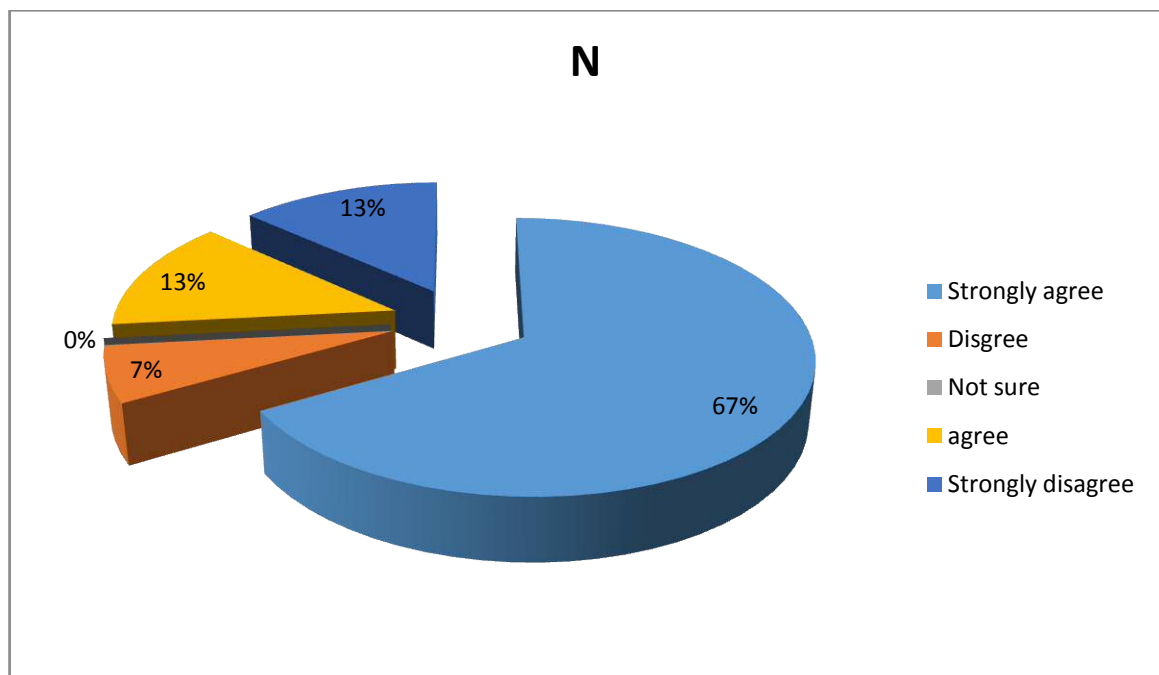


Figure : a diagram representing how much listening skills enhance students level access in English language learning. The first table shows that the majority of students (66.66%)

strongly agree on the importance of listening, while the others percentages (13.33%) agree and (13.33%) strongly disagree, although (6.66%) disagree and (00%) not sure.

Question 02 :

2-I feel bored in learning listening though authentic videos.

option	N	%
Stronglydisagree	03	10%
disagree	02	6.66%
Not sure	18	60%
agree	05	16.66%
Stronglyagree	02	6.66%

Table 02: students' impression towards using authentic videos in enhancing listening skills.

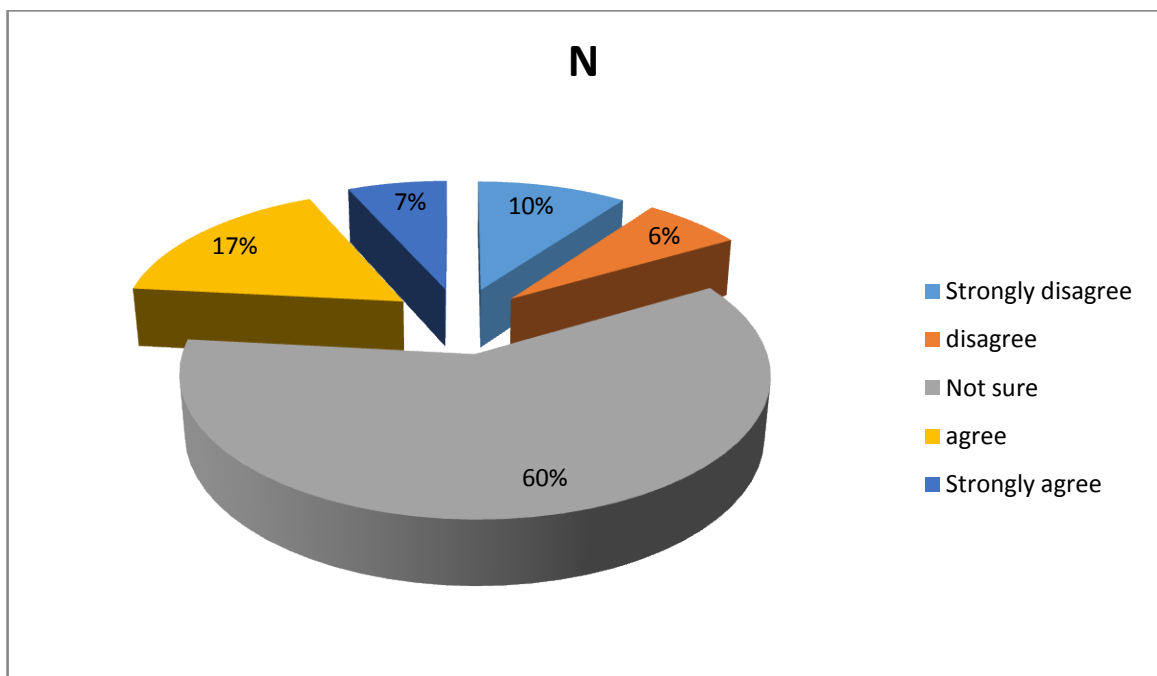


Figure 02: A diagram reported (60%) of the student not sure about the use of videos in learning listening. While (16.66%) of them agree, and (10%) strongly disagree. Whereas

(6.66%) disagree on the use of videos. Also, (6.66%)of the remaining students are strongly agree.

Question 03 : videos encourage students to develop self assessments and evaluate the strength and weaknesses of their listening skills.

Option	N	%
Stronglydisagree	02	6.66%
Disagree	00	00%
Not sure	03	10%
Agree	08	26.66%
Stonglyagree	17	56.66%

Table 03 : students' assessments their listening skills.

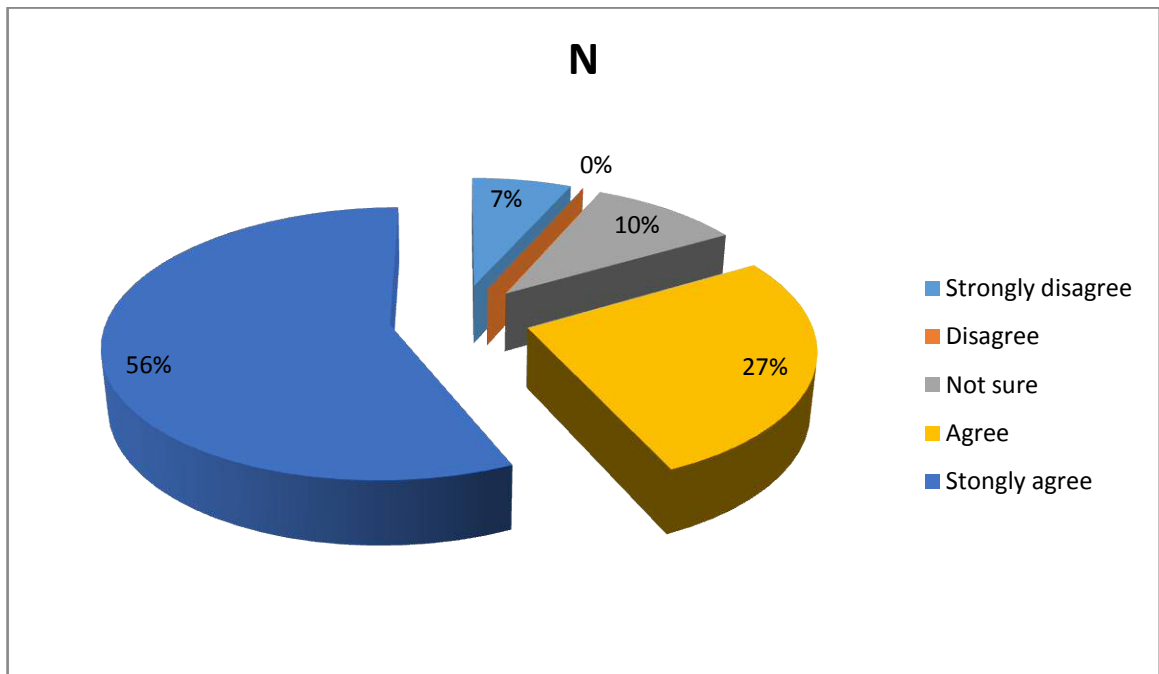


Figure 03 :from the diagram above, we can see that the majority of students(56.66%) said that videos can evaluate students level of their listening skills, and (26.66%)of them agree that

videos can develop self assessments. whereas (10%) not sure about the effectiveness of videos and the others percentages divided into(6.66%) strongly agree and (00%)disagree.

Question 04: listening skills helps me speaks better than before.

Option	N	%
Stronglydisagree	00	00%
Disagree	01	3.33%
Not sure	04	13.33%
Agree	18	60%
Stronglyagree	07	23.33%

Table 04 :the relationship between listening and speaking skills.

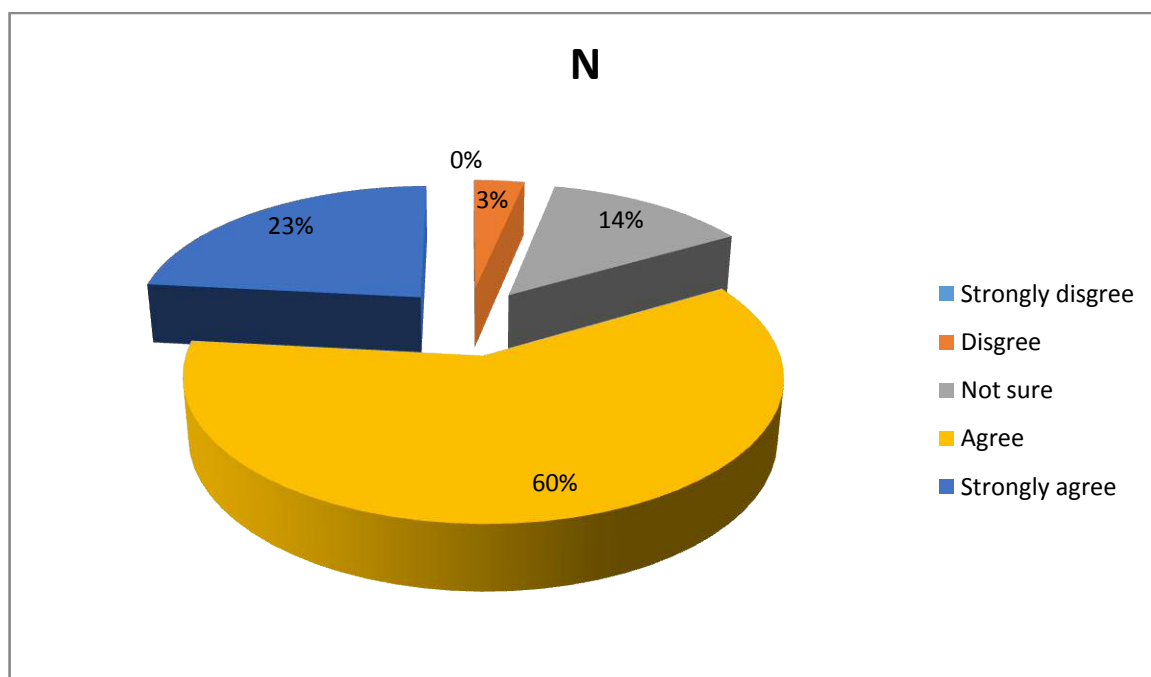


Figure 04: the analysis of this question reported that (60%) of the students said that listening encourages them to develop their speaking skills. While the other students representing (23.33%) strongly agree on the importance of listening in advancing speaking skill, at the

same time (13.33%)not sure, whereas the rest of students (3.3%) are disagree and (00%) strongly disagree.

Question 05 : listening skills encourage me enhance my self confidence in E F L classroom.

Option	N	%
Stronglydisagree	02	6.66%
Disagree	03	10%
Not sure	04	13.33%
Agree	09	30%
Stronglyagree	12	40%

Table 05: student’s opinions toward the influence of listening skills in EFL classroom.

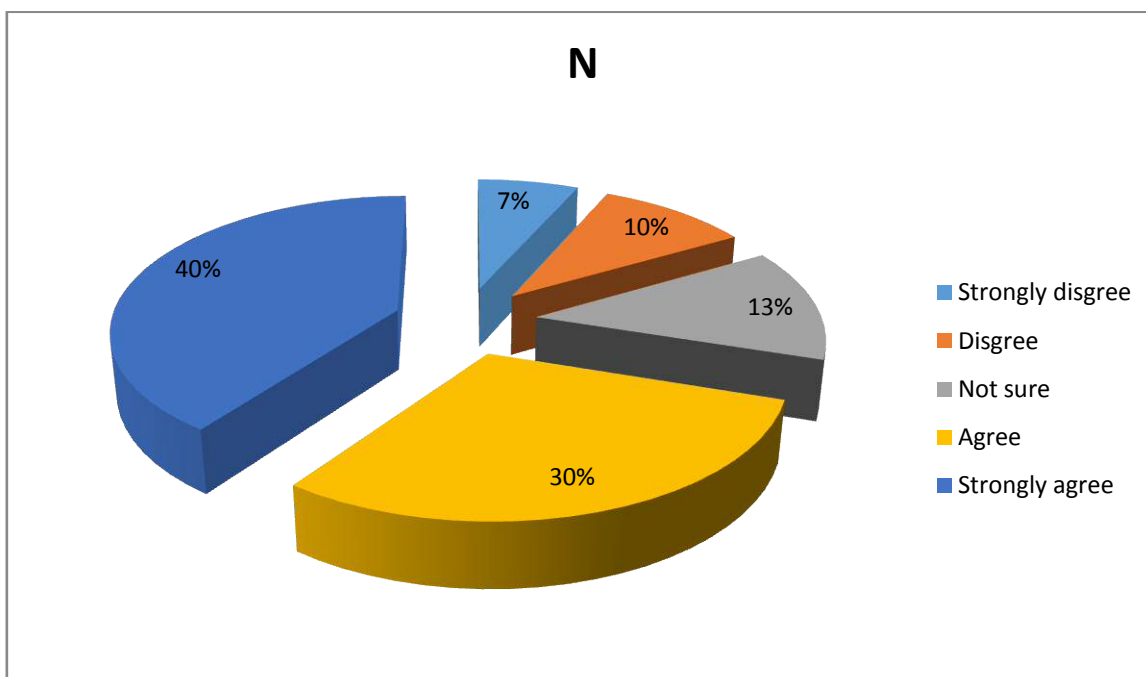


Figure05 : A diagram shows opinions about the influence of listening skills to improve self confidence in EFL classroom. From the results obtained in the table above, (40%) strongly agree that listening skills have a great impact on students self confidence, and (30%) agree on

the consequence of listening skill. While (13.33%) of students claimed that they are not sure. And (10%) they don't agree that listening effect their self confidence. Also, some others (6.66%) said strongly disagree.

Question six: relying strongly on technology while learning listening.

Option	N	%
Strongly disagree	00	00%
Disagree	00	00%
Not sure	00	00%
Agree	30	100%
Stronglyagree	00	00

Table 06 : the importance of technology in learning listening.

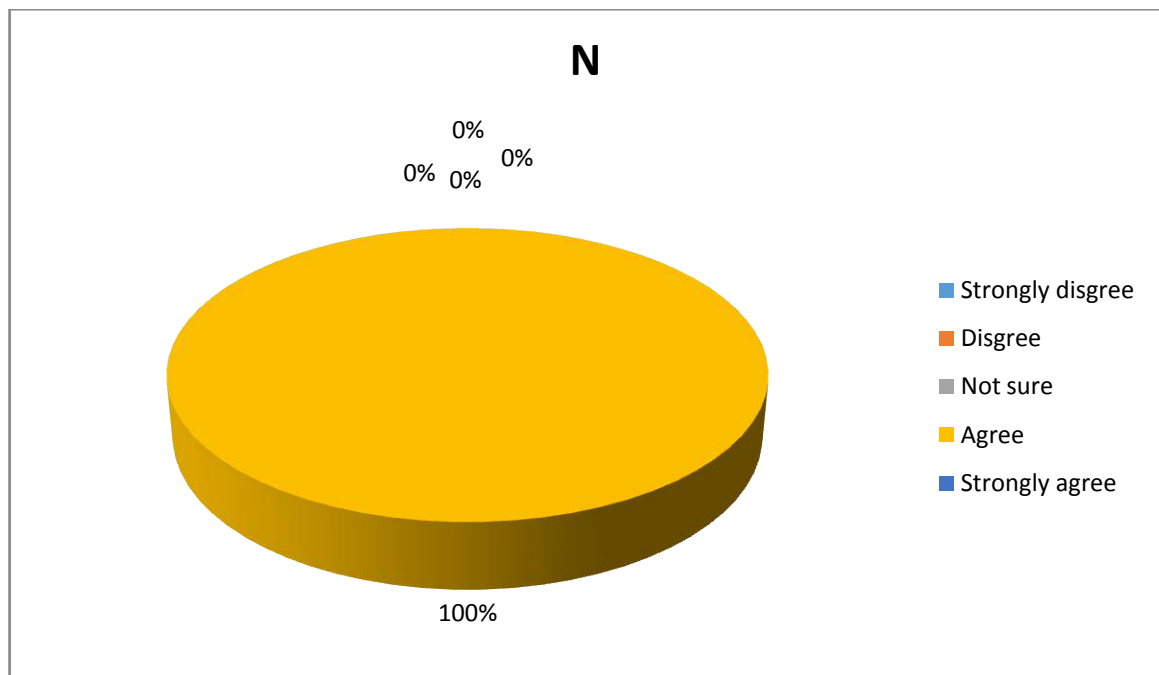


Figure 06: A diagram showing the necessity of technology on learning listening.

As it was expected all of students (100%) agree and declared that they rely on technology to arise and learn listening through videos, songs....

Question 07: students will acquire best the listening skill through the exposure to a native speaker talk.

Option	N	%
Stronglydisagree	03	10%
disagree	05	16.66%
Not sure	14	46.66%
Agree	06	20%
Strongleeagree	02	6.66%

Table 07: Acquiring the best listening through native speaker talk.

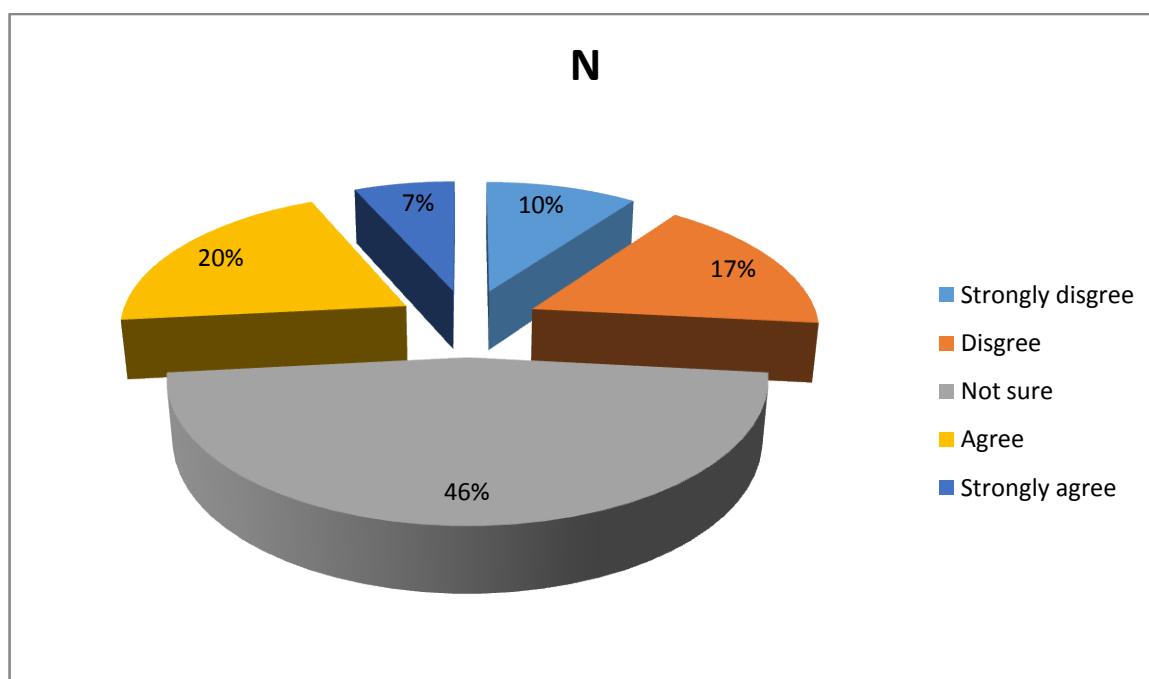


Figure 07: A diagram representing how students obtain a best listening through the native speaker talk.

-As shown in the table above we observe that (46.66%) of the participants are not sure about the benefits of a native speakers talk in acquiring listening skill. While (20%) agree on the aid of native speaker to achieve listening skill, and (16.66%) disagree and not convinced about

the importance of a native speaker talk .Also (10%) are strongly agree, beside 6.66 of the students are strongly agree.

Question 08: studying in the laboratories will help you more in practicing listening ability better than in the classroom.

Option	N	%
Stronglydisagree	01	3.33%
Disagree	05	16.66%
Not sure	04	13.33%
Agree	08	26.66%
Stronglyagree	12	40%

Table 08: student’s opinion toward practicing listening in the laboratories better than in the classroom..

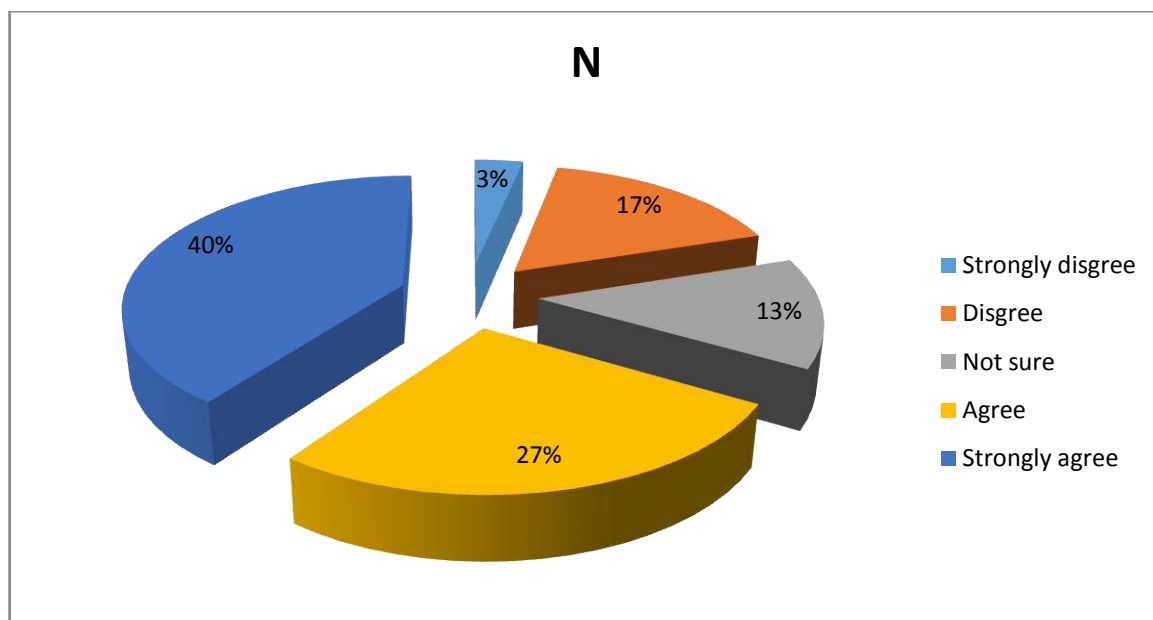


Figure 08: A diagram expressing student’s opinion about studying in laboratories better than in the classroom in order to exercise listening ability.

According to the table ,we can say that the largest majority (40%) strongly agree that laboratories is the best place to practice listening ability better than in the classroom and (26.66%) agree, and said that learning in the laboratories arise their listening ability. While (13.33%) noted that they are not sure toward the usefulness of laboratories. Whereas (16.66%) of the students are disagree. Finally (3.33%) of the participants attitudes towards studying in laboratories are strongly disagree.

Question 09: using videos inside the classroom motivates you.

Option	N	%
Stronglydisagree	01	3.33%
Disagree	02	6.66%
Not sure	04	13.33%
Agree	08	26.66%
Stronglyagree	15	50%

Table 09 : student attitudes towards using videos inside classroom.

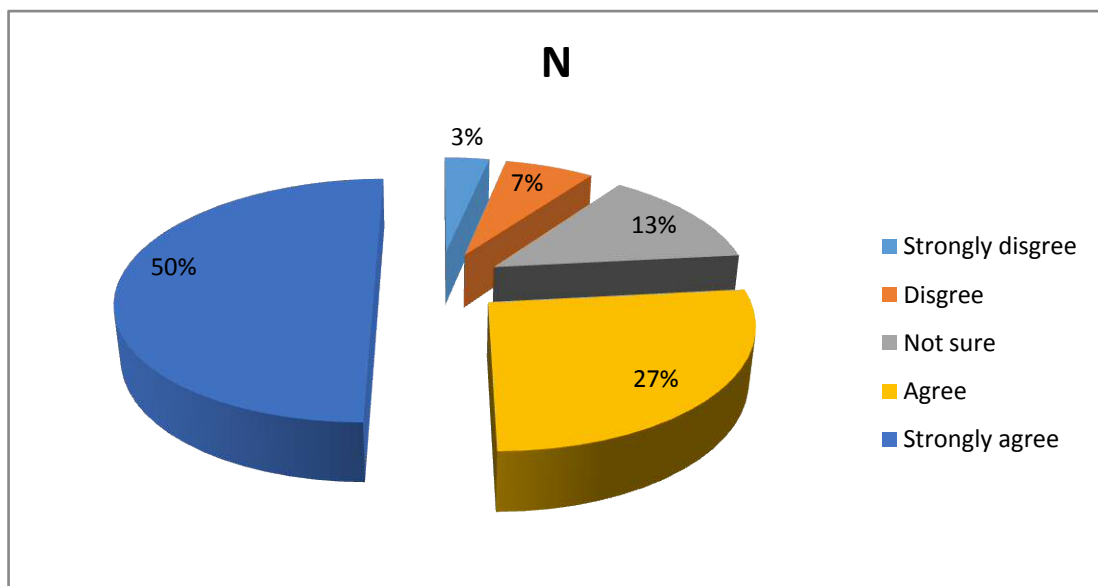


Figure 09: A diagram representing the attitude of student toward using videos inside classroom.

From the result obtained in the table above we observe that (50%) of students strongly agree on the use of videos inside classroom, whereas (26.66%) agree that videos motivate learners inside classroom, and (13.33%) claimed that they are unsure and not interested. While the remaining of the respondents (6.66%) disagree and less motivated and only (3.33%) only strongly disagree.

Question 10: using videos help you improving your pronunciation and intonation.

Option	N	%
Stronglydisagree	00	00%
Disagree	02	6.66%
Not sure	05	16.66%
Agree	07	23.33
Stonglyagree	16	53.33%

Table 10 : students’ opinions about the role of videos in improving pronunciation and intonation.

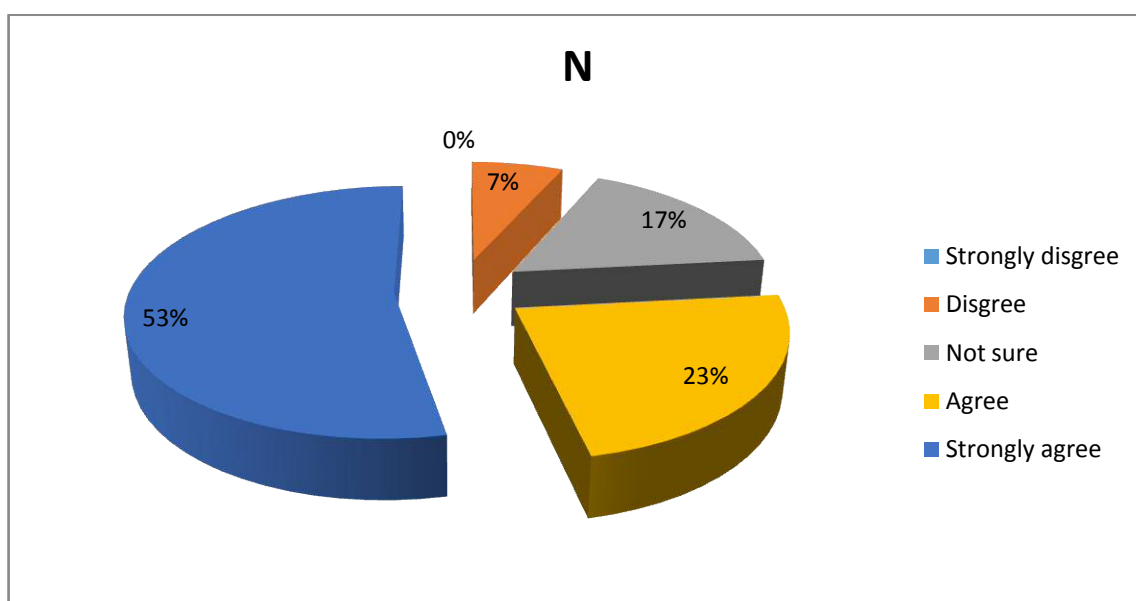


Figure 10: A diagram representing students’ opinion about the role of videos in improving pronunciation and intonation.

From the table 10 we notice that the majority of the participants (53.3%) strongly agree and they need to use videos to arise their pronunciation and spelling .also (23.33%) agree that video are essential elements for students to enhance their pronunciation and intonation, while (16.66%) not sure that using videos can improve their pronunciation ,whereas the minority of students (6.66%) do not agree that videos are the basic stage that facilitate for theme learning pronunciation and intonation, and (00%)strongly disagree.

Question 11: Using videos within the classroom lesson will be fun and entertaining more than printed texts.

Option	N	%
Stronglydisagree	00	00%
Disagree	00	00%
Not sure	00	00%
Agree	15	50%
Stronglyagree	15	50%

Table 11: the comparison between the use of videos and printed texts.

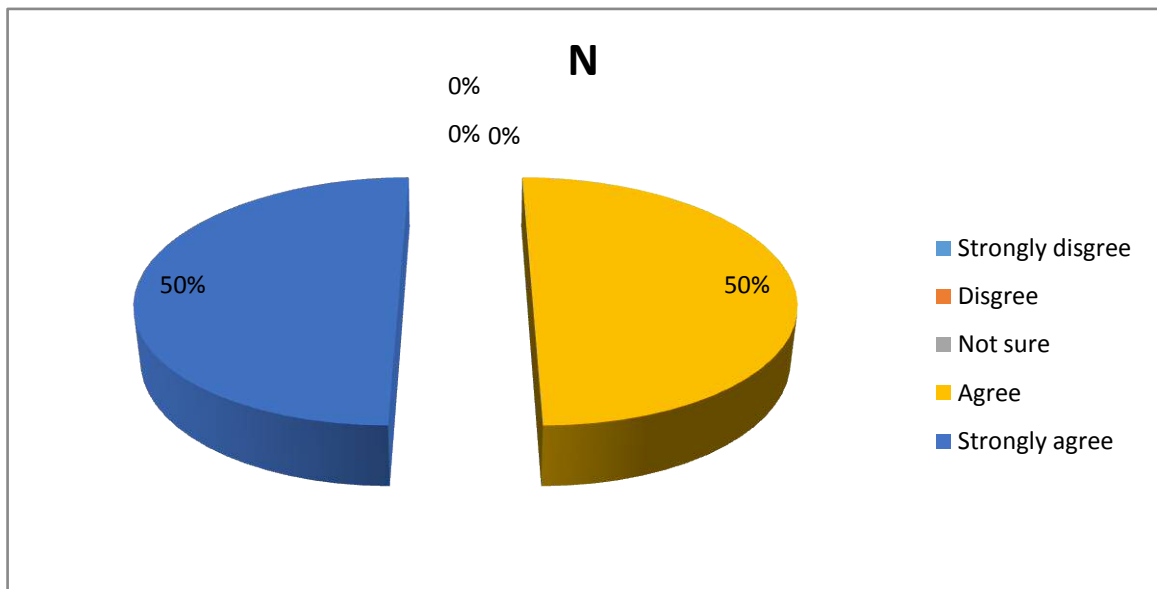


Figure 11: a diagram shows the comparisons between the use of videos and printed texts.

Concerning this question, we can say that (50%) of students agree and (50%) strongly agree that videos are more useful inside classroom because videos are the best authentic materials that develop student level, since it considered fun and entertaining. Whereas the other percentages seems that most of students are not interested in printed texts.

Question 12 : it is helpful for students to practice English listening with computers using videos.

Option	N	%
Stronglydisagree	01	3.33%
Disgree	02	6.66%
Not sure	03	10%
Agree	22	73.33%
Stronglyagree	02	6.66%

Table 12 : students attitudes towards practicing English listening with computer.

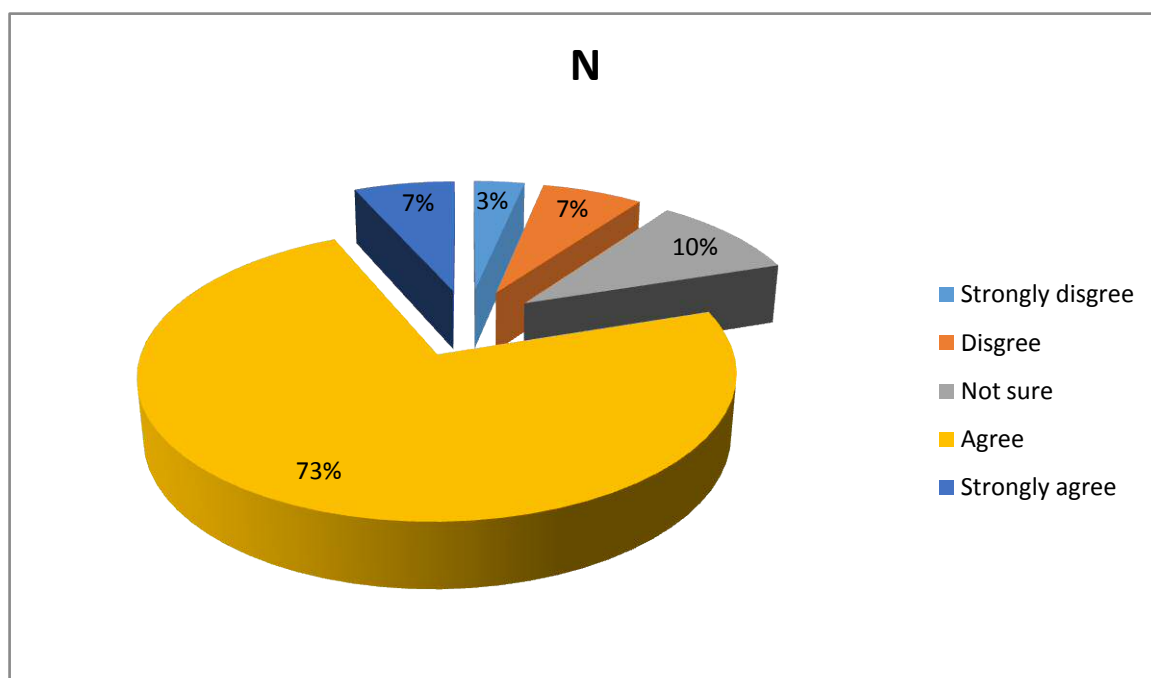


Figure 12 :A diagram representing students attitudes towards practicing English listening with computers.

The table indicates that (73.33%) agree on practicing English listening with computer using video can develop their listening ability, and (6.66%) strongly agree that using videos with computers help them practice English listening. While (10%) are not sure on the use of computer in practicing English listening .whereas (6.66%) of the participants disagree and they see that it is not helpful ,and (3.33%) of the students strongly disagree, and do not consider it as helpful tool for practicing English listening.

Question 13 :-videos are good source for practicing listening ability.

Options	N	%
Stronglydisagree	00	00%
Disagree	00	00%
Not sure	02	6.66%
Agree	04	13.33%
Stronglyagree	24	80%

Table 13 :materials used for practicing listening ability.

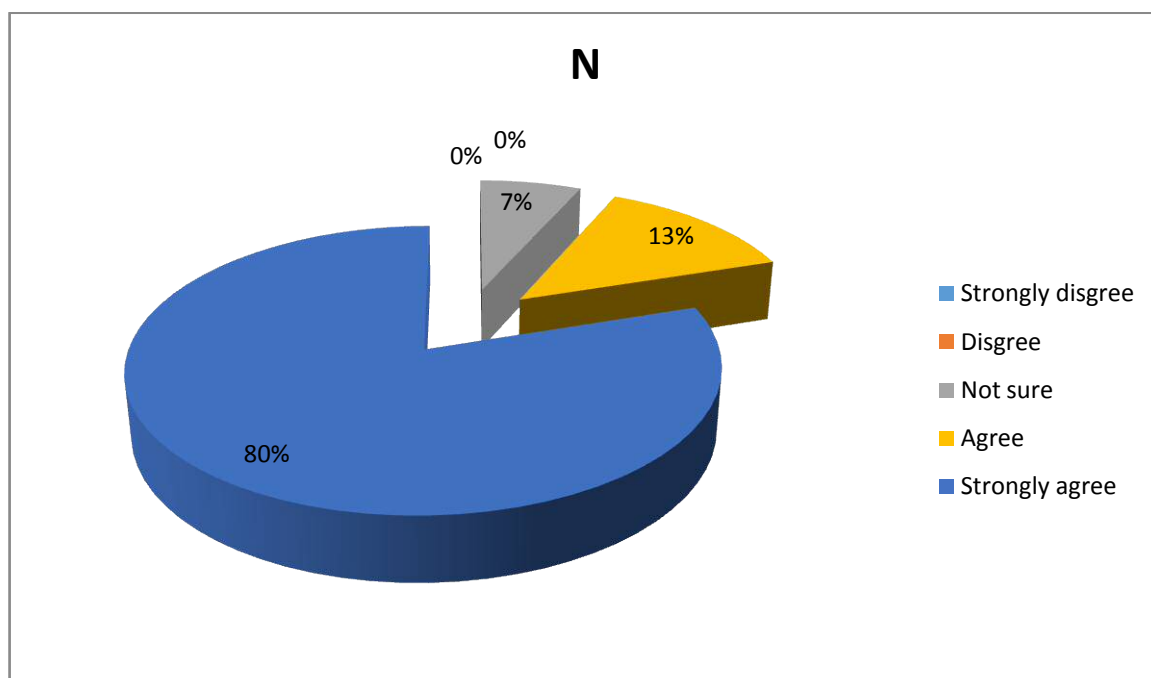


Figure 13 : a diagram representing materials used for practicing listening ability .

According to the students' answers about this question, we can see that the majority of students (80%) strongly agree that videos are the best source for practicing listening ability, and (13.33%) are agree on videos that is a good tool to develop their listening. Whereas (6.66%) of the remaining students are unsure about if videos can increase their listening ability. While no one of them said that are useless.

Question 14 : using videos inside classroom has beneficial effect on learning English.

Option	N	%
Strongly disagree	04	13.33%
Disagree	06	20%
Not sure	00	00%
Agree	17	56.66%
Strongly agree	03	10%

Table 14: using videos when learning English.

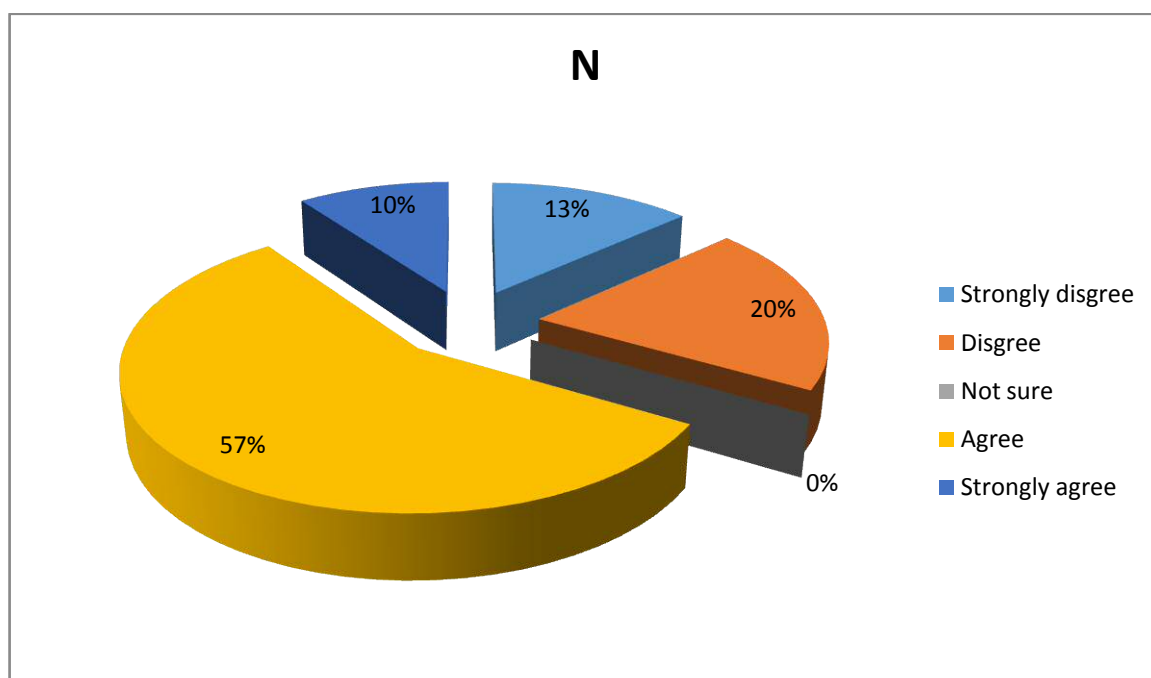


Figure 14 : a diagram representing the use of videos when learning English.

This table has mainly shed light on (56.66%) of students agree on the use of videos when learning English because it helps students to understand a lesson more than to explain it without it, and (10%) strongly agree that videos can help students being affective in their learning English. While the remaining percentage divided into two parts (20%) of the respondents are disagree on the beneficial role of videos in learning English, however (13.33%) of them are strongly disagree that videos are not effective tool to acquire English.

Question 15 : I am motivated to learn listening using videos.

Option	N	%
Stronglydisagree	00	00%
Disagree	00	00%
Not sure	00	00%
Agree	28	93.33%
Stronglyagree	02	6.66%

Table 15: videos as an aid to learn listening

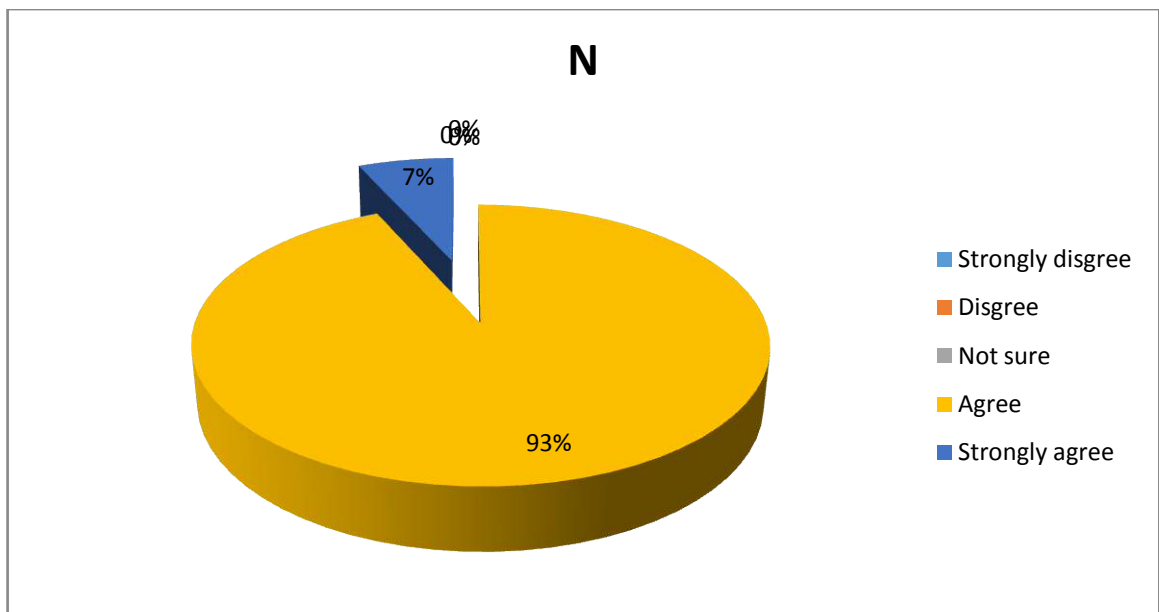


Figure 15 :a diagram representing videos as an aid to learn listening.

The great majority of students (93.33%) agree and see that videos can be a rich resource to motivate them to learn listening .Also (6.66%) strongly agree that videos help them to develop their capacities. Whereas, none (0%) of them see that videos can't be a rich resource to enhance students' capacities.

Question 16: should we continue applying this method in the future.

Option	N	%
Stronglydisagre	00	00%
disgree	00	00%
Not sure	00	00%
agree	00	00%
Stronglyagree	30	100%

Table 16 : students opinions toward applying videos in the future.

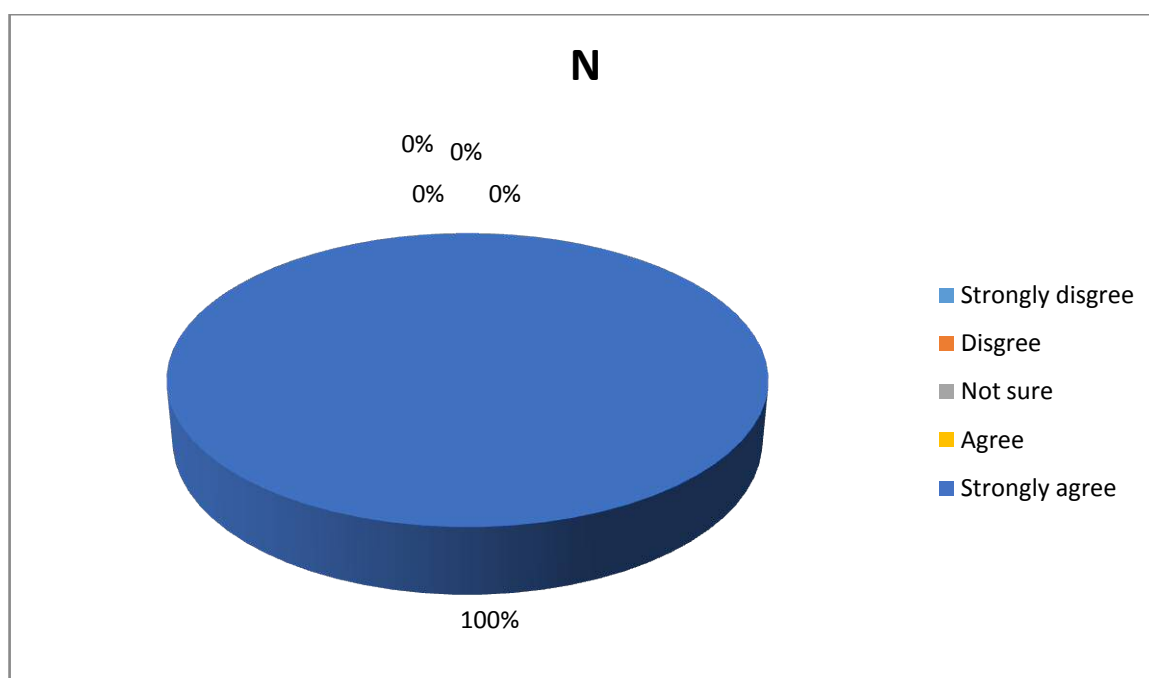


Figure 16 :A diagram representing students opinion toward applying videos in the future.

All the students (100%) strongly agree and claimed that videos have great impact on learning and it facilitate learning and help them to improve their listening abilities. while none of them see that using videos isn't a good technique and they expect that they will continue applying this method in the near future.

Conclusion

On the basis of the analysis of the students' questionnaire we observe that the majority of students want and need from their teachers to use videos inside classrooms, because they see it as an effective tool to enhance and develop listening skill.

Discussion

The general findings that appear in this study which is made for the students reveal positive responses when speaking about technological tools in general and about the use of videos in specific.

According to the study of this chapter, we have investigated the students' attitudes towards the use of videos while they listen to the English language as a foreign language. After the analysis of the students' questionnaires, we can notice that students' answers were very positive. Through our results; we show that students will be motivated, encouraged, and stimulated when teachers use videos in their session. Also, we have concluded that the majority of students have a good idea about videos and its benefits on them by applying these materials in their courses as new technologies used for teaching them, to express students' abilities in listening, get knowledge, develop their levels of learning and acquiring a foreign language. In a short, different sections of the students' questionnaires show their attitudes and opinions towards using videos in their courses and the way they prefer to learn. Each section's result will be interpreted as the following:

In section one, is concerned with general information of students, about the importance of listening in learning the English language, since listening is a process that involves the understanding of a speakers' pronunciation or accent, speakers' grammar and vocabulary and comprehending the content, and encourage learners to enhance their self confidence in EFL classroom.

Section two is related to students' attitudes towards using videos, a large number of students preferred to learn a foreign language by using original technologies, videos are ones of the frequently authentic materials used in EFL classroom by the teachers in teaching listening. They provide good source of listening materials. It plays an essential role in the

learning, videos as a teaching material will attract the interest of the participants and it supports the students to comprehend the content of the spoken texts. Moreover, the pictures that display in the videos motivate the learners to guess which vocabulary used, also videos have the impact to bring real life situations inside classroom and break the routine. Additionally, findings represent that all the participants agree that laboratories are the appropriate place for the learners to practice on their listening ability, since classrooms have some gaps in this matter. It is one of the things that deliver good atmosphere to the classroom, from another hand teachers need to apply this material in teaching listening in order to bring a funny atmosphere to the class.

Videos are usually the best tool to enhance the students' pronunciation and intonation. This is what the results of the participants revealed. Video, particularly, is the most proper source for the teachers.

Recommendation:

At the end of this study, it can be said that in order to be in a position to combine the use of technology in the process of teaching and mastering English as a foreign language, some condition need to be addressed:

- It is focus to investigate the various impacts of authentic materials on listening ability, Concerned to students who learn English as EFL
- Curriculum designers should be conscious of the involvement of technology in the educational field
- Laboratories should be provided for EFL students to practice on their listening abilities.
- exercising English language inside and outside the classes motivates learners to the learners' process.
- Teachers need different training concerning the use of technological tools
- Each university should equipped with a language laboratory in order to provide learners with chances to be exposed to the target language.

Suggestions

The researcher proposed the following suggestions for further studies:

1. They suggest that the administration of English department should incorporate more technology in their sessions for the students because it is very important for them.
2. Learning by listening
3. Inviting the next generations to make further researches concerning this topic in order to obtain more general and positive results.
4. The importance of the correlation of language skills.
5. Evaluating listening courses in view of the important skills determined by specialists.

A decorative border with a repeating pattern of stylized floral and scrollwork motifs, framing the central text.

General Conclusion

General conclusion:

Developing the listening skill is an essential element of any EFL learners. Videos regarded as the most effective techniques to this end. Given the importance of such materials in developing language skills since it is expected from students to help each other, to discuss and argue with each other, to current their knowledge and learn how to develop listening skill and view natives reaction and cultures while listening.

This work aimed to investigate the impact of videos in improving listening skill. It is divided into two parts the theoretical part which consists of two chapters, the first chapter focused on listening in which it covered some appearances of listening sill. Concerning the field work, it concentrated on videos as a second variable in this research. It is about the data analysis of the students' questionnaire with the discussion of the findings.

The study took place at Abbes LghrouKhenchela with learners. The population was second year students of English language, with no regards to their age or gender. The questionnaire was given to them in order to check their reaction and point of view toward the adoption of technological tools such as videos for enhancing their listening ability.

The findings of the study reported that English language learners are more engaged, attracted, and excited in the use of technological tools while they studying, since it is considered as a new method of teaching them English courses. Teachers believe that videos could help students to learn and practice listening ability, to infer main idea of communicative events, in addition to figure out the meaning of unknown words, offer for learners the opportunity to become familiar with the speech of many countries. This work has made us sure that videos can be used as a new and authentic source for providing knowledge that student can depend on for the purpose of gaining new information. Videos can be valuable and effective way of practicing the listening skills for EFL learners.

A decorative border with a repeating pattern of stylized floral and scrollwork motifs, framing the page.

References

References:

1. Batova, N. (2013). Academic listening: is there a place for bottom-up processing?. *International Journal of Education and Research*.
2. Cakir, I. (2006). The use of video as an audio-visual material in foreign language teaching classroom. *Turkish Online Journal of Educational Technology*.
3. Canning-Wilson, C. (2000, April). Practical aspects of using video in the EFL and ESL classroom. In *Teachers of English to Speakers of Other Languages Arabia Conference*.
4. *Description*. University of Calgary, Canada. Gjøvik University College, Norway. Xu, F. (2008). Listening Littlewood, W. (2000). Do Asian students really want to listen and obey?.
5. Dudeney, G., & Hockly, N. (2008). *How to Teach English with Technology*. United Kingdom: Pearson Education Limited.
6. Gilakjani, A., & Ahmadi, M. (2011). *A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement*.
7. Gilakjani, A. P., & Ahmadi, M. R. (2011). A study of factors affecting EFL learners' English listening comprehension and the strategies for improvement. *Journal of Language Teaching and Research*, .
8. Gilakjani, A. P., & Sabouri, N. B. (2016). The significance of listening comprehension in English language teaching. *Theory and Practice in Language Studies*,
9. Haley, M., & Austin, T. (2004). *Content-based second language teaching and learning*.
10. Hamouda, A. (2013). An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom. *International Journal Of Academic Research In Progressive Education And Development*.
11. Harmer, J. (1998). *How To Teach English (with DVD)*.
12. Harmer, J. (1998). *How To Teach English (with DVD)*.
13. Harmer, j. (1998). *How to teach English*. England: Pearson education limited.

14. Harmer, j. (2001). *The practice of English language teaching*. England: Pearson Education Limited.
15. Harmer, J. (2001). *The practice of English language teaching*. London/New York.
16. Harmer, J. (2007). *How to teach English: new edition*. Harlow: Pearson Education Limited.
17. Hayati, A. (2010). *The Effect of Speech Rate on Listening Comprehension of EFL learners*.
18. http://3A%2F%2Fri.ues.edu.sv%2Fid%2F reprint%2F8645%2F1%2F14102744.pdf%3Ffbclid%3DIwAR3PUT9f71GEz4Wb8uePc9i5h9w_rQUrjaU5q-Ws_Aluyutf3_7e1zHRQ4&h=AT2CagOWIv2RugYgej3jcqDnAG0V2x2ckdzAI-VVgsxp8HDexZ0NpkTE8EasQQRDZScy_1YeAhR_Vw5R_j_TgedeV8JO8fs9nXR_mn0eA5_il4WSc1rIVP1A0JCbw-4GLYJ3
19. http://thesis.univbiskra.dz%2F1696%2F11%2FchapterII.pdf%3Ffbclid%3DIwAR2ypXUe7P9teoizUrObBa3Suf_Slk2hXzKfa3Q_s3tzE-4IGvkXVM4JfM&h=AT2CagOWIv2RugYgej3jcqDnAG0V2x2ckdzAI-VVgsxp8HDexZ0NpkTE8EasQQRDZScy_1YeAhR_Vw5R_j_TgedeV8JO8fs9nXR_mn0eA5_il4WSc1rIVP1A0JCbw-4GLYJ3
20. <http://library.uru.ac.th/article/htmlfile/human06-01.pdf> retrieved on August3rd, 2012
21. <http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCoQFjAA&url=http%3A%2F%2Fjournals.tclibrary.org%2Findex.php%2Ftesol%2Farticle%2Fdownload%2F7%2F8&ei=uTjQUZrHBsOPrQeGYDAAQ&usg=AFQjCNGVrS372pd3YvsGtAFMBK7aMH0R1Q&bvm=bv.48572450,d.bmoon> July, 25, 2012.
22. <https://www.thoughtco.com/listening-communication-term-1691247>
23. Intajuck, Y (2004). *Maximizing the Utilization of video in EFL/ESL classroom*, from
24. Karakas, A. (2013). *Student and Teacher Perspectives*. *Journal of Second and Multiple Language Acquisition*.

25. Khaled, N.(2010). The Influence of Background Knowledge on Second Language Listening Comprehension.
26. Lemmer, R. J., & Count, A. (2009). A Report on Listening Strategies, Materials and Methods in a University Advanced Listening & Speaking Class.
27. Mewald, C., Gassner, O., & Sigott, G. (2007). *Testing Listening*. Austria: Language Testing Centre.
28. Miller, M. (2005). Improving Aural Comprehension Skills in EFL: Using Authentic Materials: An Experiment with University Students in Nigata, Japan. Unpublished Master's Thesis, University of Surrey, Australia.
29. Richards, J.C. 2008. *Teaching Listening and Speaking: From Theory to Practice*. New York: Cambridge University Press.
30. Newton, J. (2009). Teaching language skills. *The Routledge handbook of English language teaching*
31. Otte, J. (2006). Real Language to Real People: A Descriptive and Exploratory Case Study of the Outcomes of Aural Authentic Texts on the Listening Comprehension of Adult ESL Students Enrolled in an Advanced ESL Listening Course. Dissertation Abstracts International.
32. Oxford, R. (1990). Language learning strategies. *New York*.
33. Oxford, R. L. (1993). Research update on teaching L2 listening. *System*.
34. Potosi (2009). *Using Video Materials as a Teaching Strategy for Listening Comprehension*. From <http://repositorio.utp.edu.co/dspace/bitstream/11059/1936/1/371333A786.pdf>. Retrieved on August 4, 2012.
35. Richards, J. & Renandya, W. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
36. Richards, J., & Renandya, W. (2002). *Methodology in Language Teaching*.

37. Richards, J., & Schmidt, R. (2010). *Longman Dictionary of Language Teaching & Applied Linguistics* (4th ed.). Edinburgh Gate, Great Britain: Pearson Education Limited.
- Oxford, R. (1990). *Language learning strategies*.
38. Roling, K. L. (2017). *Enhancing Academic Vocabulary Learning in English Language Learners: Applications of the Cognitive Principles of Elaboration and Retrieval Practice in Intervention*. The University of Wisconsin-Madison.
39. Rost, M. (2002). *Applied linguistics in action: Teaching and researching listening*. Harlow: Longman.
40. Scarcella, R. C., & Oxford, R. L. (1992). *The tapestry of language learning: The individual in the communicative classroom* (p. 63). Boston: Heinle&Heinle.
41. Setyawati, M. (2011). judul. Skripsi S1.Yogyakarta: Program Studi Pendidikan Bahasa Inggris.
42. Sharma, N. (2011). *Strategies for Developing Listening Skills* (AP). Raj Kumar Goel Institute of Technology Ghaziabad (UP), India
43. Steinberg, S. (2007). *An Intoduction to Communication Studies*. Cape Town, South Africa: Juta& Co
44. Stumpliski, (2003). *Instructional Technology and Media for Learning*.New Jersey: Pearson Education.
45. Trainer's, M. (2004). *Community Mentoring for Adolescent Development*.
46. Wagner. 2005. Tc-Library Journal. *Video Listening Tests: A Pilot Study*. OpenJournal at Teachers College, Columbia University. Retrieved from
47. Wang, y., &Gafurov, D. (2015). *The Cognitive Process of Comprehension: A Formal*
48. White, G. (2006). Teaching listening: Time for a change in methodology. *Current trends in the development and teaching of the four language skills*.
49. Wolvin, A. D., &Coakley, C. G. (1979). *Listening Instruction*.
50. Wolvin, A. D., &Coakley, C. G. (1996). *Listening* . Dubuque, Iowa: Wm. C.

51. Yahya, B. (2007). Identifying the Advanced Iraqi EFL Learners' Obstacles in Comprehending Live Speech and their Pedagogical Implications. *Tikrit University Journal for Humanities*.