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Improving EFL Learners' Speaking Skill through Using Video Technique

A Case Study of First Year Students of English at Adrar University

Dissertation submitted in Partial Fulfillment for the Requirement of Master Degree in Linguistics and Didactics

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Dedication

In the Name of God, Most Gracious, Most Merciful

All the pries is due to God alone, the Sustainers of all the worlds

This research is dedicated to:

The memory of my dear and pure soul my grandmother.

My dear and "Queen ofhearts" my mother "Aicha" who was mygreat supporter in the whole period of my studies and has surrounded me with love and care.

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Abstract

Speaking English is essential for EFL students since English is the most commonly used language among foreign languages. Thus, speaking is considered as the most important skill. This study aims to investigate the major speaking difficulties that block the majority of First year EFL students at Adrar university to express their thoughts .Also, the purpose of this study isto know the role of video technique in the development of students' speaking skill . We hypothesize that if the teachers motivate students to speak and to avoid their fear in public speaking, it would develop the students speaking production. In addition, we aim to present various activities and strategies that help to develop their listening comprehension and their oral skill. This studyisbasedon two written questionnaires, one for students, which was sent via their valid emails, and one for teachers. In addition, classroom observation was used in order to collect more data.The findings of this study show that what makes first year LMD students speak and participate is providing them with effective activities and strategies .In addition to that, students need from the teacher to consider their speaking difficulties and encourage them to speak.

Keywords: Speaking skill, EFL students, difficulties, video technique.

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List of Abbreviations

EFL: English as a Foreign Language.

CC: Communicative Competence.

CLT: Communicative Language Teaching.

LMD: License, Master, Doctorate.

L1: First Language.

L2: Second Language.

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General Introduction

Speaking is considered as the most crucial skill because it is the first mean, which withwe can reach our expressions, feelings and thoughts. Speaking in the field of education has become very important especially in recent years,it has been some changes pedagogically in the English language which is most of the teachers focus on centered-learner more than teacher –centered approach in order to see the speaking obstacles of students .Teaching make creates different challenges between teachers and EFL learners. The majority of English language learners face speaking difficulties in oral expression classes .Teachers are trying to use different activities and strategies that can develop the level of students such.

Among the activities that are used in the classroom by EFL teachers is the video technique that is considered as a helpful technique that can reinforce students' speaking skill.

The aim of this study is to investigate the importance of speaking skill and the impact of using video technique on the students' development speaking skill. In addition to that, it tackles also the benefit of using video technique and how it can help them to improve their learning process. Finally, this research aim to know the opinion of teachers and students if the use of video technique has any impact on the motivation on EFL learners speaking skill and the major obstacles that block them not to speak. Thus, the researcher introduces the following questions:

A. What are the students' attitudes towards the implementation of different communicative activities?

B. To what extent the video technique can help students to speak.

This research hypothesizes that the use of effective communicative activities is very important for the EFL learners.If the EFL teachers were aware of the appropriate activities that would enhance the EFL learners' speaking performance, then they will certainly

General Introduction

decrease most of the difficulties that learners face in speaking. In addition, the use of videotechnique can help in teaching and learning process and help to develop the oral skill of students.

This research work consists of three chapters. The first chapter represents the overall of speaking skill, the importance of speaking skill and the main elements of speaking skill .Additionally; it focuses also on the relation between the listening skill and other skills. The second chapter deals with the use of video and its role in developing the students speaking skill and the most effective communicative activities. The last chapter describe the method that are used to gather data for this research in addition to that the analyzing students' questionnaire, teachers' written interview and the classroom observation .

Chapter One: The Overall of Speaking Skill

Chapter One: The Overall of Speaking Skill

1.1. Introduction

Communication plays a great role in our daily life. Through speech, we are able to express our feelings, ideas and opinions .In the educational side, improving students' oral skill is not easy for some teachers due to that they try to use various strategies and activities to promote their skills.Nowadays, the majority of students want to master speaking skill in order to participate and communicate confidently. Thus,speaking skill if we can say that speaking skill is considered as the most crucial skill need to be developed ,honestly it is also the most ignored skill from some teachers .In this chapter ,we are going to deal with the general idea concerning speaking skill :Definition of speaking ,the elements and the importance of speaking.In addition,it sheds light on some types and characteristics of speaking.

1.2. What Is Teaching?

As Brown (2007) states that teaching is leading, make learning easy,and letting the learner to learn. Teaching has been described in different styles.Teaching is a close connection between a mature person and someone who lacksmaturity thatis aimed to support the educational part of the latter (H.C Morrison 1934). In addition to that,teaching is the most effective way may change someone's personality and create an atmosphere of sharing knowledge.

1.3.Teaching English as a foreign language

English is the most used language in the world .It considered as the international language. English can be as a foreign language or as a second language .Moreover;it represented as the language the language of technology and newspaper .teaching English as a foreign language in different schools in order to communicate. (Bougton&Brumfish, 2003).Teaching English as a foreign language defined as the process of learning a different language which considered as not original language to the learner.Also, teaching English

focuses on three main things:vocabularies,pronunciation and grammar,as the Algerian students see English as a foreign language because it gives the significance to foreign language especially English.As Hindi states (2012)"that teaching English as a foreign language is considered as a challenge for all teacher whether experiences or beginner".(Brougton and Brumfut, 2003).

1.4. Teaching theFour Skills

The four skills which are writing, speaking, reading and listening; these skills are used in connection not in separation. These skills are very necessary in language teaching or learning .Moreover, the four skills can also be described as the macro skills ,the relationship between the four skills is represented as input and output ;input includes speaking and writing whereas input consists of listening and reading skill. Concerning teaching the four language skills,languageis significantly based on these basic skills as Harmer (2007) states that it is rarely founding the four language skills separated at least two skills are integrated such as speaking and listening, especially in a conversation. Some of teachers use the four language skills, but separately.It means they focus on only one skill for that reason it does not achieve veritable communication .In teaching English as a foreign language in usual situation, people utilize the four language skills to communicate between each other .Thus, teaching EFL experts have decided to integrate the four skills in thecourse.

1.5. Teaching Speaking Skill

Speaking is an important part in our daily life. When we talk to each other,we produce ideas and exchange information .It considers as an effective skill among the other skills(reading, writing, listening). The word 'speaking 'was defined in several ways by different experts ,as Rivers(1989) argues that speaking is used twice as much as reading and writing in our communication (Kaddour,2015: 4). While Brown and Yule (1983)state

that speaking is to express the needs –request information, service etc (Kaddour,2015:4).Moreover,according to Cheney speaking is the process of building and sharing meaning. Nowadays, English is an international global language.It is a language the most demanding of the four skills. For EFL learners, speaking is very necessary in order to communicate and express themselves in that language .In addition to that,speaking skill is considered as the most used among the four skills listening,speaking, reading, and writing.According to Clark and Clark (1977) speaking is an act.Learners speak to get some impacts on their listeners too. The original of language act must play a crucial role in the development of language speaking.

Concerning teaching speaking, instructions of English language should know that producing a speech is not an easy task for EFL learners because a successful speaking demand more effort and the capacity to utilize the language correctly between the members of society interactively.

The variety in an interaction include not only oral communication, but also paralinguistic sections of language like pitch, stress and intonation. (Mushadi, 2016).

To sum up, teaching speaking skill is considered as the most important part in helping students to succeed in school and in their lives, but teachers should pay more attention to teach speaking skill and to supply a rich environment(Fizani, 2015).

1.6. The Importance of Speaking Skill

Speaking has been very crucial for people to communicate .Communication skill is considered as an aspect of speech production and written language. Moreover, speaking indicates to exchange opinions,emotions and thoughts in order to convey a message.Among the four skills, speaking is considered as the most difficult one.Nowadays communication developed and becamedifferent compared to the past, not only by face –to-face, but also by sending and sharing knowledge through the internet. Though English is a

global language, it is not an easy task in speaking because English speaking focuses on pronunciation ,grammar ,fluency and comprehension as Richarch and Rodgers(2001)said that the speaking skill was ignored in the classical methods ;the focus was on reading and writing skills such as Grammar translation method focused on only reading and writing skill. The aim of EFL learners in learning English is to be skillful in speaking and communicate with each other .Teachers are trying hard to make students able to utilize language fluently and properly as much as they can (Zulfugarova2018).

1.6.1. Elements of Speaking

Improving speaking is not in that ease,as Harmer (2003) states that learners shouldknowthe speaking elements of that language because it is very important .

Harmer mentions four necessary elements to both the students and the teacher ,are the following:

- **Connected Speech**

In connected speech,English speakers need to come up with not only individual phonemesbut also with more connected sounds.These sounds are modified ,omitted, added or weakened.

- **Expressive Devices**

Pitch, stress, volume, speed, and the use of non-verbal methods are phonological rules used by English native speakers in an efficient way.The use of these devices can help them to express their intentional meanings.So, if students want to be effective communicators, they need to be able to utilize some of these devices and features.

- **Lexis and Grammar**

In order to help learners to exchange meanings and to avoid using the same lexical expressions. Then, teachers should provide them with various phrases that hold different functions.

- **Negotiation Language**

It is a process of communication that is very beneficial for learners to seek for clarification especially in listening to somebody's talk.Thus,teachers need to supply them with needful expressions .Learnersalso need to build well their speech if they seek to be understood, especially when they are able to see the other speakers did not grasp them.

1.7. Types of Speaking

When we speak we are trying to share ideas, feelings and opinions.Most of the teacher's purposes in teaching the foreign language is to make learners use English for communication between each other. Brown (2000) listed five types of speaking that can help learners to get better in speaking: imitative speaking, intensive speaking, responsive speaking, interactive speaking and extensive speaking.

1.7.1. Imitative Speaking

This type of speaking focuses on lexis and grammar.Learners repeat the others' sounds,words or phrases.

1.7.2. Intensive speaking

This kind of speaking isdescribed as the production of short stretches of speech includes: intonation,stress,and rhythm. In this type speakers, are obliged to read loudly phrases and dialogues.Brown (2000).

1.7.3. Interactive speaking

It varies from the firsttype.For that reason, it contains two different manners of language: transactional and interpersonal language. The first onetries to convey and to exchange particular information, but the second its purpose is at maintaining and grasping social relationships, this type of speaking involves discussion, interviews, dialogue, androle-play activities. (Brown,2007).

1.7.4. Responsive Speaking

This kind of speaking contains shortconversations; it also conveys small talk , requests and comments to conserve originality with few questions and short replies.

1.7.5. Extensive Speaking

The last type is extensive speaking. It includesmonologues, oral presentation and storytelling this type aims to form formal and comprehensive language.

1.8. Characteristics of Speaking Skill Performance

Speaking English language based on five main characteristic fluency, accuracy, vocabulary, pronunciation and grammar.

1.8.1. Fluency

As Hedge (2000) indicated that "fluency means speaking easily, smoothly, naturallyand reasonably quickly without lots of pauses and stops"(cited inAbd el alim IZOUNTAR 2018). It is considered as the major characteristic in speaking performance .Teachers aim to fulfill their purpose in teaching the speaking fluency. The capacity to come across himself in comprehensible and correct way .In order to attain this aim ;teachers should help the learners to practice and apply this language in their personal language and to express their thoughts and points of viewand to avoid copying or imitate any kind of model.

Numerous of EFL speakers consider fluency as the capacity to speak rapid,so speakers commence speak very quickly without break.Thornbury (2005) discuss that speed is a significant factor,but Thornbury proposes that pausing also important;speakers need to take breath.In addition, skilled speakers need to break from time to time to let the interlocutors grasp what they said.Nevertheless,repeated or frequent pausing refers to that the speaker has problems in speaking .As Thornbury states that the frequency of taking break in speaking is more important than the length of breaks.There are production strategies or in another word "tricks" means the filling of pauses,the most known pause fillers are "uh" and "um". There are some vagueness terms such as "sort of" and "I mean".The repetition of a one word when there is a pause this is another strategy for filling pauses(Thornbury2005) .

1.8.2. Accuracy

Accuracymeans the production of grammatical sentences correctly .Learners always ask for fluency but they forget accuracy for that reason the majority of teachers nowadays in their teaching method emphasizeand focus more on accuracy. If the speakers do not build correct and accurate speech they will not be understood .So learners should take into consideration and pay attention to the form ,proper language production especially grammar ,vocabulary and pronunciation .

1.8.3.   Grammar

Grammar plays an important role in learning to build a correct structure of   any language;Harmer states that grammar speech varies from the writing speech .It indicates to the learners' use of grammatical construction in a proper way.The grammatical speech has its own structure, such as English in speaking has its conversation markers Harmer illustrated some of them such as frequent non-clausal units (Mmm ,huh, yeah)and hesitators (er,um,em).

1.8.4. Vocabulary

"It is defined asall the words used by a particular person, or all the words that exist in a particular language or subject**"**(Cambridge Dictionary 4th edition ,2013).Learners sometimes face difficulties in finding the appropriate words to express themselvesthey often do not put words into the correct context especially using synonyms that have different meanings.Students should select suitable vocabularies during the moment of speaking in order to achieve the accuracy.

1.8.5. Pronunciation

The wordpronunciation is defined in Oxford dictionary as" the way in which a language or a particular word or sound is pronounced".The majority of people see English as a difficult language either they are proficient in speaking or not because of its pronunciation. Teachers should not focus only on grammar,vocabulary but also on pronunciation, intonation and stress becausethey are very important. Harmer states that learners who want to develop their production speech; they should be aware of different sounds and sound features. All these information concerning spoken English support them with the goal of getting better understanding and clarity.(Harmer 2001).

1.9. Listening and Speaking Connection

From years ago to now many researchers have considered the four skills-listening, speaking,reading and writing -as the most significant skills.In teaching English as a second or foreign language plenty of textbooks around the world concentrate on either one or two skills .Brown (2000).Brown states that the four skills are connected to each other such as speaking and listening;we cannot produce a language without listening to that language. Concerning the connection between speaking and listening skill,(Redmond and Vrchota, 2007:120) said that "speakers are at the mercy of listeners"(Cited in Sarah Saaied 2015:12) that is listening involves in the development of speaking skill.Instructors try to integrate

both skills –listening and speaking-in order to help students to improve their communicative competence. Moreover,Learners need to be good in listening skill in order to become skilledand effective in the speaking performance.Finally , listening (receptive skill)and speaking (productive skill) are two essential skills which support each other .Speaking without listening and listening without speaking cannot aim the communicative competence in language learning (Chengyu Nan 2018).

1.10. Concept ofCommunicative Competence

Firstly,communication means the process of sending knowledge and exchange thoughts, opinion and emotions.Using a language among people in order to convey a message that means we are communicating with each other as Karshen said (1982,1988)"when using the language to communicate meaning the learner must draw on subconscious knowledge" (Carter &Nunan2001).The word "Communicative Competence" is composed of mainly two terms,the mixture of which means "the competence to communicate". While the term competence is considered as the most argumentative expression in the domain of general and applied linguistics.The idea of communicative competence (CC) is coined by Chomsky,he proposed and explained the expression communicative competence,but Hymes was the first who introduced the concept "Communicative competence", he focused on using grammatical rules is not enough to communicate in another languagein contrast to Chomsky's sates that competence "the ideal speaker-listener knowledge of his language"(Bagarić,2007).According to Savignon(1983) competence is what a person know and performance is what a person does".The concept communicative competence was clarified by Terrel and Krahen (1983) as the process of utilizing a speech among the society in order to communicate, their emphasis was not on using grammatical rule,it was on the improvement of speaking skill". Language is best

taught when it is being used to transmit messages,not when it is explicitly taught for conscious learning " (Saleh Ahmed 2018).

Finally, beingan expert in communication as Hymes states that not just only learning grammatical rules ,but also to be aware what to speak ,to whom sending the message and the way of say it in a correct and particular form.

1.10.1.   Grammatical Competence

Brown considers grammatical competence as the competence that "encompasses knowledge of lexical items and of rules of morphology, syntax,sentence- grammar semantics and phonology"(Canale and Swain ,1980p,29).In other meaning ,grammatical competence provides learners with more grammatical knowledge that allow them to be educated and well-informed about the combination of words into different sounds ,and the particular stress of sounds .

1.10.2.   Discourse Competence

"It is the ability to relate sentences in stretches and to form a meaningful and relevant whole outof a series utterances" (Brown 2007:220). In other words,discourse competence focused on the ability of the learners in observing the rules of unity and cohesion to involve in expressive and meaningful communication (Canale and Swain ,1980;Celce,Murcia,2007;Uso Juan and Martinez-Flor,2008).

1.10.3.   Sociolinguistic Competence

Savigon(1983, p.37) stated that the sociolinguistic competence is about "an understanding of the social context in which languages used"Moreover,Canale and Swain explain   that sociolinguistic competence is separated into two main categories (Illocutionary competence ,pertaining to sending and receiving intended meaning)and

sociolinguistics focuses also on (politeness ,formality ,register and their relation with a given culture) (Brown , 2007).

1.10.4. Strategic Competence

Strategic competence is considered by Canale and Swain as "the verbal and non verbal communication". In addition,it represented as " the capacity to select an effective means of performing a communicative act that allow the listener to identify the intended referent"Tarone (1990) (Cited in Bown ,2007:220).

1.11. Goals of Teaching Speaking

In the four skills –listening,speaking ,reading and writing seem the most significant in using a language as a speakers of that language .Also ,learners like to learn that language in order to communicate orally.It is not easy process to make a learner talk.As Bake and Westrup(2003) say that teaching speaking can be useful for different reasons :

First, it allows the learners to utilize the new language that they are learning .Second,teaching speaking helps them to express themselves and be fluent in speaking that language. Third ,it aims to develop the communicative skill. As Haley and Austin (2004:189) say "To be more orally productive, learners would need to be more capable of responding in a relevant and socially appropriate manner to the communication of others."(Cited in KaddourKhaoula,2016).

1.12. Students Problems in Speaking

Sometimes in learning speaking English ,learners make mistakes in speak that language either in the pronunciation or in building a correct sentence grammatically .Ur(1995:121)set four main problems that students faced during speaking .

1.12.1. Inhabition

Learnersoften refuse to try talk in some speaking and communicating activities because of fear making errors.

1.12.2. Nothing to Say

Students usually do not found the exact words to express themselves in speaking because there is an absence of motivation to share their ideas and sometimes it's about lack of confidence and limited vocabularies in their speaking capability.

1.12.3. Low Participation

In participation the majority of learners do not like to speak in communicative activities some of them like only to listen to the other speakers .The cause of the low participation is that teachers do not care or support them to try express their opinions.

1.12.4. Mother Tongue Use

In speaking a foreign language as English,students utilize the mother tongue especially in group-work or the activities that requires more communication ,because they feel comfortable and free in talking to their own language .Natalia (2015)

As Baker and Westrup (2003,p.12)"barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language"(Cited in SaciSihem ,2015:26).

All these problems can be push the learners to enhance and develop their speaking skill .

1.13. Psychological Problems

Juhana mentioned (2012:101) some of basic psychological problems that most of students faced during speaking activities.

1.13.1. Fear of Mistake

As many theorists discussed the fear making mistakes becomes the major problem of students 'unwillingness to speak in English. In addition,Juhana (2012) states that the reason behind the fear of making mistakes is the issue of correction and bad evaluation .Also ,learners feel afraid to make their classmates laugh at them or teachers criticize them. Therefore,the majority of EFL learners refuse to participate or even to try utter some words .So teachers should make the idea of making mistakes lead them to be skillful in speaking and it is not a bad thing because from their mistakes can learn many things .

1.13.2. Shyness

It considered as the sentimental thing,some students face this problem particularly when the teachers ask them to speak.Many psychologist see shyness as the source of the obstacles in communicative activities in the classroom. Shyness is the problem, which make learners sometimes lose their speech and block them from thinking properly .Baldwin (2011) states that speaking in front of public most of people consider it as a phobia. Thus, teachers should create an comfortable and funny atmosphere inside the classroom .By working on this, students will simply see shyness as a normal thing and a point of success.

1.13.3. Lack of Motivation

Motivation is very important to help learners communicate .It is a key that play a greater role in enhancing learner's speaking skill .According to Juhana (2012)motivation is a strong energy lead students to care about the activities .Teachers here play a crucial to encourage them to speak .

1.13.4. Anxiety

Anxiety isone of the negative feelings that most of students face in speaking a language as a foreign language .Scovel (1978:134) "anxiety is a complex affectiveconcept associated with feeling of uneasiness frustration ,self-doubt or worry"(Benidi,2016:22).Feeling anxious in speaking a foreign language as Howritz and Cope (1986), Zhao Na (2007)explain that anxiety may cause bad causes on learners such as: Firstly fear of bad evaluation and to fail in front of their partners.Secondly,Being anxious of making mistakes in speaking .Thirdly ,incapacity to express themselves and building inappropriate sentence .Horwitz et all proposed three main types of speaking anxiety which are:**Trait anxiety** " refers to the particularly persons who considerably feel anxious in any situation " MacIntyer (1991).While **State anxiety is** considered as a transient anxiety which triggered by a certain provoking moment .In other meaning ,a person experience this feeling when he has a fear or worry about particular situation. Spielberger (1983) .Finally,**situation –specific anxiety** MacIntyre and Garder(1991) stated that specific –situation anxiety "is an advanced perspective of a state anxiety concept".

1.13.5.   Effects of Anxiety on Students

Anxiety has a huge impact on students in speaking second or foreign language; itcan be seen from their act of speaking, their faces and their bodies. In addition,anxiety in the classroom may prevent learners to progress in their communicative skill and make them inactive inside the classroom . Anxious students lead them to stop participating in speaking activities or communicate publicly.MacLntyre and Gardner (1991:112)state "Foreign language anxiety can be distinguished from other types of anxiety and that it can have a negative effect on the language learning process".

Anxiety is a psychological phenomenon that most of students face in learning a language process .Therefore ,teachers can be the key of student's success in avoiding this psychological problem through using various ways and strategies inside the classroom. Such

as :creating a relaxed atmosphere it is very important to create a funny and helpful atmosphere ,it motivates students to feel comfortable and less anxious in speaking activities in order to get acceptable results in learning as Ibid states that "classroom is not only a psychological but also a physical environment"(Cited in Zahra ,Aida ,2017:9).That means teachers can use music or games which make the classroom a supportive place for the students .Also ,teachers can build a close relationship with students because it helps the students to participate and express his/her self without any anxiety (Birch & Ladd1997) clarified that students who have unstable relationship with their teachers are bad academically than students who are more close with their teachers ,this can gain good results in learning process .In addition to that, using different kind of activities encourages students to decrease their anxiety in speaking on the particular topic in the classroom. Such as simulations which is considered as the most supportiveone by the majority of students because it help them to play any role,it helps students to avoid feeling anxious in speaking in front of whole class.Many psychologists suggested that working in group inside the classroom is the major key of supporting students to reduce /to be less fear as Dornyei (P.101) said that "cooperative situations generally have a positive emotional sense ,which means that they generate less anxiety and stress than other learning formats"(Cited in Zahra ,Aida ,2017:11).Finally ,the majority of students in the period of exams start feeling stress thus teachers should supply an effective games or ways before exams in order to feel comfortable during the exam.

1.14.   The Teacher Roles

The majority of students need a motivated and guided teacher. The teacher role is very important in teaching and learning process,he plays various roles simultaneously from one activity to another .Hedge Tricia (2000,p:26)proposes the   teacher roles can play in the classroom:

"As controller in eliciting nationality words; as assessorof accuracy as students try to pronounce the words; as corrector of pronunciation; as organizer in giving instructions of the pair work, initiating it, monitoring it, and organizing feedback; as promoter while students are working together and as resource if students need help with words and structures
during the pair work."

1.14.1. Controller

Harmer (2001)asserts that the job of the teacher here is to send knowledge to his students during the interaction between the teacher and the students .the teacher in this role has the responsibility of teaching and learning process .

1.14.2. Assessor

The role of the teacher here is to inform students that their accuracy being improved.As Harmer mentions that students need to know how and for what they are being assessedtherefore students will have a clear idea of what they need to concentrate on.Also ,the teacher should tell them their weaknesses and strength ,this can help students to work hard in order to develop their level. In addition to that teachers should take into consideration and pay attention to the students reactions and to know the suitable way to deal with them.

1.14.3. Corrector

Here the job of the teacher is to be aware in choosing a suitable time and place to correct their pronunciation and grammar mistakes, but teachers should be careful in correcting their errors during the interaction inside the classroom .So, teachers must work in giving correct form and sense because learners will face language problems in the future.

1.14.4. Organizer

According to Harmer (2001)organizer is the most crucial role ,here the teachers should organize different activities as work in pair and group by giving instructions with

well interaction then at the end of the activity teacher must finish everything when the time is over .

The important point in this role is the teacher must involve in the activities in order to encourage students to participate without anxiety and to give the chance to communicate with each other.

1.14.5. Prompter

Sometimes some students feel unable to find words to express their ideas properly either with their classmates or with the teacher. The job of the latter is to support students to be more creative in the classroom so that to be more independent from the teacher. In this role the teacher must keep himself away from the students,so they will be creative in the learning process(Ibid) (Kouicem,2010,p.19).

1.14.6. Resource

The teacher here is a sourceof information; they answer all the student's questions.That means when the students ask for the explanation of meaning of a given word or phrase. Theteacher can encourage students to use "monolingual" dictionaries instead of answering all the questions.

1.14.7. Observer

Teachers observe what students do especially in speaking activities .As Harmer (2001)mentions that teachers should avoid distract students attention in order to let them act inside the classroom naturally and spontaneously.In addition ,teachers can take notes for students performance and their language use . They must observe their right performance not just the wrong one ,they do not utilize observation just to give feedback but also to assess the progress and the success of the classroom interaction .Also, they should grasp the problems that students face during the communicative activities such as

fluency or accuracy . Thus, the teachers attempts to create and bring changes for the classroom ,all these can build a great relation between the teacher and the students .

1.15. Learning Speaking Activities

Harmer shows many various activities concerning learning speaking :

1.15.1. Information –Gap Activities

Information –gap is an activity about speakers do not share the same information or ideas, they need to complete the picture by describing and exchanging an appropriate information this game help students to discuss and communicate witheach other's.

1.15.2. Story Telling

This activity makes the students tell a story using English .Here teachers asked the students to retell stories which they experienced in their lives or they either have read from books or on social media .They can even narrate stories about their family or friends .This activity can help to enhance the relationship between the students and the teacher and create a safe atmosphere in the class.

1.16. Favorite Objects

In this activity ,it is asked from the students to share their favorite objects ,they can work in groups or pairs .Teachers can make it a bit different by asking each student to describe the favorite object and the other students (listeners) must guess .This activity help to support students to work together and listen to each other.

1.16.1. Meeting and Greeting

The teachers require students to play roles as businesses or persons with high position ,and try to utilize greeting expressions in front of the class, it can be with two students .

1.16.2. Describing Things or Persons

In such activity teachers arrange students into groups to describe something or a person, but other students should just listen without speaking, or the teachers can give one word and let the students describeit .By doing this activity ,it can help the students to be able to speak freely in front of the whole class without stress and anxious .

1.16.3. Students Presentation

Students are asked to present any topic they want to talk about it whereas other students should listen and give their opinion about their topic .presenting students different topic can help them to avoid the fear of speaking and to be able express your point of view .

1.16.4. Debate students

Teachers here divide students into three or more groups and give them a topic to think about it ,the students need much time to prepare it .The debate students involve in learning from each other in sharing different ideas.

1.16.5. Describing Pictures

Each group bring a picture and show it to the other groups and ask them to describe it in few words then each member will create a story behind pictures which they have seen .

1.16.6. Things in Common

This activity students work in pairs and sit face to face in order to try find things are common in it, such as animals ,educations .It can build a strong confident in themselves to speak.

1.16.7. Solving a Problem

Teachers in this activity give to the students a problem either educational or social problem and ask them to suggest solutions about it.Solving a problem activity can improve student's speaking skill.

1.16.8. Discussion

Instructions choose a certain topic to make students discuss it and each one should share his/her ideas .Teachers must make the whole class speak about it . Students can work in groups or in pairs then the teacher will select the good workers in this discussion in order to motivate others to work hard in the class.

1.16.9. Telling Jokes

This activity based on lots of repetition lots of repetitions of jokes this can contribute to help students be fluent and accurate in their speaking skill.

Concerning these suggested activities teachers can prepare suitable activities for students who have problems in speaking in front of the class .By doing these activities ,students in learning a language process can communicate effectively.

1.17. Oral Communicative Strategies

The aim of most learners in learning a second or foreign language is to be able to speak it fluently and confidently. Brown(2014) defines communication strategies as "potentially conscious plan for solving what to an individual presents itself as a problem in reaching a particular communicative goal".

Many teachers see these strategies as a helpful way to make learners avoid their problem in oral communication .

Bygate(1987) divided strategies into two major two types: Firstly ,achievement strategies which involve guessing strategies ,paraphrase strategies and cooperative strategies. Secondly, reduction strategies which contain avoidance strategies.

1.17.1. Achievement strategies

Learners use like these strategies in order to solve language communication problems and to transfer their message without any change it .Achievement strategies contain sub strategies which are :

1.17.2. Guessing Strategies

This type of strategies is very common used in oral expression .speakers use this type of strategies to replace words that they do not know with words which speakers in the conversation will get (Bygate1987).

In addition ,guessing strategies contain several types such as ,speakers may take some words from their mother tongue and say it as it is without any alteration .As Bialystok (1983 ,p:105)illustrated "as English speaker saying "*Il ya deux candles sur lecheminée*"(Cited in kaddour khaoula,2016).There is another type of guessing strategies,speakers can utilize foreignwords from their mother tongue and say it as it relates to English language in order to achieve a proper   transferring their speech to an English listen .

Code-switching also represents one of the guessing strategies ,when speakers switching from L2 to L1 in communicating in a foreign language .The last type is coining words , speakers produce new words which have no existence in the target language on the basis of his knowledge of the language ,such as :*"air ball instead of balloon"* (Torone, 1983, p. 62).

1.17.3. Paraphrase strategies

This type is divided into two kinds. Lexical substitution strategy is when the speakers use close words and synonyms to explain some expressions and words that speakers need in the target language. Circumlocution strategy;Savignon (1983) defined as "the effective use of coping strategies to sustain or enhance communication"(

Kaddour,2016:13).That means the speaker can utilize circumlocution strategy in order to avoid vocabulary gap by forming some sort of phrases and trying to convey his target message .

1.17.4. Co-operative strategies

In this type of strategies the speaker ask the interlocutors to help him .For example demand from the listen to translate some words from his mother tongue to the target language or supply him with precise words in order to transmit his messages properly .Færch and Kasper (1983: 67) explain as: "although problems in interaction are necessarily shared problems and can be solved by joint efforts, they originate in either of the interactions, and it is up to him (the speaker) to decide whether to attempt a solution himself or to signal his problems to his interlocutor and attempt to get the problem solved on a cooperative basis"(Cited in Kaddour Khaoula,2016:13).This type is considered as the cooperation between the speakers.

1.17.5. Reduction strategies

Reduction strategies is considered as the successful one ,it used when the speakers reduce their speech by abandoning a particular message because most of the speakers feelingcapable to form an accurate sentences or face difficulties to find new words or vocabularies therefore they prefer to end the conversation or change the topic .

1.17.6. Avoidance strategies

Learners use these kind of strategies to avoid different types of problem they can face. Sometimes speakers face phonological and lack of vocabularies troubles for that reason they reduce their communication process .Avoidance strategies contain two major categories ,that is , "syntactic or lexical avoidance", and "phonological avoidance".For example in the phonological issue ,learners avoid to pronounce the "th" sound in English

.Also ,Bygate (1987) illustrated that a woman may say she ate a nice meal instead f trying to say that she loved it and failed its name .

Conclusion

The chapter has focused on the significance of developing speaking as a skill for EFL learners in the classroom. Because different theorist as considers speaking the most needed productive skill in learning English as a foreign language. In addition,the chapter shed light on the various activities that can help learners in developing and improving their speaking skill .Also, to overcome their anxiety and difficulties in expressing themselves incommunicating freely and confidently in the classroom.

Chapter Two:

The Use of Video Technique

<center>Chapter Two: The Use of Video Technique</center>

Introduction

Video technique has a crucial role in the teaching process. Using this technique can be a helpful tool way for the teachers to send their ideas easily to their learners and encourage them to improve their speaking skill. The majority of students consider the use of video technique in the classroom as an effective technique that can make him/her feel comfortable in expressing their thoughts.The purpose of this chapter is to give a theoretical account on the use of video technique in teaching skill by defining the video technique and it sheds light on its type.Then, it presents the effective video-making activities.

2.1.   Definition Of Video Technique

Canning Wilson (2000) states that "video is at best define as the selection and sequence of messages in an audio –visual context"(p:319) (Cited in SaciSihem ,2013 ,p:33)Teachers utilize video material in foreign language classes in order to clarify and explain more their lessons and help them to participate more in the class. In addition,video materials play a great role in enhancing and developing students' speaking.W.Rivers,claims that using media or visual media is very useful for the language learner,it means audio visual materials have a positive influence on language learners .Video materials are used to get students view about cultures and learn how to use the language through listening to the native speakers speech in English .

2.2.   Video Types

Harmer (2001)mentioned three major types of video that can easily be used in class : "off-air programmers ,real world videos and language learning videos".

<center></center>

2.2.1.   Off –Air Programmes

Off-air programs are programs which are recorded from television channel" some of these video are quite difficult for learners to comprehend ,particularly where various accents are used .

2.2.2.   Real world videos

Harmer(2001) states that there is no reason why teachers and learners should utilize published video tape material separately for instance feature films, exercise manuals, wild life documentaries.

2.2.3.   Language Learning Videos

According to Harmer (2001), the major advantage of language learning videos is that they have been made to learners at special level, but language learning videos represents a danger on the level of the quality test because of the bad language production,the situation and the language are inauthentic. Thus, the teacher's choice is to be limited to those sequences in order to learners will accept and feel enjoyment.

2.2.4.   Teaching Speaking Through Using Video

Technology has an important role in learning and teaching language process.It motivates teachers to try new methods in the class, using videos in the classroom is considered as the most beneficial and effective technique that can help learners to enhance different skills like:listening, speaking, pronunciation and vocabulary. Videos can show or give to learners a great view to various cultures.In addition, It supplies an opportunity to listen to native speakers of English and to know different dialects around the worlds .As Celce Murcia states that "Teachers can use video as a teaching media for teaching speaking, teachers can use it as a source of discussion or story telling"(Arianti et al,2018,p.72).

Teachers can use many ways to improve student's speaking for instance they can use video and pause it than ask students to guess the end of the story this can make students participate and speak freely.

2.3.   Advantages of Using Videos

Nowadays most of the teachers like to use videos in the classroom in order to encourage students to be interested in learning English and to reinforce their comprehensive linguistics ability.Using video material has many advantages like stimulating learners autonomy and their procreativity.Also ,using video materials can supply learners much more cultural information background .As Rice (1993) states that "Videos increase oral comprehension stimulate students interaction and communication with other classmates ,promote cross cultural awareness and are adaptable for use with students at any language proficiency level"(Cited in LumturieBajrami&Merita Ismaili ,2016 p:505).

Harmer (2001) sets various reasons that video can add a special extra dimension to the learning experience which are :

2.3.1.   Seeing Language-in-Use

One of the fundamental advantages videos is that students not just listen to the language but also they can see it .So it facilitates the learning process to students and learn how to spell and pronounce that language properly .

2.3.2Cross-culture awareness:

Using videos let students have a view at situations far beyond their classrooms. For instance,videos can be utilized in order to give students the opportunity to know about the other culture in different countries and their food, clothes and their traditional. As Dr-Y-K

Sigh (2007) states that, "in a film, the child can travel the long distance and move through centuries of time" (247)(Cited in SaciSihem ,2013:37).

2.3.2.   The Power of Creation

The power of creation is when learners use video cameras by themselves ,they will have the chance to create impressive and memorable things .In addition, making videos help students to enhance their language and be more productive .

2.4.   Videos Problems

Even though that using video technique in classroom has plenty advantages, but also it has some problems if teachers do not use it successfully. Harmer (2001)had mentioned some of those problems teachers should know them .

2.4.1. The "Nothing New" Syndrome

Harmer states (2001) that just switching on the monitor in the classroom is not especially exciting for a television (and the internet) viewing population .Teachers have to supply video activities that are special and unique learning experiences and do not just repeating home television videos .

2.4.2.   Poor Quality Tapes And Disks

Bad filming and woodenly performed material will not involve learners who are used to something better. If they decide to use a video tape or a disk,teachers have to judge if the quality is good enough to attract the learner's interest.

2.4.3.   Poor Viewing Conditions

Here instructors have to be that learners are able to see and hear .The monitor must be large enough in order to make the people in the back of the class see clearly .Also ,they should be sure if the light of the picture is clear .

2.4.4. Stop and Start

Sometimes some of the learners often feel annoyed when the teacher permanently stop and start the video ,it is showed a little bit at a time .it can be very annoying If the teacher fail to present the classroom how the story finish.

2.4.5. Length of Extracts

Some of people consider that more than two or three minutes of video make learnerssleep ,however others prefer to present the whole program.

In addition , short video sequence of between one and four minutes can provide plenty of various exercises ,and show a satisfying set of language .They are easier to control and can be extremely motivating .

Usually the short extracts are the best choice, but when the teachers want to utilize lengthy one because of the topic or because it is not possible to extract good, short extract .They will need to create activities to keep learners interested.

2.4.6. Fingers and Thumbs

 Learners can be annoyed by the teachers who are not able to find what they want or get back to the previous videos on the tape or the disk.

Teachers start feel less confident when the machine does not work as they want it . As Harmer(2001) claims that, "the only answer for the instructors is to familiarize themselves with the system they are using".

2.5.   Videos Watching Activities

In this part, Harmer(2001) mentioned some of activities designed for particular video situations. Those activities aim to improve many skills specifically speaking and listening skill.

2.5.1.   General Comprehension

In this activity, learners have to watch a video and understand the general idea about it. Then replay it in order to look for details .The learners in this activityhave to attempt to give as much information as they can about what they have noticed and seen in the video as if they are witness and a policemen was asking them questions are like: Who said what to who? Where did the action rake place? Who was wearing what?How many people were there in the scene? Then ,the teacher tell them to try to remember what they have seen on the video .In this activity is better to students work in pairs to compare their answers when the teacher ask them about the details that was on the video .

2.5.2.   Working With Aspects of Language

This activity focus on the language of the learners ,here the teacher bring English videos with subtitles and he /she start explain the plan of this activity .Then ,the teacher plays the video without any sound, but they can read only its subtitle and they should be focused on the story. After that they should discuss what they have seen on the video .The teacher replay the video one more time also without sound ,but this time the teacher stop the video when the subtitle appear .Students should be focused and they will write what they think the original English words were. At the end, the teacher will play the video for the last time but this time with the sound to compare the English they used with the words that were actually spoken   .

2.5.3. Video as a Springboard to Creativity

 In this activity, theteacher brings a short piece of video taken from a film or a series he should be sure that his/her students wouldunderstand the idea of the video. They do any language work, which may be appropriate. Then the teacher them to watch the video again and this time they have to imagine the summer for example if the weather of the scene in

winter and how will be different in the winter. With This activity students can work in pairs or in groups, they should describe everything from what the character might wear, talk and how they might behave.

Harmer proposes that to the teacher make the activity interesting they should add another idea that to ask students to reverse the gender for example of women in the conversation into men. The answers of students will depend on their imagination and their culture .This idea of activity not only help the learners to comprehend the language but also it guide them to have a clear view about language and behavior in general.

2.6.   Video Techniques

Most of the teachers consider video as a helpful tool in teaching language classes' .It helps them to encourage and to improve learners speaking skill.

Harmer (2001)set various number of video techniques thatcan be used in video-based lectures.

2.6.1. Viewing Technique

All of those techniques are proposed to awaken the learner's curiosity by given prediction activities,so that when they complete watching the video sequence, they will have some expected ideas about it .

2.6.2. Fast Forward

Here the teacher presses on the button "play" and then fast forwards the video but the sequence shoots should pass silently and at a great speed ,this can take few seconds .At the end when the teacher over ,he starts ask what the general idea and to guess the characters are saying .

2.6.3.   Silent Viewing:(For Language)

The teacher start playing the tape at a normal speed , but without any sounds .Students have to think what the differences and the characteristics .When they finish the teacher replay the video tape with sound to check and to see if the learners guess correctly.

2.6.4.   Silent Viewing (For Music)

The same technique as the previous ,the teachers play a sequence without sounds and let the learners think and guess what kind of music can be suitable and why .Then ,the teacher play the video again with sounds,students can judge if they chose the same words like director /compose.

2.6.5.   Freeze Frame

In this technique during the video sequence the teacher "freeze"the picture and let the learners think about it as Harmer (2001)says "stopping the participants dead in their tracks". Then, the teacher ask the students about their ideas or what they think will happen next in the video .

2.6.6.   Partial Viewing

To provoke the student curiosity is to let them only a partial view of pictures on the screen .Teachers can utilize pieces of card in order to cover most of the screen and remove them one –by-one to reveal what is happening gradually.

The difference of partial viewing happens when the teacher uses a long "divider" and put at the right angles to the screen and the half of the class can only watch one half of the screen,while the other students can watch the other half . Then ,they have to think and to say what the people on the other side have watched.

2.6.7. Listening and Mixed Techniques

Listening routines, focused on the same basics as those for viewing are similarly planned and purposed to provoke engagement and predictions.

2.6.8. Picture lessListening (Language)

The teacher covers the screen or turns the brightness control right down ,here students should listen carefully to the dialogue in order to guess for instance where it is taking place and who is the speakers are .In addition ,they can also guess the age of the speaker and his/her characters.

2.6.9. Picture lessListening (Sound Effect)

In this technique in a scene here without dialogue, learners can listen only to sounds and guess the events of the scene. For example,they might hear the lighting of a gas stove, eggs being broken and fired, coffee being powder and the milk and sugar stirred in .When they over the teacher should ask them to create a story through what they have just heard.

2.6.10. Picture or Speech

The instructor can separate the class into two so half is able to see the screen and the other half face away .The students who are able to see the screen start describing what is happening ,it can be a picture or a video to the students who are not able to see the screen. This make the student who can face the screen to have a fluency in describing very correctly,whilst non-watching students struggle to understand what is going on and they should be very focused ,this is an effective way of mixing reception and production different ideas in speaking English.

2.7.   Role of the Learner in Communicative Classrooms

According to communicative language teaching approach,the learner plays an important role in the learning process. Communicative language teaching focuses on the

communication process, which leads to various roles.The role of the learner is a negotiation betweenhimself, in the learning process, the learner interact with numbers of different activities inside the classroom.

Richard and Rodgers (1986) stated that "the implication for the learner is that should contribute as much as the gains in the classroom and thereby learner in interdependent way" (P.77).Thus, the learner thinks that the construction of meaning, it will be through an interaction with others.

In addition, CLT gives the freedom to utilize the language; learnersare essentially needed to interact with other learners and not just with the teacher.

They should learn the language cooperatively; teachersface different categories of learners in the classroom .The methodologist Tony Wright set four main kinds of learners.

- Converges: These are learners who like to be alone or stay alone and avoid work in groups .Also,this category of learners are independent and feel confident in their own abilities .

- Conformists**:**This category of students focus on learning about language more than use it .Here learners are dependent on those in authority but they like to work in non-communicative activities .

- Concrete learners: Although they are conformists,but they enjoy the social sides of learning,they like to use the language in communicative activities rather than as a system .learners here like to work in groups and play collective games .

- Communicative learners**:** Learners here feel comfortable out of the class and show their confidence .They are interested in the interaction with speakers of the language .They feel glad to work without teacher guide and help them .

Conclusion

Video techniques differ from one to the other because each teacher and learner has their ways in using it inside the classroom .Hence ,Teachers should choose the good and suitable in order to encourage his/her students to improve their speaking skill and create a comfortable learning atmosphere for learners.

In this chapter, we tried to give an overall idea about video techniques by mentioning different video techniques that teachers and learners are able to use it in the classroom to make them see new cultures and learn language pronunciation. In addition , we have seen also some various video problems which most of the teachers and students face .As we have shown in this chapter ,video technique have many advantages in teaching and learning process.Video technique facilitate the teacher's job and save their time in explaining the lesson .

Chapter Three:

Field of work

Introduction:

The present chapter aims to find out the strategies that can help EFL students who face difficulties in speaking English in the classroom, and the impact of using video technique on students interaction to achieve these aims this investigation was conducted using the triangle method [1]and the reasons for using such methods will be explained in the section of instruments.

In this chapter we will start with the research method,Research instruments, data collection, and sample,then we will describe and analyze the students' questionnaire , teachers' interview ,classroom observation and the interpretation of the obtained results .It concludes with the discussion of the final results of the results.

A.   The description and analysis

Research Methodology:

In this research,I used two types of methods. The first one is qualitative which represented in interview with oral production teachers while the second method was quantitative which represented in questionnaire was addressed to first year students and classroom observation in order to observe the atmosphere of the class and the interaction between the teacher and the student .

A.2 Research Instruments:

In this research ,the data gathering tools are: a teachers' interviews ,a students' questionnaire and classroom observation. The questionnaire contains 22 questions ,these questions were asked in order to know what are the major difficulties that the majority of

first year students face in speaking skill and if the use of video technique give them a push to participate and improve their skills, we chose a questionnaire to get more information and to see their opinions concerning the research topic ,this questionnaire was sent to all students via their valid emails .Only 29 students showed interests in helping us with the research these students most of them are between 18-25.

Also, another tool to collect data is interview which used as the primary method in this study. The purpose behind using interview because it is an important tool to collect data, to observe the quality of their replies and it can help the two tools complement each other.But, the fact that we sent written interview to oral expression teachers instead of doing it face to face because of the current circumstances of COVID-19.

Communication is an important part in our life .Due to that reason we use classroom observation to see the interaction of students and the way that the teacher use with the students who prefer not to speak .Also ,one of the reason behind using observation in order to observe the real environment of the classroom.

Samples:

Students

The sample chosen for this study is first year L.M.D students at the university of Adrar .The fact that behind choosing first year students because they are considered as the base of the levels and to know the major difficulties that they face more the other levels especially in oral production class. In addition to that another reason of choosing them is to find what the suitable techniques and strategies in order to make them overcome their oral difficulties. From 140 of students,just 29 of them replied to the questionnaire .

Teachers

We dealt with 6 teachers of oral expression of English department at Adrar university .we opted 3 teachers who are teaching First year oral expression while the other 3 teachers were taught first year ,we chose them in order to know if they are still using the same techniques and strategies with shy and demotivated students as before .

B. Analysis

Teachers' Interviews

The interviews was made to 6 teachers of oral expression. The questions were organized from general to specific .it contained 15 questions some of them were "yes" or "no" requiring illustration ,whereas the rest were questions asking the teachers to give their opinion and thoughts regarding the obstacles that most of EFL students face in speaking .(a copy of the interview can be found in the appendix).

B.1.a Interview's Analysis

Question 01:Do you think that the time allocated to teach speaking class is sufficient?

If No ,why?\What do you suggest?

We noticed that the four teachers are satisfied with the time allocated to the oral session ,but two of them have the same problem regarding the number of students in one session due to that they face difficulties to know all students obstacles and weaknesses concerning their speaking skill. We can deduce that the huge number of students does not help the teacher to give all of them the chance to express their thoughts.

as we see in teacher 2 responses :

Teacher2:

 a) Varying the speaking activities

b) Maximizing the STT (Student Talking Time) and reducing the TTT (Teacher Talking Time)

c) Prioritizing fluency activities and leaving accuracy for later stages.

d) Providing a motivating friendly atmosphere for students to practice their English.

Question 02: Do you use only English in the class? If No \What are the other language do you use?

All of the teachers answered that they use only English in the classroom in order to help students to develop their speaking skill by listening to new vocabulary and proper pronunciation .

Question 03: Which teaching approach are you using? On what do you focus in class fluency or accuracy \Or both**?**

Based on the answers given by the teachers ,we see that the most popular approach is the communicative approach because among the teachers, two of them replied that they use. communicative approach as a base ,and all of the teachers focus on fluency and accuracy ,they agree on the importance of both accuracy and fluency .

We noticed also that some other teachers do mix more than one approach in the classroom such as the case of teacher number 2 and teacher number 4 .(see appendix B)

We might understand that mixing approaches is a good way that help teachers to see what is the suitable approach can fit their students .

Question 04: What strategies do you use to develop the speaking skill for first year EFL students?

We noticed from the teachers' answers that they like to use different strategies such as presentation ,role play ,and discussion…etc .They also like to focus activities which can help students to be fluent and accurate .

We can noticed also that from the replies of teachers 2 the strategies that he chose have a direct reflect to the idea of using communicative and competence approach.

Question 05: What kind of activities do you use to teach the speaking skill?

We noticed that most of the teachers focus on role play ,presentation ,using videos and some of the provoking activities .We might deduce that the activities that teachers use in the classroom reflect the students answers for example all of the teachers replied that they use discussion the same as most of the students chose discussion as their preferable activity.

Question 06: What materials do you use in the session ?

The lack of the laboratory in the department (listening/phonetics) therefore we noticed that teachers relied on their creativity when it comes on the use of materials and they use any kind of materials in order to reach their goal .Mostly the teachers use data-show inside the classroom as well as speaker when it comes to listening comprehension .it can motivate the students to speak and exchange ideas.

Question 07: What do you think teachers of oral should focus on with

freshmen(beginners)while developing the oral skill ?

We observed from the teachers answers that all of them focus on what they see it is appropriate and what can help the students to promote their oral skill.

Question 08: Do you teach other skills in oral class? If yes \What are they?

If No\Why?

Out of the four teachers only one said that they do not teach other skills because of the lack of time whereas the rest said that oral expression is deeply link with listening

comprehension as well as with other skills. We believe that the introduction of the listening comprehension in the teaching of oral expression is vital for the students because it helps them to build the other skills and to better their communicative potentials.(for more details check appendices).

Question9: Do all of your students participate in the class? If No\Why do you think they do not ?

Three teachers replied with yes whereas the other three teachers replied with no .The reason behind the non participation of the students according to the teachers is based on Not being interested in a topic, lack of motivation and confidence .

Question 10:Do you approach all students the same way?

We noticed that almost all the interviewees do not approach all the students the same way .Only the teacher number 1who said that they approach all the students the same way .This reflects the answer of teacher one in the question 9 when they replied that the topics are not interest for the students .

Question11: In your opinion ,What are the factors that block the student?

From the teachers answered we noticed that they have an idea about the kind of students in the class whereas teacher 1 sees that their students are not motivated due to that most of them do not like to participate.

Question 12: Have you ever asked the students who do not try to speak or feel shy what is the problem? If yes when and where?

All teachers tend to ask the students on the reasons of their non participation .Which means that most of the teachers care about them and their psychological problems .

Question13:Do you think or did you notice that using video technique help your students to participate more?

From the teachers' answers we noticed that the (4)teachers use video technique in order to motivate students to participate and to feel active in a discussion ,but only (1) teacher thinks that using video technique is a wasting of time and not a helpful technique to make students focus with the teacher .

Question 14:How would you evaluate the majority of your students?

Teacher1: Average.

Teacher2: Average.

Teacher3: Good .

Teacher 4: Good.

Teacher 5: Average.

Question 15:Does the average level of the class affect your choice of strategy\activity\material?

We noticed that all the teachers said that the choice of the of any kind of materials ,an activity or strategy affect the majority of students level .

B.2 Observation: The classroom observation presents us an important opportunity in order to see the real teaching and learning situation and to compare between the teachers in using different techniques and the strategies especially with shy students in oral expression classes. The observation was taken place on 09 March 2020in the afternoon of the day with first year at the department of English in Adrar University because of the current circumstances of COVID-19 we did not finish the classroom observation .

B.2.a Teachers: We chose to observe oral expression teachers to observe how they deal with students who do not like to participate and how they motivate them to make them participate .We noticed that teachers had different ways in teaching oral due to that we wanted to compare between their ways.

B.2.b Students: We remarked that each group have various category of students ,in another word we noticed that some students prefer not to speak just because they afraid of making mistakes especially in front of the teacher .Also ,we observed that some of them like to speak even if they are award that they are making mistakes but they try to avoid their anxiousness of public speaking .

C.The analysis of Students' Questionnaire:

Another tool was used to gather data is a questionnaire which was directed to first year English students .The questionnaire was made into three sections ,the first section had the goal of collecting personal information ,the second section had the goal of knowing the Learner's Perception over their Speaking Skill while the third section aimed to provide us with the students' attitudes towards using video techniques in oral session**.**

<u>Section One:</u>personal information

Question 01:Age Distribution
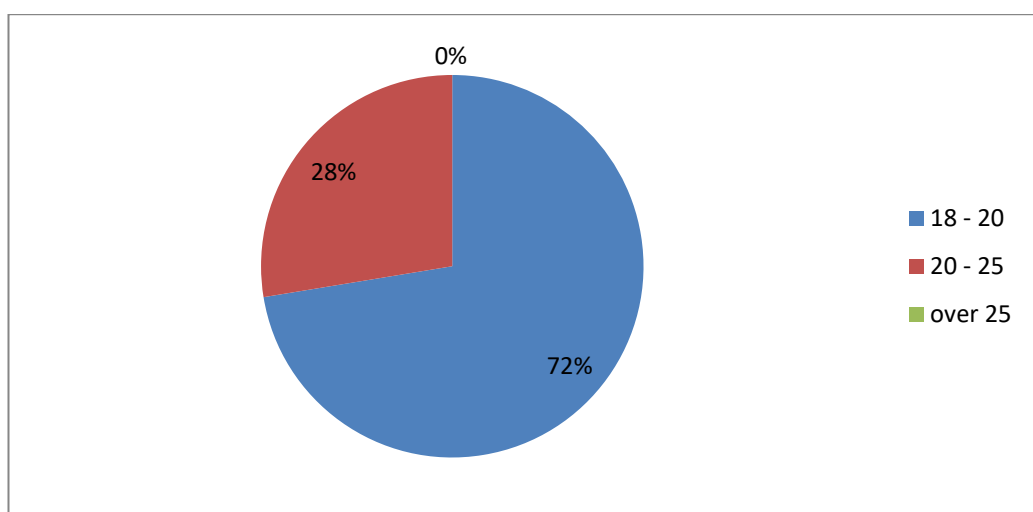
Figure01:Age Distribution

From the pie chart we notice that these numbers give us an idea of the age demographic of first year students .Among the students who replied to the questionnaire 0% are over 25.We might assume that students over 25years old are just interested in studying and a nothing else .

Question 02:Gender Distribution:
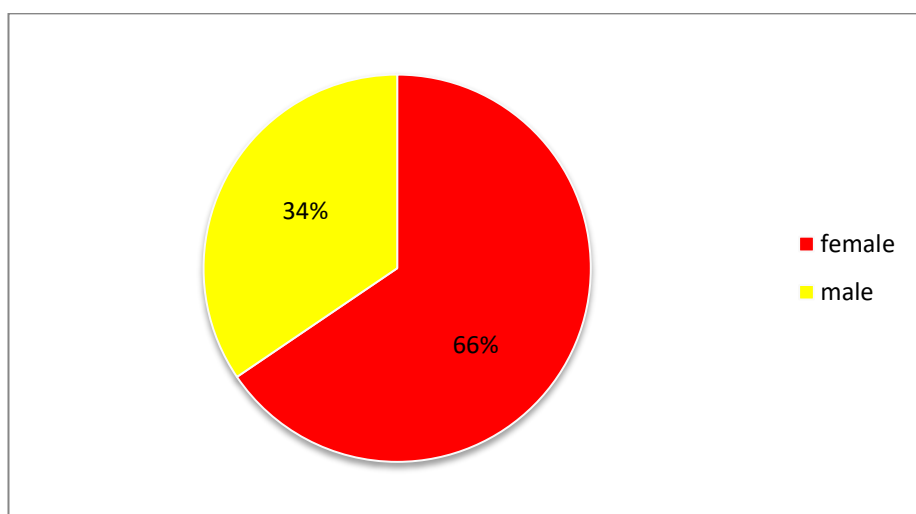
Figure 02:Gender Distribution

The pie chart gives us a gender classification of the number of the participants .We might assume that the high number of females participation reflects the high number of females interests ,it also reflects the high number of females presence at the level of first year English language at English department

Question3:The choice of studying English was yours or your family?
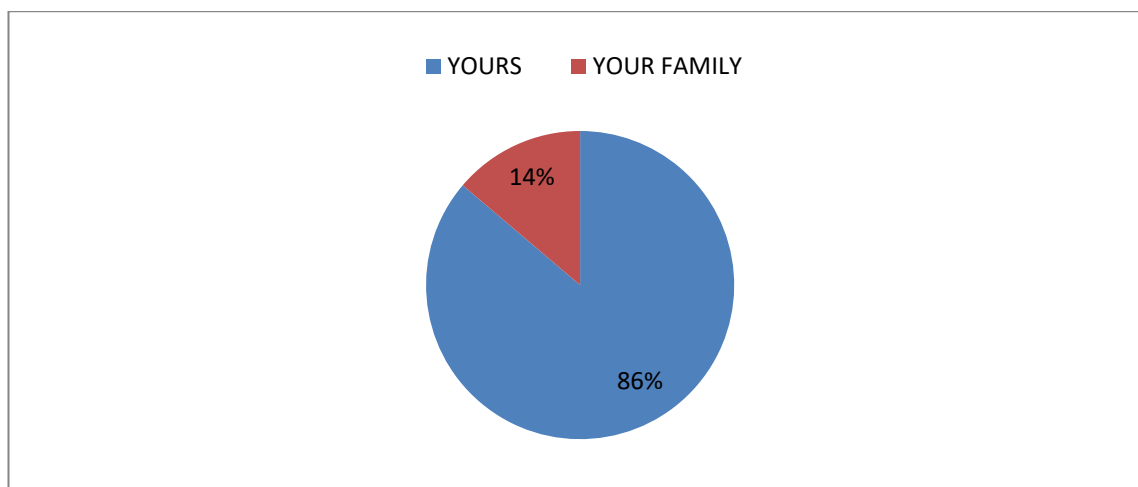
Figure03:The choice of studying English

The pie chart represents that 25% show that there are still some students who fellow their family's request .We noticed also that 3 of those students who said their family are females So we might deduce that females are the most category who follow their family's academic choice .

Question 4:Why are you studying English?
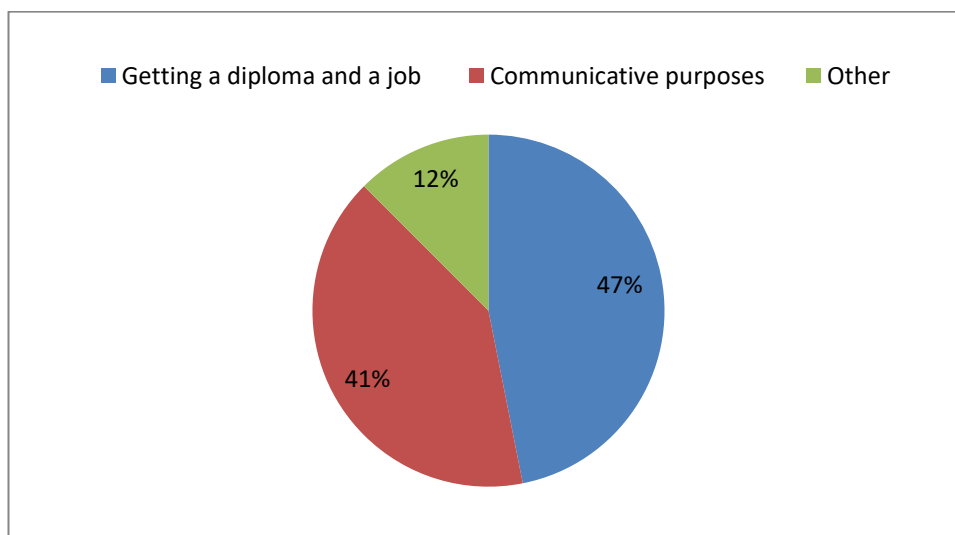
Figure04:The reason behind studying English

47 % of the students chose to study English in order to get a job, whereas 41% study English to perfect their communicative skills. One might assume that the common point between all of them is the importance of English as a global language.

Question 5:Ifyou chose other please say why?
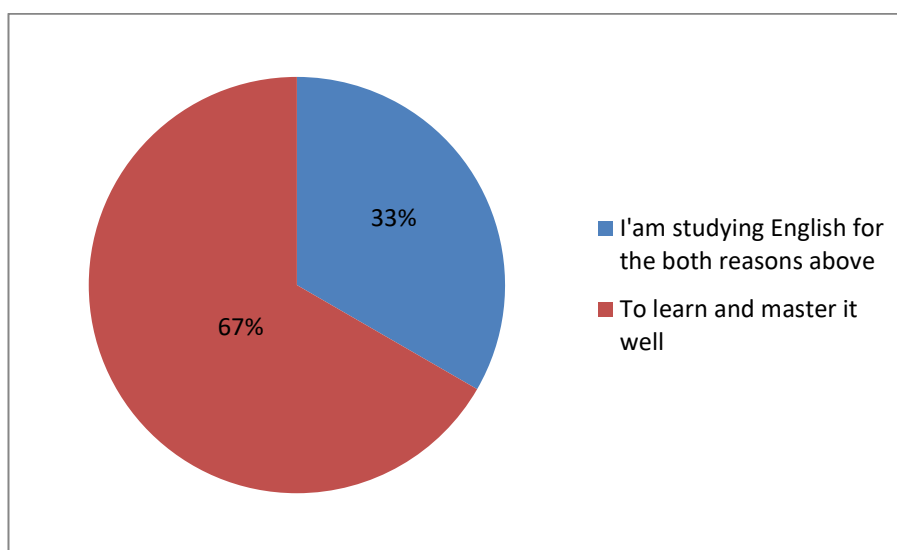
Figure05:Other reasons behind studying English

We can notice that the remaining 12% of students chose simply English because they believe that it is an important language and it might help them not only to find a job but also to be better at communication to use it abroad.

Question 6:How would you judge your level in English?

Figure06:Students'self judge on their level in English

Figure06:Students'self judge on their level in English
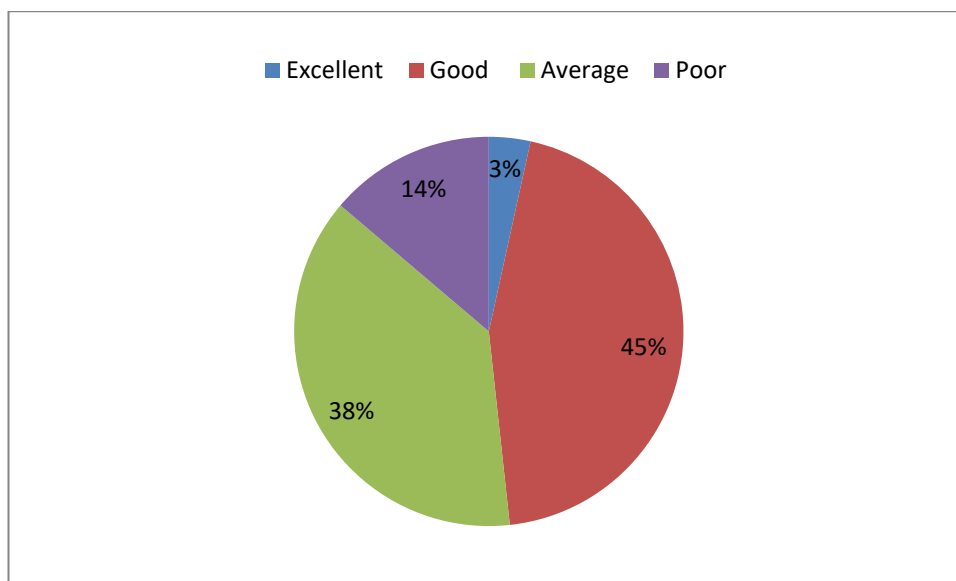
Figure06:Students'self judge on their level in English

We thought that it would be interesting to see how students of first year evaluate their level in English so that in order to have an idea about their objectivity .Surprisingly enough 45% of those students believe that they are good in English whereas 3% of them believe that they are excellent ,only 14% believed that they are poor.

Question 07:What is your favorite module between the following?
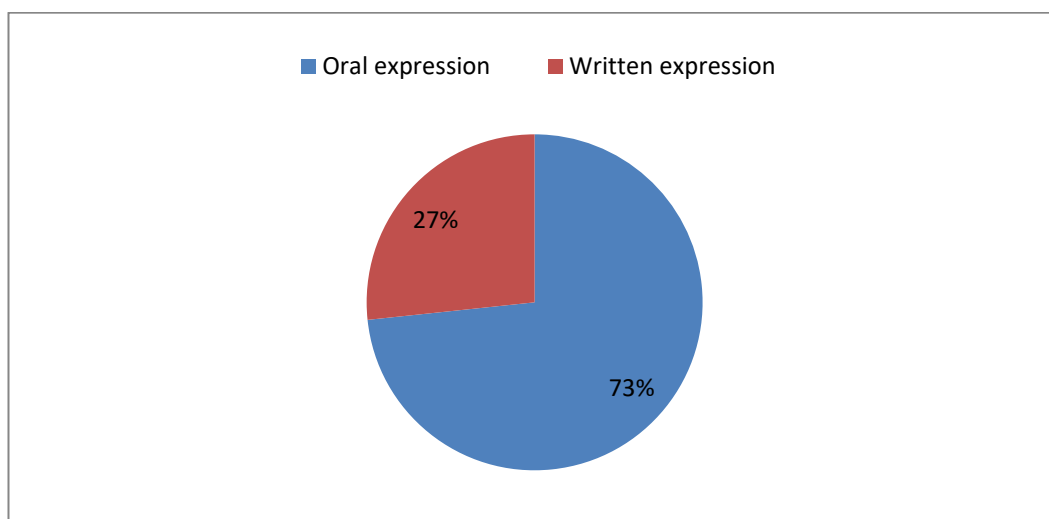
Figure07: students' favorite module

In question 7 we make students choose between two fundamental modules which are oral expression and written expression and written expression ,we notice that the majority of students prefer oral expression over written expression .

The students were given the opportunity to justify their choice ,out of the total 23 students prefer oral expression because they admitted that written expression is "boring" while in oral expression they have more fun and are active .In addition to that they claimed that oral expression helps them develop their skills .They gain more vocabulary and know how to control their anxiousness in speaking publically .On the one hand,11students said that it helps them to practice and improve their level by exchanging information either with teacher or their classmates.

On the other hand ,5 students explained that they find written expression more comfortable than the oral expression .They feel that they are able to express their thoughts confidently in written expression classes.

Based on these students' answers ,we assume that they are shy ones. However ,only one student replied that the two options are important for students to learn and master English well.

Question 08:Do you agree with the saying "To learn a language you must speak it ?
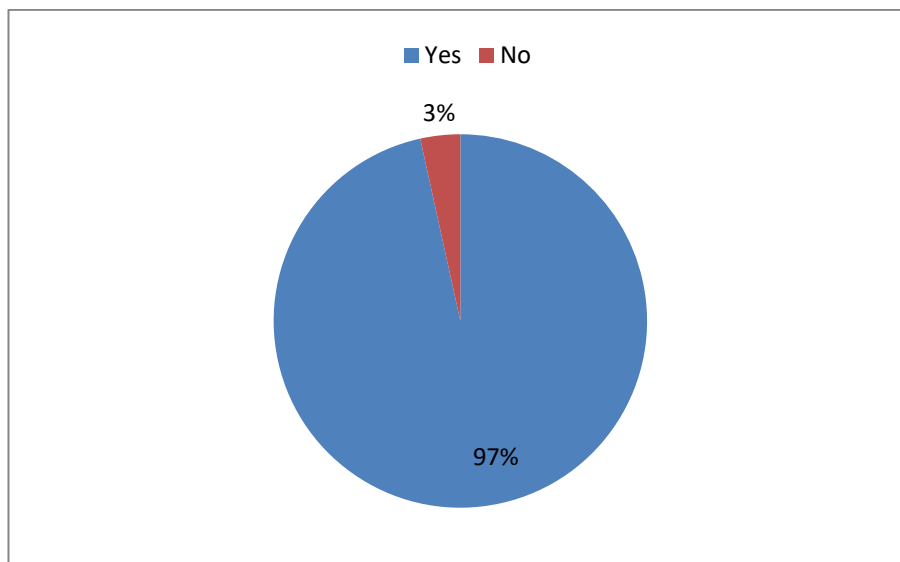
Figure08:The students' point of view about the saying

The pie chart explicitly shows that the majority of the participants agree with the saying .

Question 09:Do you think that the hours allocated to study oral production are enough?
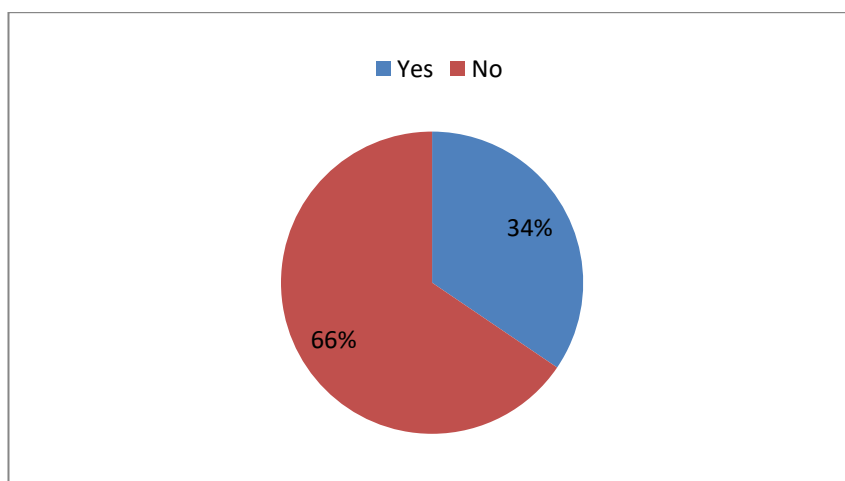
Figure09:The students'opinion about the time allocated of oral production

Chapter Three: Field of work

We thought that it is important to have the opinion of the students vis-à-vis the hours allocated to study oral production since they are interested in studying and they prefer to take more hours to improve their speaking skill and as we can see in the pie chart effectively 66% of the students believe that they need more hours .We assume that we have students who want more hours in oral expression is related to the fact that 73% of them favor oral expression over written expression .

Question 10:Who does most of the talk in the classroom in oral expression?
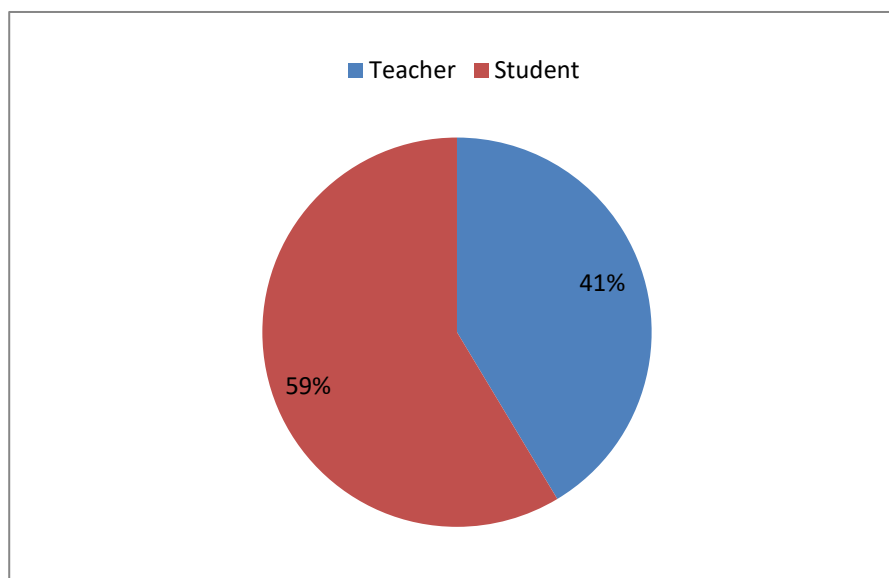
Figure10:The students' opinion about the most talkative in the classroom

In this question we wanted to know if the talking percentage was divided equally between teachers and students and based on the replies of students when might say that students are time allocated for the students to speak is more than the one that is allocated for the teacher .

With this in mind that the 29 students replying to this question belong to different classes of three different teachers that is why we see that there is a convergence between the students replies.

Question 11:How often does your teacher interrupt you to correct your mistakes?
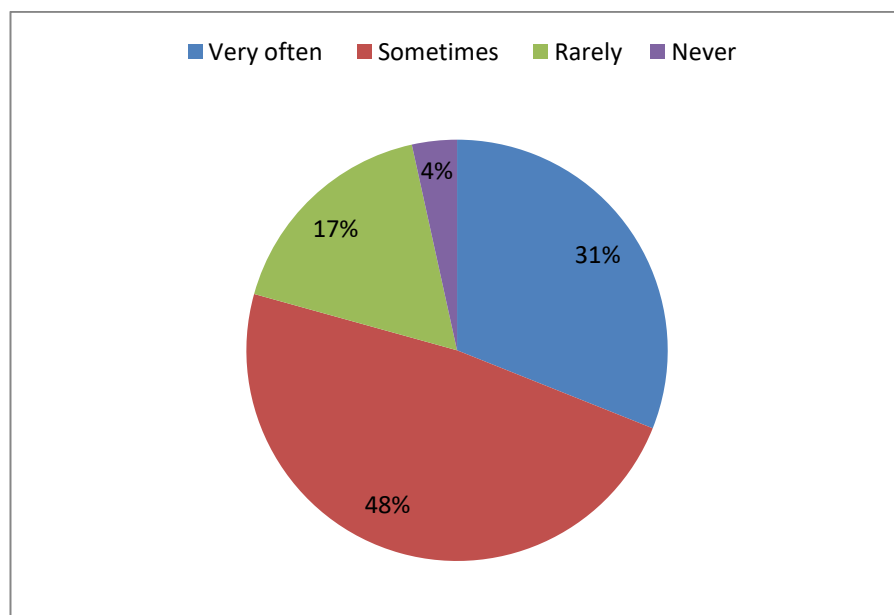
Figure11:Frequency of teacher correct the mistakes

From the pie chart we can notice that students who said never is related to students who replied that their level is excellent while the students who said very often is related to the students who replied by poor in their level .

Section two:Learner's Perception over their Speaking Skill

Question 12:When your speaking errors are corrected , do you feel motivated to speak?
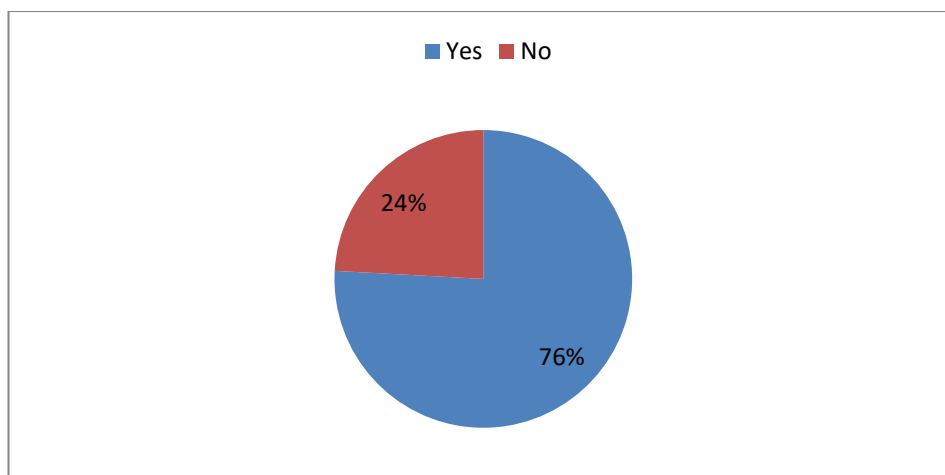
Figure 12:Students' feeling when mistakes are corrected

The purpose of this questionnaire is to know if students are demotivated when they are interrupted and corrected by teachers.

Pie chart demonstrates that 7 students out of 29 are actually feel demotivated when the teacher correct their mistakes that is due to the fact that they feel shy and afraid of making mistakes .In addition ,some of them stated that they feel embarrassed in front of their classmates because they feel all the attention is on their vocabularies rather than their ideas .One student suggested that it is better if the teacher corrected their speaking errors after they finish speaking .

Question 13:Which of the four language skills do you wish to master the most?
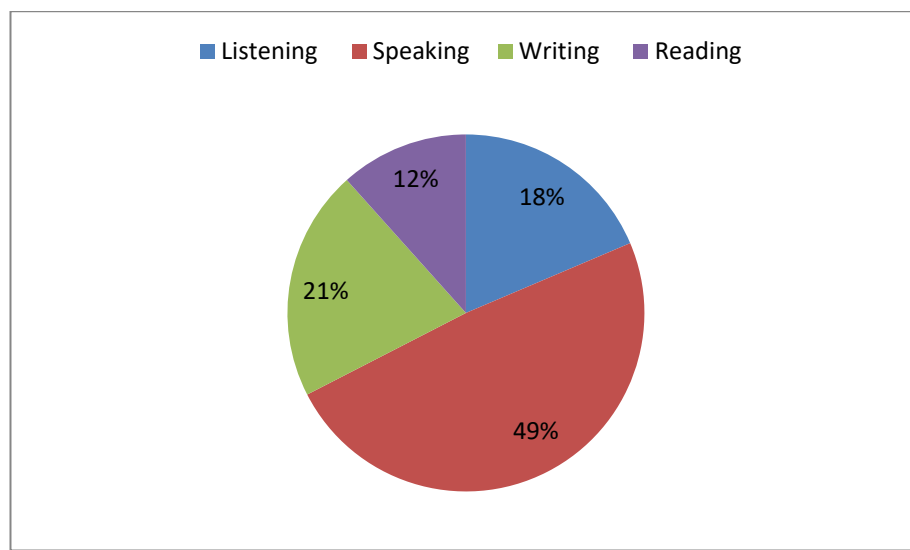
Figure13:The skills students wish to master

We can clearly see that the majority favor to master the speaking skill more than the other skills due to its importance in job finding .(see the answers to Q3)

Question14:How often does the teacher give you the opportunity to speak in oral expression?
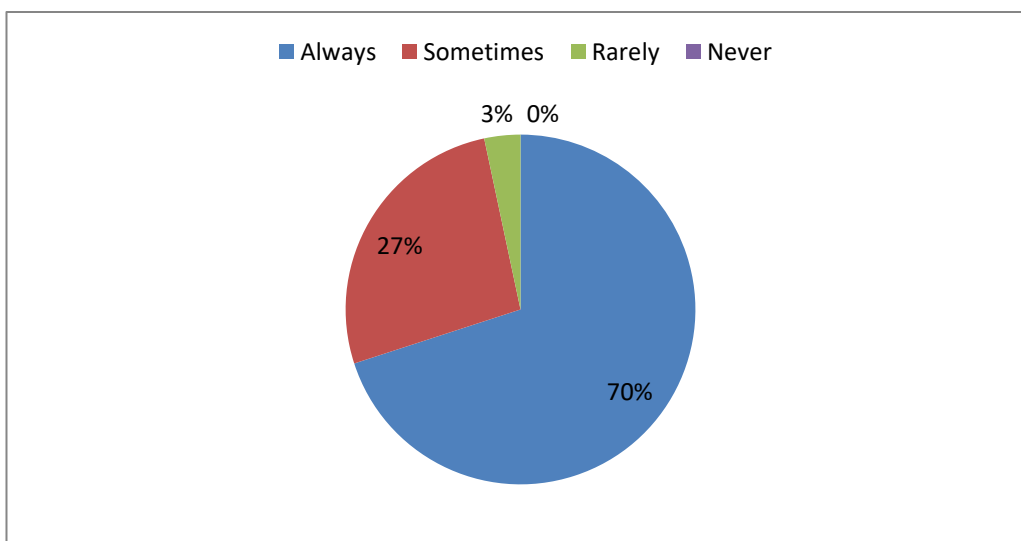
Figure14:The students' opportunity to speak in oral session

From the pie chart we can deduce that the majority of the students always given the opportunity to participate in the classroom .However ,one student admits that they are rarely given the opportunity to speak in the classroom.

The rarely which raises two questions :

Is it because the teacher does not want the student to speak? or is it because the students does not want to take the opportunity to speak?

Question15:What are your main speaking difficulties?

	Number	Percentage
Pronunciationdifficulties	3	10%
Lack of vocabulary	8	28%
Grammar and structure	10	35%
Lack of practice	4	14%
First language interference(the use of the mother tongue)	1	3%
All of these	3	10%
Total	29	100%

Table15:The Difficulties students face in speaking
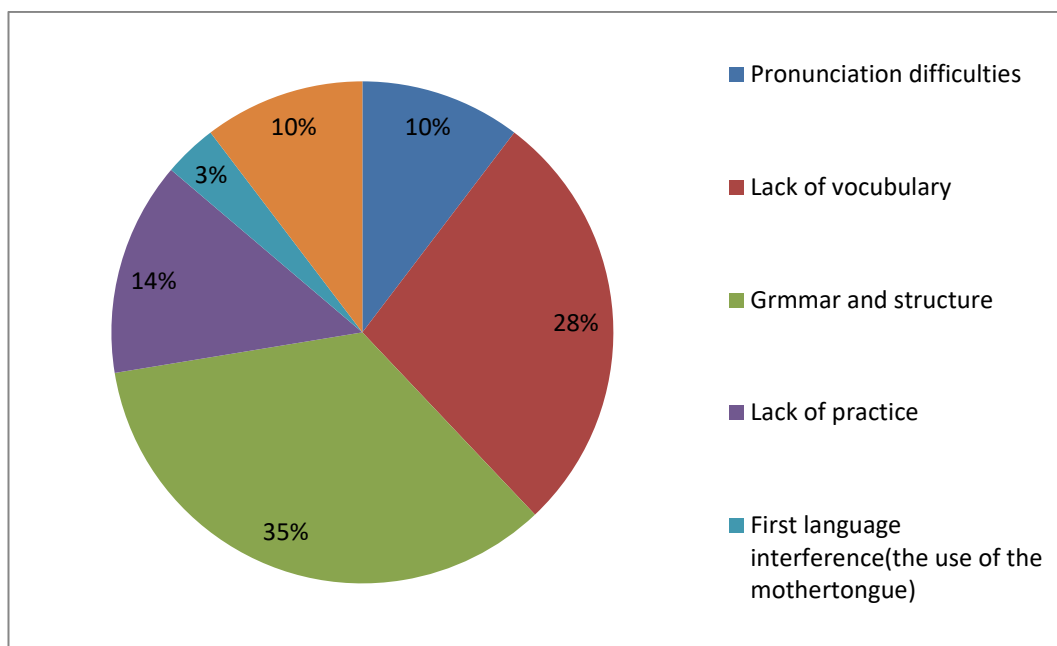
Figure15:The Difficulties students face in speaking

From the results obtained we observe that 10 participants represent by (35%) claimed that to form grammar rules and to structure sentences correctly is one of the speaking difficulties that the majority of students face in oral production class.8 participants represent by (28%) stated that sometimes they have the ideas but they do not have enough vocabularies to express their thoughts clearly so the main difficulty for them is lack of vocabulary .While 4 participants by (14%) said that the main speaking difficulty that they face is lack of practice ,some of the participants face this problem because of feeling shy and afraid of making mistakes .Only 3 represent by (10%) students think that the major speaking difficulty for them is the pronunciation because of the absence of the materials that can help them to develop and improve their pronunciation .Also 3 participants represent the same percentage (10%) said that the major speaking difficulties are all of these the use of the mother tongue ,pronunciation difficulties, lack of vocabulary, grammar and sentence structure and lack of practice .Just one participant represent by (3%) who stated that the major difficulty make him /her face while speaking is the use of

the mother tongue it is considered as the least percentage because almost all the teachers are rarely using the mother tongue inside the classroom especially oral production classes .

Question 16 :Do you Participate in the classroom?
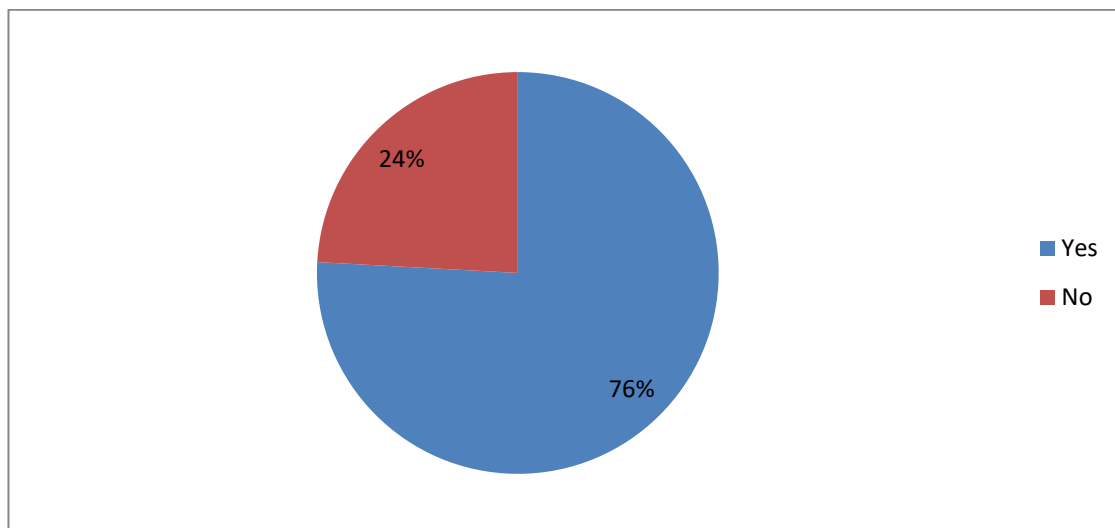
Figure16: The participation of Students in Oral Production Activities

According to the pie chart we can notice that the majority of the students who participate in the questionnaire actually participate in the classroom.

(24%) of students attributed their lack of participation as fellow:

	Number	Percentage
You are afraid of making mistakes?	8	28%
Your classmates laugh at you?	0	0%
The topic is not interesting?	12	41%
You are not motivated enough?	9	31%
Total	29	100%

Table 16:The reasons if the students do not participate in oral production

Question 17 : **Do you feel anxious when it is needed to speak in class ?**
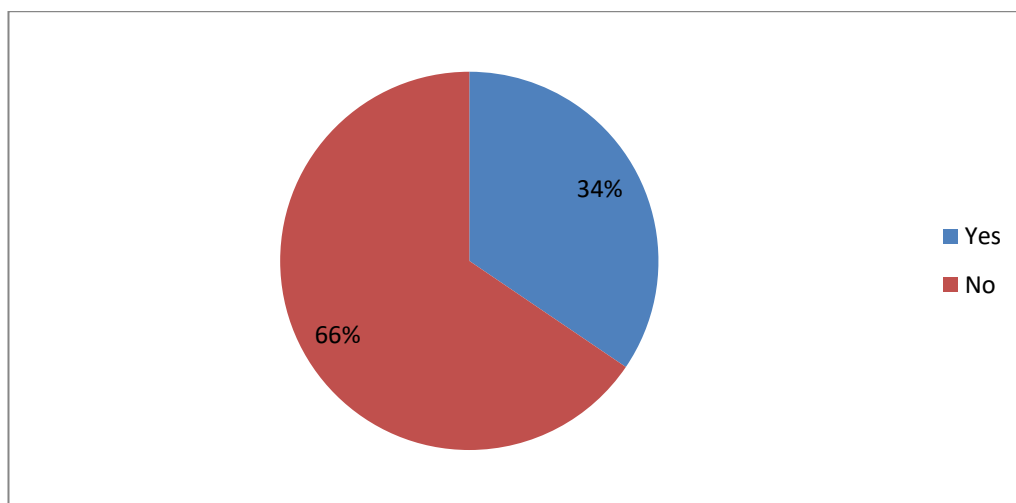
Figure17:The students' anxiety while speaking

As we can see from the pie chart above ,66% of the participants do not feel anxiousness the classroom while 34% of them do. They attribute their anxiety to few reasons. 7 of the participants feel anxious when the teacher ask them to speak ,(3) of them stated because they feel shy and anxious especially when the teacher choose them randomly .The rest of the participants attributed it to the fact that the teacher does not motivate them enough to speak in public and their lack of vocabulary .

Question 18 : In which situation (s) do you feel anxious to speak?
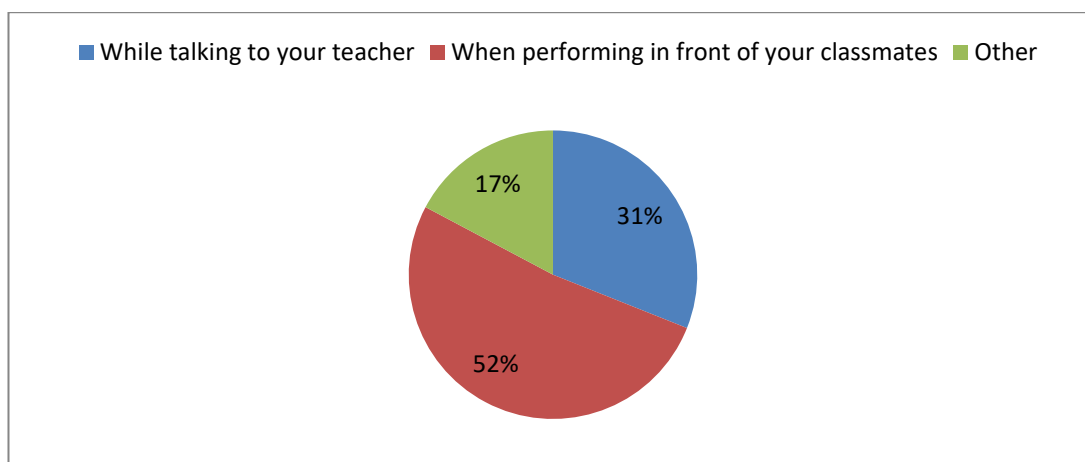
Figure18: Situation of speaking anxiety

The majority of the students attributed their anxiousness is stimulated when they perform in public speaking Whereas 31% of them said that they feel anxious just when they are speaking to their teacher .

We can assume that the reasons behind is due to the fact that students fearer the mocking of their classmates more than their teachers .

Question 19:What type of activities do you prefer to practice in the classroom?
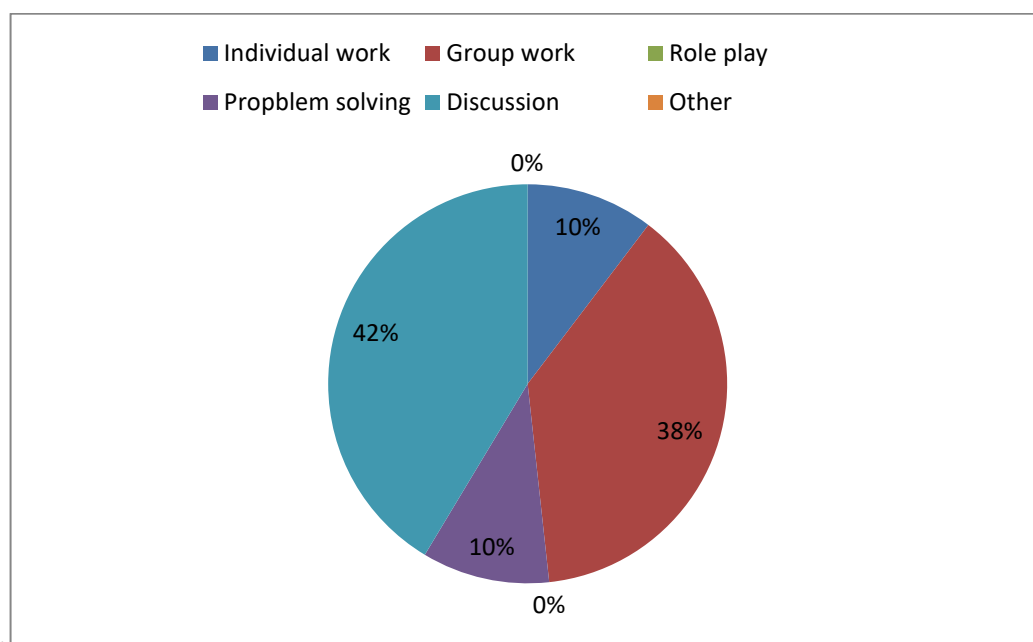
Figure19:Types of speaking activities

We observe from the pie chart that students prefer to work in groups more than working individually that can be the reason behind why students like oral expression over written expression .

Section Three: Students' attitudes towards using video techniques in oral session.

Question 20:Does your teacher use video during the oral session?
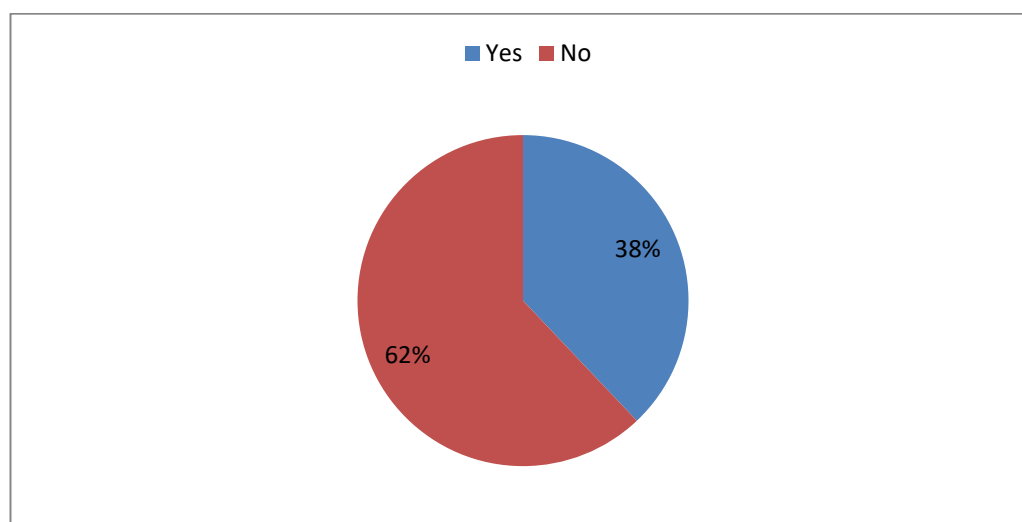
Figure20:The teacher use of video technique

According to the answers provided by the students ,teachers do not use videos in the oral session .

Question 21:What do you think the teacher should do to help students to avoid feeling anxious?

We notice from the students' replies that the majority of them said that the teacher should motivate them to improve their speaking skills and to support them to express their ideas in public speaking .

Note: We do not have a pie chart for this question simply students were asked to give their opinions.(see Appendix C).

Question 22:Do you think it is necessary to use video techniques to learn the speaking skill?
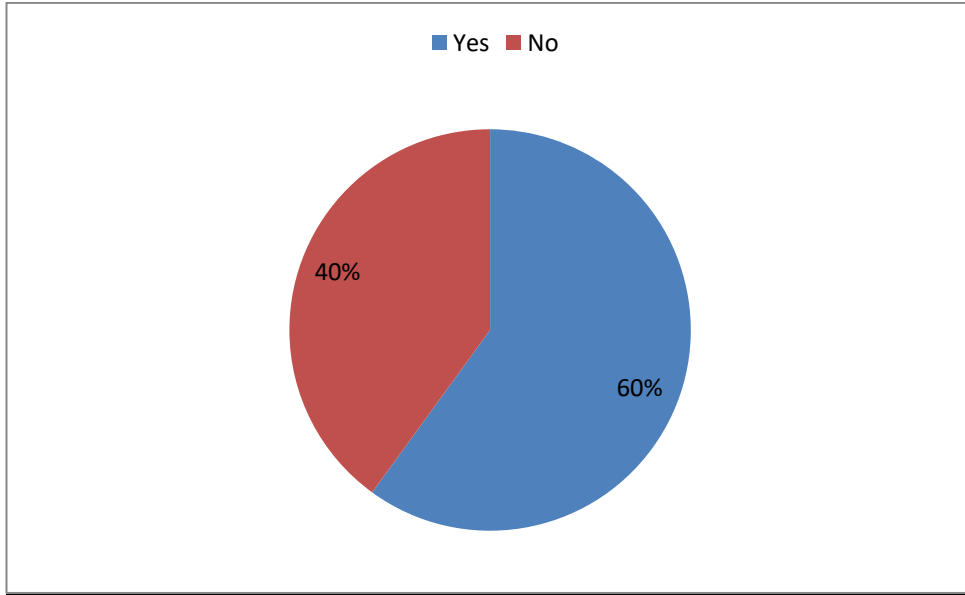
Figure22:The necessity of video techniques in classroom

The majority of the students believe that the use of videos in classroom might have a great impact on their learning process.

Question 23:Do you think the use of video techniques motivates you to speak?
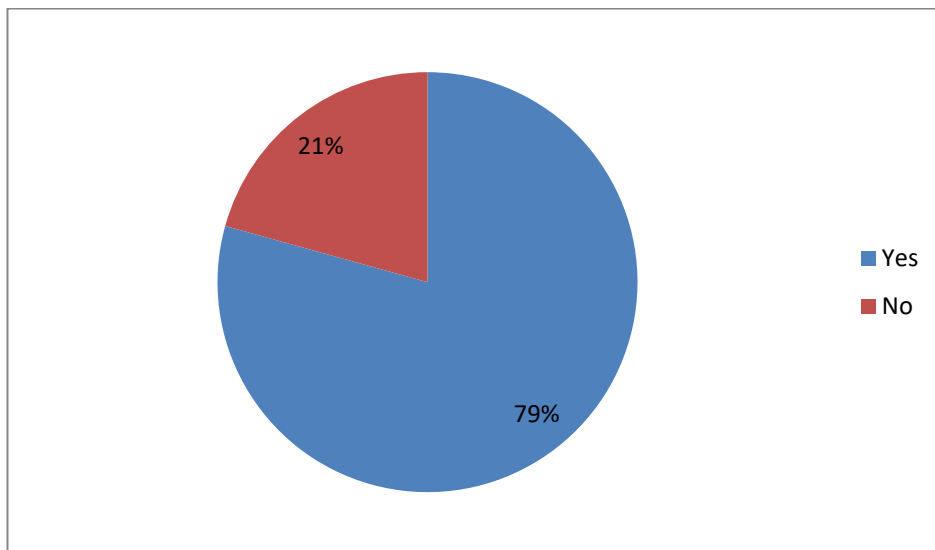
Figure23: Video technique motivation for students

79% of the students think that the use of videos in the classroom might motivate them to speak more. Whereas 21% of the do not think that it has any impact on their motivation and that is due to the fact 5 of the participants replied that using ideas in oral classes in unnecessary because they believe that the technology does not motivate them to speak . Also ,they believe that it takes their time and they will not have enough time to express the thoughts.

D. Interpretation and Discussion:

The findings of this study reveal that almost all students believe that being able to speak English fluently is very important in oral expression due to that almost all the students prefer to master their oral skill more than other skills. Furthermore ,they see that oral expression play a crucial role help them to enhance their confidence in public speaking and improve their language proficiency.

As shown in **Figure 19,**the participants think that discussion activity is the appropriate activity for them which allow them to participate and share their ideas. However, there are some students believe that working in groups is the most helpful activity them exchange ideas new vocabulary and make them speak .So ,discussion and working in groups are the preferable activities for the EFL learner which encourage them to speak.

From **Figure23 ,**we can notice that EFL learners see that the use of videos improve their English. The majority of them believe that the videos can help them to develop the four skills especially . However ,there are some of the participants think that the most skills that can videos improve is only listening and speaking skill .They have ideas from the videos topic and they can pay attention to the pronunciation of native speakers .We say that using videos in classroom make the students gain new vocabulary .After they watch the

video students can discuss and the what they understand from it .It gives the opportunity for the shy students to speak and feel interested to share their opinions.

Most of the teachers use only English in the classroom as shown in **Figure 2** they prefer to guide students enhance their vocabulary and to get used to listen to only English .Also ,they use only English to encourage the students to try use new words and learn about it .Furthermore ,they prefer to use videos in the classroom to change the method time to time and also to clarify the information .

E. **Limitations**

The limitations of this study is that we wanted to make teachers' interview   in face to face instead of written form in order to see their reactions and honesty, the same with the students .Also, we did not finish the classroom observation because of circumstances of COVID-19.

To conclude, we can say that from the findings of students 'questionnaire ,teachers' interview and classroom observation revealed that the majority of first year EFL students need more motivation and attention to reduce their fear in public speaking and obstacles in the communicative activities. Therefore most of the teachers use more than approaches and different activities in order to help students to develop the four skills .

General Conclusion

General conclusion:

The majority of English teachers see that using video technique can be a great tool which can develop not only speaking skill but also the other skills, and it facilitates the teaching process to make everything clear for the learners.From the findings that we obtained from students' questionnaire, teachers'written interview we conclude that students need motivation and effective activities that can make all of themcontribute in the lessons.Also when teachers try various activities it leads them to observe each student weaknesses and what they need.

Finally, we can say that the use of video technique in the classroom is considered as the tool thatreduces students' anxiety to share their thoughts in public speaking.

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Appendix A

The Teachers' Interview

You are kindly requested to fill in this questionnaire, which is mainly designed to investigate the restrictions first year EFL teachers in English department face when teaching the speaking skill or Oral Expressionmodule.

Your contribution will be of great importance for the validity of this research. Therefore, we would be so thankful if you could take a little of your time to read and answer the following questions.

1- Do you think that the time allocated to teach speaking class is sufficient?

- Yes
- No

If No/ why?

What do you suggest?

2- Do you use only English Language in the class?

- Yes
- No

If No/ what the other languages do you use ?

3- Which teaching approach that are you using?

4- what strategies do you use to develop the speaking skill for first year EFL students?

5- what kind of activities do you use to teach the speaking skill?

6- What materials do you use in the session ?

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7- What do you think teachers of oral should focus on with freshmen (beginners) while developing the oral skill?

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8- Do you teach other skills in oral class

- Yes
- No

if yes /What are they?/Why?

If No /Why?

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9- Do all of your students participate in the class?

- Yes
- No

If No /why do you think they do not?

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10- Do you approach all students the same way ?

- Yes
- No

If no why?

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11- In your opinion ,What are the factors that block the student?

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12- Have you ever asked the students who do not try to speak or feel shy

What is the problem?

- Yes
- No

If yes when/where?

13- Do you think or did you notice that using video technique help your students to participate more?

- Yes

- No

14- How would you evaluate the majority of your students?

a) Excellent   **b)**Very good   **c)**Good   **d)**Average **e)**below average   **f)**Poor

15- Does the average level of the class affect your choice of strategy/activity/material?

- Yes

- NO

Appendix B

The Teachers' Interview answers

Question 01:Do you think that the time allocated to teach speaking class is sufficient ?

If No ,why?\What do you suggest?

Teacher1: Yes,if possible clubs should be involved but sessions are enough.

Teacher2: Yes,but I suggest reducing the number of students in each class .

Teacher 3: Yes ,for the time is sufficient ,but the problem is the classroom itself it means in one group we can find more than 30 students that was an obstacle to give each student the enough time in each session the right to speak and express his\her ideas .I suggest that the number of each group should be halved to give the right to all students talk

Teacher 4: Students need more practice.Students need to practice outside classroom. Practice MUST involve LISTENING COMPREHENSION.

Teacher 5: Yes, Students should conduct research concerning content-based activities before sessions. Consequently, they could enrich the debate.

Question 02: Do you use only English in the class? If No \What are the other language that do you use?

Teacher1: Yes.

Teacher2: Yes.

Teacher3: Yes,I prefer to use only English in oral session since it is oral expression.

Teacher 4: Yes.

Teacher 5: We usually use English, only, when it concerns the conversation class. However, during the written expression sessions we, sometimes, resort to Arabic and/or French to make comparison.

Question 03: Which teaching approach are you using? On what do you focus in class fluency or accuracy \Or both?

Teacher1: Communicative approach and both .

Teacher2: Communicative approach and competency-based approach and both.

Teacher3: I focus more on accuracy in first year but in second and third year I focus on both.

Teacher 4: Various.

Teacher 5: Assuming that talkative lessons allow students to engage in guided discussions, we see that the conversational approach with the adequate and appropriate techniques is suitable.

Question 04: What strategies do you use to develop the speaking skill for first year EFL students?

Teacher1: Presentations because research motivate all the skills at once.

Teacher2:

a) Varying the speaking activities

b) Maximizing the STT (Student Talking Time) and reducing the TTT (Teacher Talking Time)

c) Prioritizing fluency activities and leaving accuracy for later stages.

d) Providing a motivating friendly atmosphere for students to practice their English.

Teacher3: I from time to time I introduce for them listening sessions because for me it is the rule .If the students want to speak well ,they have to listen very well, for example I introduce some audios or videos they listen to them and try to answer the questions in order to engage them into a discussion .For me It is a way to improve their listening and their speaking skill especially if it is about fluency in a language .They should listen to English in order to develop their fluency and accuracy .Also I sometimes give them role play which means learning by joy and play .

Teacher4: Learning vocabulary and full sentences.

Teacher5: In a nutshell, it ranges from the student choice of topic to group/pair work, etc.

Question 05: What kind of activities do you use to teach the speaking skill?

Teacher1: Presentation open discussions ,introducing new words and asking students to use it .**Teacher2:**

- The ones that favor fluency.
- Game-like activities.

- Challenging & thought-provoking activities

Teacher 3: Using videos ,role play ,discussion.

Teacher 4: Role playing, conversations…etc**.**

Teacher 5: Role play (It's your turn), debate, pair work, information gaps, etc

Question 06: What materials do you use in the session ?

Teacher 1: Students use Data-Show in their presentation.

Teacher2:Objects , paper , data show, … any teaching material which support to reach my goals.

Teacher3: I use projector because here in Adrar we do not have lot of materials in our department. So, I use only projector in the classroom sometimes I play songs and let them listen to it and answer on the questions or watch on videos and discuss it .

Teacher 4:Projector, speakers, CAE Practice tests of listening comprehension.

Teacher 5: Data- show, and papers.

Question 07: What do you think teachers of oral should focus on with freshmen(beginners)while developing the oral skill ?

Teacher1: Presentations,correcting mistakes and involving them in the discussion .

Teacher2: In teaching speaking skills at earlier stages, teachers should orient their focus on fluency and how to speed up their learners' oral production through maximizing STT and guiding them to overcome the pauses and hesitations when given an opportunity to take part in simple conversations**.**

Teacher3:I think working in pairs and groups help students to develop their oral skill especially for shy students .Also in the presentations I decided to make two students work together in order to avoid and overcome fear of speaking in public .

Teacher 4: Listening then speaking, exercises, tongue twisters, proverbs, famous speeches and expressions that teach students how to express themselves better….etc.

Teacher 5: They should focus on fluency rather than correctness and/or accuracy.

Question 08: Do you teach other skills in oral class? If yes \What are they?

If No\Why?

Teacher1: No,time is not sufficient if we do that.

Teacher2: Yes,Integrating the other skills in each session is beneficial. The other skills might well reinforce and foster the speaking skills.

Teacher3: Yes,I integrated listening sessions into oral session together in addition to that I sometimes introduce writing skill ,I give them BBC's audio and let them listen to carefully and give them transcript then they should fill the gaps according the audio after all we discuss it together I can say that I introduce listening, writing and speaking .

Teacher4: Yes, listening because it the major skill to make students speak fluently .

Teacher 5: Yes, Listening, mainly, because a good listener is a good speaker.

Question9: Do all of your students participate in the class? If No\Why do you think they do not ?

Teacher1: No, because of old habits ,topics are not of their interest.

Teacher2: Yes.

Teacher3: Not all of them because of many reasons such as lack of the confidence and stress of speaking in front of the teacher .It is better to motivate the students and let them express their opinion as they know and also to show interested to their topics.

Teacher 4: Yes.

Teacher 5: No! this is due to several factors and reasons, amongst, the lack of motivation, most of them do not investigate in content-based activities.

Question 10:Do you approach all students the same way?

Teacher1: Yes.

Teacher2: No, differently. Each student has his/her own characteristics and different learning styles (different intelligences).

Teacher3: Not the same because we have different levels and different personalities ,but I give more opportunity to students who have more weaknesses in speaking .

Teacher 4: No, some students need pressure to participate, others are motivated without it.

Teacher 5: No, Individual differences .

Question11: In your opinion ,What are the factors that block the student?

Teacher1: Being unmotivated.

Teacher2:

- factors contribute as blocks to students' learning:
- Readiness & willingness to learn English.
- Psychological factors (shyness, hesitations,□rejection, …).
- Teacher's experience and skills in teaching oral classes.

Teacher3: Deficiency of confidence and fear of making mistakes

Teacher4: Passiveness, shyness, the fact that participation does not involve decisive pressure like examination**.**

Teacher 5: There are many. Most of them are psychological ones.

Question 12: Have you ever asked the students who do not try to speak or feel shy what is the problem? If yes when and where?

Teacher1: Yes, many sessions (frequently).

Teacher2: Yes,when I feel that they want to take part in conversations.

Teacher3: Yes,I did so many times especially in the presentations when someone presents and no one ask questions I ask them what is the problems exactly so the majority tell me about their fear in speaking in front of their classmates so, I have to motivate and remind them that they will be teachers in the future and this is the opportunity for you .

Teacher4: Yes,"I do not want to participate…I'm ok like this!".

Teacher 5: Sometimes, during the session; others, after class.

Question13:Do you think or did you notice that using video technique help your students to participate more?

Teacher1: Yes

Teacher2: No.

Teacher3: Yes,it help so much .I see using video technique is very helpful and important in oral expression .Using videos make students not feel bored ,sometimes I use short videos I notice more interactions and exchange of ideas between them.

Teacher 4: Yes.

Teacher 5: Yes.

Question 14:How would you evaluate the majority of your students?

Teacher1: Average.

Teacher2: Average.

Teacher3: Good .

Teacher 4: Good.

Teacher 5: Average.

Question15:Does the average level of the class affect your choice of strategy\activity\material?

Teacher1: Yes.

Teacher2: Yes.

Teacher3: Sure ,if my strategy does not work I should change it according to the majority . Also for an activity if I did an activity and does not work I should try another activity that fit the level of my students.

Teacher4: Yes.

Teacher:5 Yes.

Appendix C

Student's Questionnaire

Dear student,

You are kindly requested to fill in this questionnaire to give us your opinion concerning enhancing EFL learner's speaking skills and the impact of using video inside the classroom to develop the learner's speaking skills. We would be very grateful if you could answer the following questions, you are required to put a tick (√) in the box that corresponds to your answer or give a full answer (s) where the gap provided please be honest.

Thank you for your collaboration

Personal information:

1- Age:

☐   18-20

☐   20-25

☐   Over 25

2- .Gender:

☐ Male

☐ Female

3- The choice of studying English was :

☐ Yours
☐ Yourfamily

4- Why are you studying English?

☐   Getting a diploma and a job
☐   Communicative purposes (to be able to communicate in the language)
☐   Other

If you chose other please say why ?

………………………………………………………………………………………

………………………………………………………………………………………

…………………………………………………………………………………..

5- How would you judge your level in English?

□   Excellent

□   Good

□   Average

□   Poor

6- What is your favorite module between the following?

□   Oral expression

□   Written expression

Please explain your choice:

……………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………..

7- Do you agree with the saying "To learn a language you must speak it "?

□ Yes

□ No

8- Do you think that the hours allocated to study oral production are enough?

□   Yes

□   No

9- Who does most of the talk in the classroom in oral expression ?

□   Teacher

□   Students

10- How often does your teacher interrupt you to correct your mistakes?

□   Veryoften

□   Sometimes

□   Rarely

□   Never

Learner's Perception over their Speaking Skill

11- When your speaking errors are corrected , do you feel motivated to speak?

□   Yes

☐ No

12- When your speaking errors are corrected , do you feel motivated to speak?

☐ Yes

☐ No

If No why?

……………………………………………………………………………

……………………………………………………………………………

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13- Which of the four language skills do you wish to master the most?

☐ Listening

☐ Speaking

☐ Writing

☐ Reading

14- .How often does the teacher give you the opportunity to speak in oral expression?

☐ Always

☐ Sometimes

☐ Rarely

☐ Never

15- What are your main speaking difficulties?

☐ Pronunciationdifficulties

☐ Grammar and Structure

☐ Lack of practice

☐ First language interference (The use of the mother tongue)

☐ All of these

16- Do you Participate in the classroom?

☐ Yes

☐ No

If you do not participate in the classroom .It is because :

☐ You are afraid of making mistakes ?

☐ Your classmates laugh at you ?

    ☐   The topic is not interesting ?

    ☐   You are not motivatedenough

Are thereotherreasons?

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17-   Do you feel anxious when it is needed to speak in class ?

    ☐ Yes

    ☐ No

IF yes, why?

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……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

…………….

18-   In which situation (s) do you feel anxious to speak?

    ☐ Whiletalking to yourteacher

    ☐ When performing in front of your classmate

    ☐ Other

If other, can you tell us?

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……………….

What do you think the teacher should do to help students to avoid feeling anxious?

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……………………………………………………………………………………

……………………………………………………………………………………

………………………..

19-   What type of activities do you prefer to practice in the classroom?

          □ Individualwork

          □ Group work

          □ Roleplay

          □ Problemsolving

          □ Discussion

          □ Other

If other what is it?

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…………………………………………………………………………………
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Students' attitudes towards using video techniques in oral session:

20-   Does your teacher use video during the oral session?

          □ Yes

          □ No

21-   Do you think it is necessary to use video techniques to learn the speaking skill?

          □ Yes

          □ No

22-   Do you think the use of video techniques motivates you to speak?

          □   Yes

          □   No

If no, why?

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Appendix D

Students' answers of the Q21

Question 21:What do you think the teacher should do to help students to avoid feeling anxious?

Providing some incentives and not reprimanding the student and calling him hurtful words to his colleagues.

Clap.

Melting the ice among them as students then between them and the teacher. Motivating them to talk freely. Or doing some fun activities.

Help them to speak with confidence.

Maybe not correcting mistakes every single time. motivational words.

Speak with them like father .

The teacher cannot do anything

Correct their mistakes.

He should do much activities so as to the student can take care for the session and they will have not any afraid.

Practice laughter when chatting.

The teacher should motivates them.

I think he should just make the things relaxed and let the student make mistakes.

Motivate and give them time to think.

The plan that I consider appropriate to reduce anxiety and enhance self-confidence is to ask a group of questions in every class, especially for the group that suffers from anxiety, even if the answer is wrong and give attention to the student and sensitize him to the importance of it like others

Give a positive feedback.

She /he should have the strange to make all students understanding the lesson and get the same idea about it.

The teacher should motivate his students at least as talking to them as his friends or more than that ifit's possible to avoid that feeling. Because when the student can be in touch with the teacher,he or she can be in touch with the others of course.

Frankly speaking, I don't think the teachers have much to do about this other than being patient and giving the students a chance to speak.

Don't choose students Give interesting topics.

Give a lot of time to us to talk.

Helps them with talking and encouraging them using his experience.

Push them to talk more and more.

I think He should to encourage the students ... To avoid it .

Try to motivate them with using some fun.

To smile all the time...and motivate them.